TU/e Honors Academy Regulations for the Honors Master's Program based on Art. 7.9b of the WHW

The Executive Board of Eindhoven University of Technology resolves to adopt on April 25, 2024 the TU/e Honors Academy Regulations for Honors Master's Program.

These TU/e Honors Academy Regulations, which enter into force on September 1, 2018, read as follows:

Art. 1 TU/e Honors Academy

1.1 The overall aim of the TU/e Honors Academy is to prepare students for personal leadership as well as scientific, societal and/or industrial leadership in a knowledge-intensive economy and society.

1.2 The TU/e Honors Academy offers a cross-departmental, institution-wide Honors Master's Program for excellent master's students.

1.3 The TU/e Honors Academy has a Dean, who has the overall responsibility for the vision on and policy related to contents, offer and set-up of the Honors Master's Program, the assessments included, and for the quality assurance system (see Art. 9 and Appendix 1). The Dean is advised by the Scientific Council, consisting of the Dean Bachelor College, Dean Graduate School and the Rector Magnificus.

1.4 The TU/e Honors Academy consults the students who participate in the Honors Academy during the master's degree program at various contact points in the academic year. The role of these consultation meetings is to assess the execution and quality of the Honors Master's Program from the perspective of the student (see Art. 9 and Appendix 1).

1.5 If a pilot is initiated, in the context of educational innovation, that derogates from one or more of the stipulations of these regulations, an addendum will be added to these regulations. For the duration of the pilot, students who are not part of this pilot may not claim any rights from this.

Art. 2 Honors components

2.1 The honors program in the master's consists of two components that together comprise 20 credits.

2.2 The first component is Personal Leadership and comprises 5 credits. Students attend eight group sessions for Personal Leadership, in which personal leadership is reinforced through training and exercises. In these training sessions work is done on the personal development plan (PDP) for the second component of the honors program.

2.3 The second component is Professional Development and comprises 15 credits. In this part, students demonstrate that they are developing professionally and personally by designing and executing their own program, being a set of learning activities. To this purpose they consult

their Graduate Program Director (GPD) and their supervisor. The students are free to determine the shape of their own program. It is of importance that the selected project offers a realistic opportunity for the student to attain the predicate "honors"; it is for example insufficient to only complete courses.

2.4 The professional development program should be coherent, i.e. in line with the PDP goals of the student; should comprise 15 study credits; should be complementary to and not overlapping with the regular master's degree program of the student; should be challenging, ambitious and allow students to broaden their horizon.

Art. 3 Study workload

3.1 Students participating in the Honors Master's Program have a workload equivalent to 20 credits. This honors workload is on top of the students' workload of at least 120 credits in their regular (i.e. curricular) master's degree program.

3.2 Participation in the Honors Master's Program takes place during the master's degree program. Students can start the Honors Master's Program either in October or March during their first year of their regular master's degree program. Students must complete the Honors Master's Program within 18 months.

Art. 4 Application, selection and admission to the Honors Master's Program

4.1 Students who submitted an enrollment application in a TU/e master's degree program will be invited to apply to the Honors Master's Program.

4.2 Students who submitted an enrollment application in a TU/e master's degree program and who have not received such an invitation are also allowed to apply for a position.

4.3 In order to apply for a honors program, the student is required to submit the following to the Graduate Program Director (GPD) of the student's master's degree program, before the application deadline as stated in the [application procedure](#):
- an application letter that demonstrates the motivation to join and suitability for the honors program; and
- a draft version of the PDP.

4.4 If the application letter and draft version of PDP are convincing, the GPD will invite the student for an application interview. During the application interview the rubric provided by the TU/e Honors Academy is used to aid selection.

4.5 The GPD advises the Dean of the TU/e Honors Academy on which students can be accepted based on the application letter, the draft PDP and the application interview. The GPD submits this advice to the TU/e Honors Academy, after which the Dean of the TU/e Honors Academy decides on admission based on the advice received. The TU/e Honors Academy communicates the results of this decision to the students in a letter.

4.6 Students who have been accepted into a regular master's degree program

and who have received a letter of admission from the Dean Honors Academy
may start with the Honors Master's Program.

4.7 Students may continue with the Professional Development component if they meet the following requirements:
- students followed the Personal Leadership component,
- the PDP has been approved by the GPD,
- the name of the supervisor has been communicated to the TU/e Honors Academy, and
- the supervisor has agreed to take on the guidance and assessment of the student.

Art. 5 Supervision within the Honors Master's Program

5.1 Students are personally responsible for finding a supervisor for the Professional Development component but may request advice from their GPD and the TU/e Honors Academy.

5.2 This supervisor is an employee at the TU/e who is appointed as an examiner at master's level and has experience with the supervision of graduation projects. The supervisor can delegate part of the coaching to a PhD student.

5.3 The TU/e Honors Academy informs the supervisor about what the role as supervisor and assessor entails at the start of the Professional Development component. The same information is provided to students at the start of their Honors Master's Program.

5.4 The supervisor coaches the student during the execution of the Professional Development component. The student and supervisor shall have regular contact, at least every month, to discuss the execution of the PDP and the project progress. By accepting the student and the PDP, the supervisor agrees to the supervision of the student during the program, including the assessment at the end of the Honors Master's Program.

5.5 During the Professional Development component of the honors program, the TU/e Honors Academy shall organize sessions in which students present their progress and coach each other on issues or questions they face in their honors program.

Art. 6 Testing and assessment

6.1 Students are assessed once, at the end of the Honors Master's Program. For this assessment the process and procedure are laid down in 'Procedure Completion HMP', as established by the Dean of the TU/e Honors Academy, and are made available for students and the assessment panel.

6.2 The student has 18 months, which begins on the starting date specified in the letter of admission, to complete the honors program including the assessment. The assessment concerns personal leadership, and professional and project-related development of the student.

6.3 The assessment consists of both a written and oral component.

6.4 The student registers for the graduation assessment via the learning management system (LMS). The student submits a written reflection of the process undergone for the final assessment and proof of achievement of the goals stated in the PDP for both the Personal Leadership and the Professional Development component. This is submitted via the LMS and sent by email to the assessment panel, which minimally includes the GPD, or delegate appointed by the GPD, the supervisor and the Personal Leadership teacher.

6.4.1 For the Personal Leadership component, the student provides an updated version of the PDP including a reflection on the Professional Development components and if and how the goals and ambitions that were set by the student at the start of the project have been achieved.

6.4.2 For the Professional Development component, the student provides the agreed deliverables to the assessment panel. These are suitable deliverables to prove that the honors level has been achieved for the Professional Development component (these can be matters such as a report, design, scientific article, or prototype).

6.5 A final assessment interview takes place between the student and the assessment panel. In this assessment interview, the student gives a presentation and answers the panel's questions.

6.6 The assessment panel reaches a judgement on both components of the Honors Master's Program on the basis of the written reflection and the interview for which two rubrics are provided. The student can review the filled in assessment rubric form in the LMS.

6.7 The two assessment components can be graded as 'Insufficient', 'Sufficient', 'Good' or 'Excellent'.

6.8 If a student receives a 'Sufficient' or higher for a component, credits for that component are allocated: 5 credits are allocated to the Personal Leadership component, and 15 credits for the Professional Development component.

6.9 The results achieved (assessment result and credits obtained) for the Personal Leadership and Professional Development components will be processed in Osiris. The results will be included on the diploma supplement.

Art. 7 Completion and statement on master's degree certificate

7.1 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.

7.2 In derogation of Article 7.1, internal double diploma students who successfully complete both the Professional Development component and the Personal Leadership component within 18 months and the master's final exam within the time limit that follows from Article

6.4 paragraph 4a of the PER for master's degree programs, satisfy the predicate "honors" and shall receive the predicate "honors" on both master's degree certificates.

7.3 Students who successfully complete both the Professional Development component and the Personal Leadership component but who do not succeed in the timeframes mentioned in article 7.1 and 7.2, shall not receive the predicate "honors" on the master's degree certificate. The results will be mentioned on the diploma supplement.

7.4 Students who successfully complete only one of the two components (the Professional Development component or the Personal Leadership component) shall not receive the predicate "honors" on the master's degree certificate. The results will be mentioned on the diploma supplement.

7.5 In the case of internships, studying abroad and acknowledged personal circumstances (as referred to in Appendix 2, Art.5 par. 2 of the PER of the master's degree programs), the Dean of the TU/e Honors Academy may derogate from the required periods as stipulated in articles 7.1 and 7.2. The decision of the Dean of the TU/e Honors Academy shall not be taken before the advice of the academic advisor (see par. 7.7) has been taken into account.

7.6 In addition to the stipulations of Art. 7.5, in the case of an internship or study abroad, Art. 7.1 and 7.2 may only be derogated from if the student submits a request to that effect before the internship or study abroad in question occur. In case of acknowledged personal circumstances, as referred to in Appendix 2, Article 5 paragraph 2 under d and e of the PER of the master's degree program, deviation from Article 7.1 and 7.2 is only possible if the student submits a request to that effect as soon as possible after it is known that the deadlines, as mentioned in Articles 7.1 and 7.2, may (possibly) not be met.

7.7 Acknowledged personal circumstances, as referred to in Art. 7.5, will only be considered insofar as they have been reported to the academic advisor by or on behalf of the student as soon as possible but no later than twenty working days after the occurrence of the personal circumstance in question. In the case of a pregnancy, the student must report this as soon as possible after becoming aware of the fact that she is expecting, but preferably three months before the due date.

Art. 8 Legal protection

8.1 Students who wish to submit a complaint or disagree with a decision (e.g. a decision of the Dean HA or assessors), may submit a complaint, objection or appeal through a digital form within the facility.

8.2 Objections and appeals must be received within six weeks of the publication of the decision.

Art. 9 Quality assurance

9.1 The quality assurance system comprises the following components:
- accountability to the Scientific Council of the TU/e Honors Academy,
- external benchmarking with peers,

- on-going monitoring, and
- an evaluation cycle.
The quality assurance system is described in more detail in Appendix 1.

Art. 10 Transition regulations

10.1 The requirement that the Professional Development component and the Personal Leadership component must be completed within 18 months of the start of the Honors Master's Program, as referred to in Article 7.1, applies to students who started the Honors Master's Program at the TU/e on or after September 1, 2018.

10.2 The requirement that the master's final examination must be completed within 32 months of the start of the degree program, as referred to in Article 7.1, applies to students who started a master's degree program at the TU/e on or after September 1, 2020.

10.3 The requirement that the master's final examination must be completed within the time limit laid down in Article 6.4 paragraph 4a of the PER for Master's, as referred to in Article 7.2, applies to internal double diploma students who started a master's degree program at the TU/e on or after September 1, 2021.

Appendix 1: Quality Assurance system TU/e Honors Academy

The quality assurance system of the TU/e Honors Academy comprises several components: accountability to the Scientific Council of the TU/e Honors Academy, external benchmarking with peers, on-going monitoring, an evaluation cycle and professionalization activities for the staff members involved in the honors tracks.

Accountability to the Scientific Council

At least once a year a meeting with the Scientific Council is organized to discuss developments in the TU/e Honors Academy and developments TU/e wide. Recurring topics include progress with respect to the set-up of the Bachelor's tracks and the master's personal leadership & professional development program, student intake, students' learning outcomes and budget. Outcomes are translated into measures to be taken at the tactical and operational level.

External benchmarking with peers

Benchmarking with peers occurs at two levels. The Deans of the honors programs of Dutch universities participate in the Honors Deans Network. Experiences at the strategic level are exchanged. In addition, the TU/e Honors Academy participates in a network for policy officers involved in honors programs at Dutch universities, and in a network for all honors programs in Dutch higher education, which is a follow up of the Sirius network. As part of this network, study days on specific topics are organized. Also within these networks, once every four years the TU/e Honors Academy program is formally reviewed by a committee consisting of several Deans and students from other Dutch honors programs. Once a year the TU/e Honors Academy also participates in a 4TU meeting with staff members and students involved in the honors programs. These meetings focus on topics for which input from peers may provide new insights and improvements.

On-going monitoring

During the academic year the TU/e Honors Academy monitors progress with the honors students during sessions in which students present their progress and coach each other on issues or questions they face in their program. Several times a year various parts of the program are considered. For the supervisors, the TU/e Honors Academy is the contact point when issues or questions arise. The TU/e Honors Academy provides the supervisors with the information they need to take up their role, and provides extra information if needed.

Evaluation cycle

The evaluation cycle focuses on the extent to which the overall goals of the TU/e Honors Academy are accomplished. The main input comes from the contact moments with the students during the program, in which they serve as a focus group in which the content, organization and set-up of the program is discussed. The outcomes are described in an annual report.

Appendix 2: Academic competences for TU/e honors students

For TU/e bachelor's and master's graduates a set of seven academic competences have been defined. For honors students an eighth competence has been added:

A TU/e honors student

1. is competent in one or more scientific disciplines
A university graduate is familiar with existing scientific knowledge, and has the competence to increase and develop this through study.
- --- Has a thorough mastery of parts of the relevant fields extending to the forefront of knowledge (latest theories, methods, techniques and topical questions).
- --- Is able to reflect on standard methods and their presuppositions; is able to question these; is able to propose adjustments, and to estimate their implications.
- --- Is able to independently spot gaps in their own knowledge, and to revise and extend it through study.

2. is competent in doing research
A university graduate has the competence to acquire new scientific knowledge through research. For this purpose, research means: the development of new knowledge and new insights in a purposeful and methodical way.
- ---Is able to reformulate ill-structured, more complex research problems. Also takes account of the system boundaries in this. Is able to defend this new interpretation against involved parties.
- --- Is able to produce and execute a research plan independently.
- --- Is able, and has the attitude to, where necessary, draw upon other disciplines in their own research.

3. is competent in designing
As well as carrying out research, many university graduates will also design. Designing is a synthetic activity aimed at the realization of new or modified artefacts or systems with the intention of creating value in accordance with predefined requirements and desires (e.g. mobility, health).
- ---Is able to reformulate ill-structured, more complex design problems. Also takes account of the system boundaries in this. Is able to defend this new interpretation against the parties involved.
- --- Is able to produce and execute a design plan independently.
- --- Is able, and has the attitude to, where necessary, draw upon other disciplines in their own design.

4. has a scientific approach
A university graduate has a systematic approach characterized by the development and use of theories, models and coherent interpretations, has a critical attitude, and has insight into the nature of science and technology.
- --- Has great skill in, and affinity with the use, development and validation of models; is able to consciously choose from various modelling techniques.
- --- Is able to document adequately the results of research and design with a view to contributing to the development of knowledge in the field and beyond; is able to publish these results.

5. possesses basic intellectual skills
A university graduate is competent in reasoning, reflecting, and forming a judgment. These are skills which are learned or sharpened in the context of a discipline, and which are generically applicable from then on.
- --- Is able to critically reflect on their own thinking, decision making, and acting and to adjust these on the basis of this reflection independently.
- --- Is able to ask adequate questions, and has a critical yet constructive attitude towards analyzing and solving more complex, real-life problems in the field.

6. is competent in co-operating and communicating
A university graduate has the competence of being able to work with and for others. This requires not only adequate interaction, a sense of responsibility, and leadership, but also good communication with colleagues and non-colleagues. He or she is also able to participate in a scientific or public debate.
- --- Is able to perform project-based work, also for more complex projects: is pragmatic and has a sense of responsibility; is able to deal with limited sources; is able to deal with risks; is able to compromise.
- --- Is able to work within an interdisciplinary team, also in teams with great disciplinary diversity; has insight into and is able to deal with, team roles and social dynamics.
- --- Is able to communicate about the process and results of learning, thinking and decision making with colleagues and non-colleagues.

7. takes account of the temporal and the social context
Science and technology are not isolated, and always have a temporal and social context. Beliefs and methods have their origins; decisions have social consequences in time. A university graduate is aware of this, and has the competence to integrate these insights into their scientific work.
- --- Is able to analyze and to discuss the ethical and normative aspects of the implications and assumptions of scientific thinking and acting with colleagues and non--colleagues (both in research and in designing); integrates these implications in scientific work.

8. is competent in self-directed and continuous learning
Developments in society are characterized by an enormous increase in complexity on the one hand and available knowledge and information on the other hand. This requires the ability to decide for yourself which knowledge, skills and attitude you need to acquire, select and use in a specific context. This, in turn, requires an attitude of openness, adaptability, self-reflection and curiosity as well as an understanding of what learning actually is.
- --- Takes responsibility for their learning process and professional development.
- --- Designs and gives direction to and designs their learning process and professional development.
- --- Has an open attitude towards themselves, towards others and towards (future) developments in society, technology and science.