

HONORS
ACADEMY

TU/e

Honors Master

Completion HMP

2022-2023

Valid for students who started the Honors Master program after 1 January 2019

Version 1.0

#ownyourfuture

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1. Introduction

The Honors Master Program consists of two parts:

- Professional Leadership (PLE) part (5 EC)
- Professional Development (PD) part (15 EC)

To finalize these two parts, you will have a graduation presentation – assessment with your academic supervisor for the PD part and the PLE teacher for the PLE part and the Graduate Program Director (GPD) (or a delegate) for the selection procedure and approval of your PDP. During this graduation presentation you will present and defend how you have combined your personal leadership and professional development into the Honors Master Program.



2. Registration

- You start organizing the Graduation presentation 4 weeks before.
 - You need to register for the HM Graduation presentation in Canvas on the planned assignment dates called 'Registration and prepare HM graduation presentation for xxx' .
 - Please take into account a period of 4 weeks to plan the meeting with your assessment committee. You are responsible for organizing a meeting that suits the supervisor and the PLE teacher. Also ask your GPD (or a delegate) whether he/she (or a delegate) will be present during your assessment, and if so, plan the meeting accordingly. Communicate the date and time with honorsacademy@tue.nl as soon as possible.
- Furthermore, you also need to fill in the 'Honors Academy – Master Graduation Form' with information needed to ensure your graduation. Instructions can be found in Canvas.

3. Assessment Deliverables

Two weeks before the planned meeting you hand in your Assessment deliverables to your supervisor, PLE teacher and your Graduate Program Director (or delegate).

3.1 Report

This report includes evidence for, and reflections on:

- The workload of the activity equaling or surpassing the 15 ECTS for the professional development component.
- **Results:** has the student achieved the results set out in the learning goals for the PD part of the program? Depending on the nature of the project, proof of this may be provided for example in a project report, research report, product, or prototype, et cetera.
- **Pro-active attitude and capacity to learn:** has the student taken a pro-active attitude throughout the honors program? Were all stakeholders informed and actively involved by the student? Was feedback requested and incorporated in the learning trajectory?
- **Intertwining of personal leadership and professional development:** did the student demonstrate personal leadership in the honors program? Were professional and personal development connected and combined? Was the student able to reflect on the personal and professional development throughout the process?

Report format

You are free to choose the report format that suits your honors program, but please keep in mind that it should allow you to demonstrate the work you did and the results you achieved, and skills related to personal leadership such as presenting (written and oral), reflection, pro-activity towards all stakeholders and a pro-active attitude in achieving your learning goals.

3.2 PDP updated version

Next to that the student provides the supervisor, PLE teacher and Graduate Program Director (or a delegate), with an updated version of the PDP, including a reflection on the Professional Development project and if and how the goals & ambitions that were set by the student at the start of the project are achieved.

3.3 Way of handing in

Both the report and PDP are handed in by email to the supervisor, the PLE teacher and Graduate Program Director (or a delegate), and uploaded in Canvas, 2 weeks before the presentation meeting.

*) if applicable, the student can request feedback from an external client / expert / course teacher to incorporate in the report.

4. Graduation presentation and assessment committee

During the end presentation, the student presents his/her work during a 45 minutes meeting. The first examiner will be the supervisor; the second examiner will be the PLE teacher, and the third examiner will be the Graduate Program Director (or a delegate) and will be present during the graduation presentation.

The goal of the presentation is **to elaborate on the Intertwining of personal leadership and professional development. So not to repeat what has been written in the project report and PDP.**

Therefore, in this presentation, the student elaborates on the application of his/her personal leadership in the context of the project, answering for example the following questions:

- What talents did he/she apply? And what did he/she learn about his/her talents?
- What choices did he/she make during the project and what did he/she base these decisions on?
- How did he/she deal with challenges?
- How did he/she present an authentic point of view and approach?
- What did he/she learn about his/her personal leadership, mission statement and guidelines?

The graduation presentation must be given in English and consists of the following aspects:

- Presentation (15 min. in total)

10 minutes

Elaborate on the Intertwining of personal leadership and professional development (so not to repeat what has been written in the project report and PDP).

5 minutes

Based on the lessons learned during the overall honors program, what (SMART) goals does the student have for the future and why?

- Oral exam (15 min.)
- Discussion examiners + Filling in the rubrics in Canvas (15 min.)

After the presentation and discussion, the student leaves the meeting, and all examiners will discuss the work/presentation. The supervisor fills in the result form for the Professional Development part and the PLE teacher will fill in the result form for the Personal Leadership experience and send the result lists to the Honors Academy administration.

5. Grades and rubrics

The student will be evaluated according to the rubrics / assessment form (see Appendix) on both parts and will receive an overall grade that is. Both rubrics will be filled in on Canvas.

E = Excellent

GO = Good

VO = Sufficient

ON = Insufficient

Results Osiris:

Personal Leadership Experience: 5 ECTS

- Honors Academy administration will register the results of the course HA010 Honors Personal Leadership with 'HM' as Degree (in Dutch 'Examendoel') in Osiris.

Professional Development: 15 ECTS

- In case of (part of) PD is an existing course, after finishing the course, the results will be registered by the department that offers the course.
Note: course needs to be registered with 'HM' as Degree (in Dutch 'Examendoel'). The Honors Academy will check credits and 'HM' as Degree.
- In case of (part of) PD is a non-existing course: after the honors graduation assessment, the supervisor fills in the result list for the corresponding credits and hand in to Honors Academy administration. Afterwards this result list will be sent by Honors Academy administration to the departmental administration to be registered in Osiris with 'HM' as Degree (in Dutch 'Examendoel').

