

Reglement van de Examencommissie 2023-2024

De examencommissie voor de bacheloropleiding Industrial Design of de masteropleiding Industrial Design

gelet op artikel 7.12, 7.12a, 7.12b, 7.12c, WHW ,

de onderwijs-en examenregeling(en) van de betreffende opleidingen,

de geldende richtlijn Bachelor College voor herziening (BR)

de geldende richtlijn Bachelor College na herziening (AR)

de geldende richtlijn Graduate School

het geldende Toetskader TU/e,

het facultaire Toetsbeleid,

het geldende Fraudebeleid Onderwijs TU/e

het geldende Reglement TU/e Bachelor College BR

het geldende Reglement TU/e Bachelor College AR

het geldende Reglement TU/e Graduate School

de geldende Regeling Centrale Tentamenafname TU/e, en

de geldende Handreiking Examencommissies TU/e,

besluit vast te stellen

Regulations of the Examination Committee 2023-2024

The Examination Committee for the Bachelor's degree program Industrial Design or the Master's program Industrial Design

having regard to Article 7.12, 7.12.a, 7.12.b, 7.12c WHW,

the Program and Examination Regulations for the relevant programs,

the Guideline Bachelor College before Revision (BR)

the Directive Bachelor College after Revision (AR)

the Guideline Graduate School

the applicable TU/e Assessment Framework

the Departmental Assessment Policy,

the applicable TU/e Education Fraud Policy

the applicable TU/e Bachelor College Regulations BR

the applicable TU/e Bachelor College Regulations AR

the applicable TU/e Graduate School Regulations

the applicable TU/e Central Examination Regulations, and

the applicable Examination Committee Guide

hereby adopts

het Reglement van de Examencommissie 2023-2024 van 1 september 2023 luidende als volgt:

Preamble

De examencommissie bestaat bij wet en wordt ingesteld door het faculteitsbestuur. De commissie is onafhankelijk en heeft het hoogste gezag met betrekking tot het borgen van het niveau van de opleiding waaronder zaken als toetsing en fraude vallen en al het overige dat nodig is om te kunnen garanderen dat een student die een graad krijgt, voldoet aan de eindtermen voor de opleiding.

De examencommissie stelt op objectieve en deskundige wijze vast of een student voldoet aan de voorwaarden die de onderwijs- en examenregeling stelt ten aanzien van kennis, inzicht, competenties en vaardigheden die nodig zijn voor het verkrijgen van een graad.

In dit Reglement van de Examencommissie stelt de examencommissie regels vast over de uitvoering van haar taken en bevoegdheden, zoals bedoeld in de wet en over de maatregelen die zij neemt in verband met fraude.

De examencommissie handelt binnen de kaders zoals die door de WHW, de Onderwijs en Examenregeling van de onderhavige opleidingen voor het studiejaar 2023-2024 zijn opgesteld, maar ook binnen de kaders van het Toetskader TU/e, het Facultaire Toetsbeleid en het Fraudebeleid Onderwijs TU/e.

De examencommissie gaat uit van de zorgvuldigheid waarmee docenten voor academische opleidingen worden geselecteerd en ziet deze docenten als eerste waarborg voor de kwaliteit van de tentamens en examens op basis waarvan de examencommissie de diploma's toekent. Desalniettemin is het de wettelijke taak van de examencommissie om te controleren of de kwaliteit van toetsing daadwerkelijk is geborgd en heeft zij ook de wettelijke bevoegdheid om richtlijnen en aanwijzingen op te nemen die examinatoren bij toetsing in acht dienen te nemen. Om deze reden zal de examencommissie trachten al het mogelijke te doen binnen haar wettelijke bevoegdheden om docenten waar mogelijk te ondersteunen bij hun taak en waar nodig hen aan te spreken wanneer zij niet binnen de gestelde kaders

the Regulations of the Examination Committee 2023-2024 dated September 1st, 2023, which read as follows:

Preamble

The Examination Committee is a statutory body and is appointed by the Department Board. The Committee is independent and is the highest authority with regard to safeguarding the standard of the degree program, including matters such as testing and fraud and all other aspects that are necessary to ensure that students who are awarded a degree have attained the outcomes for the relevant programs.

The Examination Committee determines, in an objective and expert manner, whether students have fulfilled the conditions set out in the Program and Examination Regulations (PER) with regard to the knowledge, understanding, competences and skills that are necessary to obtain a degree.

In these Regulations, the Examination Committee sets out rules for the implementation of its duties and powers in accordance with the WHW, and the measures to be taken in the event of fraud.

The Examination Committee acts in accordance with the WHW and the PER for the relevant programs for the study year 2023-2024, and also in accordance with the TU/e Assessment Framework, departmental assessment policy and the TU/e Education Fraud Policy.

The Examination Committee assumes that lecturers for academic degree programs are appointed with care and regards them as having primary responsibility for assuring the quality of the examinations and final examinations on the basis of which the Examination Committee confers degrees. Nevertheless, it is the statutory task of the Examination Committee to ascertain whether the quality of assessment is de facto assured, and it has the statutory power to issue guidelines and instructions that examiners must comply with when testing students. For this reason, the Examination Committee shall make every effort, within the bounds of its statutory powers, to provide lecturers with support in their work if possible, and to hold them to account when they do not act within the relevant frameworks.

handelen. Daartoe zal de examencommissie het facultaire toetsbeleid beoordelen op haar uitvoerbaarheid en doelmatigheid en waar nodig aanpassingen voorstellen die hieraan bijdragen. Ook zal zij het faculteitsbestuur/de opleidingsdirectie adviseren over mogelijkheden van verdere professionalisering van docenten/examinatoren.

De voorzitter van de examencommissie Bacheloropleidingen heeft zitting in de Adviescommissie Examens Bacheloropleidingen (AEB) en de voorzitter van de examencommissie Masteropleidingen heeft zitting in de Adviescommissie Examens Masteropleidingen (AEM). Deze AEB/AEM oefent onder andere haar bevoegdheden uit zoals die in het Reglement Bachelor College en Reglement Graduate School aan haar zijn toegewezen.

De wettelijke bevoegdheden van de examencommissie van een opleiding zijn in ieder geval van toepassing op alle onderwijseenheden die deel uitmaken van het examenprogramma van de opleiding van de student.

To this end, the Examination Committee shall assess the Departmental Assessment Policy in terms of its feasibility and effectiveness, and suggest relevant amendments where necessary. The Committee shall also advise the Department Board/program management concerning options for the further professionalization of lecturers/examiners.

The chair of the Examination Committee for Bachelor's Programs shall sit on the Advisory Committee for Bachelor's Examinations (AEB) and the chair of the Examination Committee for Master's Degree Programs shall sit on the Advisory Committee for Master's Examinations (AEM). The AEB/AEM shall carry out its duties in accordance with the TU/e Bachelor College Regulations and the Graduate School Regulations.

The statutory powers of the Examination Committee for a degree program apply in any case to all study components that are part of the program of examinations of the student's degree program.

H 1 ALGEMENE BEPALINGEN	7
1.1 Begripsbepalingen.....	7
1.2 Samenstelling examencommissie	7
1.3 Taken (T) en bevoegdheden (B) van de examencommissie	8
1.4 Examinatoren.....	14
1.5 Werkwijze van de examencommissie.....	15
H 2 NADERE REGELS	18
2.1 In verband met de borging van kwaliteit van de tentamens en examens.....	18
2.2 Borging van de kwaliteit van organisatie en procedures rondom tentamens en examens.....	20
2.3 Regels in verband met vrij programma.....	23
2.4 Regels in verband met het verlenen van vrijstelling.....	23
2.4a Nadere afspraken in verband met het verlenen van vrijstelling....	25
2.5 Keuzeonderwijseenheden	25
2.6a Regels in verband met het toekennen van een extra tentamenmogelijkheid binnen de bacheloropleiding (buiten de mogelijkheid van de hardheidsclausule ‘de harde knip’)	26
2.6b Regels in verband met het toekennen van een extra tentamenmogelijkheid binnen de masteropleiding	27
2.7 Regels in verband met toekennen quarantaine	27
2.8 Regels in verband met het toestaan van het volgen van masteronderwijseenheden binnen het schakelprogramma	28
2.9 Regels in verband met het afleggen van een tentamen buiten de TU/e.....	28
2.10 Regels in verband met het switchen naar een fixusopleiding	29
H 3 FRAUDE EN FRAUDEMAATREGELEN	29
3.1 Fraude	29

H 1 GENERAL PROVISIONS.....	7
1.1 Definitions	7
1.2 Composition of the Examination Committee	7
1.3 Tasks (T) and powers (P) of the Examination Committee	8
1.4 Examiners	14
1.5 Working method of the Examination Committee.....	15
H 2 ADDITIONAL RULES	18
2.1 Safeguarding the quality of examinations and final examinations..	18
2.2 Safeguarding the quality of organization and procedures relating to examinations and final examinations	20
2.3 Rules relating to the flexible degree program.....	23
2.4 Rules relating to granting exemptions.....	23
2.4a Further agreements in connection with the awarding of an exemption	25
2.5 Elective study components	25
2.6a Regulations in connection with the granting of an additional opportunity to take an exam outside of the hardship clause (Bachelor-before-Master rule)	26
2.6b Regulations in connection with the granting of an additional opportunity to take an examination	27
2.7 Regulations in connection with granting a quarantined exam	27
2.8 Regulations in connection with permission to take Master’s study components during the Pre-Master’s Program.....	28
2.9 Regulations in connection with taking an exam outside of the TU/e	28
2.10 Rules in connection with switching to a restricted intake program	29
H 3 FRAUD AND MEASURES TO PREVENT FRAUD	29
3.1 Fraud	29

3.2 Medeplichtigheid	33	3.2 Complicity.....	33
3.3 Plagiaatdetectie	34	3.3 Plagiarism detection.....	34
3.4 Bevoegdheden examencommissie/College van bestuur	34	3.4 Powers of the Examination Committee/Executive Board	34
3.5 Procedure	35	3.5 Procedure	35
H 4 TENTAMENS EN EXAMENS: RICHTLIJNEN EN AANWIJZINGEN	36	H 4 EXAMINATIONS AND FINAL EXAMINATION: GUIDELINES AND INSTRUCTIONS. 36	
4.1 Vragen en opgaven	36	4.1 Questions and assignments	36
4.2 Voorwaarden examen	39	4.2 Examination conditions	39
4.3 Stageregeling	39	4.3 Traineeship regulations	39
4.4a Goedkeuring examenprogramma in de bacheloropleiding.....	39	4.4a Approval of the program of examinations in the Bachelor's program	39
4.4b Goedkeuring examenprogramma in de masteropleiding	39	4.4b Approval of the program of examinations in the Master's program	39
4.5 Afstudeerregeling.....	39	4.5 Graduation regulations.....	39
4.6 Examen.....	40	4.6 Final examination.....	40
4.7 Resultaten van Competence Assessment.....	40	4.7 Results of Competence Assessment.....	40
H 5 SLOTBEPALINGEN.....	40	H 5 FINAL PROVISIONS	40
5.1 Beroep CBE	40	5.1 Appeals to the CBE	40
5.2 Klacht over een examinator	41	5.2 Complaint against an examiner.....	41
5.3 Wijziging reglement	41	5.3 Amendments to the regulations	41
5.4 Jaarverslag.....	41	5.4 Annual report.....	41
5.5 Inwerkingtreding.....	42	5.5 Effective date	42
BIJLAGEN.....	43	APPENDICES.....	43
Bijlage 1 bij artikel 1.3, onder a, van het Reglement van de examencommissie 2023-2024	43	Appendix 1 to Article 1.3, paragraph a, of the Regulations of the Examination Committee 2023-2024.....	43
Bijlage 2 bij artikel 1.3.3 lid e, van het reglement van de examencommissie 2023-2024	46	Appendix 2 to Article 1.3.3, paragraph e, of the Regulations of the Examination Committee 2023-2024.....	46
Bijlage 3 bij artikel 1.3, lid 4, onder a, van het reglement van de examencommissie 2023-2024	49	Appendix 3 to Article 1.3, paragraph 4, under a, of the Regulations of the Examination Committee 2023-2024.....	49

Bijlage 4 bij artikel 2.9, van het reglement van de examencommissie 2023-2024	50	Appendix 4 to Article 2.9, of the Regulations of the Examination Committee 2023-2024.....	50
Bijlage 5 bij artikel 3.4, eerste lid, van het reglement van de examencommissie 2023-2024	52	Appendix 5 to Article 3.4, paragraph 1, of the Regulations of the Examination Committee 2023-2024.....	52
Bijlage 6 bij artikel 3.5, zesde lid, van het reglement van de examencommissie 2023-2024	56	Appendix 6 to Article 3.5, paragraph 6, of the Regulations of the Examination Committee 2023-2024.....	56
Bijlage 7 bij artikel 3.5, negende lid, van het reglement van de examencommissie 2023-2024	58	Appendix 7 to Article 3.5, paragraph 9, of the Regulations of the Examination Committee 2023-2024.....	58
Bijlage 8 bij artikel 4.3 van het reglement van de examencommissie 2023-2024	60	Appendix 8 to Article 4.3 of the regulations of the Examination Committee 2023-2024.....	60
Bijlage 9a bij artikel 4.5, eerste lid, van het reglement van de examencommissie 2023-2024	63	Appendix 9a to Article 4.5, paragraph 1, of the regulations of the Examination Committee 2023-2024.....	63
Bijlage 9b bij artikel 4.5, tweede lid van het reglement van de examencommissie 2023-2024	68	Appendix 9b to Article 4.5, paragraph 2, of the regulations of the Examination Committee 2023-2024.....	68
Bijlage 9c bij artikel 4.5, tweede lid van het reglement van de examencommissie 2023-2024	72	Appendix 9c to Article 4.5, paragraph 2, of the regulations of the Examination Committee 2023-2024.....	72
		Appendix 10 to Article 1.3.2. of the regulations of the Examination Committee 2023-2024.....	75
		Appendix 11 of the regulations of the Examination Committee 2023-2024, profile of the examiner	83
		Appendix 12 of the regulations of the Examination Committee 2023-2024, protocol safeguarding	83
		Appendix 13 of the regulations of the Examination Committee 2023-2024, guidelines for handling plagiarism and fraud	91

H 1 ALGEMENE BEPALINGEN

Art. 1.1 Begripsbepalingen

In deze regeling wordt verstaan onder:

Wet/WHW: de Wet op het hoger onderwijs en wetenschappelijk onderzoek

OER: de Onderwijs- en Examenregeling van de opleiding

ESA: Education and Student Affairs van de TU/e

Daar waar de term tentamen (BR) wordt gebruikt, dient ook de term assessment (AR) te worden gelezen.

Voor de overige begripsbepalingen wordt verwezen naar de OER van de betreffende opleiding(en).

De overige in deze regeling voorkomende begrippen hebben de betekenis die de wet eraan geeft

Art. 1.2 Samenstelling¹ examencommissie

1. De examencommissies zijn zodanig samengesteld dat de vereiste onafhankelijkheid en deskundigheid zijn gegarandeerd, en kennen in ieder geval:

- één voorzitter
- één vice-voorzitter
- één extern lid, dat bekend is met de rol van de examencommissie, maar niet als docent betrokken is bij het onderwijs in de onder de examencommissie ressorterende

GENERAL PROVISIONS

Definitions

In these regulations, the following terms shall be understood to mean:

WHW: de Wet op het hoger onderwijs en wetenschappelijk onderzoek (the Dutch Higher Education and Scientific Research Act)

PER: The Program and Examination Regulations of the degree program

ESA: Education and Student Affairs of the TU/e

Where the term examination (BR) is used, the term assessment (AR) is meant as well.

See the Program and Examination Regulations of the individual programs for further definitions.

Other terms used in these regulations shall have the meaning ascribed to them in the WHW.

Composition¹ of the Examination Committee

The composition of the Examination Committees is such that the required independence and expertise are guaranteed. Each committee shall have, in any case:

- a chair
- a deputy chair
- one external member, who is familiar with the role of the examinations committee, but who does not have teaching duties in the degree program(s) for which the Examination

¹ Zie artikel 2.10 b van het model Faculteitsreglement. See Article 2.10, section b, of the Department Regulations model.

opleiding(en) en belast is met het borgen van de onafhankelijkheid van de examencommissie.

- twee overige leden

2. De duur van de benoeming en herbenoeming is opgenomen in het faculteitsreglement van de faculteit waaronder de opleiding valt.

3. De examencommissie wordt bijgestaan door een (ambtelijk) secretaris.

Art. 1.3 Taken (T) en bevoegdheden (B) van de examencommissie

1. De examencommissie heeft de volgende *wettelijke* taken (T)/bevoegdheden(B):

- a. Het benoemen van examinatoren (artikel 7.12 c, WHW) op basis van het profiel voor examinatoren (zie bijlage 1) (T).
- b. Het borgen van de kwaliteit van de tentamens en examens (artikel 7.12b, onder a, WHW) (T).
- c. Het vaststellen van richtlijnen en aanwijzingen binnen het kader van de OER om de uitslag van tentamens en examens te beoordelen en vast te stellen (artikel 7.12b, onder b, WHW) (T).
- d. Het verlenen van goedkeuring om een vrij onderwijsprogramma te volgen (artikel 7.12b, eerste lid, onder c, WHW) (B).
- e. Het verlenen van vrijstelling voor het afleggen van één of meer tentamens (artikel 7.12b, eerste lid, onder d, WHW) (B).
- f. Het borgen van de kwaliteit van de organisatie en de procedure van tentamens en examens (artikel 7.12b, eerste lid, onder e, WHW) (T).

Committee is responsible and is charged with safeguarding the independence of the Examination Committee.

- two other members

The term of appointment and reappointment is included in the department regulations to which the degree program belongs.

The Examination Committee is supported by an official secretary.

Tasks (T) and powers (P) of the Examination Committee

The Examination Committee has the following *statutory* tasks (T)/powers (P):

- To appoint examiners (Article 7.12c of the WHW) based on the profile for examiners (see Appendix 1) (T).
- To safeguard the quality of the examinations and final examinations (Article 7.12b, under a, of the WHW) (T).
- To establish procedures and instructions within the framework of the PER for assessing and determining the results of examinations (Article 7.12b, under b, of the WHW) (T).
- To grant permission to take an optional degree program (Article 7.12b, paragraph 1, under c, of the WHW) (P).
- To grant an exemption from taking one or more examinations (Article 7.12b, paragraph 1, under d, of the WHW) (P).
- To safeguard the quality of the organization and the procedure relating to examinations and final examinations (Article 7.12b, paragraph 1, under e, of the WHW) (T).

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| g. | Het vaststellen of er sprake is van fraude en, indien er sprake is van fraude, het bepalen van de strafmaat, (artikel 7.12b, tweede lid, WHW) (B). | To investigate cases of suspected fraud and, if the student concerned is guilty, to determine the sanction (Article 7.12b, paragraph 2, of the WHW) (P). |
| h. | Het verlenen van toegang tot het afleggen van één of meer onderdelen van het bachelorexamen, voordat de student de propedeutische fase van de opleiding met goed gevolg heeft afgelegd (artikel 7.30, derde lid, WHW) (B). | To provide students with opportunities to take one or more components of the final examinations before they have passed the relevant program's propaedeutic phase (Article 7.30, paragraph 3, of the WHW) (P). |
| i. | Het uitreiken van getuigschriften, met daaraan toegevoegd het diplomasupplement, als bewijs dat het examen met goed gevolg is afgelegd (artikel 7.11, WHW) (T). | To issue degree certificates to which is added the diploma supplement as proof that the final examination was completed successfully (Article 7.11 of the WHW) (T). |
| j. | Nog niet overgaan tot de uitreiking van het getuigschrift, wanneer de student op goede gronden heeft verzocht daartoe nog niet over te gaan (art 7.11, derde lid, WHW juncto artikel 7.1, vijfde lid, OER Ba BR en AR /artikel 6.1, vijfde lid, OER Ma) (B). | To delay the awarding of the degree certificate if the student has requested this with good reason (Article 7.11, paragraph 3, WHW in conjunction with Article 7.1, paragraph 5, of the PER Ba BR and AR/Article 6.1, paragraph 5, PER Ma) (P). |
| k. | Het vragen van inlichtingen aan examinatoren (artikel 7.12c, WHW) (B). | To request information from examiners regarding the policy they have followed (Article 7.12c of the WHW) (P). |
| l. | Het maken van een jaarverslag (artikel 7.12b, vijfde lid, WHW) (T). | To compile an annual report (Article 7.12b, paragraph 5, of the WHW) (T). |
| m. | Beoordeling van vrije onderwijsprogramma's (artikel 7.3j, WHW) (B) en artikel 3.10 OER Ba BR/artikel 3.8 OER Ba AR. | To assess electives (Article 7.3j of the WHW) (P) and Article 3.10 PER Ba BR/Article 3.8 PER Ba AR. |
| n. | Onder door haar te stellen voorwaarden bepalen dat niet ieder tentamen met goed gevolg afgelegd hoeft te zijn om vast te stellen dat het examen met goed gevolg is afgelegd (artikel 7.12b, derde lid, tweede volzin, van de WHW en artikel 4.2 van dit reglement) (B). | To determine that not every exam must be completed successfully under conditions set by the Examination Committee to allow for the determination that the final examination has been successfully completed (Article 7.12b, paragraph 3, second sentence of the WHW and Article 4.2 of these regulations) (P). |

2.	<i>Algemeen Bachelor en Master</i>	<i>General Bachelor's and Master's</i>
a.	Het verlenen van goedkeuring om keuzeonderwijseenheden op te nemen in het examenprogramma (artikel 3.4, tiende lid, juncto artikel 3.7 OER Ba BR, artikel 3.4, tiende lid, juncto artikel 3.7 OER Ba AR en artikel 3.6 OER Ma) (B).	To grant permission to include electives in the program of examinations (Article 3.4, paragraph 10, in conjunction with Article 3.7, PER Ba BR, Article 3.4 paragraph 10, in conjunction with Article 3.7 Ba AR and Article 3.6, PER Ma) (P).
b.	Het adviseren over het (facultaire) toetsbeleid, het toetsplan van de opleiding en het toetsrooster (T).	To give advice on the (Departmental) Assessment Policy, the testing plan of the degree program and the exam schedule (T).
c.	Het adviseren over de inhoud van het examenprogramma (T).	To give advice on program of examinations content (T).
d.	Het adviseren over de OER van de opleiding (T).	To give advice on the PER of the degree program (T).
e.	Het ongeldig verklaren van een tentamen wanneer er sprake is van ernstige onregelmatigheden (artikel 6.7, tiende lid, OER Ba BR en AR en 5.6, achtste lid OER Ma) (B).	To declare an examination invalid if there are serious irregularities (Article 6.7, paragraph 10, PER Ba BR and AR and Article 5.6, paragraph 8, PER Ma) (P).
f.	Het in voorkomende gevallen adviseren aan de examinerator in verband met de aanpassing van een bekendgemaakt eindcijfer in de gevallen waarin die consequenties heeft voor het behalen van de graad dan wel het bindend studieadvies (artikel 6.8, tiende lid, OER Ba BR en AR en artikel 5.7, achtste lid, OER Ma) (B).	To advise the examiner in particular cases in connection with the correction of an already announced final grade in cases where this has consequences for attaining the academic degree or for the binding recommendation on the continuation of studies (Article 6.8, paragraph 10, PER Ba BR and AR and Article 5.7, paragraph 8, PER Ma) (P).
g.	Het vaststellen van een judicium (artikel 7.5, OER Ba BR en AR, artikel 6.4 van de OER Ma) (B).	To determine a Latin honour (judicium) (Article 7.5, PER Ba BR and AR, Article and 6.4, PER Ma) (P).
h.	Het uitreiken van verklaringen in verband met behaalde onderwijseenheden (artikel 7.11, vijfde lid, van de WHW) (B).	To issue statements regarding study components passed (Article 7.11, paragraph 5, of the WHW) (P).
i.	Het wijzigen van de tentamenvorm in bijzondere gevallen (artikel 9.2, eerste lid, OER Ba BR, artikel 5.1, achtste lid, OER Ma) (B).	To change the form of examination in exceptional cases (Article 9.2, paragraph 1, PER Ba BR, Article 5.1, paragraph 8, PER Ma) (P).

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| j. | Het wijzigen van de openbaarheid van mondelinge tentamens in bijzondere gevallen (artikel 9.2, tweede lid, OER Ba BR, artikel 6.3, tweede lid, OER Ba AR en artikel 5.2, vierde lid OER Ma) (B). | To change the public nature of oral examination in exceptional cases (Article 9.2, paragraph 2, PER Ba BR, Article 6.3, paragraph 2, PER Ba AR and Article 5.2, paragraph 4, PER Ma) (P). |
| k. | Het adviseren ten aanzien van toelating tot de promotie zonder mastergraad (artikel 3, derde lid, Promotiereglement en de toelichting daarop) (B). | To advise on admission to doctoral studies without a Master's degree (Article 3, paragraph 3 of the PhD Regulations and the relevant explanatory notes) (P). |
| l. | Het voeren van overleg met andere examencommissies en het faculteitsbestuur (T). | To consult with other Examination Committees and the Department Board (T). |
| m. | Het verlenen van goedkeuring om onderwijseenheden te volgen en daarin tentamens af te leggen (artikel 7.34, eerste lid, onder b, van de WHW) (B). | To grant permission for students to take and sit examinations in extra study components (Article 7.34, paragraph 1, sub b, of the WHW) (P). |
| n. | Het verlenen van goedkeuring voor een door de student samengesteld diplomeringsprogramma met twee of meer door de TU/e aangeboden opleidingen (bijlage 4, artikel 1.1, tweede en vierde lid, OER Ba BR en bijlage 4, artikel 1.2, derde lid, OER Ba BR, bijlage 4, artikel 3, OER Ba AR en bijlage 5, artikel 1, vierde lid en artikel 2, derde lid, OER Ma, en bijlage 10). | To grant permission for a double (or more) degree program offered by the TU/e composed by the student (Appendix 4, Article 1.1, par. 2 and 4, PER Ba BR and Appendix 4, Article 1.2, par. 3, PER Ba BR, Appendix 4, Article 3, PER Ba AR, and Appendix 5, Article 1, par. 4, and Article 2, par. 3, PER Ma, and Appendix 10). |
| o. | Het opleggen van een aanvullend of vervangend tentamen wanneer kennis of inzicht aantoonbaar verouderd is of indien het tentamen afgenomen of getentamineerde vaardigheden aantoonbaar verouderd zijn (zie artikel 6.11, eerste lid, OER Ba BR en AR, artikel 5.10, tweede lid, OER Ma). | Imposing an additional or substitute examination when knowledge or insight is demonstrably outdated or if the examination taken or skills tested are demonstrably outdated (see Article 6.11, paragraph 1, PER Ba BR and AR, Article 5.10, paragraph 2, PER Ma). |
| p. | Het uitoefenen van overige bevoegdheden waar in de OER naar verwezen wordt (B). | To exercise other powers as specified in the PER (P). |
| 3. | <i>Met betrekking tot de Bacheloropleiding:</i> | <i>With regard to Bachelor's programs:</i> |
| a. | Het uitvoeren van het bindend studieadvies (artikel 8.5, 8.6, en 8.7 van de OER Ba BR en AR), (B) | To issue binding recommendations on the continuation of studies (Article 8.5, 8.6 and 8.7 of the PER Ba BR and AR) (P). |

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| b. | Het bepalen van de bsa-norm, zoals bedoeld in artikel 8.5, zesde lid onder a t/m e , bijlage 4, onder , zeven en acht, en artikel 8.6, tweede lid van de OER Ba BR en AR (B). | To establish the standard for the binding recommendation, in accordance with Article 8.5, paragraph 6 a to e, Appendix 4, under 7 and 8, and Article 8.6, paragraph 2 of the PER Ba BR and AR (P). |
| c. | Het uitvoeren van de hardheidsclausule in het kader van de 'harde knip' (art 6.2, OER Ba BR en AR) (T). | To apply the hardship clause in the framework of the Bachelor's-before-Master's rule (Article 6.2, PER Ba BR and AR) (T). |
| d. | Het goedkeuren van de samenstelling van de beoordelingscommissie voor bachelor eindprojecten (art 4.3 van dit reglement) (B). | To approve the composition of the evaluation committee for Bachelor's final projects (Article 4.3 of these regulations) (P). |
| e. | Het beoordelen of er sprake is van geldige afwezigheid van een student bij tussentoetsen (BR)/tussentijds assessment moment (AR)/eindtoetsen bij onderwijseenheden van de bacheloropleiding volgens het Bachelor College (Reglement van de examencommissie, zie bijlage 2 (B). Geldig voor Ba BR. | To assess whether or not specific cases of absence on the part of students during mid-term tests (BR)/mid-term assessment moments (AR)/final tests within study components of Bachelor's programs in accordance with Bachelor College can be deemed as cases of valid absence (Regulations of the Examination Committee, see Appendix 2 (P). Applicable to Ba AR. |
| f. | Het verlenen van ontheffing van de verplichting tot het behalen van de ITEC-onderwijseenheid Engineering for Society (artikel 3.7, vijfde lid, OER Ba AR (B). | Granting an exemption from the requirement to pass the ITEC study component Engineering for Society (Article 3.7, paragraph 5, PER Ba AR (B). |
| g. | Het verlenen van toestemming voor het volgen van meer dan 20 studiepunten per kwartiel (artikel 5.1, eerste lid, OER Ba BR en AR) (B). | Granting permission to take more than 20 credits per quarter (Article 5.1, paragraph 1, PER Ba BR and AR) (B). |
| h. | Het eenmalig, in bijzondere gevallen, afwijken van de regel dat de student slechts eenmaal mag deelnemen aan een onderwijseenheid die twee maal per jaar wordt verzorgd (zie artikel 6.4, derde lid, OER Ba, BR en artikel 6.3, derde lid, juncto artikel 9.2, derde lid, OER Ba, AR (B). | Deviating once, in special cases, from the rule that the student may participate only once in a study component that is provided twice a year (see Article 6.4, paragraph 3, PER Ba, BR and Article 6.3, paragraph 3, in conjunction with Article 9.2, paragraph 3, PER Ba, AR (B). |
| i. | Het verlenen van goedkeuring indien de student het examenprogramma inhoudelijk wil aanpassen (artikel 3.7, tweede lid, OER Ba BR en AR) (B) | To grant permission if the student wishes to alter the contents of the program of examinations (Article 3.7, paragraph 2, PER Ba BR and AR) (P). |

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| j. | Het goedkeuren van de voorstellen voor het bachelor eindproject (B) | To approve the proposals for the Bachelor's final project (P). |
| k. | Het nemen van een besluit tot conditionele toelating naar aanleiding van een verzoek van een student (ingeschreven aan de TU/e voor 1 september 2023) om te switchen naar een fixusopleiding (B) | To decide on conditional admission as a result of a student's request (enrolled at TU/e before Sept. 1, 2023) to switch to a restricted intake degree program (P). |
| l. | Advies geven over een voordracht voor een pilot, zoals bedoeld onder punt 3 van de Richtlijn Bachelor College en artikel 1.1, vierde lid, van de OER Ba BR (T), punt 17 van de Richtlijn Bachelor College AR en artikel 1.1, vijfde lid juncto, bijlage 3 van de OER Ba AR. | To provide advice concerning the nomination of a pilot project, as referred to under point 3 of the Bachelor College Guideline and Article 1.1, paragraph 4, of the PER for Ba BR (T), point 17 of the Directive Bachelor College AR and Article 1.1, paragraph 5 in conjunction with Appendix 3 of the PER Ba AR. |
| m. | Voor de competentiegerichte opleidingen geldt dat stages of uitwisselingsprogramma's als keuzeonderwijseenheden alleen na goedkeuring van de examencommissie kunnen worden opgenomen in het examenprogramma. | For the competency-centered programs, traineeships or exchange programs will only be included in the program of examinations. |
| 4. | <i>Met betrekking tot de Masteropleiding:</i> | <i>With regard to Master's programs:</i> |
| a. | Het beoordelen of niet-disciplinaire onderwijseenheden tot het masterprogramma kunnen behoren (zie bijlage 3) (B). | To assess whether non-disciplinary study components can be included in a Master's program (see Appendix 3) (P). |
| b. | Het nemen van het studievoortgangsbesluit voor schakelstudenten (bijlage 2, artikel 4, OER Ma) (B). | To make a study progress decision for pre-Master's students (Appendix 2, Article 4, PER Ma) (P). |
| c. | Het goedkeuren van de samenstelling van de beoordelingscommissie voor afstudeerprojecten (artikel 4.5, van dit reglement) (B). | To approve the composition of the evaluation committee for final projects (Art. 4.5, of these regulations) (P). |
| d. | Het goedkeuren van de invulling van de internationale ervaring van minimaal 15 studiepunten (bijlage 1, onder j, OER Ma) (B) | To approve the content of the international experience of a minimum of 15 credits (Appendix 1, under j, PER Ma) (P). |

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| e. | Het goedkeuren van voorstellen voor het masterafstudeerproject (art 4.5 en bijlage 9b van dit reglement) (B). | To approve proposals for the Master's graduation project (Article 4.5 and Appendix 9b of these regulations) (P). |
| f. | Advies geven over een voordracht voor een pilot, zoals bedoeld onder 'slotbepalingen' van de Richtlijn Graduate School en artikel 1.1, derde lid, OER Ma (T). | To provide advice concerning the nomination of a pilot project, as referred to in the final stipulations of the Graduate School Guidelines and Article 1.1, paragraph 3, PER Ma (T). |

Art. 1.4 Examinatoren

1. Een examiner is een functionaris die verantwoordelijk is voor een individuele onderwijseenheid van een of meerdere opleidingen aan de TU/e en door de examencommissie van de pen voerende faculteit/opleiding is aangewezen voor het beoordelen van studenten door middel van het afnemen van tentamens over de onderwijseenheid en het vaststellen van de uitslag daarvan.
2. De aanwijzing zoals bedoeld in het vorige lid, geldt per studiejaar en per onderwijseenheid en wordt opgenomen in een door de secretaris bij te houden register examinatoren.
3. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.
4. De examencommissie van de opleiding die de student volgt, is bevoegd beslissingen te nemen ten aanzien van studenten die die opleiding volgen. Dit betekent dat een examiner van een onderwijseenheid die door een andere opleiding wordt verzorgd, de beslissingen van de examencommissie, van de opleiding die de student volgt, dient op te volgen.
5. Een examiner beslist welke hulpmiddelen bij een tentamen van de onderwijseenheid waarvoor die examiner verantwoordelijk is, mogen worden gebruikt en neemt dit op het voorblad op tentamens, zoals bedoeld in bijlage 3 van de geldende Regeling Centrale Tentamenafname, tenzij de examencommissie van de

Examiners

- An examiner is an official who is responsible for an individual study component of one or more degree programs at TU/e and is appointed by the Examination Committee of the coordinating department/degree program to assess students by organizing examinations for the study component and determining the results.
- The appointments referred to in the previous paragraph are made each academic year for each study component and are entered in a register of examiners that is kept by the secretary.
- The examiners shall provide the Examination Committee with requested information.
- The Examination Committee of the degree program taken by the student is authorized to take decisions regarding students of that degree program. This means that an examiner of a study component that is provided by a different degree program must follow the directions of the Examination Committee of the degree program that the student is taking.
- An examiner decides which resources may be used during the exam for the study component for which the examiner is responsible and must record this on the front cover of the exam, in accordance with Appendix 3 and the applicable Central Examinations Regulations, unless the Examination Committee of the coordinating degree program has decided that certain resources are excluded from use.

pen voerende opleiding heeft besloten dat bepaalde hulpmiddelen nimmer mogen worden gebruikt.

6. De kwaliteit van de examinatoren wordt gewaarborgd door toezicht te houden op en terugkoppeling te geven op de kwaliteit van toetsen en beoordelingen. In de jaarverslagen van de examencommissies wordt o.a. verslag gedaan van de activiteiten ten aanzien van de deskundigheid van de examinatoren.

The quality of examiners is assured by monitoring and giving feedback on the quality of tests and assessments. The annual reports of the Examination Committees include an account of activities relating to the expertise of examiners.

Art. 1.5 Werkwijze van de examencommissie

Working method of the Examination Committee

1. De examencommissie vergadert minstens eenmaal per maand, met uitzondering van de maand juli, bij voorkeur in de laatste week van de maand. Een extra vergadering kan gepland worden in juli met betrekking tot de "harde knip" en het bindend studieadvies.
2. De data waarop de examencommissie vergadert, de deadline voor het aanmelden voor een examen en de deadline voor het inleveren van verzoeken voor een vergadering worden gepubliceerd op de website van de opleiding. Tijdens de vergadering behandelt de examencommissie de (complete) verzoeken die voor de betreffende deadline zijn aangeleverd. Verzoeken die na de deadline worden aangeleverd, worden pas behandeld in de daaropvolgende examenvergadering.
3. De examencommissie heeft de volgende taken gemandateerd:
Aan de studieadviseurs:
- Het verlenen van faciliteiten in geval van geldige persoonlijke omstandigheden in:
 - afwezigheid bij tussen- en eindtoetsen.
 - deadlines van deliverables en presentatiemoment in de Competentiebeoordeling
 - afwezigheid bij verplichte bijeenkomsten van vakken en/of projecten

The Examination Committee meets at least once a month, except in the month of July, preferably in the last week of the month. An additional meeting may be scheduled in July with regard to the Bachelor's-before-Master's rule and binding recommendation on the continuation of studies.

The dates upon which the Examination Committee meets, the deadline for examination registration and the deadline for submitting requests for a meeting shall be published on the departmental website. During the meeting the Examination Committee shall deal with all complete requests that were submitted before the given deadline. Requests submitted after the deadline shall be dealt with in the next examination committee meeting.

The Examination Committee has mandated the following tasks:

To the Academic Advisors:

- Granting facilities in case of valid personal circumstances in:
 - absence from intermediate and final tests.
 - deadlines of deliverables and presentation moment in the Competence assessment
 - absence from mandatory meetings of

- Verlenging van de geldigheidsduur van een tussentijdse toets in geval van geldige persoonlijke omstandigheden.

Aan de Coach (Ba) / Mentor (Ma):

- Het Formal Approval Form (Ba) / Studie Program Form (Ma) goed te keuren en te ondertekenen.

Aan de secretaris van de EC:

- De Planapp goed te keuren (keuzevakken en USE voor 60 erts voor studenten van 2022-2023 en eerder / keuzevakken voor 50 erts voor studenten van 2023-2024 en later)
- De diplomasupplementen te ondertekenen
- Om een schriftelijke goedkeuring te ondertekenen om vakken te volgen aan een gastuniversiteit voor minder dan 15 erts buiten ID
- Goedkeuren van de vrijstelling van de programma-eisen voor PhD kandidaten.

De volgende commissies zijn onderdeel van de examencommissie:

- Dagelijks Bestuur, bestaande uit de voorzitter, de vicevoorzitter, 1 EC lid en de secretaris. In geval van belangenverstrengeling vertegenwoordigt het andere lid het lid met een belangenconflict.

4. De examencommissie heeft de volgende commissies ingesteld:

- een borgingscommissie, die verantwoordelijk is voor de kwaliteit van bachelor- en master eindprojecten en beoordelingen;
- een toetsingscommissie, die verantwoordelijk is voor tentamens en beoordelingen

5. De commissie dagelijkse werkzaamheden is belast met de dagelijkse gang van zaken van de examencommissie.

subjects and/or projects

- Extension of the validity of an interim test in case of valid personal circumstances.

To the Study Coach (Ba) / Mentor (Ma):

- To approve and sign the Formal Approval Form (Ba) / Study Program Form (Ma)

To the EC Secretary:

- To approve the Planapp (electives and USE for 60 erts for students of 2022-2023 and before / electives for 50 erts for students of 2023-2024 and beyond)
- To sign the diploma supplements
- To sign a written approval to do courses at a host university for less than 15 erts outside ID
- Approve of the exemption from the program requirements for PhD candidates.

The following committees are part of the Examination Committee:

- Daily Board, consisting of the Chair, the vice-chair, 1 member and the secretary. In case there is a conflict of interests, the other member will represent the conflicted member.

The Examination Committee has established the following committees:

- an assurance committee, which is responsible for the quality of Bachelor's and Master's Final Projects and Assessments;
- an assessment committee, which is responsible for examinations and assessments.

The Daily Board is responsible for the daily activities of the Examination Committee.

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| 6. | De vergaderingen van de examencommissie zijn niet openbaar. | The meetings of the Examination Committee are not public. |
| 7. | Van de vergaderingen worden verslagen gemaakt. Deze verslagen zijn niet openbaar. | Reports shall be made of the meetings. These reports are not public. |
| 8. | De examencommissie besluit bij gewone meerderheid van aanwezige stemmen. Staken de stemmen, dan geeft de stem van de voorzitter van de examencommissie de doorslag. | The Examination Committee decides by a simple majority of votes of those present. In case of a tie, the chair's vote shall be decisive. |
| 9. | De examencommissie beslist binnen de reactietermijn, maar kan onder mededeling daarvan aan de student de beslistermijn opschorten met een redelijke termijn. | The Examination Committee shall reach a decision within the response time but can delay the decision by a reasonable period of time, having informed the student. |
| 10. | De examencommissie geeft genomen beslissingen terstond schriftelijk door aan in ieder geval de onderwijsadministratie van de betreffende opleiding, aan de betreffende student en eventueel aan de betreffende docent. | The Examination Committee in any case reports its decisions immediately and in writing to the student administration of the program concerned and to the student in question and, if necessary, to the lecturer concerned. |
| 11. | Indien een student bij de examencommissie een verzoek of een klacht indient waarbij een examiner betrokken is die lid is van de examencommissie, dan neemt de betrokken examiner geen deel aan de behandeling van het verzoek of de klacht (artikel 7.12b, vierde lid, WHW). | If a student submits a request or a complaint to an Examination Committee involving an examiner who is a member of that Examination Committee, then the examiner in question shall take no part in the deliberations on the request or complaint (Article 7.12b, paragraph 4, of the WHW). |
| 12. | Daar waar de OER van de opleiding dit voorschrijft, vraagt de examencommissie advies aan de studieadviseur, de studentendecaan, de centrale commissie persoonlijke omstandigheden of de Adviescommissie Examens Bacheloropleidingen of de Adviescommissie Examens Masteropleidingen. | When stipulated by the PER, the Examination Committee shall consult with the academic advisor, the student counsellor, the Central Committee on Personal Circumstances or the Advisory Committee on Bachelor's Programs Examinations (AEB) and Advisory Committee on Master's Programs Examinations (AEM). |

H 2 NADERE REGELS

Art. 2.1 In verband met de borging van kwaliteit van de tentamens en examens²

1. De examencommissie dient de kwaliteit van tentamens en examens te borgen. Zij dient deze taak proactief en reactief invulling te geven op zodanige wijze dat zij zich een zelfstandig oordeel kan vormen over de kwaliteit van de tentamens en de examens, in termen van betrouwbaarheid, validiteit, transparantie en uitvoerbaarheid. Hoe de examencommissie controleert en daarmee borgt dat toetsen worden opgesteld en afgenomen conform het facultaire toetsbeleid, wordt in dit artikel beschreven. Hierbij wordt in beginsel uitgegaan van de deskundigheid van examinatoren.
2. De examencommissie controleert of laat steekproefsgewijs controleren of
 - a) voor iedere onderwijseenheid een toetsplan (BR)/assessmentplan (AR) beschikbaar is dat voldoet aan de gestelde eisen in het facultair toetsbeleid en of dit plan tijdig bekend is gemaakt aan studenten;
 - b) bij de constructie van iedere toets en van ieder antwoordmodel meerdere docenten zijn betrokken;
 - c) de toets wordt gecontroleerd op de aspecten validiteit, betrouwbaarheid en transparantie;
 - d) nagekeken wordt door middel van de vastgestelde procedure waarbij verschillen tussen beoordelaars zo klein mogelijk worden gehouden;

ADDITIONAL RULES

Safeguarding the quality of examinations and final examinations²

The Examination Committee shall safeguard the quality of examinations and final examinations. It must perform this task in a proactive and reactive manner, such that it can form an independent opinion of the quality of examinations and final examinations in terms of reliability, validity, transparency and feasibility. This Article sets out how the Examination Committee checks, and thereby assures, that tests are compiled and set in accordance with the Departmental Assessment Policy. Examiners are assumed to have the relevant expertise.

The Examination Committee checks or orders checks, by means of random sampling, whether

- a) an assessment plan (BR and AR) is in place for each study component that meets the requirements of the departmental Assessment Policy, and whether the plan has been published for students,
- b) multiple lecturers were involved in the construction of each test and each response model,
- c) tests are checked, before they are administered, in terms of validity, reliability and transparency,
- d) tests are graded according to the determined procedure in which differences between assessors are kept to a minimum,

² Zie het geldende Toetskader TU/e. See the applicable TU/e Assessment Framework.

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| <p>e) de beoordelaars strikt gebruik maken van het antwoordmodel, de rubrics en de competentie beoordeling;</p> <p>f) naar aanleiding van de eerste ervaringen met het antwoordmodel en de rubrics, het model en de rubrics aangepast is of aangepast zou moeten worden;</p> <p>g) bij het afnemen van een mondelinge eindtoets twee examenbevoegde docenten dan wel een examenbevoegde docent en een materiedeskundige aanwezig zijn (zie artikel 6.3, tweede lid, OER Ba BR en artikel 5.2, tweede lid, OER Ma);</p> <p>h) of de nakijktermijn wordt overschreden bij het nakijken van tentamens, en zo ja, hoe vaak;</p> <p>i) bachelor eindprojecten en mastertheses op plagiaat zijn gecontroleerd middels plagiaatdetectiesoftware dan wel door de afstudeerbegeleider bij vertrouwelijke verslagen;</p> <p>j) er sprake is van plagiaat (tekst, beeld, code etc.) of inbreuk op Intellectual Property Rights (IPR) bij ingeleverde werkstukken;</p> <p>k) iedere twee jaar of de kwaliteit van de eindbeoordeling van de masterafstudeerverslagen en de bacheloreindprojectverslagen adequaat is.</p> | <p>e) the assessors strictly use the response model, rubrics and competence assessment</p> <p>f) on the basis of the initial experiences with the response model or rubrics, the model or rubrics have been or should be amended,</p> <p>g) two authorized examiners or an authorized examiner and a subject specialist are present during a final oral test (see Article 6.3, paragraph 2, PER Ba BR and Article 5.2, paragraph 2, PER Ma);</p> <p>h) the grading deadline for examinations was exceeded, and if so how often,</p> <p>i) Bachelor's final projects and Master's theses were checked for plagiarism with plagiarism-detection software or by the graduation supervisor for confidential reports,</p> <p>j) submitted work contains plagiarism (text, image, code etc.) or work that is protected by Intellectual Property Rights (IPR),</p> <p>k) biannually, the quality of the final assessment of Master's graduation reports and Bachelor's final project reports is adequate.</p> |
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| <p>3. De examencommissies houden toezicht op de uitvoering van de beoordeling van de masterafstudeerverslagen en instrumenten en procedures om dit te doen.</p> | <p>The Examination Committees supervise the execution of the assessment of the Master's theses instruments and procedures to accomplish this.</p> |
| <p>4. Onderwijseenheidsevaluaties worden door de (penvoerende) faculteit uitgevoerd. De examencommissie laat zich hierover informeren en onderneemt zo nodig actie. Dit reguliere onderzoek wordt eventueel steekproefsgewijs of op grond van overige informatie (bijvoorbeeld klachten) aangevuld met nader onderzoek. Zo nodig verzoekt de examencommissie de</p> | <p>Study component evaluations are carried out by the (coordinating) department. The Examination Committee is informed about this and takes action when necessary. This regular form of evaluation shall possibly be supplemented by random sampling or further investigation based on other information (e.g. complaints). If necessary, the Examination Committee will request the Program</p> |

	opleidingsdirecteur adequate actie te ondernemen. Een en ander wordt gerapporteerd in het jaarverslag.	Director to take appropriate action. Activities shall be reported in the annual report.
5.	De examencommissie bespreekt de resultaten van tentamens, mede in het kader van het geldende toetsbeleid. Zij voert, indien zij dat nodig acht, nader onderzoek uit en verzoekt de opleidingsdirecteur zo nodig passende maatregelen te nemen.	The Examination Committee discusses the results of examinations, in part within the framework of the applicable assessment policy. When appropriate, the Committee shall perform further investigation and request the Program Director to take corrective measures where necessary.
6.	De examencommissie kan slagingspercentages van tussentoetsen (tussentijdse assessmentmomenten) en eindtoetsen onderzoeken.	The Examination Committee can investigate the pass rates of mid-term tests (mid-term assessment moments) and final tests.
7.	Voor de examencommissie ligt het in de rede nader onderzoek te doen bij slagingspercentages van onderwijseenheden beneden de 60% en boven de 90%.	It is reasonable for the Examination Committee to further investigate all study components with pass rates below 60% and above 90%.
8.	Studenten hebben recht op inzage van het tentamen (zie artikel 6.9, OER Ba BR en AR en zie artikel 5.8, OER Ma).	Students have the right to inspect the examination in question (see Article 6.9, PER Ba BR and AR and Article 5.8, PER Ma).
9.	Uitkomsten van de steekproeven en andere nadere onderzoeken worden, indien nodig, door de examencommissie besproken met de opleidingsdirecteur, het faculteitsbestuur en/of de examiner.	If necessary, the Examination Committee discusses the outcomes of random sampling and other investigations with the Program Director, the Department Board and/or the examiner.
Art. 2.2	Borging van de kwaliteit van organisatie en procedures rondom tentamens en examens	Safeguarding the quality of organization and procedures relating to examinations and final examinations
1.	De examencommissie dient de kwaliteit van de organisatie en procedures rondom tentamens en examens (zie bijlage 8, 9a, 9b, 9c) te borgen door hier proactief en reactief invulling aan te geven, zodat zij zich een zelfstandig oordeel kan vormen over de kwaliteit van de organisatie en de procedures.	The Examination Committee shall safeguard the quality of organization and procedures relating to examinations and final examinations (see Appendix 8, 9a, 9b, 9c) in a proactive and reactive manner, so that it can form an independent opinion of the quality of the organization and procedures.
2.	De examencommissie controleert de kwaliteit van de organisatie en procedures rondom tentamens en examens door middel van: <ul style="list-style-type: none"> a) de tentamenafname evaluaties door surveillanten die na iedere tentamenperiode worden opgesteld en haar ter 	The Examination Committee checks the quality of the organization and procedures surrounding examinations and the final examination by means of: <ul style="list-style-type: none"> a) the evaluations of examination procedures that are compiled by proctors after every examination period and made available to

beschikking worden gesteld, naar aanleiding waarvan indien nodig actie wordt ondernomen;

- b) de evaluaties door de docenten met betrekking tot de surveillanten en de tentamenafname.

3. Studenten kunnen in de functie van Teaching Assistants³ onder de verantwoordelijkheid van de betreffende examiner worden ingezet bij toetstaken en logistieke ondersteuning hiervan. Teaching assistants met een inschrijving in een bachelor (TA-B) dan wel masteropleiding (TA-M) kunnen, met inachtneming van de volgende beperkingen ingezet worden:

Studenten:

- a) zijn niet inzetbaar voor surveillance bij eindtoetsing;
- b) zijn niet inzetbaar voor cijferverwerking en hebben geen toegang tot OSIRIS;
- c) hebben vóór afname geen toegang tot de eindtoets/het tentamen en bijbehorende antwoordmodellen;
- d) zijn niet inzetbaar voor het nakijken van werk van hun bekende medestudenten; zij melden eventuele belangenverstremelingen direct bij de betreffende examiner;
- e) mogen niet worden ingezet bij onderwijseenheden die ze zelf volgen of nog gaan volgen (verplicht onderdeel examenprogramma)
- f) inzet in digitale systemen (zoals Cirrus en Canvas) blijft beperkt tot de relevante TA-rol, en daaraan verbonden rechten;

the Committee, which takes appropriate action where necessary,

- b) teachers' evaluations of the proctors and examination procedures.

In the position of Teaching Assistants³, students can be deployed under the responsibility of the examiner in question for assessment tasks and logistical support. Teaching Assistants enrolled in a Bachelor's (TA-B) or Master's program (TA-M) can be deployed subject to the following restrictions:

Students:

- a) cannot be deployed for invigilation during final exams,
- b) cannot be deployed for processing grades and have not access to OSIRIS,
- c) do not have access to final tests/exams and the corresponding answer models,
- d) cannot be deployed to grade the work of students known to them; they shall report any conflicts of interest immediately to the appropriate examiner;
- e) may not be deployed in study components that they are taking themselves or are planning to take (as a compulsory part of the program of examinations)
- f) deployment in digital systems (such as Cirrus and Canvas) is limited to the relevant TA role, and associated rights,

³ Reglement voor de inzet van Teaching Assistants in het onderwijs bij de TU/e. Regulations for the deployment of teaching assistants in TU/e education.

- g) kunnen slechts worden ingezet na ondertekening van een contract met daarin de rechten en plichten van de student en de universiteit;
- h) die staan ingeschreven als bachelorstudent zijn voor correctietaken slechts inzetbaar voor onderwijseenheden binnen een bacheloropleiding en/of een premasterprogramma (met inachtneming van bovenstaande beperkingen);
- i) die staan ingeschreven als masterstudent zijn voor correctietaken inzetbaar voor alle onderwijseenheden (met inachtneming van bovenstaande beperkingen);

4. Voor TA-G's (teaching assistants) geldt het volgende:

- staan ten dienste van bacheloronderwijseenheden of -projecten
- kunnen worden ingezet bij masteronderwijseenheden, in overleg met de opleidingsdirectie
- afhankelijk van het reglement van de examencommissie van de betreffende opleiding, mag een TA-G onder supervisie een rol verzorgen in de begeleiding of toetsing van een master thesis of bachelor end project

5. Voor TA-G's, zijnde 5 jarige PhD's; geldt aanvullend:

- worden in de regel ingezet voor meer complexe onderwijstaken dan de 4-jarige PhD's en voor onderwijsinnovatie.

in het kader van de onderwijskwaliteit en de individuele ontwikkeling wordt het volgen van didactische professionaliseringsprogramma voor TA-G's bij L&D/HRM sterk aanbevolen en is een BKO-certificering mogelijk.

- g) can only be deployed after signing a contract containing the rights and obligations of the student and the university,
- h) enrolled as Bachelor's students can only be deployed for correction tasks of study components in a bachelor's program and/or pre-master's program (subject to the above restrictions),
- i) Enrolled as Master's students can be deployed for correction tasks for all study components (subject to the above restrictions),

The following applies to TA-Gs:

- are deployed in bachelor's study components or projects
- can be deployed in master's study components in consultations with the program management
- depending on the regulations of the examination committee of the program in questions, may hold a supervisory role in the guidance or assessment of a master's thesis or bachelor's final project

For TA-Gs who are in a five-year PhD program, the following also applies:

- are as a rule deployed in more complex teaching duties that the four-year PhDs for educational innovation

within the framework of educational quality and individual development, taking the didactic professionalization program for TA-Gs at L&D/HRM is highly recommended and a university teaching qualification is possible.

Art. 2.3 Regels in verband met vrij programma

1. De examencommissie behandelt individuele verzoeken voor studieprogramma's afwijkend van het reguliere onderwijsprogramma, zoals omschreven in de OER. Daarbij worden de samenhang, de onderwijseenheid inhoudelijke kwaliteit en de studeerbaarheid van het voorgestelde onderwijsprogramma van de individuele student meegewogen in de besluitvorming.
2. Het vrije bachelor- resp. masterprogramma moet een coherent geheel zijn, met een omvang van in totaal 180 resp. 120 studiepunten.
3. De examencommissie keurt een vrij programma alleen goed wanneer het inhoudelijk in essentie overeenstemt met de leerdoelen van het reguliere examenprogramma.
4. Procedurele regels zijn opgenomen in de OER (artikel 3.8 Ba OER BR/AR en artikel 3.9 Ma OER).

Art. 2.4 Regels in verband met het verlenen van vrijstelling⁴

1. Een student, die eerder onderdelen van een academische opleiding heeft afgerond, kan de examencommissie verzoeken om een vrijstelling (VR) voor het afleggen van een tentamen van een onderwijseenheid. Vrijstelling houdt in dat de betreffende studiepunten worden toegekend, maar er wordt geen cijfer toegekend (conform artikel 3.9, eerste lid, OER Ba BR en AR en artikel 3.10, eerste lid, OER Ma).
2. De vrijgestelde onderwijseenheid, zoals bedoeld in het vorige lid, wordt niet vervangen door een andere onderwijseenheid en blijft bij het toekennen van een judicium, zoals bedoeld in artikel 7.5, OER Ba BR en AR, en artikel 6.4, OER Ma, buiten beschouwing.

Rules relating to the flexible degree program

The Examination Committee shall process individual requests for study programs that deviate from regular programs, as detailed in the PER. In this, the committee shall consider in its decision the coherence, quality of content of the study component and manageability of the proposed study program of the individual student.

The tailored Bachelor's or Master's program must form a coherent whole that comprises a total of 180 or 120 credits respectively.

The Examination Committee shall only approve a flexible degree program if the content is essentially in agreement with the learning objectives of the regular program of examinations.

Procedural regulations are set down in the PER (Article 3.8 Ba PER BR/AR and Article 3.9 Ma PER).

Rules relating to granting exemptions⁴

A student who completed components of an academic degree program at an earlier date may request an exemption (EX) to take an exam for a study component from the Examination Committee. This exemption entails that the credits are allocated but no grade is awarded (in accordance with Article 3.9, paragraph 1 PER Ba BR and AR and Article 3.10, paragraph 1, PER Ma).

The study component for which an exemption has been granted, as referred to the previous paragraph, shall not be replaced by another student components and shall not be considered for the awarding of

⁴ Gebaseerd op o.a. het advies van de AEB/AEM van 23 februari 2017. Based on the advice of the AEB/AEM, among others, of February 23, 2017.

3. Er wordt geen vrijstelling verleend wanneer een interne switcher of omzwaaijer naar een andere TU/e major (BR), kernprogramma (AR) of opleiding overstapt. In dat geval worden de reeds behaalde onderwijseenheden met behoud van cijfer en tentamendatum overgenomen (zie artikel 3.11, vierde lid, OER Ba BR en artikel 3.10, zesde lid, OER Ma).

4. Het overgenomen cijfer, zoals bedoeld in het vorige lid, telt mee bij een eventuele toekenning van een judicium zoals bedoeld in artikel 7.5, OER Ba BR en AR en artikel 6.4, OER Ma.

5. Een student die een verzoek om vrijstelling indient bij de examencommissie levert de volgende informatie aan:

voor welk tentamen en daarbij behorende onderwijseenheid vrijstelling wordt gevraagd,

waar die elders gevolgde onderwijseenheid is gevolgd,

een beschrijving van de onderwijseenheid die elders is gevolgd, inclusief de inhoud, de eindtermen, de studiebelasting (in studiepunten) en het niveau van die onderwijseenheid,

een officieel bewijs dat de onderwijseenheid is behaald.

Op verzoek van de Examencommissie

geeft de student een gedetailleerde vergelijking van de onderwijseenheid elders met de TU/e onderwijseenheid,

overlegt de student cursusmateriaal van de elders behaalde onderwijseenheid, zoals boeken, syllabus e.d.

De examencommissie wint, alvorens een beslissing te nemen, advies in bij de docent van de desbetreffende onderwijseenheid waarvoor vrijstelling wordt gevraagd.

a Latin honour (judicium), as referred to in Article 7.5 PER Ba BR and AR and Article 6.4 PER Ma.

Exemptions shall not be awarded to internal transfer students or intra-university transfer students to another TU/e major (BR), core program (AR) or degree program. In such cases the study components successfully completed are transferred retaining the grade and examination date (see Article 3.11, paragraph 4 PER Ba BR and Article 3.10, paragraph 6, PER Ma).

The grade that has been transferred shall be considered in light of a possible Latin honor (judicium) as referred to in Article 7.5 PER for Ba BR and AR and Article 6.4 of the PER Ma.

A student who requests an exemption through the Examination Committee must submit the following information:

- which examination and corresponding study component the exemption applies to,
- where the study component was successfully completed elsewhere,
- including the content, learning outcomes, the study load (in credits) and the level of the study component,

an official proof that the study component was completed successfully.

At the request of the Examination Committee

the student shall provide a detailed comparison between study component taken elsewhere and that of the TU/e,

the student shall deliver the course material of the study component completed elsewhere, such as books, syllabus, etc.

The Examination Committee shall ask for the advice of the teacher responsible for the study component for which an exemption is being requested.

6.	Verleende vrijstellingen kunnen worden ingetrokken wanneer blijkt dat besluiten tot vrijstellingen op basis van onjuiste gegevens zijn genomen.	Exemptions granted may be rescinded if decisions to grant exemptions were based on incorrect data.
7.	De geldigheidsduur van een verleende vrijstelling is zes jaar.	The validity of an exemption granted is six years.
Art. 2.4a	Nadere afspraken in verband met het verlenen van vrijstelling	Further agreements in connection with the awarding of an exemption
1.	Vrijstellingen worden in beginsel alleen verleend voor verplichte onderdelen van het examenprogramma.	Exemptions shall in principle only awarded for compulsory components of the program of examinations.
2.	Verzoeken om vrijstelling van eindprojecten van de Bachelor- en/of de Masteropleiding worden door de examencommissie niet in behandeling genomen.	The Examination Committee shall not consider requests for exemptions for final projects of the Bachelor's and/or Master's degree program.
3.	Wanneer vrijstelling wordt verleend voor een onderwijseenheid van vijf studiepunten op basis van een onderwijseenheid met een lager aantal studiepunten, verzoekt de examencommissie de docent een aanvullende opdracht/toets af te nemen.	If an exemption is awarded for a study component of five credits based on a study component with fewer credits, the Examination Committee requests the teacher to provide an additional assignment or administer an additional test.
4.	De maximale omvang van verleende vrijstellingen is zodanig dat het nog uit te voeren studieprogramma van een bacheloropleiding minimaal 90 studiepunten bedraagt en van een masteropleiding minimaal 60 studiepunten bedraagt.	The maximum of exemptions awarded is such that the degree program of a Bachelor's degree program is a minimum of 90 credits and a minimum of 60 credits for a Master's degree program.
Art. 2.5	Keuzeonderwijseenheden	Elective study components
1.	<p>Studenten kunnen de keuzeruimte volledig invullen met vakken uit het TU/e Industrial Design curriculum.</p> <p>Tevens kunnen studenten de keuzeruimte invullen met vakken van buiten het TU/e Industrial Design curriculum, tot een maximum van 15 ECTS in de Bachelor en 10 ECTS in de Master.</p> <p>Studenten die, al dan niet in verband met een Exchange, meer dan 15 ECTS (Bachelor) of 10 ECTS (Master) van hun keuzeruimte willen invullen met vakken van buiten TU/e Industrial Design dienen daartoe een verzoek in te dienen bij de Examencommissie.</p>	<p>Students can fill in the elective space entirely with subjects from the TU/e Industrial Design curriculum.</p> <p>Students can also fill in the elective space with subjects from outside the TU/e Industrial Design curriculum, up to a maximum of 15 ECTS in the Bachelor and 10 ECTS in the Master.</p> <p>Students who, whether or not in connection with an Exchange, want to fill in more than 15 ECTS (Bachelor) or 10 ECTS (Master) of their elective space with courses from outside TU/e Industrial Design should submit a request to the Examination Board.</p>

	<p>Daartoe dient de student bij de Examencommissie aan te leveren:</p> <ul style="list-style-type: none"> - een volledig ingevuld verzoekformulier aan de examencommissie, - een overzicht van de beoogde volledige keuzeruimte, - de studielast van de externe (buitenlandse) onderwijsseenheden, inclusief omrekening naar ECTS, - een motivatie om deze onderwijsseenheden te willen volgen, bijvoorbeeld op basis van de Visie en/of Professionele Identiteit van de student, en - een onderbouwing waarom er geen overlap is met andere onderwijsseenheden in het studieprogramma van de student.
<p>2. De Examencommissie beoordeelt de verzoeken, indien nodig, op samenhang en diepgang.</p> <p>Verzoeken tot maximaal 25 ECTS (Bachelor) of 20 ECTS (Master) worden in behandeling genomen, daarboven slechts bij grote uitzondering.</p> <p>De Examencommissie behandelt in de regel alleen verzoeken die relevant zijn voor het huidige diploma van de student.</p> <p>Masterstudenten kunnen, met het oog op homologatie / wegwerken van ID-relevante deficiënties, verzoeken om Level 3 bachelor vakken in hun studieprogramma op te nemen, tenzij anders ingevuld door de facultaire toelatingscommissie (FTC).</p>	<p>To this end, the student should submit to the Examination Board:</p> <ul style="list-style-type: none"> - a fully completed request form to the Examination Board, - an overview of the intended complete elective courses, - the study load of the external (foreign) educational units, including conversion to ECTS, - a motivation for wanting to follow these educational units, for example on the basis of the student's Vision and/or Professional Identity, and - a justification why there is no overlap with other units of study in the student's program. <p>The Examination Committee assesses the requests, if necessary, for coherence and depth.</p> <p>Requests up to a maximum of 25 ECTS (Bachelor) or 20 ECTS (Master) are processed, above only in very exceptional cases.</p> <p>As a rule, the Examination Board only deals with requests relevant to the student's current degree.</p> <p>Master students may, for the purpose of homologation / elimination of ID-relevant deficiencies, request the inclusion of Level 3 Bachelor courses in their program of study, unless otherwise requested by the Faculty Admissions Committee (FTC).</p>
<p>Art. 2.6a Regels in verband met het toekennen van een extra tentamenmogelijkheid binnen de bacheloropleiding (buiten de mogelijkheid van de hardheidsclausule 'de harde knip')</p> <p>1. De examencommissie hanteert tijdens de beoordeling van het verzoek in ieder geval de volgende voorwaarden voor het toekennen van een extra eindtoetsmogelijkheid:</p> <p>a. de student heeft tenminste tweemaal deelgenomen aan de eindtoets, en</p>	<p>Regulations in connection with the granting of an additional opportunity to take an exam outside of the hardship clause (Bachelor-before-Master rule)</p> <p>The Examination Committee shall in any case apply the following conditions when granting an additional opportunity to take an exam:</p> <p>the student has participated in the final test at least twice, and</p>

<p>b. minimaal een van de gemaakte eindtoetsen is met een cijfer 5 of hoger beoordeeld, en</p> <p>c. er staan maximaal twee onderwijseenheden open in het bachelorprogramma, en</p> <p>d. het bacheloreindproject is afgerond.</p>	<p>at least one the final tests completed was assessed with a 5 or higher, and</p> <p>a maximum of two study components are incomplete in the Bachelor's program, and</p> <p>the Bachelor's final project has been completed.</p>
<p>2. In uitzonderlijke gevallen kan de examencommissie van de in het eerste lid genoemde voorwaarden afwijken.</p>	<p>In exceptional cases, the examination board may derogate from the conditions stated in the first paragraph.</p>
<p>Art. 2.6b Regels in verband met het toekennen van een extra tentamenmogelijkheid binnen de masteropleiding</p>	<p>Regulations in connection with the granting of an additional opportunity to take an examination</p>
<p>1. De examencommissie hanteert tijdens de beoordeling in ieder geval de volgende voorwaarden voor het toekennen van een extra tentamen:</p> <p>a. de student heeft tenminste tweemaal deelgenomen aan het tentamen, en</p> <p>b. minimaal een van de gemaakte tentamens is met een cijfer 5 of hoger beoordeeld, en</p> <p>c. er staan maximaal twee onderwijseenheden open in het masterprogramma, en</p> <p>d. de masterthesis is afgerond.</p>	<p>The Examination Committee shall at least apply the following guidelines when assessing whether to grant an additional opportunity to take an exam:</p> <p>the student has participated in the exam at least twice, and</p> <p>at least one the exams completed was assessed with a 5 or higher, and</p> <p>a maximum of two study components are incomplete in the Master's program), and</p> <p>the Master's thesis had been completed.</p>
<p>2. In uitzonderlijke gevallen kan de examencommissie van de in het eerste lid genoemde voorwaarden afwijken.</p>	<p>In exceptional cases, the examination board may derogate from the conditions stated in the first paragraph.</p>
<p>Art. 2.7 Regels in verband met toekennen quarantine</p>	<p>Regulations in connection with granting a quarantined exam</p>
<p>1. Wanneer twee tentamens op hetzelfde moment worden afgenomen kan de student een beroep doen op de zogenaamde 'quarantaineregeling', waardoor de student de tentamens in afzondering na elkaar kan afleggen. De student dient dit verzoek</p>	<p>If two exams are taken at the same time, students can appeal for a so-called 'quarantine procedure', so that students can take exams consecutively in isolation. The students submits this request to the Secretary to the Examination Committee three weeks before the start of the final test or examination period at the latest.</p>

uiterlijk drie weken voor het begin van de eindtoetsen- dan wel tentamenperiode in bij de secretaris van de examencommissie.

2. De student heeft in beginsel geen recht om van deze regeling gebruik maken, doch de examencommissie kan in uitzonderlijke individuele gevallen besluiten de student hiervoor in aanmerking te laten komen.

3. Bij de besluitvorming neemt de examencommissie in ieder geval mee of eerdere mogelijkheden om het tentamen af te leggen in hetzelfde academisch jaar zijn benut én er geen mogelijkheid meer is om in deze onderwijseenheden tentamen af te leggen in hetzelfde academische jaar.

Art. 2.8 Regels in verband met het toestaan van het volgen van masteronderwijseenheden binnen het schakelprogramma

De student kan de examencommissie verzoeken maximaal 15 studiepunten aan master onderwijseenheden toe te voegen aan het reguliere schakelprogramma (bijlage 2, artikel 2, zesde lid, OER Ma).

Art. 2.9 Regels in verband met het afleggen van een tentamen buiten de TU/e

Op verzoek van een student kan de examencommissie eenmalig toestaan dat een tentamen, dat voor de tweede keer of vaker wordt afgelegd (ook wel herkansing) en samenvalt met een internationale ervaring in het kader van de opleiding, in het buitenland wordt afgelegd. De student dient dit verzoek uiterlijk drie weken voor aanvang van de eindtoetsen- dan wel tentamenperiode in bij de secretaris van de examencommissie. Zie voor de nadere regels en procedure bijlage 4 van dit reglement.

In uitzonderlijke gevallen kan de examencommissie van de in het eerste lid genoemde voorwaarde afwijken.

In principle students have no right to make use of this procedure, but the Examination Committee can allow students to be eligible in exceptional individual cases.

In the decision making the Examination Committee shall consider whether earlier opportunities to take the exam were used in the same academic year and whether there are no other opportunities to take the study components later in that same academic year.

Regulations in connection with permission to take Master's study components during the Pre-Master's Program

Students can request the Examination Committee to add a maximum of 15 credits of Master's study components to the regular pre-Master's program (Appendix 2, Article 2, paragraph 6, PER Ma).

Regulations in connection with taking an exam outside of the TU/e

At the request of a student, the Examination Committee can permit that an exam taken for a second or further time (a so-called retake) that coincides with an international experience as part of the degree program may be taken abroad. The student submits this request to the Secretary to the Examination Committee three weeks before the start of the final tests or examination period at the latest. See Appendix 4 of these regulations for further rules and the procedure.

In exceptional cases the Examination Committee may derogate from the condition stated in paragraph 1.

Art. 2.10 **Regels in verband met het switchen naar een fixusopleiding**

1. Een student, ingeschreven aan de TU/e voor 1 september 2023, die wil switchen naar een andere opleiding aan de TU/e waarvoor een numerus fixus is vastgesteld dient te voldoen aan de volgende eisen:

voldoen aan de toelatingseisen van de wensopleiding;

minimaal 75% van de studiepunten hebben behaald uit het 1e jaar van de wensopleiding (dit is gelijk aan de eisen voor een positief BSA van die opleiding), waaronder minimaal 3 majoronderwijseenheden van de wensopleiding;

een positief BSA hebben ontvangen van de opleiding waarvoor de student staat ingeschreven.

2. Wanneer de student aan deze voorwaarden voldoet, volgt een inschrijving in het tweede jaar van de wensopleiding.

H 3 **FRAUDE EN FRAUDEMAATREGELEN**

Studenten van de TU/e worden geacht zich te gedragen volgens de normen en waarden van de wetenschap, zoals die onder andere zijn vastgelegd in de Gedragscode wetenschapsbeoefening TU/e en het Fraudebeleid Onderwijs TU/e. Daarbij hoort vanzelfsprekend dat zij zich onder meer niet schuldig maken aan (poging tot) fraude, of dat nu het vervalsen/fabriceren van data, het plegen van bedrog met het oogmerk een examenresultaat te beïnvloeden, of het plegen van plagiaat betreft. Hierbij gaat het niet alleen om de intentie van de student, maar ook om de gevolgen die zijn handelen heeft of kan hebben. Er is dus ook sprake van fraude door slordigheid, onzorgvuldigheid of nalatigheid.

Art. 3.1 **Fraude**

1. Onder fraude bij toetsing, bij aanvragen voor vrijstellingen en aanvragen van examens wordt in ieder geval verstaan ieder handelen of nalaten door of vanwege een student, waardoor het

Rules in connection with switching to a restricted intake program

A student, enrolled at TU/e before Sept. 1, 2023, who wants to switch to another degree program at the TU/e for which a numerus fixus (restricted intake) has been determined must meet the following requirements:

meet the admission requirements of the desired degree program,

have obtained at least 75% of the credits from the 1st year of the desired degree program (this is equivalent to the requirements for a positive BSA for that program), including at least 3 major courses of the desired degree program

have received a positive BSA from the degree program for which the student is enrolled.

If students meet these conditions, they will be enrolled in the second year of the desired degree program.

FRAUD AND MEASURES TO PREVENT FRAUD

Students of the TU/e are expected to act in accordance with the values and standards of academic practice, as set out in documents including the TU/e Code of Conduct for Academic Practice and the TU/e Education Fraud Policy. Obviously, this means that students must not, for example, commit any form of fraud or an attempt of fraud, including data falsification/fabrication, plagiarism and deliberate attempts to influence the result of an examination. This does not concern the intention of the students but what the consequences of their behavior are or can be. Fraud also applies to carelessness, inaccuracy or negligence.

Fraud

Fraud in tests and in applications for exemptions and examinations comprises any action or failure to act on the part of a student that makes it partially or completely impossible for the examiner to form

vormen van een juist oordeel van diens kennis, inzicht en vaardigheden geheel of gedeeltelijk voor de examinerator onmogelijk wordt gemaakt en/of het al dan niet opzettelijk beïnvloeden van (onderdelen van) het examenproces met als doel het resultaat van het examen te beïnvloeden, dan wel een poging daartoe. Ook het zich op oneigenlijke gronden toegang verschaffen tot het onderwijs en/of de tentamens valt onder fraude.

2. Er is onder meer sprake van fraude als de student:

a. **identiteitsfraude pleegt, zoals:**

- meewerkt aan het verstrekken van eigen werk aan anderen met het doel, de wetenschap of de verwachting dat dit door die anderen ter beoordeling wordt ingeleverd als eigen werk;
- wanneer een student (ook) deelneemt met andermans digitale identiteit (bijvoorbeeld gebruik van andermans inloggegevens) of hieraan meewerkt;
- gebruik maakt van andermans identificatie
- eigen identificatie uitleent aan een andere student

b. **tijdens toetsing ongeoorloofde bronnen en/of hulpmiddelen, zoals mobiele telefoon of andere elektronische apparatuur (communicatie, storage en/of display devices) ter beschikking heeft en/of een (poging doet tot) het verrichten van technische aanpassingen die de toetsafname ondermijnen.**

Tijdens schriftelijke toetsing of het afnemen van mondelinge toetsen wordt onder (poging tot) fraude in ieder geval verstaan:

- mobiele telefoon en/of andere communicatie, storage en/of display devices liggen op tafel of zijn opgeborgen in de kleding
- (poging tot) gebruik van ongeoorloofde bronnen en hulpmiddelen, zoals artificial intelligence tools, mobiele

an accurate opinion of student's knowledge, understanding and skills, and/or deliberate attempts on the part of a student to influence any part of the examination process for the purpose of influencing the results of the examination or an attempt to do so. Fraud also concerns gaining improper access to education and/or exams.

The following are examples of fraud:

identity fraud, for example:

- when a student offers produced work to others with the aim, knowledge or expectation that this work be submitted as their own work;
- when a student (also) participates by means of another person's digital identity (for example by using someone else's login data) or collaborates in this;
- using another person's proof of identity;
- when a student lends personal proof of identity to someone else.

during an assessment use is made of (or has access to) unauthorized resources and/or aids, such as a mobile telephone or any other electronic device (communication, storage and/or display devices), and /or has made or attempted to make technical alterations that undermine the administration of the assessment.

During written or oral assessments, the following actions will in any case be deemed to constitute fraud or attempted fraud:

- having a mobile telephone and/or any other communication, storage and/or display devices on your desk or on your person;

telefoon en/of andere communicatie, opslag- of weergaveapparatuur

- ander beschreven of bedrukt papier voorhanden hebben dan door de TU/e voor die toets is verstrekt, tenzij anders aangegeven
- de tentamenzaal verlaten, zoals voor toiletbezoek zonder toestemming of begeleiding
- spieken (op welke manier dan ook)

- using, or attempting to use, unauthorized resources and aids, such as artificial intelligence tools, mobile telephone and/or other communication, storage and/or display devices
- having any paper at hand other than that provided by TU/e for the test, unless otherwise indicated;
- leaving the exam room, e.g. to visit the toilet, without permission or supervision;
- cheating (in any form)

c. zich ongeoorloofde (buiten tijd, locatie etc.) toegang verschaffen tot of vervreemding van (onderdelen van) (een) (digitale) toets(en)/tentamen(s) door bijvoorbeeld: hacken van digitale toetsplatforms en (toets)netwerk en meenemen van toets-USB-beveiligingssticks.

to gain unauthorized access (outside of time and location, etc.) to or to steal (parts of) a digital exam or exams by for example hacking digital assessment platforms and test networks and stealing assessment security USB memory sticks.

d. fraude in bijvoorbeeld onderzoeksprojecten, afstudeerverslagen en rapportages van projecten pleegt, waaronder in ieder geval wordt verstaan:

fraud in for example research projects, graduation reports and project reports, which in any case is understood to be:

- Identiteitsfraude.
- het vervalsen/fabriceren van onderzoeksdata.
- het verstrekken en verspreiden van eigen uitwerkingen en opdrachten (ook als een verbod hiertoe niet expliciet is opgenomen in de informatie over de onderwijsseenheid), via een al dan niet openbare bron met het doel, de wetenschap en/of de verwachting dat dit door anderen geheel of gedeeltelijk kan worden gebruikt en ter beoordeling kan worden ingeleverd als eigen werk.

- identity fraud.
- falsification/fabrication of research data.
- the provision and distribution of personal answers and assignments (also when a prohibition to this purpose has not been explicitly recorded in the study component information) through public or non-public sources with the intention, knowledge and/or expectation that this can be entirely or partially used and can be submitted by others for assessment as if the work were their own.

e. plagiaat pleegt: plagiaat is een specifieke vorm van fraude, waaronder in dit reglement in ieder geval wordt verstaan:

plagiarism is a specific type of fraud. In these regulations, plagiarism is taken to mean:

- het gebruik maken dan wel overnemen van teksten, gegevens of ideeën zonder volledige en correcte bronvermelding, die niet door de student zelf

- using or copying texts, data or ideas not produced by the student without complete and correct referencing. This also applies to text generated by artificial intelligence.

geschreven/geproduceerd zijn. Dit geldt ook voor door kunstmatige intelligentie gegenereerde tekst.

- het niet duidelijk aangeven in de tekst, bijvoorbeeld via aanhalingstekens of een bepaalde vormgeving, dat letterlijk of bijna letterlijk citaten in het werk werden overgenomen, zelfs indien met een correcte bronvermelding.
- het parafraseren van de inhoud van andermans teksten zonder voldoende bronvermelding.
- het overnemen van (delen van) mediabestanden of andere bronnen, broncodes van software, modellen en andere schema's van anderen zonder verwijzing en zodoende laten doorgaan voor eigen werk. Dit geldt ook voor door kunstmatige intelligentie gegenereerd materiaal zoals code en afbeeldingen.
- het indienen van eerder ingediende of daarmee vergelijkbare tekst voor opdrachten van andere opleidingsonderdelen zonder bronvermelding.
- het gebruiken dan wel overnemen zonder bronvermelding van uitwerkingen en opdrachten, die anderen via een openbare bron hebben gedeeld met het doel, de wetenschap en/of de verwachting dat dit door anderen geheel of gedeeltelijk kan worden gebruikt en ter beoordeling kan worden ingeleverd als eigen werk.

Afhankelijk van de concrete omstandigheden van het geval kunnen ook andere gedragingen als plagiaat worden aangemerkt.

f. in zijn hoedanigheid als student-assistent er voor zorg draagt dan wel medeplichtig is aan het plegen van fraude zoals bedoeld in artikel 3.1 van dit reglement.

g. bij de vraag of er sprake is van ernstige fraude worden de volgende aspecten ter beoordeling aan de examencommissie voorgelegd:

- frequentie van de fraude: herhaalde fraude.

- The failure to indicate clearly in a text, for example by means of quotation marks or a specific format, that other works are quoted literally or almost literally, even if a correct source reference is provided.
- paraphrasing another person's text without providing a proper source reference.
- copying other persons' media files (or parts thereof) or other sources, software source codes, models and other diagrams, and passing them off, without source references, as one's own work. This also applies to material generated by artificial intelligence, such as code and images.
- submitting text that has been submitted before (or text that is similar to it) for assignments of other parts of the degree program without giving references.
- the use or copying of answers and assignments without citing a source that others have shared through a public source with the intention, knowledge and/or expectation that this can be entirely or partially used by others and submitted for assessment as if it were your own work.

Depending on the actual circumstances of the case, other conduct may be regarded as plagiarism.

in the capacity of a student assistant facilitates or is complicit to committing of fraud, as referred to in Article 3.1 of these regulations.

when ascertaining whether serious fraud has been committed, the following aspects should be presented to the Examination Committee for evaluation:

- the frequency of the fraud: repeated fraud.

- en/of de fraude opzettelijk heeft plaatsgevonden.
 - en/of er sprake is van een vorm van identiteitsfraude.
 - en/of er sprake is van het vervalsen of fabriceren van onderzoeksdata in bijvoorbeeld onderzoeksprojecten, rapportages van projecten of verslagen van master- of bachelorprojecten.
 - en/of er sprake is van 'geheel' plagiaat.
 - en/of recidive van:
 - * fraude door vervalsen of fabriceren van onderzoeksdata in bijvoorbeeld onderzoeksprojecten, rapportages van projecten, master- of bachelorprojecten
 - * fraude tijdens inzage.
 - * identiteitsfraude.
 - * geheel plagiaat.
 - en/of er sprake is geweest van een zeer uitzonderlijk geval van fraude
- and/or the fraud was deliberate.
 - and/or a form of identity fraud was involved.
 - and/or fabricated or falsified research data were entered in a research project, project report, Master's or Bachelor's projects.
 - and/or the fraud was 'complete' plagiarism.
 - and/or repeated offenses involving:
 - * fraud committed by entering fabricated or falsified research data in a research project, project report, Master's or Bachelor's projects,
 - * fraud during inspection.
 - * identity fraud.
 - * complete plagiarism.
 - and/or there is an incidence of a very exceptional form of fraud.

Art. 3.2 Medeplichtigheid

1. In geval van fraude, kunnen behalve de dader ook medeplichtigen worden bestraft.
2. Van medeplichtigheid is in ieder geval sprake wanneer een student in diens hoedanigheid als student-assistent meewerkt aan het plegen van fraude, zoals bedoeld in artikel 3.1 van dit reglement.
3. Van medeplichtigheid is voorts in ieder geval sprake indien het overnemen van werk van medestudent(en) gebeurt met toestemming van en/of medewerking van de medestudent(en).
4. Indien in een gezamenlijk werkstuk door een van de auteurs plagiaat wordt gepleegd, wordt dit ook aan de andere auteurs aangerekend tenzij het tegendeel is bewezen. In een dergelijke

Complicity

- In cases of fraud, sanctions may be imposed not only on the perpetrator but also on others who are complicit in the fraud.
- A student is in any case complicit if said student acting as a student assistant facilitates the committing of fraud, as referred to in Article 3.1 of these regulations.
- Students shall in any case further be deemed complicit if they permit (an)other student(s) to copy their work, and/or cooperate in this.
- If a joint author of a paper commits plagiarism, the other authors shall be deemed complicit unless there is counter evidence. In such a

situatie is verschil in sanctie tussen de verschillende groepsleden mogelijk.

Art. 3.3 Plagiaatdetectie

De examencommissie is bevoegd ingeleverde werkstukken te controleren op plagiaat en kan daarbij gebruik maken van detectieprogramma's voor plagiaat. Wanneer plagiaat wordt vastgesteld, kan de examencommissie besluiten eerder ingeleverd werk van de betreffende student te onderzoeken op plagiaat – en indien plagiaat wordt geconstateerd – daar alsnog sancties aan verbinden.

Art. 3.4 Bevoegdheden examencommissie/College van bestuur

1. De examencommissie van de opleiding waar de student is ingeschreven kan de student het recht ontnemen één of meer tentamens of examens af te leggen, gedurende een door de examencommissie te bepalen termijn van ten hoogste één jaar. De examencommissie kan hiertoe overgaan wanneer zij het aannemelijk acht dat er sprake is geweest van fraude, zoals bedoeld dit artikel. Bij het opleggen van een sanctie maakt zij gebruik van de sanctieladder (zie bijlage 5), waarin de maximale straffen voor vormen van fraude zijn opgenomen. Wanneer een sanctie is opgelegd, kan de examencommissie daarnaast besluiten het recht op een judicium te ontnemen.
2. De examencommissie van de opleiding waar de student is ingeschreven kan het college van bestuur verzoeken de inschrijving van de student te beëindigen in het geval er sprake is van ernstige fraude. Het college van bestuur is bevoegd op voorstel van de examencommissie de inschrijving definitief te beëindigen.
3. Wanneer na het uitreiken van het getuigschrift blijkt dat een afgestudeerde fraude heeft gepleegd, is de examencommissie bevoegd het getuigschrift in te trekken. Onder door haar te bepalen voorwaarden kan eventueel de mogelijkheid worden geboden alsnog af te studeren.

case a distinction can be made between group members and the sanctions taken.

Plagiarism detection

The Examination Committee is authorized to check submitted work for plagiarism and may use detection programs for that purpose. When plagiarism is confirmed, the Examination Committee can decide to check whether work previously submitted by the student contains plagiarism and, if this is the case, it can impose sanctions for previous plagiarism.

Powers of the Examination Committee/Executive Board

The Examination Committee of the program in which the student is enrolled may deny the student the right to take one or more examinations or final examinations during a period to be set by the Examination Committee, lasting for a maximum of one year. The Examination Committee can proceed with such action if it suspects that fraud has occurred, as referred to in this article. When a sanction is imposed, use is made of the sanction ladder (see Appendix 5), in which the maximum penalties are described for the types of fraud. When a sanction has been imposed, the examination committee may additionally decide to remove the right to a judicium.

In the event of serious fraud, the Examination Committee of the degree program in which the student is enrolled can request the Executive Board to terminate the student's enrolment. The Executive Board can, on the basis of a proposal by the Examination Committee, definitively terminate the student's enrolment.

If after awarding a diploma it becomes clear there is evidence of fraud on the part of the graduate, the Examination Committee is authorized to withdraw the diploma. The opportunity to still graduate under conditions stipulated by the Examination Committee may be offered.

Art. 3.5 Procedure

1. Indien, o.a. voorafgaand aan, tijdens, direct of kort na het toetsmoment, door een examiner of surveillant fraude wordt geconstateerd of vermoed bij het door de student ingeleverde werk, legt de examiner of surveillant dit zo spoedig mogelijk in een schriftelijk proces verbaal vast en legt een dossier aan. De student dient op verzoek van de examiner of surveillant eventuele bewijsstukken beschikbaar te stellen. Van een weigering daartoe wordt in het verslag melding gemaakt. Wanneer de fraude op enig ander moment wordt geconstateerd of vermoed, kan hiervan melding worden gemaakt bij de examencommissie van de opleiding waar de student is ingeschreven. De melding kan ook worden gedaan bij de voorzitter van de AEB-AEM of bij een manager ESA, die de melding doorgeleidt naar de juiste examencommissie. Vervolgens zijn de leden 2 en 5 t/m 10 van overeenkomstige toepassing.
2. In alle fraudegevallen wordt het door de student ingeleverde werk pas van een beoordeling/cijfer voorzien, wanneer de examencommissie een uitspraak heeft gedaan.
3. De desbetreffende student wordt in de gelegenheid gesteld schriftelijk commentaar bij het procesverbaal van de examiner/surveillant te voegen.
4. Het proces-verbaal wordt tezamen met het eventuele schriftelijke commentaar van de student zo spoedig mogelijk door de examiner aan de examencommissie gezonden van de opleiding waar de student is ingeschreven, alsmede, indien van toepassing, naar de examencommissie van de opleiding waartoe de onderwijseenheid, waarin tentamen werd afgelegd, behoort.
5. De examencommissie van de opleiding, waar de student is ingeschreven, doet indien nodig nader feitelijk onderzoek, zoals bijvoorbeeld het horen van docent(en), student(en) en surveillanten. Bij het onderzoek neemt de examencommissie het

Procedure

In the event that an examiner or proctor discovers or suspects fraud concerning the work submitted by the student, either before, during, immediately or soon after the assessment moment, the examiner or proctor shall record this in writing and establish a file as soon as possible. If requested by the examiner or proctor, the student in question must present any evidence required. Refusal to do so has to be mentioned in the report. If the fraud is detected or suspected at some other time, it may be reported to the examination committee of the degree program in which the student is enrolled. The report can also be made to the chairperson of the AEB-AEM or to a manager of ESA, who will forward the report to the appropriate examination committee. Subsequently, paragraphs 2 and 5 through 10 apply by analogy.

In any incidence of fraud, the work submitted by a student will not be assessed/graded until the Examination Committee has made a judgment.

The student in question shall be given the opportunity to add written comments to the written report of the examiner/proctor.

The examiner will send the report to the Examination Committee of the program in which the student is enrolled and, where applicable, to the Examination Committee of the program to which the study component for which the examination in question was administered belongs, as soon as possible, together with the student's written comments, if provided.

The Examination Committee of the degree program in which the student is enrolled shall carry out a fact-finding study if necessary, such as for example hearing teachers, students and proctors. During this study, the Examination Committee shall take the protocol for

protocol faculteit overstijgende fraudezaken in acht (zie bijlage 6 van dit reglement).

supra-departmental fraud into account (see Appendix 6 of these regulations).

6. De examencommissie van de opleiding, waar de student is ingeschreven, neemt maatregelen die zij in het onderhavige geval passend acht. Bij de besluitvorming neemt de examencommissie het protocol faculteit overstijgende fraudezaken in acht (zie bijlage 6 van dit reglement).

It will then be up to the Examination Committee of the program in which the student is enrolled to take any measures it considers appropriate in the case in question. In reaching a decision, the Examination Committee shall take account of the protocol for supra-departmental fraud (see Appendix 6 of these Regulations).

7. Voordat de examencommissie een beslissing op grond van het vijfde lid neemt, stelt zij de student in de gelegenheid ter zake te worden gehoord.

Before taking a decision based on paragraph 5, the Examination Committee shall give the student in question an opportunity to be heard on this matter.

8. In bijlage 7 is de procedure opgenomen hoe te handelen wanneer er sprake is van een vermoeden van fraude gepleegd door een student in functie van een student-assistent.

Appendix 7 contains the procedure for dealing with suspected fraud committed by a student on behalf of a student assistant.

9. Wanneer fraude door de examencommissie aannemelijk wordt geacht, neemt zij een gemotiveerd besluit, met inachtneming van de sanctieladder.

If the Examination Committee considers fraud to be plausible, it makes a substantiated decision, within the sanction ladder.

H 4 .TENTAMENS EN EXAMENS: RICHTLIJNEN EN INSTRUCTIES

EXAMINATIONS AND FINAL EXAMINATION: GUIDELINES AND INSTRUCTIONS

Art. 4.1 .Vragen en opgaven

Questions and assignments

1. De tentamens en examens beogen de kennis en kunde van de student in de betreffende onderwijseenheid te evalueren. Zij worden opgesteld met de gebruikelijke kwaliteitsnormen betreffende helderheid en eenduidigheid van de vraagstelling.

The purpose of examinations and final examinations is to evaluate the student's knowledge of and skills regarding the study component in question. Questions in examinations and final examinations are formulated in accordance with the usual quality requirements relating to clarity and un-equivocality.

2. Inhoudelijke richtlijnen en aanwijzingen:

Guidelines and instructions for content:

a. De vragen en opgaven van het tentamen gaan de vooraf geëxpliciteerde leerdoelen waarop het tentamen betrekking heeft niet te buiten en zijn zo evenwichtig mogelijk over deze leerdoelen verspreid. Deze leerdoelen worden voorafgaand aan het onderwijs dat voorbereidt op het tentamen bekend gemaakt.

The questions and assignments of the examination shall not exceed the bounds of the learning objectives previously made clear and are as evenly spread as possible across these learning objectives. These learning objectives shall be announced prior to the course that prepares students for the examination.

- | | |
|---|--|
| <p>b. De tijdsduur van het tentamen is naar redelijkheid voldoende om de gestelde vragen en opgaven te kunnen beantwoorden. Bij een mondeling tentamen wordt voldoende tijd genomen om een juist oordeel over de kennis en kunde van de student te kunnen vormen.</p> | <p>The duration of the examination shall be sufficient to enable the student to answer, within a reasonable time, the questions and assignments formulated. For an oral examination, sufficient time must be taken to reach a proper assessment of the knowledge and ability of the student.</p> |
| <p>c. De vragen en opgaven van het tentamen zijn duidelijk en ondubbelzinnig, en zijn zodanig opgesteld of bevatten zodanige aanwijzingen dat de student in redelijkheid kan vaststellen hoe uitvoerig de antwoorden moeten zijn.</p> | <p>The questions and assignments shall be clear and unequivocal, and formulated in such a way that the student is able to ascertain how extensive the answers should be.</p> |
| <p>d. De moeilijkheid van een eindtoets/een tentamen wordt telkens op een voldoende niveau gehouden.</p> | <p>The difficulty of a final test/an examination will be maintained at a sufficient level each time.</p> |
| <p>3. Procedurele richtlijnen en aanwijzingen:</p> | <p>Procedural guidelines and instructions:</p> |
| <p>a. Uiterlijk één maand voor het tentamen/de eindtoets is de precieze inhoud van de tentamen/eindtoetsstof bekend, alsmede welke hulpmiddelen de student bij het tentamen mag gebruiken.</p> | <p>The exact content of the material to be studied for the examination/final test and the aids the student may use during the examination will be made known no later than one month before the examination is to take place.</p> |
| <p>b. Bij de afname van een tentamen wordt gebruikt gemaakt van een 'voorblad tentamens' (zie bijlage 3 van de Regeling Centrale Tentamenafname).</p> | <p>When an exam is administered, use is made of a cover sheet for exams (see Appendix 3 of the Central Examination Regulations).</p> |
| <p>c. De tentamenvragen en -opgaven zijn in ieder geval na afloop van het toetsmoment voor de student beschikbaar, tenzij op het 'voorblad tentamens' of andere voorbladen anders is vermeld. Bij een mondeling tentamen wordt vooraf afgesproken of schriftelijke feedback wordt gegeven.</p> | <p>The student may keep the questions and assignments at the end of the assessment moment, unless otherwise stated on the cover for exams or other cover sheets. For an oral examination, a prior agreement must be made about whether written feedback shall be provided.</p> |
| <p>d. Een eindtoets/een tentamen wordt door minimaal twee docenten opgesteld.</p> | <p>Each final test/examination shall be compiled by at least two lecturers.</p> |
| <p>e. Zie voor het aanleveren, beveiligen en bewaren van tentamenopgaven en ingeleverde tentamens artikel 8 van de Regeling Centrale Tentamenafname van toepassing.</p> | <p>Article 8 of the Central Examination Regulations applies to the delivery, security and storage of examination assignments and examinations handed in.</p> |

f.	Van een eindtoets/een tentamen is een antwoordmodel beschikbaar.	A response model shall be available for each final test/examination.
g.	<p>De einduitslag van een eindtoets/een tentamen kent een vooraf vastgelegde cesuur en kan alleen worden bijgesteld, indien een analyse daarvoor aanleiding geeft.</p> <p>Een beoordelingsplan (inclusief de verwachte resultaten, criteria en normen die moeten worden afgestemd op de doelen van het vak) wordt vóór het begin van de vakken en keuzevakken gepubliceerd in Canvas. Dit wordt schriftelijk binnen twee weken na aanvang van het vak aan de studenten gecommuniceerd;</p> <ul style="list-style-type: none"> - Bij de ontwikkeling van het beoordelingsplan, inclusief de opdrachten/taken voor het tentamen en de criteria en normen worden meerdere docenten betrokken. De criteria en normen worden verwerkt in rubrics; - Geldigheid, betrouwbaarheid en transparantie van toetsen wordt gecontroleerd door de examinatoren/beoordelaars voordat de toetsen worden vastgelegd; - De toetsen worden beoordeeld volgens een procedure waarbij verschillen tussen beoordelaars tot een minimum worden beperkt; - De beoordelaars houden zich strikt aan de criteria en normen; - (Indien nodig) worden de criteria en normen aangepast op basis van de eerste ervaringen met deze; - De beoordelingsdeadline wordt niet overschreden voor examens. 	<p>The final result of a final test/an examination shall have a pre-set cut-off score, which may not be adjusted unless analysis suggests that such an adjustment is necessary.</p> <ul style="list-style-type: none"> - An assessment plan is published in Canvas before the start of the courses and electives. This is communicated in writing to students within two weeks after the start of the course; - In the development of the assessment plan, including the assignments/tasks, criteria and standards multiple lecturers are involved. The criteria and standards are operationalised within rubrics; - Validity, reliability and transparency of the tests is checked by the examiners/assessors before they are administered; - Grade the tests according to a procedure in which differences between assessors are kept to a minimum; - The assessors adhere strictly to the criteria and standards; - (If necessary) adjust the criteria and standards based on the first experiences with the criteria and standards; - The deadline for final exams will not be exceeded.
4.	<p>Controlerende richtlijnen en aanwijzingen</p> <p>Een eindtoets / een tentamen kan op verzoek van de examencommissie vooraf door een toetsdeskundige worden beoordeeld.</p>	<p>Guidelines and instructions for supervision</p> <p>The Examination Committee may request that a final test/an examination be reviewed in advance by an assessment expert.</p>
5.	Orde tijdens tentamens	Order during examinations

Zie bijlage 1 'aanwijzingen voor examinatoren, materiedeskundigen, surveillanten en studenten' van de Regeling Centrale Tentamenafname.

See Appendix 1 'directions for examiners, subject specialists, proctors and students' of the Central Examination Regulations.

Art. 4.2 Voorwaarden examen

1. De examencommissie kan onder door haar te stellen voorwaarden bepalen dat niet ieder tentamen met goed gevolg hoeft te zijn afgelegd om vast te kunnen stellen dat het examen met goed gevolg is afgelegd.
2. Deze voorwaarden luiden:
de student vertoont op het gebied van de kennis en de vaardigheden die door het (de) tentamen(s) getoetst worden geen lacunes die voor de opleiding als geheel essentieel zijn.
de student heeft blijk gegeven van andere kennis en/of vaardigheden die compensatie bieden voor de ontbrekende kennis en/of vaardigheden.

Examination conditions

The Examination Committee can determine, under conditions established by the Committee itself, that not every examination has to be passed in order for a student to pass the final examination.

These conditions are as follows:

the student demonstrates no gaps in knowledge or skills that are assessed by means of the exams and that are deemed essential by the study program.

the student has demonstrated other knowledge and/or skills that compensate for the lack of knowledge and/or skills.

Art. 4.3 Stageregeling

Bij het doen van een stage is een stageregeling zoals die is opgenomen in bijlage 8 van toepassing.

Traineeship regulations

For traineeships traineeship regulations apply that are set down in Appendix 8.

Art. 4.4a Goedkeuring examenprogramma in de bacheloropleiding

Zie artikel 3.7 van de OER Ba BR en AR

Approval of the program of examinations in the Bachelor's program

See Article 3.7 of the PER Ba BR and AR

Art. 4.4b Goedkeuring examenprogramma in de masteropleiding

Dit examenprogramma dient te voldoen aan de vereisten, zoals beschreven in artikel 3.6 van de OER Masteropleidingen.

Approval of the program of examinations in the Master's program

This program of examinations must meet the requirements described in Article 3.6 of the PER for master's programs.

Art. 4.5 Afstudeerregeling

1. Bij de afronding van het bachelor eindproject is de facultaire afstudeerregeling zoals die is opgenomen in bijlage 9a van toepassing.

Graduation regulations

During the completion of the Bachelor's final project, the departmental graduation regulations set out in Appendix 9a apply.

2. Voor het afsluitende afstudeerproject van de masteropleiding is de facultaire afstudeerregeling zoals die is opgenomen in bijlage 9b van toepassing voor alle studenten die op of na 1 september 2020 starten met het afstudeerproject. In het geval er sprake is van een gezamenlijk afstudeerproject bij interne bidiplomering gelden de bepalingen in de OER Masteropleidingen.

Art. 4.6 Examen

De student dient zich vóór de sluitingsdatum, zoals gemeld op de facultaire website (<http://studiegids.tue.nl>) aan te melden voor een examenvergadering. Alle examenonderdelen moeten drie werkdagen voorafgaand aan de examenzitting bekend zijn gemaakt in OSIRIS, wil de student op de datum van de examenvergadering kunnen slagen. Voor schriftelijke tentamens gemaakt in de interim-periode geldt dat deze drie dagen voor de examenzitting geregistreerd dienen te zijn.

Art. 4.7 Resultaten van een Competence Assessment (CA)

De resultaten van een CA kan mogelijk worden uitgedrukt in termen van een van de volgende uitspraken:
Hold (H): onvoldoende en niet bevorderd. Conditionele Hold (Voorwaardelijke wachttijd) (C + H): onvoldoende en niet bevorderd tenzij de voorwaarden voor de promotie, zoals vermeld door de examiner, binnen maximaal 3 weken worden gehaald. Promotie (P): voldoende en bevorderd. Promotie met excellentie (P + E): uitstekende prestaties en bevorderd met excellentie. Op verzoek van een student kunnen de uitspraken worden gewijzigd in een cijfer volgens vaste conversieregels: H = 3, C + H = 5, P = 7, P + E = 9.

H 5 SLOTBEPALINGEN

Art. 5.1 Beroep CBE

Tegen een beslissing van de examencommissie dan wel van examinatoren op grond van dit Reglement van de Examencommissie kan een student binnen zes weken nadat de

For the Master's final graduation project, the departmental graduation regulations recorded in Appendix 9b are applicable to all students who commence the graduation project on or after September 1, 2020. In the case of a joint graduation project for a double diploma, the stipulations in the PER for master's programs apply.

Final examination

The student must register for an examination meeting before the closing date as indicated on the departmental website (<http://studiegids.tue.nl>). All examination components must be present at least three days prior to the examination meeting if the student wishes to attain his/her degree on the date of examination meeting. For written exams completed during the interim period, these must be registered three days prior to the examination meeting.

Results of a Competence Assessment (CA)

The results of a CA can be expressed as one of the following verdicts:
Hold (H): insufficient and not promoted. Conditional Hold (C+H): insufficient and not promoted unless conditions for the promotion, as stated by the examiner are met within maximum 3 weeks.
Promotion (P): sufficient and promoted. Promotion with excellence (P+E): excellent performance and promoted with excellence.
At a student's request, the verdicts can be changed to a grade following fixed conversion rules: H = 3, C+H = 5, P = 7, P+E = 9.

FINAL PROVISIONS

Appeals to the CBE

No later than six weeks after the decision has been made known to him or her, a student may lodge an appeal against the decision made by the Examination Committee or the examiners, based on these

beslissing aan haar bekend is gemaakt, beroep aantekenen bij het College van Beroep voor de Examens als bedoeld in artikel 7.60, WHW. Het beroepschrift dient te worden ingediend bij de faciliteit via:

[Klachten en geschillen \(tue.nl\)](https://www.tue.nl/klachten-en-geschillen)

Art. 5.2 Klacht over een examiner

1. Een student kan over een examiner een klacht indienen via de website zoals aangegeven in het vorige artikel.
2. Klachten worden niet in behandeling genomen wanneer reeds eenzelfde klacht is ingediend en afgehandeld, dan wel de mogelijkheid van bezwaar of beroep heeft opengestaan.
3. Algemene klachten over het onderwijs of over beleids- of onderwijsuitvoering worden niet in behandeling genomen. Ook wanneer de klacht onderdeel is van een strafrechtelijk traject, wordt de klacht niet in behandeling genomen.
4. Wanneer het belang van de betrokkene student dan wel het gewicht van de klacht kennelijk onvoldoende is, hoeft de klacht niet behandeld te worden.

Art. 5.3 Wijziging reglement

1. Wijzigingen van dit Reglement van de Examencommissie kunnen gedurende het lopende studiejaar slechts van kracht worden voor zover de belangen van studenten hierdoor redelijkerwijs niet worden geschaad.

Art. 5.4 Jaarverslag

De examencommissie stelt jaarlijks een verslag op van haar werkzaamheden volgens een daartoe vastgesteld format, welk verslag zij aan het faculteitsbestuur en de secretaris van de AEB-AEM stuurt. De afdeling Teachers Support and Quality Assurance van de dienst ESA brengt naar aanleiding van de jaarverslagen een rapportage uit aan het College van Bestuur.

Regulations of the Examination Committee, with the Examination Appeals Board (CBE) as referred to in Article 7.60 of the WHW. The written appeal should be submitted to the relevant department via the following link:

[Complaints and disputes \(tue.nl\)](https://www.tue.nl/complaints-and-disputes)

Complaint against an examiner

- A student may submit a complaint against an examiner via the website referred to in the previous article.
- Complaints will not be taken into consideration if the same complaint has previously been submitted and processed, or if an objection or appeal procedure was in place.
- General complaints about teaching or about the way in which policy or teaching are implemented will not be considered. If the complaint is part of a criminal process, the complaint will not be taken into consideration either.
- If the interests of the complainant or the severity of the complaint are patently lacking, then the complaint does not have to be taken into consideration.

Amendments to the regulations

Amendments to these Regulations for the Examination Committee can only come into force in the current academic year if this does not, within reason, have a negative effect on the interests of the students.

Annual report

The Examination Committee shall compile a report of its activities each year and submit it to the Department Board and the Secretary of the AEB-AEM in the established format. The Teacher Support and Quality Assurance division at ESA shall issue a report to the Executive Board, based on the annual reports.

Art. 5.5**.Inwerkingtreding**

Dit Reglement van de Examencommissie vervangt alle vorige versies en treedt in werking op 4 september 2023.

.Aldus vastgesteld door de examencommissie Industrial Design op 4 september 2023.

Effective date

These Regulations for the Examination Committee replace all previous versions and will come into effect on September 4th 2023.

Adopted by the Examination Committee for Industrial Design on September 4th 2023.

BIJLAGEN

Bijlage 1 bij artikel 1.3, onder a, van het Reglement van de examencommissie 2023-2024

Profiel TU/e Examiner⁵

Wettelijk kader

Artikel 7.12c van de WHW luidt als volgt:

1. Voor het afnemen van tentamens en het vaststellen van de uitslag daarvan wijst de examencommissie examinatoren aan.
2. De examinatoren verstrekken de examencommissie de gevraagde inlichtingen.

Definitie examiner aan de TU/e⁶

Een examiner is een functionaris die verantwoordelijk is voor een individuele onderwijsseenheid aan de TU/e en door de examencommissie van de penvoerende faculteit/opleiding is aangewezen voor het beoordelen van studenten door middel van het afnemen van tentamens over de onderwijsseenheid en het vaststellen van de uitslag daarvan.

Kennis, vaardigheden en eigenschappen

De examiner beschikt over/heeft kennis van:

- een academisch werk- en denkniveau
- inhoudelijke kennis van de onderwijsseenheden waarin de examiner onderwijst en toetst en de benodigde didactiek

APPENDICES

Appendix 1 to Article 1.3, paragraph a, of the Regulations of the Examination Committee 2023-2024

TU/e Examiner Profile⁵

Legal framework

Article 7.12c of the WHW reads as follows:

1. The Examination Committee shall appoint examiners who are responsible for organizing examinations and determining the results.
2. The examiners shall provide the Examination Committee with information upon request.

Definition of an examiner at the TU/e⁶

An examiner is an official who is responsible for an individual study component at the TU/e and has been appointed by the Examination Committee of the coordinating department/degree program to assess students by organizing examinations on the study component and to determine their result.

Knowledge, skills and personal qualities

The examiner has/has knowledge of:

- an academic level of working and thinking
- content knowledge of the study components the examiner teaches and tests, as well as the required didactical skills

⁵ Voor competentiegericht onderwijs is een apart profiel opgesteld. A separate profile has been drawn up for competency-centered programs.

⁶ Wanneer een onderwijsseenheid die onderdeel is van het examenprogramma door een andere faculteit of universiteit wordt verzorgd, wordt het niveau en de kwaliteit van dat onderwijs en/of onderwijsinstituut van tevoren erkend. If a study component that is part of the program of examinations is provided by a different department or another university, the level and quality of that program and/or educational institute shall be recognized in advance.

- kennis van de onderwijsvisie, het niveau en de globale inhoud van de opleiding waarin zijn/haar onderwijseenheid geplaatst is
- de rol van zijn/haar onderwijseenheid in het examenprogramma en de bijdrage van de onderwijseenheid aan de eindtermen van de betreffende opleiding(en)
- toetsing (op enigerlei wijze vast te stellen door de examencommissie, bijvoorbeeld op basis van BKO certificaat of module toetsing DPO/Teach)
- de OER, het reglement van de examencommissie en het (facultaire) toetsbeleid, met name ten aanzien van de voor de examinerator relevante consequenties uit deze documenten.

De examinerator is in staat:

- te beoordelen of een tentamen (of ander toetsinstrument) wat betreft inhoud en complexiteit representatief is voor de opleiding(en) en passend bij de onderwijseenheid.
- mondelinge en schriftelijke tentamens (of andere toetsvormen) te plannen, voor te bereiden en af te nemen.
- de prestaties van studenten op tentamens (of andere toetsinstrumenten) te beoordelen.
- de toetssituatie te optimaliseren zodat de student optimaal kan presteren.
- de beoordelingsresultaten te verantwoorden en van die verantwoording mondeling en schriftelijk verslag te doen aan betrokkenen (bijv. examencommissie, beoordeelde studenten, opdrachtgevers).
- indien relevant studenten te begeleiden bij stage- en afstudeeropdrachten en –scripties en hun prestaties te beoordelen.
- fraude en/of plagiaat op te (laten) sporen.

- knowledge of the educational vision, level and overall content of the program the study component belongs to
- the role of the study component within the program of examinations and the contribution of the study component to the outcomes of the program
- appropriate assessment methods (to be specified in the Examination Regulations by the Examination Committee, for example by means of a basic university teaching qualification (BKO) or module on testing DPO/Teach)
- the PER, the Regulations of the Examination Committee and the (departmental) assessment policy, particularly with respect to any implications based on these documents that are relevant to the examiner.

The examiner can:

- assess whether an examination (or other assessment tools) is representative for the study program and suitable for the study component regarding content and complexity.
- plan, prepare and organize oral and written exams (or other forms of assessment).
- assess student performance through examinations (or other appropriate assessment tools).
- optimize the assessment situation so that students perform optimally.
- justify the assessment outcome and report this verbally and in writing to involved parties (e.g. the Examination Committee, assessed students, commissioning bodies)
- if relevant, supervise students in connection with traineeships, graduation projects and theses, and assess their performance.
- trace (or supervise the tracing of) academic fraud and/or plagiarism.

- op een correcte wijze mondeling en schriftelijk te communiceren in de voertaal van de opleiding.
- de examencommissie te adviseren.
- collegiaal samen te werken met alle betrokkenen bij het uitvoeren van zijn/haar taak als examiner.
- de werkzaamheden naar aanleiding van zelfreflectie, feedback, kritiek of veranderende onderwijsvisies aan te passen.
- de coaching van projecten te delegeren aan een niet-examinator (maar geen teacher coaching of mentoring).

Procedure voor aanwijzing examinatoren

- De procedure voor aanwijzing van examinatoren van ID is beschreven in Bijlage 11.

- communicate in a correct manner, verbally and in writing in the working language of the degree program.
- advise the Examination Committee.
- work together in a collegial manner with all involved persons while performing his/her duties as an examiner.
- adjust the activities based on self-reflection, feedback, criticism or changes in the educational vision.
- delegate project coaching to a non-examiner (but not teacher coaching or mentoring).

Procedure for the appointment of examiners

- The procedure for the appointment of ID examiners is described in Appendix 11

Bijlage 2 bij artikel 1.3.3 lid e, van het reglement van de examencommissie 2023-2024

Afspraken met betrekking tot geldige afwezigheid bij verplichte tussentoetsen (BR), tussentijds assessmentmoment (AR) of eindtoetsen (BR) binnen het Bachelor College.

Voor studenten die afwezig zijn bij tussentoetsen (BR), tussentijdse assessmentmomenten (AR) of eindtoetsen (BR)(niet zijnde de toets zoals bedoeld in artikel 6.5 OER BaBR) kunnen persoonlijke omstandigheden gelden, waarmee rekening gehouden dient te worden.

In elk geval wordt rekening gehouden met de onderstaande persoonlijke omstandigheden:

- Ziekte
- Persoonlijke familieomstandigheden
- Zwangerschap en bevalling
- Duale carrière (toptalenten)⁷
- Overige situaties waarin sprake is van overmacht

Vaststelling persoonlijke omstandigheden

In hoeverre sprake is van geldige persoonlijke omstandigheden moet worden vastgesteld door de examencommissie.

Procedure

De procedure rond afwezigheid op grond van overmacht/persoonlijke omstandigheden is als volgt:

- a. De student meldt bij de examencommissie dat er sprake is van een persoonlijke omstandigheid. De student dient dit onverwijld (binnen 24 uur) te doen of te laten doen zodra zich een persoonlijke

Appendix 2 to Article 1.3.3, paragraph e, of the Regulations of the Examination Committee 2023-2024

Agreements relating to valid absences from mid-term tests or final tests within the Bachelor College.

Students who are absent from mid-term tests (BR), mid-term assessment moments (AR) or final tests (other than the test referred to in Article 6.5 PER BaBR) may have valid extenuating personal circumstances for doing so that must be taken into account.

In any case the following personal circumstances must be recognized:

- Illness
- Exceptional family circumstances
- Pregnancy and childbirth
- Dual career (top talent)⁷
- Other situations involving circumstances beyond the student's control

Determining extenuating personal circumstances

To what extent there are valid extenuating personal circumstances is determined by the Examination Committee.

Procedure

The procedure concerning absence on the grounds of force majeure/extenuating personal circumstances is as follows:

The student must report to the Examination Committee that extenuating personal circumstances have arisen. The student must report this or have this reported within 24 hours of the personal

⁷ Zie voor nadere voorwaarden de Regeling Profileringsfonds. See the Students' Financial Support regulations for further conditions.

omstandigheid voordoet of heeft gedaan die consequenties heeft voor het deelnemen aan een tussentoets of eindtoets.

- b.** De examencommissie stelt vast of het gaat om een geldige persoonlijke omstandigheid, waarbij in elk geval rekening wordt gehouden met de hier bovengenoemde persoonlijke omstandigheden.
- c.** De student dient, als de examencommissie dat nodig acht, een bewijsstuk te overleggen⁸.
- d.** De secretaris van de examencommissie legt de melding vast in OSIRIS.
- e.** De examencommissie informeert de betrokken docent in geval een student melding maakt van een geldige persoonlijke omstandigheid.
- f.** Op verzoek van de examencommissie (in het geval van een geldige persoonlijke omstandigheid) stelt de docent de student in de gelegenheid de tussentoets (BR)/het tussentijds assessmentmoment (AR) (eventueel in alternatieve vorm) alsnog af te leggen of treft met de student een vervangende regeling. De docent kan in het geval er sprake is van grote onderwijseenheden voor aanvang van het onderwijs een inhaalmoment vastleggen voor studenten die door overmacht niet hebben kunnen deelnemen aan de eerste mogelijkheid om de tussentoets (BR)/het tussentijds assessmentmoment (AR) af te kunnen leggen. Wanneer er sprake is van het missen van een eindtoets vanwege een geldige persoonlijke omstandigheid staat de examencommissie de student toe deel te nemen aan de herkansing.
- g.** De secretaris van de examencommissie informeert de betrokken docent en legt het besluit vast in OSIRIS.

circumstances having arisen in as far as this influences participation in an mid-term test or final test.

The Examination Committee shall determine whether the extenuating personal circumstances are valid, taking into account the four abovementioned cases.

The student must produce evidence if the Examination Committee deems this necessary⁸.

The secretary to the Examination Committee shall record the report in OSIRIS, immediately upon being notified by the academic advisor.

The Examination Committee must report to the lecturer in the event that a student reports the occurrence of a valid extenuating personal circumstance.

At the request of the Examination Committee (in case of a valid extenuating personal circumstance), the lecturer shall provide the student with an opportunity to complete the mid-term test (BR)/mid-term assessment moment (AR) (or an alternative assessment) or comes to an alternative arrangement with the student. In the case of large study components, the lecturer can in any case schedule a catch-up opportunity for students who, due to personal circumstances, were unable to take the mid-term test (BR)/mid-term assessment (AR) on the first opportunity. If a final test was missed due to a valid personal circumstance, the Examination Committee shall permit the student to participate in the retake.

The secretary of the Examination Committee informs the teacher involved and records the decision in OSIRIS.

⁸ Wanneer er sprake is van een 'toptalentstatus' dient de student de verklaring van de TU/e commissie duale carrière, zoals bedoeld in de Regeling Profileringsfonds te overleggen. If a student has top talent status, the dual career declaration of the TU/e Dual Career Committee must be submitted, as referred to in the Financial Support Regulations.

h. De student die twee of meer keren in één collegejaar afwezig is geweest bij een tussentoets of eindtoets, kan opgeroepen worden door de examencommissie.

Any student who has been absent for an mid-term test or final test two or more times during one academic year can be summoned by the Examination Committee.

Bijlage 3 bij artikel 1.3, lid 4, onder a, van het reglement van de examencommissie 2023-2024

Bij de beoordeling of niet-disciplinaire onderwijseenheden onderdeel van het Masterprogramma kunnen zijn, neemt de examencommissie de volgende uitgangspunten in acht:

- Taalcursussen (Nederlands en Engels, beide als vreemde taal) zijn toegestaan op C-niveau, maximaal 1 taalcursus per student.
- Universiteitsbrede projecten: alleen studenten die hebben deelgenomen aan projecten die door het College van Bestuur zijn goedgekeurd kunnen in aanmerking komen voor studiepunten. Studenten die hiervoor een bestuursbeurs hebben ontvangen, kunnen niet ook in aanmerking komen voor studiepunten. De beoordeling van de deelname dient te voldoen aan de richtlijnen voor het afnemen van tentamens wanneer aan studenten studiepunten worden toegekend.
- Andere activiteiten, zoals studiereizen: ter beoordeling aan de Examencommissie.

Appendix 3 to Article 1.3, paragraph 4, under a, of the Regulations of the Examination Committee 2023-2024

When assessing whether non-disciplinary study components can be included in a Master's program, the Examination Committee shall take account of the following criteria:

- Language courses (Dutch and English, both as a foreign language) are permitted at C level; no more than 1 language course per student.
- University-wide projects: only students who have taken part in projects approved by the Executive Board can be awarded credits. Students who have received a committee officer grant for this purpose are not entitled to credits in addition. Participation is assessed on examination criteria in the case of students who are awarded credits.
- Other activities, such as study trips: at the discretion of the Examination Committee.

Bijlage 4 bij artikel 2.9, van het reglement van de examencommissie 2023-2024

Procedure in verband met het afleggen van een hertentamen in het buitenland

Wie komen er in aanmerking?

Studenten die hun mobiliteitsperiode doorbrengen aan een van de internationale partneruniversiteiten van hun faculteit en een tentamen van de TU/e tijdens die periode willen herkansen.

Wat moet de student doen?

De student dient zelf bij de gastuniversiteit na gaan of het mogelijk is dat:

- het tentamen op dezelfde dag en tijd kan plaatsvinden als het tentamen in Nederland (aandachtspunt: mogelijke tijdsverschillen met Nederland);
- er een ruimte ter beschikking kan worden gesteld waar het tentamen kan worden gemaakt;
- er wordt gesurveilleerd tijdens het tentamen om te garanderen dat:
 - o de student uitsluitend die tentamenhulpmiddelen gebruikt die volgens het voorblad van het tentamen zijn toegestaan;
 - o de student geen contact heeft met iemand anders dan de waarnemende surveillant;
 - o de student de tentamenruimte niet verlaat tijdens de eerste 15 minuten na aanvang van het tentamen.

Als aan deze drie voorwaarden kan worden voldaan, moet de student per e-mail een verzoek indienen bij de secretaris van de examencommissie. De secretaris dient deze e-mail ten minste vijftien werkdagen voor het begin van de examenperiode te ontvangen. De

Appendix 4 to Article 2.9, of the Regulations of the Examination Committee 2023-2024

Procedure in connection with taking a retake abroad

Who can apply?

Students that fulfill their mobility period at one of the international partner universities of their department and want to retake a TU/e exam during that period.

What does the student have to do?

It is the responsibility of the individual student to ask at their host university if:

- the exam can be held on the same day and starts at the same time as the exam in the Netherlands (please note: local time may be different to Dutch time);
- a room can be made available for the exam;
- exam monitoring can be provided during the exam safeguarding
 - o that the student only use the examination aids that are allowed according to the exam cover sheet;
 - o the student has no contact with others than the acting proctor;
 - o the student does not leave the exam room in the first 15 minutes after the exam has started.

If these three conditions can be met, the student has to send a request by email to the secretary of the examinations committee. The secretary must receive the email at least fifteen working days before the start of the exam period. The student must register for the

student dient zich op de gebruikelijke manier in te schrijven voor het tentamen. .

In deze e-mail moeten staan:

- naam en studentnummer;
- de naam en onderwijseenheid code van het tentamen;
- de dag en het tijdstip waarop het tentamen in Nederland plaatsvindt;
- de volledige naam en het e-mailadres van de contactpersoon binnen de buitenlandse universiteit die het tentamen organiseert;
- de lokale tijd van de buitenlandse universiteit.

Wat moet de docent doen?

Het tentamen, inclusief ingevuld voorblad, op het afgesproken tijdstip naar de contactpersoon in het buitenland mailen.

Een telefoonnummer opgeven van de materiedeskundige waarmee contact kan worden opgenomen.

exam in the usual way.

This email must include:

- name and student number;
- exam name and study component code;
- date and time when the exam will be held in the Netherlands;
- full name and email address of the contact at the foreign university who will organize the exam
- local time of the foreign university

What does the teacher have to do?

Email the exam, including the filled in cover sheet, to the foreign contact at the agreed time.

Mention a phone number of the subject specialist that can be conducted.

Bijlage 5 bij artikel 3.4, eerste lid, van het reglement van de examencommissie 2023-2024

Sanctieladder

	Categorie						
	7	6	5	4	3	2	1
Sanctie ⁹							
Officiële waarschuwing	x	x	x	x	x	x	X
Ongeldig verklaren tussentoets (ba BR)/ tussentijds assessmentmoment (ba AR)component (ma) <u>wel</u> herkansing/vervangende opdracht indien aanwezig	x	x	x	x	x	x	
Ongeldig verklaren tentamenresultaat	x	x	x	x	x	x	
Ongeldig verklaren tentamenresultaat voor de onderwijseenheid/opdracht en uitsluiting voor eerstvolgende (her)kansing/beoordeling	x	x	x	x	x		
Uitsluiting alle tentamens/beoordelingen 1, 2 of 3 Kwartielen	x	x	x				

Appendix 5 to Article 3.4, paragraph 1, of the Regulations of the Examination Committee 2023-2024

Sanction Ladder

	Category						
	7	6	5	4	3	2	1
Sanction ⁹							
Official Warning	x	x	x	x	x	x	x
Invalidation of mid-term test/component <u>but</u> retake/replacement assignment	x	x	x	x	x	x	
Invalidate examination result	x	x	x	x	x	x	
Invalidation of the examination result for the course/assignment and exclusion for the next (re)take/assessment	x	x	x	x	x		
Exclusion from all exams/assessments 1, 2 or 3 Quarters	x	x	x				

⁹ Toekenning leidt tot administratie in het dossier van de student. . Award leads to a registration in the records of the student.

Uitsluiting alle tentamens/ beoordelingen 4 Kwartielen	x	x					
Advies uitschrijving	x						

Toelichting sanctieladder TU/e:

Exclusion from all exams/assessments 4 Quarters	x	x					
Advice to terminate enrollment	x						

Explanation sanction ladder TU/e :

Categorie	<u>Niet limitatieve opsomming van overtredingen</u>	Category	<u>Non-exhaustive list of offences</u>
categorie 1 (onregelmatigheid)	<ul style="list-style-type: none"> - onbewust gelegenheid bieden tot spieken/ fraude - niet houden aan regels van de regeling centrale tentamenafname zoals inleveren gemaakt werk, toiletbezoek en gebruik ander papier dan verstrekt door TU/e - ongeoorloofde aanwezigheid van communicatie- en opnameapparatuur of enige andere media dragende apparatuur en niet toegestane hulpmiddelen tijdens tentamens (zie ook regeling centrale tentamenafname) - (medeplichtigheid aan) het overtreden van afspraken over samenwerking bij een onderwijseenheid door onwetendheid en/of slordigheid - medeplichtigheid aan fraude/plagiaat door onwetendheid en/of slordigheid als student en/of student-assistent - overtreden van de afspraken voor een onderwijseenheid m.b.t. samenwerking zonder dat er sprake is van plagiaat in de vorm van bewust presenteren van andermans teksten/ code/ als eigen werk - onregelmatigheid in de vorm van ontbrekende/foutieve bronvermelding door 	category 1 (irregularity)	<ul style="list-style-type: none"> - unconsciously offering the opportunity to cheat/commit fraud - not adhering to the rules of the Central Examinations Regulation, such as handing in made work, visiting the toilet and using paper other than that provided by TU/e. - unauthorized presence of communication and recording equipment or any other media-carrying equipment and unauthorized aids during examinations (see central examination regulations) - (complicity in) violating agreements on cooperation in a course through ignorance and/or carelessness - complicity in fraud/plagiarism through ignorance and/or carelessness as a student and/or student assistant - violating the agreements for a course regarding collaboration without plagiarism in the form of consciously presenting other person's texts/ code/ as one's own work. - irregularity in the form of missing/error in the reference due to carelessness/ negligence (individually or as a group)

	slordigheid/onzorgvuldigheid (individueel of in groepsverband)		
categorie 2	- Recidive categorie 1: herhaaldelijk slordig en incorrect gedrag dat neigt naar fraude	category 2	- Recidivism category 1: repeated careless and incorrect behavior tending towards fraud
categorie 3	<ul style="list-style-type: none"> - bewust gelegenheid bieden tot spieken - bewuste medeplichtigheid aan fraude - medewerking verlenen aan identiteitsfraude bij onderwijseenheid/opdracht door het verstrekken van eigen werk aan anderen met het doel, de wetenschap of de verwachting dat dit door die anderen ter beoordeling wordt ingeleverd als eigen werk - Meewerken aan identiteitsfraude door uitlenen identificatie, inloggegevens, vervalsen handtekening voor aanwezigheidsregistratie, e.d. 	category 3	<ul style="list-style-type: none"> - deliberate offering of option to cheat - deliberate complicity in fraud - collaborating in identity fraud in the course of a course/assignment by providing work of their own to others with the aim, the knowledge or the expectation that this will be submitted by those others as their own work for assessment. - Cooperating in identity fraud by lending out identification, login details, forging signatures for attendance registration, etc.
categorie 4	<ul style="list-style-type: none"> - (poging) tot gebruik van andere hulpmiddelen dan aangegeven op het voorblad - spieken (elke vorm) - tijdens het tentamen anders dan met surveillant/materiedeskundige - recidive categorie 3 	category 4	<ul style="list-style-type: none"> - (attempted) use of aids other than those indicated on the cover sheet - fraud (any kind) - during the examination other than with the proctor/subject expert - recidivism of category 3
categorie 5	<ul style="list-style-type: none"> - plagiaat in de vorm van bewust presenteren van andermans teksten als eigen werk (individueel of in groepsverband) - identiteitsfraude door gebruik van andermans (digitale)identiteit tijdens tentamen (identificatie , inloggegevens e.d.) - identiteitsfraude door bewust ter beoordeling indienen van andermans werk (tekst, code) als eigen werk - zich op ongeoorloofde manier toegang verschaffen tot (onderdelen) van een digitaal toetsplatform of toetsnetwerk 	category 5	<ul style="list-style-type: none"> - plagiarism in the form of consciously presenting other people's texts as their own work (individually or in groups) - identity fraud through the use of someone else's (digital) identity during examinations (identification, login details, etc.) - identity fraud by deliberately submitting someone else's work (text, code) for assessment as their own work - gaining unauthorized access to (parts of) a digital testing platform or testing network

	<ul style="list-style-type: none"> - vervreemding van (onderdelen van een (digitale) toets(en)/tentamen(s) en usb-stepsticks - bij correctietaken fingeren/vervalsen antwoorden/ manipuleren scores etc. - ter beschikking stellen aan anderen van op ongeoorloofde wijze verkregen materiaal zoals toetsen, uitwerkingen, antwoordmodellen. - fraude tijdens inzage afgelegd tentamen - plagiaat in de vorm van integrale overname andermans werk als onderdeel van werkstuk (individueel of in groepsverband) - fingeren/vervalsen onderzoeksdata - plagiaat in de vorm van verhulling integrale overname andermans werk als onderdeel van werkstuk (individueel of in groepsverband) - recidive categorie 4 		<ul style="list-style-type: none"> - theft of (parts of) a (digital) test(s) and usb stick(s) - in case of correction tasks, making up/ falsifying answers, manipulating scores, etc. - making available to others material obtained in an unauthorized manner, such as tests, elaborations, response models - Fraud during the viewing of an examination - plagiarism in the form of the integral copying of someone else's work as part of a piece of work (individually or as a group) - making up/falsifying research data - plagiarism in the form of concealment of integral copying of someone else's work as part of a piece of work (individually or as a group). - recidivism category 4
<p>categorie 6 (ernstige fraude)</p>	<ul style="list-style-type: none"> - fingeren/vervalsen onderzoeksdata in volgend of eindproject - identiteitsfraude bij eindproject - drie keer fraude in één jaar - plagiaat van geheel werk - recidive categorie 5 	<p>category 6 (serious fraud)</p>	<ul style="list-style-type: none"> - making up/falsifying research data in a follow-up or final project - identity fraud in a final project - three cases of fraud in one year - plagiarism of entire body of work - recidivism of category 5
<p>categorie 7 (ernstige fraude)</p>	<ul style="list-style-type: none"> - elke vorm van ernstige fraude en recidive daarvan afhankelijk van de omstandigheden 	<p>category 7 (serious fraud)</p>	<ul style="list-style-type: none"> - any form of serious fraud and its recurrence, depending on the circumstances

Bijlage 6 bij artikel 3.5, zesde lid, van het reglement van de examencommissie 2023-2024

Handelingsprotocol bij fraudegevallen bij opleiding overstijgende onderwijseenheden.

Door de invoering van het Bachelor College en de Graduate School zijn er meerdere opleiding overstijgende onderwijseenheden geïntroduceerd, zoals de basisonderwijseenheden, de USE onderwijseenheden\ITEC programma en keuzeonderwijseenheden. Indien bij dergelijke onderwijseenheden fraude wordt gepleegd door studenten van verschillende bachelor- dan wel masteropleidingen wordt dit afgehandeld door meerdere examencommissies.

Dit protocol geldt wanneer bij studenten van verschillende opleidingen bij eenzelfde onderwijseenheid mogelijke fraude is geconstateerd.

Protocol:

1. Er is mogelijk sprake van fraude.
2. De examiner, maar in geval van een centraal schriftelijk georganiseerd tentamen de examiner of de surveillant, stelt een schriftelijk proces verbaal op van de geconstateerde fraude en maakt een dossier aan
3. De examiner zorgt ervoor dat eventuele meldingen over fraude aan de examencommissie van de opleiding, die verantwoordelijk is voor de onderwijseenheid, worden overhandigd.
4. Onder voorzitterschap van de examencommissie van de verzorgende opleiding wordt een ad hoc commissie gevormd, bestaande uit in beginsel een lid van elke betrokken examencommissie.
5. Deze ad hoc commissie coördineert de fraudecasus en organiseert (indien nodig) een hoorzitting om alle betrokken studenten te horen. Bij de hoorzitting is in beginsel minimaal een lid van alle betrokken examencommissies aanwezig. Wanneer meer dan 10 studenten tijdens eenzelfde onderwijseenheid fraude hebben gepleegd, vindt er

Appendix 6 to Article 3.5, paragraph 6, of the Regulations of the Examination Committee 2023-2024

Protocol for cases of fraud relating to study components that transcend individual study programs.

Due to the introduction of the Bachelor College and the Graduate School, there are several study components that transcend individual study programs. These include the basic subjects, USE components and electives. When students from different Bachelor's or Master's programs commit fraud in these study components, the matter is dealt with by several Examination Committees.

The protocol applies if students from different degree programs are suspected of fraud in one and the same study component.

Protocol:

- Fraud is suspected.
- The examiner or, in the event of a centrally organized written examination, the examiner or the proctor, writes a clear and concise report of the established fraud and creates a file.
- The examiner ensures that any reports of fraud are handed to the Examination Committee of the program that is responsible for the study component.
- Chaired by the Examination Committee of the organizing program, an ad-hoc committee will be formed, consisting, in principle, of one member of each Examination Committee involved.
- This ad-hoc committee shall coordinate the fraud case and (if necessary) organize a hearing to hear all the students concerned. In principle, at least one member of each of the Examination Committees involved must attend the hearing. In the event that more than 10

enkel een hoorzitting plaats wanneer de student aangeeft gehoord te willen worden.

6. Aansluitend aan de hoorzitting stelt de ad hoc commissie in onderling overleg het advies over de op te leggen sanctie op (indien van toepassing) en stelt de betrokken examencommissies op de hoogte van dit advies.
7. De betrokken examencommissies nemen in beginsel het advies betreffende de op te leggen sanctie over; afwijking van dit advies moet gemeld worden aan de adviserende ad hoc commissie en de AEB/AEM met vermelding van de redenen voor de afwijking.
8. De sanctie wordt opgelegd door de examencommissie van de opleiding waarbij de frauderende student staat ingeschreven.
9. Streven is om deze procedure binnen 4 weken na melding van de fraude bij de examencommissie afgerond te hebben.

students have committed fraud during the same study component, a hearing will only be held if a student requests it.

Following the hearing, the ad-hoc committee shall, in mutual consultation, reach a recommendation on the sanction to be imposed (where applicable) and shall inform the relevant Examination Committees accordingly.

In principle, the Examination Committees involved adopt the recommendation on the sanction to be imposed. If this is not the case, the ad-hoc committee and the Advisory Committee on Bachelor's program examinations (AEB) or the Advisory Committee on Master's program examinations (AEM) must be informed, stating the reasons for not adopting the recommendation.

The sanction shall be imposed by the Examination Committee for the program in which the student who has committed the fraud is enrolled.

The aim is to complete this procedure no later than four weeks after the fraud has been reported to the Examination Committee.

Bijlage 7 bij artikel 3.5, negende lid, van het reglement van de examencommissie 2023-2024

Handelingsprotocol bij vermoeden van fraude gepleegd door een student in functie van een student-assistent

1. Wanneer een medewerker fraude vermoedt door een student in de functie van student-assistent, wordt dit gemeld bij de directeur Bedrijfsvoering waar de student-assistent werkzaam is.

Wanneer een student een vermoeden van fraude constateert, dan geldt dat deze dit vermoeden meldt bij zijn direct-leidinggevende, of betrokken docent. Deze leiden de melding door naar de directeur Bedrijfsvoering.
2. De directeur bedrijfsvoering stelt op basis van de melding, een kort en eenduidig verslag op van het vermoeden van fraude, informeert de Onderwijsjurist, stelt de student voorlopig op non-actief en trekt eventuele autorisaties in systemen voorlopig in.
3. De Onderwijsjurist zorgt ervoor dat de melding over vermoeden van fraude aan de examencommissie van de opleiding die de student volgt ter kennis wordt gebracht en tevens aan de docent voor zover er sprake is van een student-assistent die vermoedelijk gefraudeerd heeft voor zichzelf.
4. De directeur bedrijfsvoering doet nader feitelijk onderzoek en stelt hiertoe een ad hoc commissie in, bestaande uit de onderwijsjurist (adv.), de opleidingsdirecteur, de manager ESA, en de docent die de fraude zaak gedetecteerd heeft, waarvan de directeur bedrijfsvoering voorzitter is. Administratieve ondersteuning vanuit secretariaat directeur bedrijfsvoering.
5. De directeur bedrijfsvoering organiseert als onderdeel van het feitelijk onderzoek een hoorzitting en hoort de student en eventueel andere betrokkenen, zoals bijvoorbeeld de docent van de onderwijseenheid waarbij is gefraudeerd en diegene die de vermeende fraude heeft geconstateerd.

Appendix 7 to Article 3.5, paragraph 9, of the Regulations of the Examination Committee 2023-2024

Action protocol in case of suspicion of fraud committed by a student in the capacity of a student assistant

- If an employee suspects fraud committed by a student in the capacity of student assistant, this will be reported to the Managing Director where the student assistant is employed.
- If a student discovers that there is a suspicion of fraud, it must be reported to the instructor involved or to the line manager. These will forward the report to the Managing Director.
- On the basis of the report, the Managing Director draws up a short and unequivocal report of the suspicion of fraud, informs the Education Lawyer, suspends the student for the time being and temporarily revokes any authorizations in systems.
- The Education Lawyer ensures that the report about suspected fraud is communicated to the Examination Committee of the degree program that the student is enrolled in and also to the lecturer insofar as there is a student assistant who is suspected of having committed fraud for personal benefit.
- The Managing Director conducts further factual research and for this purpose sets up an ad hoc committee, consisting of the education lawyer (adv.), the program director, the ESA manager, and the teacher who suspected the fraud case, of which the managing director is the chair. Administrative support comes from the secretariat of the Managing Director.
- As part of the factual investigation, the Managing Director organizes a hearing and hears the student and any other parties involved, such as, for example, the teacher of the study component in which the fraud was committed and the person who discovered the alleged fraud.

- | | | |
|-----|---|--|
| 6. | Wanneer de ad hoc commissie tot de conclusie komt dat het aannemelijk is dat de student-assistent fraude heeft gepleegd of anderszins heeft gehandeld waardoor het vertrouwen in een goed functioneren als student-assistent is geschaad, kan zij, met in acht neming van de redelijkheid, de student-assistent een straf opleggen. | If the ad hoc committee concludes that it is plausible that the student assistant has committed fraud or acted in any other way that has damaged confidence in the proper functioning of the student assistant, it may, with due observance of reasonableness, impose a punishment on the student assistant. |
| 7. | De straf kan uiteenlopen van een waarschuwing tot ontslag en niet meer aangesteld worden als student-assistent voor een bepaalde duur dan wel gedurende de verdere opleiding(en) aan de TU/e. | The penalty may vary from a warning to dismissal and no further appointment as a student assistant for a definite period of time or during the further studies at the TU/e. |
| 8. | De directeur legt een en ander gemotiveerd vast in een schriftelijk besluit en informeert de betrokken student, zijn direct leidinggevende en de examencommissie van de student. | The Managing Director shall state the reasons for this in a written decision and shall inform the student concerned, the immediate superior and the student's Examination Committee. |
| 9. | De directeur Bedrijfsvoering beoordeelt tevens of de melding moet worden doorgeleid aan de klachtencommissie wetenschappelijke integriteit. | The Managing Director also assesses whether the report should be forwarded to the Scientific Integrity Complaints Committee. |
| 10. | De examencommissie behandelt de casus pas nadat de directeur bedrijfsvoering tot een besluit is gekomen. | The Examination Committee will only deal with the case after the Managing Director has reached a decision. |
| 11. | Voor de examencommissie geldt dan verder artikel 3.5, van dit reglement. Wanneer er meer studenten betrokken zijn bij de fraudemelding, dan geldt het 'handelingsprotocol bij fraude gevallen bij opleidingen met faculteitsoverstijgende onderwijsactiviteiten (bijlage 6). | Article 3.5 of these regulations also applies to the Examination Committee. If several students are involved in the fraud report, the 'action protocol for fraud cases in degree programs with supra-departmental educational activities' applies (Appendix 6). |
| 12. | De directeur bedrijfsvoering informeert de betreffende examencommissie over het onderzoek en de opgelegde sancties. | The Managing Director informs the Examination Committee concerned about the investigation and the sanctions imposed. |
| 13. | De examencommissie neemt het door de directeur bedrijfsvoering gemelde vermoeden van fraude door een student-assistent op in haar jaarverslag, om op deze manier centraal te kunnen toezien op de mate waarin (vermoeden van) deze vorm van fraude voorkomt en gesanctioneerd. | In its annual report, the Examination Committee will include the suspicion of fraud of a student assistant reported by the Managing Director in order to be able to centrally monitor the extent to which (suspicion of) this form of fraud occurs and is sanctioned. |

Bijlage 8 bij artikel 4.3 van het reglement van de examencommissie 2023-2024

Goedkeuring van de stage

De student vult het onderdeel “stage” van het Formal Approval Form in en geeft de teacher-coach alle informatie die nodig is om de stage goed te keuren.

De teacher-coach controleert of de stageplaats voldoet aan de minimale eisen en kijkt of het ontwikkelingsplan en de PI&V van de student passen bij de voorgestelde stage.

De teacher-coach kan de student om meer informatie vragen als dat nodig is, of het Formal Approval Form goedkeuren en ondertekenen.

Beoordeling van de stage

Stages worden beoordeeld door twee gekwalificeerde ID-examinatoren: de teacher-coach van de student en een tweede examiner.

De teacher-coach fungeert als eerste examiner en is verantwoordelijk voor het controleren van de deliverables op volledigheid en mogelijk plagiaat, voor het invullen en publiceren van de rubrics en voor het indienen van het beoordelings-oordeel bij CSA.

De stagebeoordeling is gericht op het onderzoeken van vier aspecten:

- Het stageproces en de deliverables van de student
- De ‘professional and scientific skills’ van de student
- De ‘Vision and Professional identity’ van de student
- De persoonlijke ontwikkeling van de student in de Expertisegebieden

De beoordeling is gebaseerd op een schriftelijk stageverslag, een schriftelijke reflectie op de stage en een mondeling examen. De student uploadt de schriftelijke deliverables voor het mondelinge examen voor de datum die is vastgelegd in de academische jaarplanning, en plant een datum voor het mondelinge examen.

Appendix 8 to Article 4.3 of the regulations of the Examination Committee 2023-2024

Approval of the internship

The student fills out the Internship section of the Formal Approval Form and provides the teacher-coach with all information necessary for approving the internship.

The teacher-coach checks whether the internship company adheres to the minimal requirements, and checks whether the student’s development plan and PI&V fit the proposed internship.

The teacher-coach can ask the student for more information if necessary, or approve and sign the Formal Approval Form.

Assessment of the internship

Internships are assessed by two qualified ID examiners: the student’s teacher-coach and a second examiner .

The teacher-coach functions as the first examiner and is responsible for checking the deliverables for completeness and potential plagiarism, for filling and publishing the rubrics and for submitting the assessment verdict to CSA.

The internship assessment is focused on examining four aspects:

- The student’s internship process and deliverables
- The student’s professional and scientific skills
- The student’s Vision and Professional Identity
- The student’s personal development in the Expertise Areas

The assessment is based on a written internship report, a written reflection on the internship, and an oral exam. The student uploads the written deliverables ahead of the oral exam before the date stipulated in the academic year planning, and plans a date for the oral exam.

The oral exam should be attended by the student and two examiners, and can take place on campus or online, as agreed by the examiners. If

Het mondelinge examen moet worden bijgewoond door de student en twee examinatoren, en kan plaatsvinden op de campus of online, zoals afgesproken door de examinatoren. Als de omstandigheden het toelaten, kan het mondelinge examen ook bij het stagebedrijf plaatsvinden. De bedrijfscoach kan aanwezig zijn om feedback te geven op de prestaties van de student in het bedrijf, maar heeft geen formele rol in de beoordeling.

Deelname aan de demo-dag is niet verplicht.

Stage beoordelingsresultaten

Na het mondelinge examen wordt het oordeel bepaald door de twee examinatoren aan de hand van de rubrics van de Stage. Als alle examenonderdelen (verslag, reflectie en mondelinge examen) compleet zijn, zijn er vier oordelen mogelijk:

- Hold (H): als de algehele stage uitvoering van de student ernstig onder de maat is, krijgt de student een H-oordeel. De student moet het eerste semester van het derde jaar overdoen en krijgt geen studiepunten voor de stage.
- Conditional Hold (C): als de examinatoren extra bewijs nodig hebben om tot een unaniem oordeel te komen, of als het stageverslag van onvoldoende kwaliteit is, resulteert dit in een C-oordeel. De studenten krijgen geen studiepunten voor de stage. De examinatoren schrijven duidelijke voorwaarden voor de verbeteringen die ze verwachten in een retake deliverable. De student moet de herkansing binnen drie weken na publicatie van het vonnis inleveren. Op basis van de herkansing kunnen de examinatoren het oordeel aanpassen naar H, P, of P+E.
- Bevordering (P): Studenten worden zonder verdere opmerkingen bevorderd naar het volgende semester; studenten krijgen de volledige studiepunten zoals hieronder beschreven.
- Bevordering met uitmuntendheid (P+E): wanneer studenten uitzonderlijk goed gepresteerd hebben, kunnen de examinatoren beslissen om een P+E oordeel te geven.

Als één of meer van de examenonderdelen (verslag, reflectie en mondelinge examen) ontbreken, krijgt de student een 'NV'-oordeel.

the circumstances permit, the oral exam can also take place at the internship company. The company coach can be present to provide feedback on the students' performance at the company but has no formal role in the assessment.

Participation in the demo day is not required.

Internship assessment outcomes

After the oral exam, the verdict is determined by the two examiners using the Internship rubrics. If all examination components (report, reflection and oral exam) are complete(d) there are four verdicts possible:

- Hold (H): if the student's overall internship performance is severely under par, the student receives an H-verdict. The student will have to redo the first semester of the third year and does not get the internship credits.
- Conditional Hold (C): if the examiners require additional evidence to come to a unanimous assessment verdict, or if the internship report is of insufficient quality, this will result in a C-verdict. The students do not get the internship credits. The examiners write clear conditions for the improvements they expect in a retake deliverable. The student must hand in the retake within three weeks from the publication of the verdict. Based on the retake the examiners can adjust the verdict to H, P, or P+E.
- Promotion (P): Students will get promoted to the next semester without any further remarks; students will get the full credits as described below.
- Promotion with excellence (P+E): when students have performed exceptionally well the examiners can decide to give a P+E verdict.

If one or more of the examination components (report, reflection and oral exam) are missing, the student receives a 'NV' verdict.

Students can appeal to the Central Appeals Board if they don't agree with the verdict, an appeal may be sent after consulting the academic advisor.

Studenten kunnen in beroep gaan bij de Centrale Raad van Beroep als ze het niet eens zijn met de uitspraak, een beroep kan worden ingediend na overleg met de studieadviseur.

Appendix 9a. of the Article 4.5, paragraph 1, of the regulations of the Examination Committee 2023-2024

Protocol for the assessment of the Final Bachelor Project Industrial Design (FBP-ID)

1. Graduation committee Final Bachelor Project

The Examination Committee of Industrial Design (EC-ID) approves the composition of all Final Bachelor Project (FBP) graduation committees. Each final bachelor project is assigned an FBP graduation committee in agreement with the FBP protocol and the Examination Regulations (ER).

The FBP committee consists of at least two examiners, it can be three on the occasion that new examiner is accompanied by a “buddy”.

- the **first examiner** is the student’s (project and) teacher coach and takes the lead in documenting the graduation meeting by summarizing the feedback of all examiners in a draft Rubrics which is distributed to the other examiners for possible amendments. This is typically done during the deliberation;
- the **second examiner** is the independent examiner from the department of Industrial Design.

Additional experts (e.g., Ph.D. students or industrial clients who were stakeholders during the implementation of the FBP) may be invited to the FBP assessment and presentation to advise on the quality of specific aspects of the FBP. In case the additional experts are not present but provide advice, the first examiner communicates with these advisors and is responsible for reporting their advice to the other member(s) of the graduation committee. The additional experts have no voting role in the FBP deliberation, during which they cannot be present, but are allowed to ask questions to the student during the oral examination.

When the situation calls for a remote assessment (in cases such as quarantine, or prolonged absence from the country due to visa or personal reasons), it is possible to have an online assessment. This needs to be arranged well before (at least one week before) the assessment takes place. The condition for this is that all examiners are then online, in order to ensure the same type of presentation, engagement and possibilities for response to all examiners. Hybrid FBP assessments are not allowed. If the appointed graduation committee cannot perform the FBP assessment on the agreed time (e.g., due to illness of one of its members) or in the agreed format (in person or online), then the EC-ID is informed by the chair of the FBP graduation committee in order to assess the situation and to take appropriate measures (such as postponing the assessment and/or replacing a member).

The EC-ID approves the composition of the FBP assessment committees well in advance of the graduation date. CSA proposes the composition of the FBP committee taking into consideration the following criteria:

- The two examiners are not from the same squad.
- If the student does the FBP for the second (or more) time an effort is made that different examiners are assigned.
- An effort is made to make the committees diverse in terms of specialisms of the examiners.

The composition of the FBP committees will be finalized two months before assessments so there is time to check the availability of potential examiners, to formally approve the composition of the FBP graduation committees by the EC ID, and to inform students and staff involved.

2. Assessment procedure for the Final Bachelor Project

The FBP assessment is based on the following deliverables:

1. In the **FBP report** the student: a) documents the proposed concept or product (i.e., the **project outcomes** such as the demonstrator, data collection and analysis, research results, user evaluations, value proposition, required technology, etc.), and b) describes the **design process** that was followed including the major design decisions and arguments;
2. In the **portfolio** (formerly known as the “showcase”), the student documents and reflects, **by means of concrete examples**, on the **development in the expertise areas** across the entire bachelor’s program;
3. A live **presentation**. In case of personal circumstances exceptions can be granted through the academic advisor and agreed upon by the examiners.

The members of the FBP graduation committee receive, through canvas, the report and the portfolio by the corresponding deadlines communicated by CSA. The student should include the signed TU/e statement indicating that the FBP was realized in accordance with the code of conduct for scientific integrity within the relevant canvas assignment. Provided that the FBP is not conducted under IPR (Intellectual Property Right) protection, the mentor will screen the report (and, if deemed appropriate, extracts of the portfolio) using the TU/e plagiarism system to ensure that they do not contain instances of (textual) plagiarism. The mentor may also verify that the visual material being used doesn’t contain plagiarism.

Before the FBP graduation session, both examiners read the portfolio and the report and prepare a line of questioning related to both the project outcomes and design process, as well as the development in the expertise areas. If there are any deliverables missing by the communicated deadlines, and after the grace period has passed (or agreed deadlines, in cases of personal circumstances) the assessment will commence as planned. Documents submitted after the deadlines are not considered.

The FBP graduation session itself consists of four parts:

1. The student presents an overview of their FBP project and development in expertise areas throughout the bachelors in approximately **20 minutes**; this presentation is open to the public. The time spent to present the FBP and portfolio should be balanced, i.e., approximately 10 minutes each.
2. The second part of the FBP graduation session is closed to the public and involves only the student and the examiners. Additional experts are allowed to attend and ask questions. The duration of this oral examination is approximately **30 minutes** and involves both questions about the development in expertise areas and the FBP project. It is the responsibility of both examiners to safeguard that the examination addresses all aspects included in the FBP Rubrics.
3. The third part of the FBP graduation session is a deliberation of **25 minutes** between the two examiners, where the items included in the FBP Rubrics are used to structure the discussion. Additional experts are not present. The major outcome of this deliberation is a proposal for a grade on a scale of 0-10 in full or half marks that both examiners agree upon. The examiners need to decide if **all assessment criteria**, i.e., Overall Competency of Design (OCD), Scientific and Professional Skills (SPS), Vision and Identity (VI) and Expertise Areas (EA), **have been successfully passed**. Assuming that the examiners agree on their proposed grade, the first examiner (teacher coach) is expected to fill in the FBP Rubrics and collect the qualitative feedback that should be included in it. If sub-criteria are evaluated either ‘excellent’ or ‘insufficient’ in the rubrics a comment needs to be added to the rubrics sub-category. If necessary, the teacher coach can finish filling in the Rubrics after the graduation session and will distribute it to the other examiner(s).

Required considerations for the verdicts:

- **Failing OCD sub-criterion 1.2 – ‘Design and Research process’**, results in failing OCD without the possibility to retake and as a consequence in an

- insufficient grade (of 5.5 or below) for the FBP assessment without the possibility for a retake.
- In case **any criterium (OCD – other than described above, SPS, VI, EA) is judged insufficient**, then the examiners discuss the requirements for raising the level to at least ‘sufficient’ (as defined in the FBP Rubrics). In case the examiners are of the opinion that fulfilling these requirements is feasible within the 3-week period available for the FBP retake, they propose a grade of at most 5 with a possibility for a retake and formulate the conditions for the retake. In case they are of the opinion that fulfilling the requirements is not feasible within the 3-week period available they propose an insufficient grade (of 5.5 or below) without the possibility for a retake.
 - In case **all assessment criteria (OCD, SPS, VI and EA) are passed**, the examiners agree on a grade on a scale of 6.0-10 in full or half marks. While this grade does not need to be specified as a weighted sum of scores on individual assessment criteria, a division of 50-50 between OCD (primarily the quality of the project) and the combined areas SPS/VI/EA (primarily the quality of the designer) can be handled as a guideline in the discussion.
4. After the committee deliberation, and if there is time, the committee can choose to offer the student concise qualitative feedback on their performance. The verdict is not shared as it still needs to be discussed in a plenary meeting before becoming final.

After the FBP graduation session

Before a grade for the FBP exam becomes final it needs to be discussed in a plenary meeting. The two examiners bring the proposed grade as well as the rubrics results to the plenary meeting. In case the two examiners could not reach agreement on the verdict this is first discussed in the plenary and only escalated to the EC-ID if also no agreement could be reached in the plenary meeting. In that case the EC-ID will mediate to reach an agreement. In case such an agreement still cannot be reached, the EC-ID may decide to involve the advice of an extra examiner.

Plenary meeting

Plenary meetings are organized to synchronize verdicts between FBP graduation panels. Next to this, there is a special high-low plenary meeting organized to discuss all high (8.5 and up) grades, as well as the low grades (6 and lower) that could not be finalized during the earlier regular plenary meetings.

Plenary meetings are chaired by a member of the EC-ID and supported by a secretary who documents the plenary discussion.

While all examiners are expected to be resent (preferably physically), minimally one examiner of an FBP graduation panel needs to be physically present unless arrangements were made in advance with the chair. In which case the other (non-present) member informs (by email) CSA and the chair of the relevant plenary meeting and forwards the proposed grade as well as the argumentation to those parties as well. If both examiners are absent, or if no proposed grade and argumentation has been provided by an absent examiner, an FBP exam cannot be discussed. Such cases need to be discussed in a next plenary meeting or in an extra plenary meeting (following the same rules around absence).

The chair of the plenary meeting also identifies high and low grades that need to be discussed in the high-low plenary meeting (if desired this can be done beforehand through email with the chair initiated by the examiners). All high grades (8.5 and up) are forwarded to the high-low meeting. Low grades (6 and lower) can either be brought to the regular plenary (when clear-cut) or can be brought to the high-low plenary if the examiners deem it necessary due to the complexity of the case. The decision to bring a low grade to the high-low plenary can also be made during the regular plenary meeting.

The chair ensures that all cases (that need discussion) are discussed and then records all verdicts, this includes the discussion of retakes and conditions as well as the feasibility of these conditions. The record of these verdicts is signed by the chair and is sent to CSA.

High-low plenary meeting

The high-low plenary meeting is organized to be able to compare high and low grades and to synchronize these grades between plenary meetings. The procedure is the same as regular plenary meetings with the difference that student deliverables are accessible to all participants of the plenary meeting. It is possible to ask highly experienced ID examiners to be present, other mechanisms such as an extra reading of the deliverables can be considered as well.

Additional plenary meetings

In exceptional cases the EC-ID can decide that an additional plenary meeting needs to be planned. In case there is only one FBP exam to be discussed the EC may consider adding an extra EC member to the meeting to ensure multiple perspectives in the discussion.

After the (high-low) plenary meeting

The first examiner (teacher coach) fills in the verdict registration form (with the grade that was established in the (high-low) plenary meeting) and signs the form. The verdict registration form is then checked and signed by the second examiner and finally checked and signed by the chair of the (high-low) plenary meeting. Lastly the form is sent to CSA by the chair of the (high-low) plenary meeting for the grade to be released through Osiris.

The first examiner (the student's teacher coach) ensures that the other examiner is given the opportunity to amend the draft version of the Rubrics before uploading the final Rubrics in Canvas. The rubrics can be published after the grade is released through Osiris.

The student passes the FBP assessment if the grade is 6.0 or higher. The EC-ID formally approves the list of grades of all FBP students before they are published in OSIRIS, to ascertain that the assessment procedure has indeed been executed as agreed.

3. Retake of a Final Bachelor Project

In case the FBP assessment retake relates to a failed assessment, the examiners of the original graduation committee need to assess, based on the material provided for the retake (updated report, portfolio and/or presentation), whether **ALL formulated conditions have been met** (See FBP retake Canvas page). If this is the case, then a grade in the range 6.0-10 needs to be proposed. If some conditions have not been met, then an insufficient grade (5.5 or below) should be proposed for the FBP assessment retake as some assessment criteria remain at an “Insufficient” level. This proposed grade is brought to a retake plenary meeting.

In case students apply for a retake with the intention of improving their grade, then the requirements for this retake should have been agreed upon by the first and second examiner. In these cases, it is important to note that the first grade is no longer valid and that the retake grade will be final, whether it is higher or lower than the original assessment. Also, this leads to a proposed grade that needs to be brought to a retake plenary.

In case not all members of the original graduation committee are available to assess the retake, the EC-ID can appoint one or more replacements. The graduation committee refers to the earlier assessment and can decide to skip parts of the assessment procedure for the retake (such as the presentation, oral examination, etc.) provided that they can argue why they are not needed to propose a new grade and to formulate an updated assessment on the (relevant) criteria in the FBP Rubrics.

The fact that the student has been provided with extra time and feedback for the updated deliverable(s) can be taken into account when proposing the grade for a retake. This implies that the grade for a retake can also be lower than the grade for the original assessment.

A retake plenary is organized to discuss all retake candidates (this plenary meeting can be combined with delayed FBP exams). As this is a single meeting a new high-low plenary meeting is not necessary. The procedure is the same as the regular plenary meetings.

The first examiner (the student’s teacher coach) ensures that the other examiner is given the opportunity to amend the draft version of the Rubrics before uploading the final Rubrics in Canvas. The rubrics can be published after the grade is released through Osiris.

The EC-ID formally approves the list of grades of all FBP students before they are published in OSIRIS, to ascertain that the assessment procedure has indeed been executed as agreed.

4. Inspection and objections against the Final Bachelor Project assessment

The student receives written feedback of the assessment in the form of the FBP Rubrics. The student can make use of the right to object to the procedure followed in his/her assessment, as noted in Article 6.9 par. 8 of the PER and articles 5.1 and 5.2 of the Examination Regulations of Industrial Design.

Appendix 9b of Article 4.5, paragraph 2, of the regulations of the Examination Committee 2023-2024

Protocol for the assessment of the Final Master Project Industrial Design (FMP-ID)

1. Graduation committee Final Master Project

The Examination Committee of Industrial Design (EC-ID) approves the composition of all Final Master Project (FMP) graduation committees, including the designated role of all committee members. Each final master project is assigned an FMP graduation committee in agreement with the FMP protocol and the Examination Regulations (ER).

The FMP committee consists of at least three examiners, it can be four on the occasion that new examiner is accompanied by a “buddy”.

- the **first examiner** is the chair of the FMP graduation committee. This first examiner is an experienced examiner from the department of Industrial Design, who provides complementary (e.g., track-specific) expertise to that of the other examiners. The additional roles of the first examiner are to chair the FMP meeting, to safeguard that the FMP procedure is followed as specified in this section, to ensure that the grade is properly motivated, and to guarantee that the FMP Rubrics is filled in in such a way that it reflects the opinions and remarks of all examiners. This FMP Rubrics does not only provide feedback to the student being assessed, but also towards the Examination Committee in charge of safeguarding the quality of examinations in general, and final examinations in particular. The chair of the FMP committee ensures that the grade is published in Osiris and approves the uploading of the FMP Rubrics in Canvas by the mentor. In case the graduation committee comes to the conclusion that a retake is required, the chair ensures that the motivation for the retake and the conditions that are set for it are adequately documented by the mentor.
- the **second examiner** is the student’s mentor and assists in the documentation of the graduation meeting by summarizing the feedback of all examiners in a draft Rubrics which is distributed to the other examiners for possible amendments. This is typically done during the deliberation;
- the **third examiner** is an expert who has in-depth knowledge in the domain of the FMP.

Additional experts (e.g., Ph.D. students or industrial clients who were stakeholders during the implementation of the FMP) may be invited to the FMP assessment and presentation to advise on the quality of specific aspects of the FMP. In case the additional experts are not present but provide advice, the mentor communicates with these advisors and is responsible for reporting their advice to the other members of the graduation committee. The additional experts have no voting role in the FMP deliberation, during which they cannot be present, but are allowed to ask questions to the student during the oral examination.

When the situation calls for a remote assessment (in cases such as quarantine, or prolonged absence from the country due to visa or personal reasons), it is possible to have an online assessment. This needs to be arranged well before (but at least one week before) the assessment takes place. The condition for this is that all examiners are then online, in order to ensure the same type of presentation, engagement and possibilities for response to all examiners. We do not allow hybrid assessments. If the appointed graduation committee cannot perform the FMP assessment on the agreed time (e.g., due to illness of one of its members) or in the agreed format (in person or online), then the EC-ID is informed by the chair of the FMP graduation committee in order to assess the situation and to take appropriate measures (such as postponing the assessment and/or replacing a member).

The EC-ID approves the composition of the FMP assessment committees well in advance of the graduation date. CSA proposes the composition of the FMP committee taking into consideration the following criteria:

- The first examiner and chair of the FMP committee is an experienced staff member who is familiar with the ID educational system and the FMP procedure and who has experience with chairing meetings. As a rule, the chair of the FMP committee will be a member from another ID research

field than the mentor and is expected to provide complimentary expertise.

- The second examiner is the mentor of the student. most frequently, this FMP mentor has supervised the student for 1.5 year (including the FMP semester). The FMP mentor belongs to one of the ID research groups. The mentor informs the EC-ID if they are of the opinion that the proposed graduation committee is not fully qualified to assess all primary expertise areas of the student.
- The third examiner is an expert in one or more expertise areas that are relevant for the students' project but can provide any input that he deems relevant for the FMP assessment. The expert examiner will often also be the staff member who has approved the FMP project (together with the mentor) In rare cases where the first and second examiner are members of the same research field, then the third examiner has to be a member of another research field.

The composition of the FMP committees will be finalized after the FMP formal approval letters have been signed in order to allow for ample time to check the availability of potential examiners, to formally approve the composition of the FMP graduation committees by the EC-ID, and to inform students and staff involved.

2. Assessment procedure for the Final Master Project

The FMP assessment is based on the following deliverables:

1. In the **FMP report** the student: a) documents the proposed concept or product (i.e., the **project outcomes** such as the demonstrator, data collection and analysis, research results, user evaluations, value proposition, required technology, etc.), and b) describes the **design process** that was followed and its effect on the major design decisions;
2. In the **portfolio** (formerly known as the "showcase"), the student documents and reflects, **by means of concrete examples**, on the **development in the expertise areas** across the entire master's program. The student indicates and describes the two or more expertise areas which he considers to be of primary importance for the claimed development;
3. A live **presentation**. In case of personal circumstances exceptions can be granted through the academic advisor and agreed upon by the examiners.

The members of the FMP graduation committee receive through canvas the report and the portfolio by the corresponding deadlines communicated by ID Education. The student should include the signed TU/e statement indicating that the FMP was realized in accordance with the code of conduct for scientific integrity within the relevant canvas assignment. Provided that the FMP is not conducted under IPR (Intellectual Property Right) protection, the mentor will screen the report (and, if deemed appropriate, extracts of the portfolio) using the TU/e plagiarism system to ensure that they do not contain instances of (textual) plagiarism. The mentor may also verify that the visual material being used doesn't contain plagiarism.

Before the FMP meeting, the examiners have acquainted themselves with the submitted material (deliverables 1 and 2). If there are any deliverables missing by the communicated deadlines, and after the grace period has passed (or agreed deadlines, in cases of personal circumstances) the assessment will commence as planned. Documents submitted after the deadlines are not considered.

1. The first examiner reads the portfolio and prepares a line of questioning related to the development in the expertise areas, with a focus on the primary expertise areas identified by the student.
2. The second examiner (mentor) reads both portfolio and report and prepares a line of questioning related to both the project outcomes and design process, as well as the development in the (primary) expertise areas.
3. The third examiner reads the report and prepares a line of questioning related to the project outcomes and the design process. The FMP

graduation session itself consists of four parts:

1. The student presents an overview of his FMP project and development in expertise areas throughout the Masters in approximately **20 minutes**; this presentation is open to the public. The time spent to discuss the FMP and portfolio should be balanced, i.e., approximately 10 minutes each.
2. The second part of the FMP graduation session is closed to the public and involves the student and the examiners. Additional experts are allowed to attend and ask questions. The duration of this oral examination is approximately **40 minutes** and involves both questions about the development in expertise areas (primarily by the first and second examiner) and the FMP project (primarily by the second and third examiner). It is the responsibility of the chairman (first examiner) to safeguard that the examination addresses all aspects included in the FMP Rubrics. Specifically, it is important that the FMP outcomes and design process, the Vision and Identity, and the integration of the two primary or more expertise areas claimed by the students are all addressed in this examination.
3. The third part of the FMP graduation session is a deliberation of **25 minutes** between the three examiners, where the items included in the FMP Rubrics are used to structure the discussion. Additional experts are not present. The major outcome of this deliberation is a grade on a scale of 0-10 in full or half marks that all examiners agree upon. The first examiner, as the chair of the graduation committee, is responsible for moderating the discussion. The examiners need to decide if **all assessment criteria**, i.e., Overall Competency of Design (OCD), Scientific and Professional Skills (SPS), Vision and Identity (VI) and Expertise Areas (EA), **have been successfully passed**. Assuming that the examiners agree on their verdict, the second examiner (mentor) is expected to fill in the FMP Rubrics and collect the qualitative feedback that should be included in it. If sub-criteria are evaluated either 'excellent' or 'insufficient' in the rubrics feedback there needs to be a comment added to the rubrics sub-category. If necessary, the mentor can finish filling in the Rubrics after the graduation session and will distribute it to the other examiners.

Required considerations for the verdicts:

- **Failing OCD sub-criterion 1.2 – 'Design and Research process'**, results in failing OCD without the possibility to retake and as a consequence in an insufficient grade (of 5.5 or below) for the FMP assessment without the possibility for a retake.
 - In case **any criterium (OCD – other than described above, SPS, VI, EA) is judged insufficient**, then the examiners discuss the requirements for raising the level to at least 'sufficient' (as defined in the FMP Rubrics). In case the examiners are of the opinion that fulfilling these requirements is feasible within the 3-week period available for the FMP retake, they propose a grade of at most 5 with a possibility for a retake and formulate the conditions for the retake. In case they are of the opinion that fulfilling the requirements is not feasible within the 3-week period available they propose an insufficient grade (of 5.5 or below) without the possibility for a retake.
 - In case **all assessment criteria (OCD, SPS, VI and EA) are passed**, the examiners agree on a grade on a scale of 6.0-10 in full or half marks. While this grade does not need to be specified as a weighted sum of scores on individual assessment criteria, a division of 50-50 between OCD (primarily the quality of the project) and the combined areas SPS/VI/EA (primarily the quality of the designer) can be handled as a guideline in the discussion.
4. After the committee deliberation, the student is provided with a short (**5 minutes**) qualitative feedback on their performance by the mentor. The actual grade is not shared as the grades of students need to be communicated through OSIRIS.

After the FMP graduation session

The chair ensures that the other examiners are given the opportunity to amend the draft version of the Rubrics before approving the uploading of the final Rubrics in Canvas by the mentor. The mentor is responsible for sending the verdict registration form to CSA. CSA is responsible for registering the final grade in Osiris.

The chair consults with the EC-ID in case no agreement could be reached by the graduation committee on either the grade or the argumentation in the FMP Rubrics, in which case the EC-ID will mediate to reach an agreement. In case such an agreement cannot be reached, the EC-ID may decide to involve the advice of an extra examiner.

The student passes the FMP assessment if the grade is 6.0 or higher.

3. Retake of a Final Master Project

In case the FMP assessment retake relates to a failed assessment, the examiners of the original graduation committee need to assess, based on the material provided for the retake (updated report, portfolio and/or presentation), whether **ALL formulated conditions have been met** (See FMP retake Canvas page). If this is the case, then a grade in the range 6.0-10 needs to be agreed upon. If some conditions have not been met, then an insufficient grade (5.5 or below) should be delivered for the FMP assessment retake as some assessment criteria remain at an “Insufficient” level.

In case students apply for a retake with the intention of improving their grade, then the requirements for this retake should have been agreed upon by the first and second examiner. In these cases it is important to note that the first grade is no longer valid and that the retake grade will be final, whether it is higher or lower than the original assessment.

In case not all members of the original graduation committee are available to assess the retake, the EC-ID can appoint one or more replacements. The graduation committee refers to the earlier assessment and can decide to skip parts of the assessment procedure for the retake (such as the presentation, oral examination, etc.) provided that they can argue why they are not needed to propose a new grade and to formulate an updated assessment on the (relevant) criteria in the FMP Rubrics.

The fact that the student has been provided with extra time and feedback for the updated deliverable(s) can be taken into account when deciding the grade for a retake. This implies that the grade for a retake can also be lower than the grade for the original assessment.

The grade resulting from the retake is communicated through Osiris, together with the updated Rubrics, through the retake canvas assignment.

4. Inspection and objections against the Final Master Project assessment

The student receives written feedback of the assessment in the form of the FMP Rubrics. The student can make use of the right to object to the procedure followed in his/her assessment, as noted in Article 5.7 par. 7 of the PER and articles 5.1 and 5.2 of the Examination Regulations of Industrial Design.

Appendix 9c of Article 4.5, paragraph 2, of the regulations of the Examination Committee 2023-2024

Competence Assessment (CA) in squads

Competence Assessment (CA) in squads are individual assessments and include the CA for the academic levels of B2 (P2 & P3), Pre-master, and M1 (P1 & PS).

1. Assessors of the CA in squads

CA in squads is performed by two examiners. One is your teacher coach/mentor, the other is a staff member from the same squad. If the project coach is not the same person as the teacher coach/mentor the project coach is asked to provide information on the performance of the student (either by being present or in writing).

2. CA procedure in squads

General requirements for the CA in squads

- **Goal of the CA in squads:** The CA in squads is an individual assessment of the project as well as the development in terms of the EAs as well as in the PI&V.
- **Procedure of the CA in squads:** Squads have a certain autonomy in how the CA is done, the squad specific CA procedure needs to be communicated within two weeks of the start of the semester through Canvas.
- **Deliverables for the CA in squads:** A (group) project report or (group) research paper, an individual reflection, a presentation on demoday. Squads are allowed to specify more deliverables; this needs to be communicated within two weeks of the start of the semester through Canvas. With the exception of the presentation on demoday the deliverables are handed in through Canvas (if squads specify additional deliverables, they are responsible to create additional Canvas assignments where these can be handed in).
- **Deadlines for handing in deliverables for the CA in squads:** Deliverables are handed in on Canvas following the deadline that is communicated in the Canvas assignment, a grace period is implemented before the Canvas assignment closes. If the deliverables are not on Canvas before the deadline and the grace period has passed, the student(s) cannot be assessed (verdict NV). Exceptions and deadline extensions can only be made by the EC or by the academic advisors through their EC mandate and only for personal circumstances.
- **Formative assessment:** Students are required to present or pitch their work and/or development in order to receive formative feedback. Minimally this is done at demoday.
- **Rubrics for the CA in squads:** squads use the project & development Rubrics as provided by CSA on Canvas
- **Verdicts for the CA in squads:** squad projects are evaluated through letter verdicts: H, P+C, P, P+E

- **Plagiarism check:** Provided that the project is not conducted under IPR (Intellectual Property Right) protection the teacher coach/mentor will screen the report using the TU/e plagiarism system to ensure that they do not contain instances of (textual) plagiarism. The mentor may also verify that the visual material being used doesn't contain plagiarism.

Required considerations for the verdicts:

- For a **passing verdict** (P or P+E) students need to have balance in their development (EAs and PI&V) and performance in the project and perform sufficiently overall, in both.
- **Failing sub-criterion 1.2 – 'Design and Research process'**, results in failing the project without the possibility to retake and as a consequence in an H-verdict for the CA assessment without the possibility for a retake.
- In case **one or more sub-criteria (other than described above) are judged insufficient**, then the examiners can consider giving the verdict P+C and discuss the requirements for raising the level of the insufficient sub-criteria to at least 'sufficient' (as defined in the CA Rubrics for squads). In case the examiners are of the opinion that fulfilling these requirements is feasible within the 3-week period available for the CA retake, they grant the verdict of P+C and formulate the conditions for the retake. In case they are of the opinion that fulfilling the requirements is not feasible within the 3-week period available they grant the verdict of H. Additional feedback is written in the Rubric for the sub-criteria that are evaluated as 'insufficient'.
- In **all other cases**, the examiners either grant the verdict of P if the student has performed at the expected level or when the student has performed and developed above expectations, they grant the verdict P+E and give additional feedback in the Rubric when sub-criteria are evaluated as 'excellent'.

The two examiners formulate the conditions for the retake. The conditions need to be clearly formulated and need to focus on acquiring evidence that is needed for the CA. They need to be feasible within three weeks. The condition needs to state that revised deliverables are assessed on the academic level of the specific CA. The condition is published in the original Rubrics (for project in the project Rubrics, for development in the development Rubrics). CSA publishes the retake assignment on Canvas.

3. Retake of the CA in squads

The original examiners assess the material provided for the retake and decide whether or not **ALL formulated conditions** have been met. If this is the case, a letter verdict (P or P+E) is granted. If the conditions are not all met an H verdict is granted.

In case students apply for a retake with the intention of improving their verdict, then the requirements for this retake should have been agreed upon by the first and second examiner. In these cases it is important to note that the first grade is no longer valid and that the retake grade will be final, whether it is higher or lower than the original assessment.

The fact that the student has been provided with extra time and feedback for the updated deliverable(s) can be taken into account when deciding the grade for a retake. This implies that the grade for a retake can also be lower than the grade for the original assessment.

In case one of the examiners is not available to assess the retake, a squad leader can appoint a replacement examiner and informs the EC.

The verdict resulting from the retake is communicated through Osiris, together with the updated Rubrics, through the retake canvas assignment.

4. Inspection and objections CA in squads

The student receives written feedback of the assessment in the form of the project & development Rubrics. The student can make use of the right to object to the procedure followed in his/her assessment, as noted in Article 5.7.7 of the PER and articles 5.1 and 5.2 of the Examination Regulations of Industrial Design.

Appendix 10 of Article 1.3.2 of the regulations of the Examination Committee 2023-2024

Protocol for the double-degree master diploma Industrial Design¹

1. General regulations²

This document serves as guideline for the definition of the double-degree protocol within the department of Industrial Design. This document follows the regulations described in the Studentstatuut ³ (2018/2019).

- Students interested in following a double-degree program at ID must submit a request to the Examination Committee of the Industrial Design (EC-ID) department.
- In order to qualify for an internal master double-degree certificate, the student must successfully complete at least 45 credits of courses plus graduation project/final project on top of the regular study load of a program.
- Students' requests that exceed 75 (additional) credits do not fall under the concept of internal bi-certification.
- A total study load of at least 165 credits and at most 195 credits applies for obtaining two 'master degrees' with corresponding certificates. In order to obtain more than two master's degrees with associated certificates (tri-certification), the study load is increased further, each time with 30-60 credits for courses plus 15 credits for the graduation project/final project per additional master's degree.
- If there is one graduation project or a final project, the core components of both programs involved must be clearly identified. The final project should satisfy the standards set by the Examination Committees of all departments involved.
- Requests for double degree and, if applicable, one joint graduation project or final project, must be submitted to the relevant examination committees before the start of the second year of enrollment of the student.

¹Wet- en Regelgeving: art. 9.5, 7.59, 9.33 WHW; Art. 3.6 lid d, 2.2, 2.35 BGR/TU/e . Richtlijnen van het CvB van 15 juni 2017 met betrekking tot interne bi- diplomering binnen de TU/e.

²Studentstatuut TU/e. Instellingsdeel 2018/2019. Na verkregen instemming van de Universiteitsraad op 19 juni 2017 vastgesteld door het College van Bestuur op 29 juni 2017.

³Studentstatuut TU/e.

2. Double degree master study program within the Industrial Design department.

Master students taking a Double Diploma must complete the same mandatory courses as other students in the department of ID (Major consisting of 45 ECTS):

- The mandatory ID Master course (5 ECTS).
- The 2 first-year projects (one Design Project and one Design Research Project) (total 35 ECTS).
- The Final Master Project proposal (5 ECTS)

The Final Masters Project (FMP) may include aspects of both programs but is assessed according to the same procedure and guidelines that apply to all ID students; within the ID program the FMP corresponds to a study load of 30 ECTS, a joint graduation project will be (at least) 45 ECTS in a Double Diploma program.

As an ID student you can make choices within your free space. For students who apply for a Double Diploma, the following options are available (total of 30 ECTS):

1. M2.1 option (15 ECTS) + 3 elective courses (15 ECTS)
2. 6 elective courses (30 ECTS)

In all cases, one of the elective courses needs to be a designated “track” course.

The Examination Committees of both programs need to approve the Double Diploma program. Students need to use a specific template to apply to the EC

3. Combination program Industrial Design – Science Education and Communication

Motivation

ID students are successfully following the Educatieve Minor leading to a 2nd teaching degree in physics during their bachelor ID since 2015. Some of them enjoy teaching so much they want to continue to a 1st teaching degree, one way or the other. The road to this 1st was blocked before, due to their lack of physics knowledge, required for a 1st teaching degree in these subjects. ESoE has permission from the Ministry for Education to offer a 1st teaching degree in O&O and NLT, combined with a 2nd teaching degree since September 2016. This road is open to ID master students who wish to start or continue a 1st teaching degree.

Master SEC after BSc ID (2-year)

Subject

Physics subjects, technology and society subjects, general STEM subjects, company internship, free elective: 35 ec

Pedagogy of O&O 1 and 2 (Including pedagogy NLT and 2nd teaching degree: physics or technology): 10 ec

General educational psychology 1 and 2: 7.5 ec

Internship P1, P2, P34, P5 including reflection and professional identity development: 30 ec

STEM material design theory and project: 7.5 ec

Research in educational science: 30 ec

TOTAL: 120 EC

Intermezzo: Dutch secondary education

A 2nd teaching degree can be achieved by successfully completing the Educatieve Minor in a certain direction (for ID: physics and technology) when stemming from a matching university bachelor (verwantschapstabel). Such a degree allows students to teach in the first three years of theoretical secondary education (VMBO-t, havo & vwo). A 1st teaching degree of old was only valid for teaching one subject (say, physics, or chemistry, or English). With the arrival of Onderzoek & Ontwerpen – O&O (Research & Design) and Natuur, Leven & Technologie – NLT (Nature, life, & technology) as subjects in secondary education, teachers in related subject areas were allowed to teach these.

For O&O, the Technasium Foundation had the exclusive right to officially certify teachers for O&O. University teacher education decided it was time to get involved, when the subject was incorporated into elective subjects in the national exam program. This led to the design of the combined 1st in O&O-NLT and 2nd in β degree program at ESoE. A thorough university teacher education program that includes attaining the Technasium certificate, through cooperating with the Technasium Foundation, was established. Since ESoE does not offer 'technology' the student can follow the pedagogy of technology at 3TU-partners TuDelft or UTwente.

ID-students can now opt for a Master SEC in O&O-NLT after their master's in industrial design is completed. Alternatively, they can complete the Educational Track in this direction by filling in elective subjects throughout their Industrial Design study with educational subject and doing extra 'study points' (more than the minimum of 180 Bsc + 120 MSc).

A 1st O&O-NLT teaching degree program for a student that has completed a master ID would encompass:

MASTER SEC AFTER COMPLETING

MASTER ID SUBJECT

Physics if necessary: max 15 ec

Pedagogy of O&O 1 and 2 (Including pedagogy NLT and 2nd teaching degree: physics or technology): 10 ec

General educational psychology 1 and 2: 7.5 ec

Internship P1, P2, P34 including reflection and professional identity development: 25 ec

STEM material design theory and project: 7.5 ec

Research in educational science: 10 ec

TOTAL (MAX): 75 EC

Educational Track SEC during Master ID

Subject

Physics if necessary: max 15 ec

Pedagogy of O&O 1 and 2 (Including pedagogy NLT and 2nd teaching degree: physics or technology): 10 ec

General educational psychology 1 and 2: 7.5 ec

Internship P1, P2, P34 including reflection and professional identity development: 25 ec

STEM material design theory and project: 7.5 ec

TOTAL (MAX): 65 EC

Both options include the possibility of doing the 'honors-oriented' variant 'Leeratelier,' where ambitious students define their own learning path to reach the learning goals of the Master SEC, guided by a school teacher, an ESoE Coach and working together in a professional learning community of like-minded students.

Given the nature of the programs leading to Master SEC that ID students can already follow, it is only a small step to make a formal double degree possible for ambitious and motivated ID students. Such a track may include physics subjects depending on the choice in teacher degree the student makes.

Industrial design has strands, one of which is User & Society. A number of Phd and master students have already found their way to ESoE for help in designing and testing a product for education / learning. A formal double degree track would strengthen the bond between design and education.

PROPOSAL

The faculty ID and the ESoE agree on the combination program ID-SEC detailed in this document. The regulations for double-degree programs¹ allow for a different number of electives and research combination when a combination program with het Master Science Education is concerned. The combination program SEC-ID consists of a total of 155 - 185ec².

The option to follow a double degree program Science Education and Communication (SEC) and Industrial Design (ID) is open for the specialization O&O with a teaching degree in physics or technology (i.c.w. TU Delft/Utwernte). De student completes 10ec physics subjects for a physics 2nd teaching degree.

¹ <https://studiegids.tue.nl/organisatie/regelingen-gedragcodes-en-richtlijnen/studentenstatuut/tentamens-en-examens/?L=#c7920>

² Afhankelijk van de SEC richting (O&O met 2e graad natuurkunde of techniek) moeten voor de master SEC vakinhoudelijke vakken worden gevolgd.

The student takes the complete first year of the Master ID according to the schedule:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	DPM115 Project 1 Design - 15 ECTS		DPM120 Project 2 Design Research - 20 ECTS	
	Track Course/Elective - 5 ECTS			
	DCM100 Constructive Design Research - 5 ECTS	Track Course/Elective - 5 ECTS	Track Course/Elective - 5 ECTS	Track Course/Elective - 5 ECTS
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 2	M21 Option: • Preparation FMP - 20 ECTS • Exchange - 15 ECTS • Master courses other department/university NL - 15 ECTS		DEM220 / DFM220 FMP - 30 ECTS	
	DEM200 / DFM200 FMP Proposal* - 5 ECTS			
	Elective - 5 ECTS	Elective - 5 ECTS		

* It is only necessary to register for the FMP Proposal when you take part in an Exchange or Master courses other department/university NL.

In the second year of the Master ID the electives in Q1 and Q2 are replaced by subjects from the Master SEC. For instance, educational psychology 1 and internship P1.

In the third year the student can follow the remaining Master SEC subjects with homologation subjects in physics if necessary.

Double Degree Industrial Design and Science Education and Communication

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Year 1	Project 1 - Design (DPM115)		Project 2 - Design Research (DPM120)	
	Constructive Design Research (DCM100)			
	Elective	Track Course DLE/Elective	Track Course CDR/DLE/RDD/ Elective	Track Course DLE/Elective
Year 2	Preparation FMP FE/SC (DFPM210/DSPM210) or		Final Master Project FE/SC (DFM210/DEM220)	
	Onderwijskunde 1	Oriënterende Stage P1	Electives at another Department or Dutch University and FMP Proposal FE/SC (DFMA30 and DFM205/DEM200) or Exchange and FMP Proposal FE/SC (DFMA40 and DFM200/DEM200)	
Year 3	Oriëntatie WPL (EMXD00)		Vakdidactiek 2 (EM30)	Onderwijskunde 2 (EM50)
	Vakdidactiek 1 (EM10)		Bĳtĳdidactisch Ontwerpen (EM31/EM32)	
	Onderzoek van Onderwijs (EME40)		Onderzoek van Onderwijs (EME41)	
	Diepteverwerking/Tutorgroepen (EMD02)			
	Stage P1/P2/P3/P4/P5			

Students can apply for exemptions for Master SEC subjects when they have completed the Educational Minor during their Bachelor program. Students with such an exemption cannot replace the electives from year two in Master ID with SEC subjects, since that would lead to a too small number of ec (<150) for a double degree program.

Graduation from the Master SEC can only take place after graduation from Industrial Design (final grades must be in Osiris).

The PER for the Masters ID and SEC apply to the combination program ID-SEC described above. Special attention is drawn to the double-degree regulations in appendix one of the PER Master SEC.

Appendix 11- Procedure for the appointment of ID examiners

LEGAL FRAMEWORK

Article 7.12c of the Dutch Higher Education and Scientific Research Act (*Wet op het Hoger onderwijs en Wetenschappelijk onderzoek, WHW*) reads as follows:

1. The Examination Committee shall appoint examiners who are responsible for organizing examinations^{1,2} and determining the results.
2. The examiners shall provide the Examination Committee with information upon request.

DEFINITION OF EXAMINER IN COMPETENCE-CENTERED LEARNING AT TU/E

An examiner in competence-centered learning is an official person who is responsible for an individual course³ and/or who is involved in competence assessment⁴. Examiners are appointed by the Examination Committee for assessing students on specific courses and/or overall competence development, and for determining the outcomes of such assessments.

KNOWLEDGE, SKILLS AND PERSONAL QUALITIES

The examiner has/has knowledge of:

- an academic level of working and thinking;
- competencies in relevant professional field(s);

¹ An examination is defined as any investigation approved by the Examination Committee into the attitude, skill and knowledge (ASK) developed by a student as part of a course or within the program.

² If a course that is part of the curriculum is organized by another department or university, the quality of the education provided is approved in advance, and the examiners appointed by the organizing department or university for assessing the selected study components are also recognized by the Examination Committee.

³ A course is defined as any coherent set of curricular learning activities that is part of the competency-centered Bachelor or Master degree programs, and that is concluded with an examination as defined above.

⁴ A competence assessment is defined as an investigation (as referred to in Article 7.10, paragraph 1 of the Act) into the student's academic and professional development, including an evaluation of the outcomes of that investigation. This assessment integrates feedback information from individual course activities, and provides the student with feedback to support further competence development. In the case of Industrial Design this competence assessment evaluates the student's overall competence in relation to design, his/her vision on design, and his/her identity and growth as a designer during the semester or year as a whole.

Examiner Appointment Procedure

Examination committee ID, 6/7/2020 (amended 18/8/2020).

This document aims to create a uniform framework for the appointment of examiners in the faculty of Industrial Design, Eindhoven University of Technology.

Points of departure

- Each learning activity is appointed specific examiners – there is no ‘universal’ examiner role.
- The integrated competencies necessary for the role of examiner are:
 1. content related knowledge, skill and experience.
 2. didactic knowledge, skill and experience (specifically pertaining to testing and assessment).
- Examiners for projects, particularly for FBP and FMP projects are exclusively assistant, associate or full professors.
- Examiners for courses (mandatory & elective) can be both TU/e staff as well as external teachers.
- An examiner evaluates if students meet the learning goals of a learning activity. They do this in a fair and transparent manner.

List of examiners

The examination committee (EC) approves and maintains a (public) list of examiners. CSA-ID is tasked with assembling a proposed list. The list consists of two sub-lists, one for courses and one for projects. The sub-list of courses provides course number and name and examiner (responsible lecturer), the sub-list of projects covers the following learning activities: BSc/MSc project, FBP, FMP and corresponding examiners (mapped to learning activities). The list as a whole knows a hierarchy: courses, BSc/MSc projects, FBP, FMP. This hierarchy reflects the complexity of the assessment procedures but also the weight of the official examination moments (FBP, FMP). Also included in the list is the academic position of the examiner, the status of the university teaching qualification (UTQ) (see below – Evaluating new entries) as well as the identity of a buddy (if relevant, see below – Buddy procedure).

Timeline

Each new academic year a new list of examiners is created and approved (deadline one week before the August EC meeting). The list is approved before the start of the new academic year (1st of September). During the academic year the list can be amended to include new examiners.

Procedure for assembling the list

The (amended) list of examiners of the previous academic year is used as a starting point for the list of the next semester. Mutations are marked by CSA-ID for review by the EC.

Evaluating new entries

New entries are eligible when they demonstrate integrated competence in content and didactics.

Evaluating content related knowledge, skill and experience: content related competence is part of the hiring procedure of the department and cater to the needs of the curriculum. The EC will assume competence for examiners on the list and only do a post-assessment evaluation as part of its normal quality control procedure.

Evaluating didactic knowledge, skill and experience: didactic competence can be demonstrated in four ways:

- *Proposed examiner has experience with the ID@TU/e educational system*

(1) and holds a UTQ or has started with the UTQ trajectory

(2) and holds a UTQ exemption or waiver (based on demonstrable abundance of educational experience in academia)

- *Proposed examiner has no experience with the ID@TU/e educational system*

(3) and holds a UTQ from a different university or has started with the UTQ trajectory

(4) and holds a UTQ exemption or waiver (based on demonstrable abundance of educational experience in academia)

In case of (3) or (4) the proposed examiner can be added to the list but can be assigned a buddy (depending on learning activity). This buddy system is explained below.

Evaluating existing entries

Every year, as part of quality control, the EC evaluates the performance of the examiners (see points of departure). Based on this evaluation an examiner can be removed from the list and will no longer be allowed to examine.

Exemption procedure

If a UTQ is not necessary (staff with an appointment $\leq 0,2$ FTE) or if it concerns staff (e.g., full professors) who have an abundance of educational experience and are at the end of the academic chain without the obligation to start a UTQ trajectory then the EC can consider to exempt a staff member from the requirement for a UTQ or a (formal) UTQ-waiver. This exemption is registered on the list of examiners and is copied from year to year.

Buddy procedure

Every educational system is different, and it typically takes time to get used to the system and its procedures. Next to this getting up to speed with the learning goals of specific learning activities (particularly those of FBP & FMP) requires experience. To allow new examiners to get better acquainted with the specifics of the examination procedures at ID we have a buddy system.

Courses: In case of courses the complexity of the procedures is relatively low but still the EC recommends that proposed examiners first gain experience by joining an existing course, with an experienced examiner, as a primer for procedure and course design or before taking over. If this is impossible, we expect that a new examiner will be trained by 'education'.

B31 - External learning activity: During the external learning activity students operate outside the structure of courses or squads. In these cases the student's teacher/coach (who, in the case of internships, does the coaching and examination) is coupled to an experienced examiner from the squad the new examiner is in.

BSc/MSc projects: In case of regular projects the EC suggests that new examiners join a squad and coach but are coupled to an experienced examiner for one semester before they work autonomously. This includes activities related to teacher/coaching.

FBP/FMP: In case of FBP/FMP the EC insists that new examiners are coupled to a buddy for one semester where the buddy bears the responsibility of the assessment. In these cases, an assessment committee has three (FBP) or four members (FMP).

Legacy procedure

At the time of writing this document there are several appointed examiners (projects and courses) who do not meet the criteria in this document. These examiners have proven themselves in our educational system and we will retain their presence on the examiner list. We take the list of examiners of the academic year 2019/2020 as the basis for these legacy-based exceptions.

Discretionary policy

Every set of rules will need to respond to changes in the organization. To keep track of changes and to be flexible to with regards to exceptional situations the EC has a discretionary policy. Exceptional cases can be brought to the attention of the EC with a request for an exemption from the regular procedure.

The EC will annually revisit exemptions and adapt procedures if necessary.

Appendix 12 – Protocol Safeguarding the quality of assessment and the level of attainment of final work (FBP and FMP) of students – Industrial Design Department

Responsibilities and tasks

The Examination Committee (EC) has a legal responsibility to safeguard the quality of the exams and examination. This includes:

- 1) to assure that the quality of the Bachelor's and Master's graduation projects is conform the end terms defined for the ID program; and
- 2) to supervise that the assessment procedures established for this purpose agree with the TU/e regulations included in the Examination Regulations of the EC and the Assessment Policy of the ID department. In this regard, the Examination Committee's tasks are, among others:

Before the assessment:

- To appoint the graduation committees and to supervise their composition, aiming for a balance in expertise and experience.
- To pursue transparency, openness and reliability of the assessment procedures by establishing concrete graduation regulations as part of the Examination Regulations, including the use of an assessment form for each degree program that contains a specification of the assessment criteria (in the form of Rubrics).
- To guarantee the integrity of the final deliverables through the use of plagiarism detection software, a procedure for image-based plagiarism checks, as well as for generative AI; and to verify that students have indeed signed the scientific code of integrity declaration for the work submitted.
- To inform examiners that the assessment panels are responsible for filling out the rubrics, and if necessary for providing their arguments behind (high or low) scores, in addition to the feedback that is provided to all students in the form of the filled-in Rubrics standard text.

During the assessment:

- To perform incidental spot-checks on the quality of the procedures followed. In order to do this, members of the safe-guarding committee may sit in on the assessment procedure.

After the assessment:

- The EC may carry out post-hoc spot quality checks on the FBP and FMP assessment performed (for more details, see below). Annually, the Examination Committee may check, by means of quasi-random sampling (for more details see below) the quality of the verdicts and argumentations provided for the grades of FBPs and FMPs and take action if necessary;
- To chair plenary meetings as well as a high-low plenary meeting for FBP assessments. The EC may (re)introduce a (high-low) plenary meeting for the FMP assessments. The EC may add a 3rd reader to the assessment deliverables that are discussed in the high-low plenary meeting.
- To carry out a yearly review of the cum laude verdicts, including a check on the argumentation provided for an excellent verdict for FBP or FMP.

- The outcomes will be used to determine whether the procedures need to be adjusted, or whether other measures are required to improve the quality of the assessment process and the verification of the learning outcomes.

The safeguarding committee

The Safeguarding Committee is a sub-committee of the EC.

The Safeguarding Committee consists of two representatives from the EC and a rotating set of staff members (appointed for a period of 2 years). Together the Safeguarding Committee need to incorporate expertise and knowledge covering the various Expertise Areas defined in the end terms (and in case of the Masters, the different graduation tracks). The non-EC members of the Safeguarding Committee serve as reviewers of sampled FBP's and FMP's with the aim of establishing 'second opinions' of the final grade.

Procedures to guarantee and safeguard the level of attainment by students.

Selection of final work to review quality.

The selection of the final work and the argumentation provided by the assessors to be reviewed follows this procedure:

- It will be done once a year at the end of S2, including work from 2 semesters.
- Based on a quasi-random selection of 2 FBP, 4 FMP, and 2 cum laude projects (1 FBP and 1 FMP).
 - The selection will be done by the Safeguarding Committee members.
 - The selection will be done to include *as much diversity as possible* within an acceptable workload: of high and low grade of FBP, FMP, and cum laude reports and portfolios, diversity in squads (FBP) and research capacity groups (FMP).
 - Diversity will also be determined over multiple years.
- The review will examine the quality of the feedback provided about the various deliverables (including, demonstrator, reports and portfolios) and the quality of the argumentation for low and high grades especially.
- In total a number of feedback forms related to 8 projects will be examined (see table below, for the how the selection will take place). Each project (portfolio, report and feedback form) will be examined by 2 members of the safeguarding committee, who will compare their findings.

Grades Type of project		Low grade (5.5 or lower)	Middle grade (7)	High Grade (8 or higher)	Cum laude	# of projects
FBP		2	1	2	1, if applicable	6
FMP	2	1		2	1, if applicable	6 (<i>spread out over the 3 tracks</i>)
Total # of projects:		4	2	4	2	12

Consequences of the outcomes

Documentation will be kept of the outcomes of the quality checks. In the case that substantial discrepancies are found between the original assessment (verdict or argumentation) and the review performed by the safeguarding committee, this will be discussed with the Director of Education and the assessors who were originally involved. In case the quality of the verdict and/or the argumentation is substantially below standard, then the examiners involved will be given a warning (first time), and if this is a recurring issue a staff member may ultimately be excluded from being an examiner.

Attention points for the near future

Safeguarding can be applied to many different components of the activities and procedures within ID. The intention is to develop the safeguarding procedures for other components in the near future including:

- Developing the quality assessment procedures for assessing courses
- Examining procedures for ensuring a balance between team and individual work, and assessing the quality of team and individual work in an appropriate manner.

Appendix 13– Guidelines for handling Plagiarism and Fraud - Industrial Design Department

GUIDELINES FOR HANDLING PLAGIARISM AND FRAUD AT ID@TU/E

Board of Examiners Industrial Design



Checklist for Examiner

Examiner checks for plagiarism with detection software or manually. If plagiarism is detected Examiner does the following:

1. Examiner checks if the offence is admissible for fast track, if not: normal procedure admissible is for example:
 - direct quote is missing quotation marks but reference is present (incidental, no ambiguity)
 - indirect quote is missing reference (incidental, no ambiguity)
 - picture without reference or source (incidental, no ambiguity) [see visual guide]
2. Examiner is prepared to take on the responsibility of the procedure (i.e., fast track)
 - if not: examiner indicates his/her unwillingness to take the responsibility of the procedure in the email to the EC
3. Examiner collects evidence and writes clarification
4. Examiner sends evidence and clarification to EC

ad1. we consider wrong syntax (i.e., mixing formatting styles) in referencing not to be plagiarism

ad2. if examiner cannot decide or is uncomfortable with the fast track he/she can also decide to let the normal procedure take place

Penalties

1. Fast track: correct and go with notice in student file (warning)
2. All other cases as decided by EC in accordance with TU/e regulations

Nb. Corrected FBP and FMP deliverables need to be uploaded to CANVAS for archival

Flow diagram