6. Graduation Honors Master Program

Honors Academy administration will process the judgement in Osiris and inform the departmental administration that the student is graduated for the Honors Master Program when complied to the regulations mentioned below.

6.1 For students who started the program on 1 September 2020 or later

According to the regulations there is a maximum duration of finalizing the program and the Master degree to receive the predicate "Honors".

Article 7.2

Students who successfully complete both the Professional Development component and the Personal Leadership component within 18 months and the Master's final exam within 32 months of the start of the degree program satisfy the predicate "Honors" and shall receive the predicate "Honors" on the Master's degree certificate.

6.2 For students who started on 1 September 2019 and 1 March 2020

According to the regulations there is a maximum duration of finalizing the program to receive the predicate "Honors".

Students who successfully complete both the Professional Development component and the Personal Leadership component within 18 months satisfy the predicate "Honors" and shall receive the predicate "Honors" on the Master's degree certificate.

6.3 For students who started before 1 September 2019

According to the regulations there is no maximum duration of finalizing the program to receive the predicate "Honors".

Rubric Honors Master Assessment – Professional Development

The following rubric can be used as a guide in assessing the student at the end of the Honors program in the Master. Given the diversity of the Professional Development component, the rubric for this category is very generic. For the assessment, the following criteria can be helpful:

- **Results:** has the student achieved the results set out in the learning goals for the PD part of the program? Depending on the nature of the project, proof of this may be provided for example in a project report, research report, product, or prototype, et cetera.
- **Proactive attitude and capacity to learn:** Has the student taken a proactive attitude throughout the honors program? Were all stakeholders informed and actively involved by the student? Was feedback requested and incorporated in the learning trajectory?
- **Intertwining of personal leadership and professional development:** did the student demonstrate personal leadership in the honors program? Were professional and personal development connected and combined? Was the student able to reflect on the personal and professional development throughout the process?

	Insufficient	Sufficient	Good	Excellent
Personal leadership	See separate Rubric Personal Leadership			
Professional development (can consist of one or multiple elements)	One or more elements that make up the professional development component of the students' program are not completed in a sufficient way.	All elements that make up the professional development component of the students' program are completed in a sufficient way.	All elements that make up the professional development component of the students' program are completed in a sufficient way and show high quality.	All elements that make up the professional development component of the students' program are completed in a sufficient way and show very high/excellent quality.
Connection between personal leadership and professional development	Student has not sufficiently made a connection between the personal leadership component and the professional development component at the assessment. The personal leadership goals and the professional development component are mostly separate elements.	Student has sufficiently made a connection between the personal leadership component and the professional development component at the assessment. The personal leadership goals and the professional development component are combined sufficiently.	Student has clearly and profoundly made a connection between the personal leadership component and the professional development component at the assessment. The personal leadership goals and the professional development component are combined in a qualitative way.	Student has excellently made an in depth connection between the personal leadership component and the professional development component at the assessment. The personal leadership goals and the professional development component are integrated and strengthen each other.
Overall assessment (based on the categories above):	E = Excellent GO = Good VO = Sufficient ON = Insufficient			

Comments:

Rubric Honors Master Assessment – Personal Leadership

The following rubric can be used as a guide in assessing the student at the end of the Honors program in the Master for the Personal Leadership component

Observed behavior of the participant/ Grade	Insufficient	Sufficient	Good	Excellent
Authenticity – behavior is congruent with personality, feeling and opinion. Is able to communicate about his/her feelings, experience and needs openly and with confidence.	Unaware or unable to express what he/she is experiencing, thinking, and feeling.	Able to express what he/she is experiencing, thinking, and feeling. Is not able to take relevant action accordingly and/or make relevant requests.	Able to express what he/she is experiencing, thinking and feeling, including what is needed to balance a situation. Can be unconfident and/or emotional in doing this.	Calmly and confidently is able to communicate what is there and take action accordingly. Including making necessary requests.
Growth mindset – Takes responsibility for his/her own experience, seeing it as an opportunity to learn and grow.	Sticks to drama-mindset; blaming others or circumstances for his/her experience. Being a victim of (bad) luck or fate.	Understands and applies opportunity - mindset. Chooses to reflect on the situation at hand. Experiences difficulty learning from unexpected or difficult situations	Takes responsibility for and learns from difficult situations, he/she sometimes has trouble to implement the necessary actions accordingly.	Takes personal responsibility in every situation, directly applies lessons learned and communicates with confidence, about these openly.
Talent awareness – knows what his/her talent is and is able to use it to create value for him/herself and others.	Unaware of talents and weaknesses and how to use them consciously.	Aware of talents and weaknesses but has trouble to communicate them with confidence. Making them small or insignificant.	Is well aware of his/her talents and weaknesses and is able to communicate them clearly. Uses these to create value for others.	Is well aware of his/her talents and weaknesses and is able to communicate them with confidence. Uses these to create win-win situations.
Living purpose – knows well what he/she wants to experience and acts proactively accordingly both in the short (coming months and deadlines as well as in the long run (the step following the next step).	He/she doesn't know what he/she wants to experience, or only short term/study related. Little or no action is taken to create long term experiences.	He/she knows what he/she wants to experience. Most of the goals are short term or rather vague but are both personal and professional (emotional/mental/physical/ meaningful). Actions are short term oriented.	He/she knows what he/she wants to experience. Most of the goals are concrete, both long and short term, and both personal and professional (emotional/mental/physical/ meaningful). Actions are taken accordingly.	He/she knows what he/she wants to experience. The goals are concrete, both long and short term, and both personal and professional (emotional/mental/physical/meaningful). Pro-active actions are taken accordingly. The participant combines this awareness with a growth mindset; this or something better (open mind).
Overall assessment (based on the categories above)	E = Excellent GO = Good VO = Sufficient ON = Insufficient			

Comments: