

Reglement van de Examencommissie 2024-2025

De examencommissie voor de bacheloropleiding Industrial Design en de masteropleiding Industrial van de Technische Universiteit Eindhoven, TU/e

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

Regulations of the Examination Committee 2024-2025

The Examination Committee for the Bachelor's degree program Industrial Design and the Master's degree program Industrial Design of Eindhoven University of Technology (TU/e)

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

the Program and Examination Regulations for the relevant programs,

Guideline Bachelor College before Revision (BR)

Directive Bachelor College after Revision (AR)

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

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

het Reglement van de Examencommissie 2024-2025 van <datum invullen> 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 2024-2025 zijn opgesteld, maar ook binnen de kaders van het

the applicable TU/e Graduate School Regulations

the applicable TU/e Central Examination Regulations, and

the applicable Examination Committee Guide

hereby adopts

The Regulations of the Examination Committee 2024-2025 dated <fill in date> 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 academic year 2024-2025, and also in

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 te ondersteunen bij hun taak en waar nodig hen aan te spreken wanneer zij niet binnen de gestelde kaders 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.

accordance with the TU/e Assessment Framework, departmental assessment policy and the TU/e Education Fraud Policy.

The Examination Committee assumes that teachers 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 teachers with support in their work, and to hold them to account when they do not act within the relevant frameworks. 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 teachers/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 degree program.

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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 Samenstelling examencommissie

1. - Zie voor de regels rondom de benoeming en samenstelling van de examencommissie de bepalingen hierover in het Faculteitsreglement (artikel 2.10B en 2.11B).

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.

Composition of the Examination Committee

- For the regulations concerning the appointment and composition of the examination committee, see the stipulations in the Department Regulations (Articles 2.10B and 2.11B).

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

The Examination Committee is supported by an official secretary.

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

Tasks (T) and powers (P) of the Examination Committee¹

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, eerste lid, 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 rondom tentamens en examens (artikel 7.12b, eerste lid, onder e, WHW) (T).
 - 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).

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, paragraph 1, 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).

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).

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| 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 Bachelor's program 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, zesde lid, OER Ba BR en AR /artikel 6.1, zesde 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 6, of the PER Ba BR and AR/Article 6.1, paragraph 6, 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. | het beoordelen van vrije onderwijsprogramma's (artikel 7.3j, WHW) (B) en artikel 3.8 OER Ba BR en AR/ artikel 3.9 OER Ma. | To assess electives (Article 7.3j of the WHW) (P) and Article 3.8 PER Ba BR and AR/Article 3.9 PER Ma. |
| n. | het 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 examination needs to be completed successfully to allow for the determination that the final examination has been successfully completed, under conditions set by the Examination Committee (Article 7.12b, paragraph 3, second sentence of the WHW and Article 4.2 of these regulations) (P). |

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| 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, achtste lid, juncto artikel 3.6, derde lid, 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 8, in conjunction with Article 3.6, paragraph 3, 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 examiner 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, negende 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 9, 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 juncto artikel 9.2, lid 2, Ba BR en AR, artikel 6.4 van de OER Ma) (T). | To determine a Latin honor (judicium) (Article 7.5, PER in conjunction with Article 9.2, paragraph 2, Ba BR en AR, Article and 6.4, PER Ma) (T). |
| 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). |

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| <p>i. het wijzigen van de tentamenvorm in bijzondere gevallen artikel 9.2, eerste lid, OER Ba BR en AR (voor alle studenten), alsmede de volgtijdelijkheid (waaronder ook het bachelor eindproject) en vorm zoals bedoeld in artikel 9.2, tweede lid, OER Ba BR en AR op verzoek van de student/artikel 8.2, eerste lid, OER Ma) (B) (voor alle studenten), alsmede de volgtijdelijkheid en vorm zoals bedoeld in artikel 8.2, tweede lid, OER Ma.</p> | <p>To change the form of examination in exceptional cases Article 9.2, paragraph 1, PER Ba BR and AR, (for all students), as well as sequencing (including the bachelor's final project) and form as referred to in Article 9.2, paragraph 2, PER Ba BR and AR at the request of the student/ Article 8.2, paragraph 1, PER Ma (P) (for all students), as well as the sequencing and form as referred to in Article 8.2, paragraph 2, PER Ma.</p> |
| <p>j. het wijzigen van de openbaarheid van mondelinge tentamens in bijzondere gevallen (artikel 9.2, tweede lid, OER Ba BR en AR en artikel 5.2, vierde lid OER Ma) (B).</p> | <p>To change the public nature of oral examination in exceptional cases (Article 9.2, paragraph 2, PER Ba BR and AR and Article 5.2, paragraph 4, PER Ma) (P).</p> |
| <p>k. het adviseren ten aanzien van toelating tot de promotie zonder Mastergraad (artikel 3, derde lid, Promotiereglement en de toelichting daarop) (B).</p> | <p>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).</p> |
| <p>l. het voeren van overleg met andere examencommissies en het faculteitsbestuur (T).</p> | <p>To consult with other Examination Committees and the Department Board (T).</p> |
| <p>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).</p> | <p>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).</p> |
| <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, onder 4, OER Ba AR en bijlage 5, artikel 1, vierde en vijfde lid en artikel 2, derde en vierde lid, OER Ma).</p> | <p>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, under 4, PER Ba AR, and Appendix 5, Article 1, paragraphs 4 and 5, and Article 2, paragraphs 3 and 4, PER Ma).</p> |
| <p>o. het opleggen van een aanvullend of vervangend tentamen wanneer kennis of inzicht aantoonbaar verouderd is of indien het</p> | <p>To impose an additional or substitute examination when knowledge or insight is demonstrably outdated or if the examination taken or</p> |

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).

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).

q. het adviseren over wijzigingen in coversheet tentamens, presentiekaartje tentamens en het tentamenevaluatieformulier (B).

To advise on alterations to the cover sheet of exams, attendance card for exams, and the exam evaluation form (B).

3. *Met betrekking tot de Bacheloropleiding:*

With regard to Bachelor's programs:

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).

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 toepassen van de extra mogelijkheid tot afronding tentamen in het kader van de 'harde knip' (art 6.2, OER Ba BR en AR)(T).

To apply the additional option to complete an exam 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 4.4.a van dit reglement) (B).

To approve the composition of the evaluation committee for Bachelor's final projects (Article 4.4.a 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

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

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| | volgens het Bachelor College (Reglement van de examencommissie, zie bijlage 2 (B). | absence (Regulations of the Examination Committee, see Appendix 2 (P). |
| f. | het verlenen van ontheffing van de verplichting tot het behalen van de ITEC-onderwijs eenheid 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. | nadere besluiten van de examencommissie, waarbij bijzondere omstandigheden zich kunnen voordoen, zijn vastgelegd in de artikelen 6.4 lid 3, 4 en 7 (deelname tentamens) en 6.8 lid 5 (beoordeling praktische oefening) OER Ba BR en AR. | further decisions of the examination committee, in which special circumstances can occur, are recorded in Articles 6.4, paragraphs 3, 4 and 7 (participation in exams) and Article 6.8, paragraph 5 (assessment of a practical exercise) PER Ba BR and AR. |
| 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). |
| j. | het goedkeuren van de voorstellen voor het bachelor eindproject (B) | To approve the proposals for the Bachelor's final project (P). |
| k. | het geven van advies 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 18 van de Richtlijn Bachelor College AR en artikel 1.1, zevende 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 18 of the Directive Bachelor College AR and Article 1.1, paragraph 7 in conjunction with Appendix 3 of the PER Ba AR. |

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| <p>l. voor de competentiegerichte opleidingen geldt dat stages of uitwisselingsprogramma's als keuzeonderwijsseenheden alleen na goedkeuring van de examencommissie kunnen worden opgenomen in het examenprogramma.</p> | <p>For the competency-centered programs, traineeships or exchange programs will only be included in the program of examinations as electives after approval from the Examination Committee.</p> |
| <p>4. <i>Met betrekking tot de Masteropleiding:</i></p> | <p><i>With regard to Master's programs:</i></p> |
| <p>a. het beoordelen of niet-disciplinaire onderwijsseenheden tot het masterprogramma kunnen behoren (zie bijlage 3) (B).</p> | <p>To assess whether non-disciplinary study components can be included in a Master's program (see Appendix 3) (P).</p> |
| <p>b. het nemen van het studievoortgangsbesluit voor schakelstudenten (bijlage 2, artikel 4, OER Ma) (B).</p> | <p>To make the study progress decision for pre-Master's students (Appendix 2, Article 4, PER Ma) (P).</p> |
| <p>c. het goedkeuren van de samenstelling van de beoordelingscommissie voor afstudeerprojecten (artikel 4.5, van dit reglement) (B).</p> | <p>To approve the composition of the evaluation committee for final projects (Art. 4.5, of these regulations) (P).</p> |
| <p>d. het goedkeuren van de invulling van een stage of een internationale ervaring van minimaal 15 studiepunten (bijlage 1, onder j, OER Ma) (B)</p> | <p>To approve the content of a traineeship or international experience of a minimum of 15 credits (Appendix 1, under j, PER Ma) (P).</p> |
| <p>e. het goedkeuren van voorstellen voor het masterafstudeerproject (art 4.4.b en bijlage 9b van dit reglement) (B).</p> | <p>To approve proposals for the Master's graduation project (Article 4.4.b and Appendix 9b of these regulations) (P).</p> |
| <p>f. het geven van advies over een voordracht voor een pilot, zoals bedoeld onder 'slotbepalingen' van de Richtlijn Graduate School en artikel 1.1, vierde lid, juncto bijlage 6, OER Ma (T).</p> | <p>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 4, in conjunction with Appendix 6 PER Ma (T).</p> |

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 penvoerende 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 voor die opleiding zijn ingeschreven. Dit betekent dat een examiner van een onderwijseenheid die door een andere opleiding wordt verzorgd, de beslissingen van de examencommissie, van de opleiding waarvoor de student is ingeschreven, 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 de geldende Regeling Centrale Tentamenafname, tenzij de examencommissie van de penvoerende 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

Examiners

- The officer 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 in which the student is enrolled, 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 in which the student is enrolled.
- 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 the applicable Central Examinations Regulations, unless the Examination Committee of the coordinating degree program has decided that certain resources are excluded from use.
- The quality of examiners is assured by monitoring and giving feedback on the quality of tests and assessments. The annual

examencommissies wordt o.a. verslag gedaan van de activiteiten ten aanzien van het borgen van de deskundigheid van de examinatoren.

reports of the Examination Committees include among other things an account of activities to ensure 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. Als gevolg van dringende omstandigheden, zoals bijvoorbeeld in verband met het bindend studieadvies of de ‘harde knip’ kan een vergadering in juli gehouden worden.
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. Verzoeken die incompleet zijn worden pas in een examenvergadering behandeld wanneer de ontbrekende stukken door de student zijn aangeleverd.
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

The Examination Committee meets at least once a month, except in the month of July, preferably in the last week of the month. As a result of urgent circumstances, such as in regard to the binding recommendation for the continuation of studies or the Bachelor’s-before-Master’s rule, an additional meeting may be held in July.

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. Incomplete requests are only considered in an examination committee meeting once the missing documents have been delivered by the student.

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

- afwezigheid bij verplichte bijeenkomsten van vakken en/of projecten

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 ects voor studenten van 2022-2023 en eerder / keuzevakken voor 50 ects 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 ects 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 belangenverstremeling 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

- absence from mandatory meetings of courses and/or projects

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 ects for students of 2022-2023 and before / electives for 50 ects 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 ects 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.

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| 5. | De commissie dagelijkse werkzaamheden is belast met de dagelijkse gang van zaken van de examencommissie. | The Daily Activities Committee is responsible for the daily activities of the Examination Committee. |
| 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 teacher 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 examens¹

1. De examencommissie heeft als wettelijke taak de kwaliteit van tentamens en examens te borgen. Zij zal aan deze taak proactief en reactief invulling 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;

ADDITIONAL RULES

Safeguarding the quality of examinations and final examinations¹

The Examination Committee has the legal duty to 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 teachers 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,

¹ Zie het geldende Toetskader TU/e. See the applicable TU/e Assessment Framework.

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| <ul style="list-style-type: none"> d) nagekeken wordt door middel van de vastgestelde procedure waarbij verschillen tussen beoordelaars zo klein mogelijk worden gehouden; e) de beoordelaars het antwoordmodel, de rubrics en de competentie beoordeling strikt gebruiken; f) naar aanleiding van de eerste ervaringen met het antwoordmodel en de rubrics, het model en de rubrics (eventueel) aangepast is of aangepast zou moeten worden; g) bij het afnemen van een mondelinge eindtoets twee examinatoren dan wel een examiner en een materiedeskundige aanwezig zijn (zie artikel 6.3, tweede lid, OER Ba BR en AR/artikel 5.2, tweede lid, OER Ma); h) te controleren of de nakijktermijnen van tentamens worden nageleefd en zo nee, hoe vaak niet; i) bacheloreindprojecten en mastertheses op plagiaat zijn gecontroleerd middels plagiaatdetectiesoftware dan wel door de afstudeerbegeleider bij vertrouwelijke verslagen; j) er sprake is van plagiaat (tekst, beeld, code, etc.) of inbreuk op Intellectual Property Rights (IPR) bij ingeleverde werkstukken; k) iedere twee jaar of de kwaliteit van de eindbeoordeling van de bacheloreindprojectverslagen en masterafstudeerverslagen en adequaat is. | <ul style="list-style-type: none"> d) tests are graded according to the determined procedure in which differences between assessors are kept to a minimum, e) assessors adhere strictly to the response model, the rubrics and the competence assessment, f) on the basis of the initial experiences with the response model or rubrics, the model or rubrics (if necessary) have been or should be amended, g) two examiners or an examiner and a subject specialist are present during a final oral test (see Article 6.3, paragraph 2, PER Ba BR and AR/Article 5.2, paragraph 2, PER Ma); h) to check whether the grading deadline for examinations are being complied with, and if not, how often, i) bachelor's final projects and master's theses were checked for plagiarism with plagiarism-detection software or, in case of confidential reports, by the graduation supervisor, j) submitted work contains plagiarism (text, image, code, etc.) or work that is protected by Intellectual Property Rights (IPR), k) biannually, the quality of the final assessment of bachelor's final project reports and master's graduation reports is adequate. |
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3. De examencommissies houden toezicht op de uitvoering van de beoordeling van de masterafstudeerverslagen en instrumenten en procedures om dit te doen.

The Examination Committees supervise the execution of the assessment of the Master's theses, and the instruments and procedures to accomplish this.

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| 4. | Onderwijseenheidevaluaties 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 opleidingsdirecteur adequate actie te ondernemen. Een en ander wordt gerapporteerd in het jaarverslag. | 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 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. The Committee shall, whenever it deems this necessary, perform further investigation and request the Program Director to take corrective measures. |
| 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. | Uitkomsten van de steekproeven en andere nadere onderzoeken worden, indien nodig, door de examencommissie besproken met de opleidingsdirecteur, het faculteitsbestuur en/of de examinator. | 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. |
| 9. | Als uitbreiding van het inzagerecht (PER Ba BR/AR H6 art 6.9 & PER Ma H5 art 5.8) en vooraf aan een eventuele CBE-procedure kunnen studenten een verzoek tot beoordeling van de assessment- of beoordelingsprocedure en/of de correcte uitvoering daarvan indienen bij de EC-ID. De EC-ID neemt uitsluitend verzoeken tot beoordeling in overweging die betrekking hebben op de assessment- of beoordelingsprocedure en zal na ontvangst de examinatoren en/of | As an extension of the right of inspection (PER Ba BR/AR H6 art 6.9 & PER Ma H5 art 5.8) and prior to any CBE proceedings, students may submit to the EC-ID a request for a review of the assessment or grading procedure and/or its proper implementation. The EC-ID will only consider requests for review that relate to the assessment or grading procedure and, upon receipt, will email the examiners and/or responsible teacher to respond to the request from the viewpoint of the assessment or grading procedure |

verantwoordelijk docent per email verzoeken om, vanuit het perspectief van de gecommuniceerde en gevolgde assessment- of beoordelingsprocedure, te reageren op het verzoek. Indien naar aanleiding van het verzoek blijkt dat de beoordelingsprocedure niet correct is gevolgd, zal de EC-ID het terugleggen bij de examinatoren en indien nodig bemiddelen. Een verzoek tot beoordeling van de assessment- of beoordelingsprocedure en/of de correcte uitvoering daarvan dient binnen 10 werkdagen nadat het assessment- of beoordeling resultaat gepubliceerd is in Osiris, ingediend te zijn bij de EC-ID.

Indien na de beoordeling van de EC-ID met betrekking tot de assessment- of beoordelingsprocedure en/of de correcte uitvoering daarvan een student besluit om alsnog een beroepschrift bij het CBE in te dienen dan zal de EC de communicatie met alle partijen die relevant was voor de totstandkoming van haar beoordeling (mits er geen nieuwe feiten of omstandigheden naar voren zijn gebracht) bij het CBE indienen als haar poging tot mediatie.

De termijn om een beroepschrift bij het CBE in te dienen start wanneer een assessment- of beoordeling resultaat gepubliceerd wordt in Osiris. Het is van belang te vermelden dat deze termijn van indienen van een beroepschrift bij het CBE door de procedure zoals beschreven in dit artikel niet wordt opgeschort. Deze beoordeling is niet verplicht, een student kan ook zonder deze beoordeling doorlopen te hebben een beroepschrift indienen bij het CBE.

Art. 2.2 Borging van de kwaliteit van organisatie en procedures rondom tentamens en examens

- 1.** De examencommissie dient de kwaliteit van de organisatie en procedures rondom tentamens en examens te borgen door hier proactief en reactief invulling aan te geven, zodat zij zich een

communicated and followed. If, as a result of the request, it becomes apparent that the assessment procedure was not followed correctly, EC-ID will refer it back to the examiners and mediate if necessary. A request for review of the assessment or grading procedure and/or its proper implementation must be submitted to EC-ID within 10 working days after the assessment or evaluation result has been published through Osiris.

If after the assessment of the EC-ID regarding the assessment or assessment procedure and/or its proper implementation a student decides to still submit a notice of appeal to the CBE then the EC will submit to the CBE the communication with all parties that was relevant to the establishment of its assessment (provided that no new facts or circumstances have been brought forward) as its attempt at mediation.

The deadline to file an appeal with the CBE starts when an assessment or evaluation result is published in Osiris. It is important to note that this deadline to submit a notice of appeal to the CBE is not suspended by the procedure described in this article. This procedural review is not mandatory; a student may also submit an appeal to the CBE without having gone through this procedural review.

Safeguarding the quality of organization and procedures relating to examinations and final examinations

The Examination Committee shall safeguard the quality of organization and procedures relating to examinations and final examinations in a proactive and reactive manner, so that it can form

zelfstandig oordeel kan vormen over de kwaliteit van de organisatie en de procedures.

2. De examencommissie controleert de kwaliteit van de organisatie en procedures rondom tentamens en examens door middel van:

- a) de tentamenevaluaties die door surveillanten na iedere tentamenperiode worden opgesteld en haar ter beschikking worden gesteld, naar aanleiding waarvan indien nodig actie wordt ondernomen;
- b) de evaluaties door de docenten met betrekking tot de surveillanten en de tentamenaafname.

3. Studenten kunnen in de functie van Teaching Assistants² onder de verantwoordelijkheid van de betreffende examinerator 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 als volgt ingezet worden:

Students

- 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;

an independent opinion of the quality of the organization and procedures.

The Examination Committee checks the quality of the organization and procedures surrounding examinations and the final examination by means of:

- a) the evaluations of examination procedures that are compiled by proctors after every examination period and made available to the Committee, which takes appropriate action where necessary,
- b) teachers' evaluations of the proctors and examination procedures.

In the position of Teaching Assistants², 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,

² 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.

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| <p>d) zijn niet inzetbaar voor het nakijken van werk van hun bekende medestudenten; zij melden eventuele belangenverstrengelingen direct bij de betreffende examinerator;</p> <p>e) mogen niet worden ingezet bij onderwijseenheden die ze zelf volgen;</p> <p>f) zijn niet inzetbaar bij onderwijseenheden die ze nog niet gehaald hebben en die verplicht onderdeel van het examenprogramma zijn waarvoor ze zelf staan ingeschreven.</p> <p>g) inzet in digitale systemen (zoals Cirrus en Canvas) blijft beperkt tot de relevante TA-rol, en daaraan verbonden rechten;</p> <p>h) kunnen slechts worden ingezet na ondertekening van een contract met daarin de rechten en plichten van de student en de universiteit;</p> <p>i) die staan ingeschreven als bachelorstudent zijn voor correctietaken slechts inzetbaar voor onderwijseenheden binnen een bacheloropleiding en/of een premasterprogramma (met inachtneming van bovenstaande beperkingen);</p> <p>j) die staan ingeschreven als masterstudent zijn voor correctietaken inzetbaar voor alle onderwijseenheden (met inachtneming van bovenstaande beperkingen);</p> | <p>d) cannot be deployed to grade the work of students known to them</p> <p>e) may not be deployed in study components that they are taking themselves</p> <p>f) may not be deployed in study components that have not yet obtained and that are a compulsory part of the program of examinations for which they are enrolled.</p> <p>g) deployment in digital systems (such as Cirrus and Canvas) is limited to the relevant TA role, and associated rights,</p> <p>h) can only be deployed after signing a contract containing the rights and obligations of the student and the university,</p> <p>i) 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),</p> <p>j) Enrolled as master's students can be deployed for correction tasks for all study components (subject to the above restrictions),</p> |
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4. Voor TA-G's (teaching assistants) geldt het volgende:

- staan ten dienste van bacheloronderwijseenheden of -projecten

The following applies to TA-Gs:

- are deployed in bachelor's study components or projects

- kunnen worden ingezet bij masteronderwijsseenheden, 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.

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 onderwijsseenheid inhoudelijke kwaliteit en de studeerbaarheid van het voorgestelde onderwijsprogramma van de individuele student meegewogen in de besluitvorming.
2. Het vrije bachelor- respectievelijk het vrije masterprogramma moet een coherent geheel zijn, met een omvang van in totaal 180 respectievelijk 120 studiepunten.
3. De examencommissie keurt een vrij programma alleen goed wanneer het inhoudelijk in essentie overeenstemt met de leerdoelen van het reguliere examenprogramma.

- 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 than 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.

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.

4. Procedurele regels zijn opgenomen in de OER (artikel 3.8 Ba OER BR/AR en artikel 3.9 Ma OER).

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

Art. 2.4 Regels in verband met het verlenen van vrijstelling³

Rules relating to granting exemptions³

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).

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).

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.

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

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 3.9, vierde lid, OER Ba BR en artikel 3.10, vijfde lid, OER 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 5, PER 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.

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.

³ 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.

5. Een student die een verzoek om vrijstelling indient bij de examencommissie levert de volgende informatie aan:
- voor welk tentamen op basis van welke elders gevolgde onderwijsseenheid vrijstelling wordt gevraagd,
 - waar die elders gevolgde onderwijsseenheid is gevolgd,
 - een beschrijving van de onderwijsseenheid die elders is gevolgd, inclusief de inhoud, de eindtermen, de studiebelasting (in studiepunten) en het niveau van die onderwijsseenheid,
 - een officieel bewijs dat die onderwijsseenheid is behaald.

Op verzoek van de Examencommissie

- geeft de student een gedetailleerde vergelijking van de onderwijsseenheid elders met de TU/e onderwijsseenheid,
- overlegt de student cursusmateriaal van de elders behaalde onderwijsseenheid, zoals boeken, syllabus e.d.

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

6. Verleende vrijstellingen kunnen worden ingetrokken wanneer blijkt dat besluiten tot vrijstellingen op basis van onjuiste gegevens zijn genomen.
7. De geldigheidsduur van een verleende vrijstelling is zes jaar.

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

- for which examination and on the basis of which study component taken elsewhere the exemption applies,
- 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.

Exemptions granted may be rescinded if decisions to grant exemptions were based on incorrect data.

The validity of an exemption granted is six years.

Art. 2.4a Nadere afspraken in verband met het verlenen van vrijstelling

1. Vrijstellingen worden in beginsel alleen verleend voor verplichte onderdelen van het examenprogramma.
2. Verzoeken om vrijstelling van eindprojecten van de Bachelor- en/of de Masteropleiding worden door de examencommissie niet in behandeling genomen.
3. Wanneer vrijstelling wordt verleend voor een onderwijseenheid van vijf studiepunten op basis van een onderwijseenheid met een lager aantal studiepunten, kan de examencommissie de examinerator verzoeken een aanvullende opdracht/toets af te nemen.
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.

Art. 2.5 Keuzeonderwijseenheden

1. Studenten kunnen de keuzeruimte volledig invullen met vakken uit het TU/e Industrial Design curriculum.

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 in de Master.

Studenten die, al dan niet in verband met een Exchange, meer dan 15 ECTS (Bachelor of Master) van hun keuzeruimte willen invullen

Further agreements in connection with the awarding of an exemption

- Exemptions shall in principle only awarded for compulsory components of the program of examinations.
- The Examination Committee shall not consider requests for exemptions for final projects of the Bachelor's and/or Master's degree program.
- If an exemption is awarded for a study component of five credits based on a study component with fewer credits, the Examination Committee may request the examiner to provide an additional assignment or administer an additional test.
- 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.

Elective study components

- Students can fill in the elective space entirely with subjects from the TU/e Industrial Design curriculum.
- 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 in the Master.
- Students who, whether or not in connection with an Exchange, want to fill in more than 15 ECTS (Bachelor or Master) of their

met vakken van buiten TU/e Industrial Design dienen daartoe een verzoek in te dienen bij de Examencommissie.

Daartoe dient de student bij de Examencommissie aan te leveren:

- 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.

2. De Examencommissie beoordeelt de verzoeken, indien nodig, op samenhang en diepgang.

Verzoeken tot maximaal 25 ECTS (Bachelor) of 20 ECTS (Master) worden in behandeling genomen, daarboven slechts bij grote uitzondering.

De Examencommissie behandelt in de regel alleen verzoeken die relevant zijn voor het huidige diploma van de student.

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).

Art.2.6 Regels in verband met het in uitzonderlijke gevallen toekennen van een extra tentamenmogelijkheid binnen de bacheloropleiding (buiten de toepassing van de extra mogelijkheid tot afronding tentamen om ('de harde knip')) en de masteropleiding.

elective space with courses from outside TU/e Industrial Design should submit a request to the Examination Board.

To this end, the student should submit to the Examination Board:

- 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.

The Examination Committee assesses the requests, if necessary, for coherence and depth.

Requests up to a maximum of 25 ECTS (Bachelor) or 20 ECTS (Master) are processed, above only in very exceptional cases.

As a rule, the Examination Board only deals with requests relevant to the student's current degree.

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).

Regulations in connection with the granting of an additional opportunity to take an exam in exceptional cases outside of the application of the additional opportunity to complete an exam

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| | | within the Bachelor's program (Bachelor-before-Master rule) and the Master's Degree Programs. |
| a. | de student heeft de afgelopen twaalf maanden serieus deelgenomen aan de eindtoetsen/tentamens van de bewuste onderwijseenheid. De examencommissie overlegt hierover met de examiner, en | the student has seriously participated in the final tests/exams of the study component in question in the past twelve months. The examination committee shall consult the examiner on this matter, and |
| b. | er staan maximaal twee onderwijseenheden open in het bachelor- of masterprogramma, en | a maximum of two study components are incomplete in the Bachelor's program or Master's Degree Program, and |
| c. | het bacheloreindproject is afgerond, dan wel de masterthesis is afgerond, dan wel er is toestemming verleend voor de start van de projectfase master, en | the bachelor's final project has been completed, the master's thesis had been completed, or permission has been granted to start the master's project phase, and |
| d. | de eerstvolgende reguliere tentamen- of eindtoetsmogelijkheid vindt over minimaal veertien onderwijsweken plaats, en er is geen reguliere poging gepland tijdens of vlak na afronding van het bachelor eindproject of afstuderen in de master, en | the next opportunity to take the regular exam or final test will be in at least fourteen teaching weeks and there is no regular attempt planned during or just after that completion of the bachelor's final project or during or just after graduation, and |
| e. | slechts eenmaal per studiejaar wordt een verzoek om een extra tentamenmogelijkheid gehonoreerd, en | only once per academic year will a request for a retake be granted, and/or |
| f. | de extra tentamenmogelijkheid is uitvoerbaar. Hiervoor overlegt de examencommissie met de examiner en indien nodig de examencommissie van de faculteit die verantwoordelijk is voor de onderwijseenheid. | the retake can be executed. The examination committee consults the examiner on this and if necessary the examination committee of the department responsible for the study component. |
| g. | In uitzonderlijke gevallen kan de examencommissie van de in het eerste lid genoemde voorwaarden onder a tot en met e afwijken. | In exceptional cases, the examination board may derogate from the conditions stated under a through e in the first paragraph. |

Art. 2.7 Regels in verband met toekennen quarantaine

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 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 in uitzonderlijke gevallen afleggen van een tentamen buiten de TU/e

Op verzoek van een reguliere student kan de examencommissie eenmalig toestaan, zoals bedoeld in bijlage 4, dat een tentamen dat onderdeel uitmaakt van het examenprogramma, dat voor de

Regulations in connection with granting a quarantined exam

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 student submits this request to the secretary of the examination committee three weeks before the start of the final test or examination period at the latest.

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 regular student, the examination committee can permit, on one occasion, as referred to in Appendix 4, that an exam that is part of the program of examinations may be taken

tweede keer of vaker wordt afgelegd (ook wel extra tentamenmogelijkheid) en samenvalt met een internationale ervaring in het kader van de TU/e opleiding aan een van de internationale universiteiten waarmee afspraken zijn gemaakt, 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.

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 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 vormen van een juist oordeel over 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

abroad for a second or further time (a so-called additional exam opportunity) that coincides with an international experience as part of the TU/e degree program at one of the international partner universities with which agreements have been made. The students 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.

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 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.

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.

Fraud also concerns gaining improper access to education and/or exams.

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

The following are examples of fraud:

a. **identiteitsfraude pleegt, waaronder in ieder geval wordt verstaan:**

committing identity fraud, which in any case is understood to be:

- 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 (digitale) identificatie
- eigen (digitale) identificatie uitleent aan een andere student.

- 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 (digital) proof of identity;
- when a student lends personal (digital) proof of identity to someone else.

b. **tijdens toetsing bronnen en/of hulpmiddelen, die niet als geoorloofd worden aangemerkt door de examiner, zoals mobiele telefoon, smartwatch 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.**

during an assessment, using (or having access to) resources and/or aids that have not been designated as allowed by the examiner, such as a mobile telephone, smartwatch 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.

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

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

- mobiele telefoon, smartwatch en/of andere communicatie, storage en/of display devices liggen op tafel of zijn opgeborgen in de kleding

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

- (poging tot) gebruik van bronnen en hulpmiddelen die niet als geoorloofd worden aangemerkt door de examiner, zoals kunstmatige intelligentie tools, mobiele telefoon, smartwatch 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
 - (bewust gelegenheid bieden tot) spieken (op welke manier dan ook)
- c. **Zich ongeoorloofde (buiten tijd, locatie etc.) toegang verschaft tot of (onderdelen van) (een) (digitale) toets(en)/tentamen(s) vervreemdt door bijvoorbeeld: hacken van digitale toetsplatforms en (toets)netwerk en meenemen van toets-USB-beveiligingssticks.**
- d. **fraude in bijvoorbeeld onderzoeksprojecten, afstudeerverslagen en rapportages van projecten pleegt, waaronder in ieder geval wordt verstaan:**
- 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 onderwijseenheid), 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
- using, or attempting to use, resources and aids that have not been designated as allowed by the examiner, such as artificial intelligence tools, mobile telephone, smartwatch 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
 - (consciously offering the opportunity for) cheating (in any form)
- gaining unauthorized access (outside of time and location, etc.) or stealing (parts of) a digital exam or exams by for example hacking digital assessment platforms and test networks and stealing assessment security USB memory sticks.**
- committing fraud in for example research projects, graduation reports and project reports, which in any case is understood to be:**
- 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

- (poging tot) gebruik van bronnen en hulpmiddelen die als ongeoorloofd zijn aangemerkt door de examiner, zoals bijvoorbeeld kunstmatige intelligentie tools en/of andere communicatie, opslag- of weergaveapparatuur

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

- het zich toe-eigenen van materiaal, gegevens of ideeën, inclusief die van een ander, zonder volledige en correcte bronvermelding. 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 zonder verwijzing en deze 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 producten of onderdelen ervan voor opdrachten van andere opleidingsonderdelen zonder bronvermelding
- het gebruiken dan wel overnemen zonder bronvermelding van uitwerkingen van opdrachten, die via een openbare bron zijn gedeeld met het doel, de wetenschap en/of de verwachting dat dit geheel of gedeeltelijk kan worden

- using, or attempting to use, resources and aids that have not been designated as unauthorized by the examiner, such as for example artificial intelligence tools and/or other communication, storage and/or display devices

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

- appropriating (published) materials, data or ideas of others without complete and correct referencing. This also applies to text generated by artificial intelligence
- 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 products or parts thereof that have been submitted before (or are similar) 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

gebruikt en ter beoordeling kan worden ingeleverd als eigen werk

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.

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

g. bij de vraag of er sprake is van ernstige fraude worden in ieder geval de volgende aspecten door de examencommissie in de overwegingen meegenomen:

when ascertaining whether serious fraud has been committed, the following aspects shall in any case be considered by the examination committee:

- frequentie van de fraude: herhaalde fraude
- of de fraude opzettelijk heeft plaatsgevonden
- of er sprake is van een vorm van identiteitsfraude
- of er sprake is van het vervalsen of fabriceren van onderzoeksdata in bijvoorbeeld onderzoeksprojecten, rapportages van projecten of verslagen van master- of bachelorprojecten
- of er sprake is van geheel plagiaat (wanneer werk of ideeën inclusief dat/die van een ander, als eigen werk worden gepresenteerd)
- of recidive van alle vormen van fraude
- of er sprake is geweest van een zeer uitzonderlijk geval van fraude

- the frequency of the fraud: repeated fraud
- whether the fraud was deliberate
- whether a form of identity fraud was involved
- whether fabricated or falsified research data were entered in a research project, project report, master's or bachelor's projects
- whether the fraud was 'complete' plagiarism (if the work or ideas of other are presented as one's own work)
- whether there are repeated offenses of all forms of fraud
- whether there is a very exceptional form of fraud

Art. 3.2 Medeplichtigheid

1. In geval van fraude, kunnen behalve de dader(s) ook medeplichtigen worden bestraft.

Complicity

In case of fraud, sanctions may be imposed not only on the perpetrator but also on others who are complicit in the fraud.

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| 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. | 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. |
| 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). | 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. |
| 4. | Indien in een gezamenlijk werkstuk door een van de auteurs plagiaat wordt gepleegd, wordt dit ook de andere auteurs aangerekend tenzij de andere student(en) aannemelijk maakt (maken) dat een en ander niet aan hem/hen aan te rekenen is (zijn). In een dergelijke situatie is verschil in sanctie tussen de verschillende groepsleden mogelijk. | If an author of a joint paper commits plagiarism, the other authors shall be deemed complicit unless the other student(s) make(s) a plausible case that they are not to blame. In such a case it is possible to apply different sanctions to different group members. |

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.

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.

Art. 3.4 Bevoegdheden examencommissie

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 in dit artikel. Bij het opleggen van een sanctie maakt zij gebruik van

Powers of the Examination Committee

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

de sanctieladder (zie bijlage 5), waarin de maximale straffen voor diverse 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.

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. Het is mogelijk dat de examiner bij een vermoeden van fraude een onderzoek instelt naar de kennis en kunde van de student om vast te kunnen stellen dat hetgeen werd getoetst eigen werk van de student is ⁴. 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

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.

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. It is possible that if the examiner suspects fraud an inquiry is started into the knowledge and ability of the student to assess whether the work assessed was indeed done by the student ⁴. 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

⁴ Zie ECLI:NL:RVS:2023:2874

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 procesverbaal 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 protocol faculteit overstijgende fraudezaken in acht (zie bijlage 6)
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).

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 supra-departmental fraud into account (see Appendix 6)

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)

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

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.

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

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 AANWIJZINGEN

EXAMINATIONS AND FINAL EXAMINATION: GUIDELINES AND INSTRUCTIONS

Art. 4.1 Vragen en opgaven

Questions and assignments

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 equivocality.

1. Inhoudelijke richtlijnen en aanwijzingen:
 - 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.
 - 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

Guidelines and instructions for content:

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.

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

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| | oordeel over de kennis en kunde van de student te kunnen vormen. | must be taken to reach a proper assessment of the knowledge and ability of the student. |
| 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. | 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. |
| d. | De moeilijkheid van een eindtoets/een tentamen wordt telkens op een voldoende niveau gehouden. | The difficulty of a final test/an examination will be maintained at a sufficient level each time. |
| 2. | Procedurele richtlijnen en aanwijzingen: | Procedural guidelines and instructions: |
| 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. | 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. |
| b. | Bij de afname van een tentamen wordt gebruikt gemaakt van een 'voorblad tentamens' (zie de Regeling Centrale Tentamenafname). | When an exam is administered, use is made of a cover sheet for exams (see the Central Examination Regulations). |
| c. | De tentamenvragen en -opgaven zijn in ieder geval na afloop van het toets moment 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. | 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. |
| d. | Een eindtoets/een tentamen wordt door minimaal twee docenten opgesteld. Indien een eindtoets/tentamen door één docent wordt opgesteld, dient de eindtoets/het tentamen door een andere docent gecontroleerd te worden. | Each final test/examination shall be compiled by at least two teachers. If a final test/exam is compiled by one teacher, the final test/exam must be checked by another teacher. |
| e. | Voor het aanleveren, beveiligen en bewaren van tentamenopgaven en ingeleverde tentamens is artikel 8 van de Regeling Centrale Tentamenafname van toepassing. | Article 8 of the Central Examination Regulations applies to the delivery, security and storage of examination assignments and examinations handed in. |

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| <p>f. Van een eindtoets/een tentamen is een antwoordmodel beschikbaar.</p> | <p>A response model shall be available for each final test/examination.</p> |
| <p>g. De einduitslag van een eindtoets/een tentamen kent een vooraf vastgelegde cesuur en kan alleen worden bijgesteld, indien een analyse daarvoor aanleiding geeft.</p> <ul style="list-style-type: none"> - 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; - 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. |
| <p>3. Controlerende richtlijnen en aanwijzingen</p> <ul style="list-style-type: none"> - Een eindtoets / een tentamen kan op verzoek van de examencommissie vooraf door een toets-deskundige worden beoordeeld. | <p>Guidelines and instructions for supervision</p> <ul style="list-style-type: none"> - The examination committee may request that a final test/an examination be reviewed in advance by an assessment expert. |

- 4.** Orde tijdens tentamens
- Zie bijlage 1 'aanwijzingen voor examinatoren, materiedeskundigen, surveillanten en studenten' van de Regeling Centrale Tentamenafname.

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.

Art. 4.3 Stageregeling

Bij het doen van een stage is een stageregeling zoals die is opgenomen in bijlage 8a van toepassing. Voor de beoordeling van de stage is een formulier door de examencommissie vastgesteld dat bij de beoordeling door de stagebegeleider dient te worden ingevuld (zie bijlage 8b).

Order during examinations

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

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.

Traineeship regulations

For traineeships traineeship regulations apply that are set down in Appendix 8a. A form has been determined by the examination committee for the assessment of the traineeship that must be completed by the company coach (see Appendix 8b).

Art. 4.4a Goedkeuring examenprogramma in de bacheloropleiding

Zie artikel 3.7 van de OER Ba BR en AR

Art. 4.4b Goedkeuring examenprogramma in de masteropleiding

- Het wordt de student aanbevolen halverwege de opleiding, ongeveer na het behalen van 40 à 50 studiepunten, een examenprogramma ter goedkeuring aan de examencommissie voor te leggen.
- Dit examenprogramma dient te voldoen aan de vereisten, zoals beschreven in artikel 3.6 van de OER Masteropleidingen.

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.
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 bidingering gelden de bepalingen in de OER Masteropleidingen.

Art. 4.6 Examen

De student die wenst af te studeren 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

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

See Article 3.7 of the PER Ba BR and AR

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

- Students are recommended to submit a program of examinations for approval by the examination committee halfway through their study program after attaining around 40 to 50 credits.
- This program of examinations must meet the requirements described in Article 3.6 of the PER for master's programs.

Graduation regulations

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

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 who wishes to graduate 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

werkdagen voorafgaand aan de examenzitting bekend zijn gemaakt in OSIRIS, wil de student op de datum van de examenvergadering kunnen slagen. Voor uitslagen van 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 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 via: [Klachten en geschillen \(tue.nl\)](https://klachten.geschillen.tue.nl)

examination meeting if the student wishes to attain their degree on the date of examination meeting. For results of 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 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://klachten.geschillen.tue.nl)

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

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.

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 2 september 2024.

Aldus vastgesteld door de examencommissie Industrial Design op 2 september 2024.

Effective date

These Regulations for the Examination Committee replace all previous versions and will come into effect on September 2, 2024.

Adopted by the examination committee for Industrial Design on September 2, 2024.

BIJLAGEN

Bijlage 1 bij artikel 1.3, onder a, van het Reglement van de examencommissie 2024-2025

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 onderwijseenheid aan de TU/e en die door de examencommissie van de penvoerende 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.

Kennis, vaardigheden en eigenschappen

De examiner beschikt over/heeft kennis van:

APPENDICES

Appendix 1 to Article 1.3, paragraph a, of the Regulations of the Examination Committee 2024-2025

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:

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

⁶ Wanneer een onderwijseenheid die onderdeel is van het examenprogramma door een andere faculteit of universiteit wordt verzorgd, worden 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.

- een academisch werk- en denkniveau
- inhoudelijke kennis van de onderwijseenheden waarin de examinerator onderwijst en toetst en de benodigde didactiek
- 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 toetsituatie te optimaliseren zodat de student optimaal kan presteren
- de beoordelingsresultaten te verantwoorden en van die verantwoording mondeling en schriftelijk verslag te doen aan

- 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
- 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 Regulations of 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

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
- op een correcte wijze mondeling en schriftelijk te communiceren in de voertaal van de opleiding
- de examencommissie te adviseren over zaken die de door de examiner verzorgde onderwijseenheid aangaan
- 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

Procedure voor aanwijzing examinatoren⁷

- De examencommissie houdt een openbare lijst bij van door haar aangewezen examinatoren per onderwijseenheid
- De examencommissie moet vaststellen of een functionaris voldoet aan het profiel voor examiner. In het algemeen is het hebben van een BKO-certificaat hiervoor afdoende
- De examencommissie kan medewerkers die naar haar inzicht niet meer voldoen aan het profiel, de examenbevoegdheid ontnemen en niet meer aanwijzen als examiner.

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
- communicate in a correct manner, verbally and in writing in the working language of the degree program
- advise the examination committee on matters concerning the study component provided by the examiner
- work together in a collegial manner with all involved persons while performing their duties as an examiner
- adjust the activities based on self-reflection, feedback, criticism or changes in the educational vision

Procedure for the appointment of examiners⁷

- The examination committee maintains a public list of the examiners appointed by it for each study component
- The examination committee must determine whether or not an employee meets the profile of an examiner. Arguments used to motivate this can be: holding a BKO certificate
- The examination committee may deprive an employee of their authority to organize examinations and no longer appoint them as an examiner, if the employee no longer

⁷ Gelieve deze procedure over te nemen dan wel een vervangende procedure te beschrijven. Please copy this procedure or describe a replacement procedure.

- De procedure voor aanwijzing van examinatoren van ID is beschreven in Bijlage 11.
 - The procedure for the appointment of ID examiners is described in Appendix 11
- meets the profile of an examiner in the opinion of the Examination Committee.

Bijlage 2 bij artikel 1.3.3 lid e, van het reglement van de examencommissie 2024-2025

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 Ba BR) kunnen persoonlijke omstandigheden melden, 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)⁸
- 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:

Appendix 2 to Article 1.3.3, paragraph e, of the Regulations of the Examination Committee 2024-2025

Agreements relating to valid absences from mid-term tests (BR) mid-term assessment moments (AR) or final tests (BR) 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 Ba BR) may report 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)⁸
- 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:

⁸ Zie voor nadere voorwaarden de Regeling Profileringsfonds. See the Students' Financial Support regulations for further conditions.

- | | | |
|-----------|---|--|
| a. | De student meldt bij de studieadviseur 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 omstandigheid voordoet of heeft gedaan die consequenties heeft voor het deelnemen aan een tussentoets of eindtoets. | The student must report to the academic advisor that extenuating personal circumstances have arisen. The student must report this or have this reported within 24 hours of the personal circumstances having arisen in as far as this influences participation in a mid-term test or final test. |
| b. | De studieadviseur stelt vast of het gaat om een geldige persoonlijke omstandigheid, waarbij in elk geval rekening wordt gehouden met de hier bovengenoemde persoonlijke omstandigheden. | The academic advisor shall determine whether the extenuating personal circumstances are valid, taking into account the four abovementioned cases. |
| c. | De student dient, als de examencommissie dat nodig acht, een bewijsstuk te overleggen ⁹ . | The student must produce evidence if the examination committee deems this necessary ⁹ . |
| d. | De studieadviseur legt de melding vast in OSIRIS. | The academic advisor shall record the report in OSIRIS, immediately upon being notified by the academic advisor. |
| e. | De studieadviseur informeert de betrokken docent in geval een student melding maakt van een geldige persoonlijke omstandigheid. | The academic advisor must report to the teacher in the event that a student reports the occurrence of a valid extenuating personal circumstance. |
| 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 | At the request of the examination committee (in case of a valid extenuating personal circumstance), the teacher 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 teacher 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. |

⁹ 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.

mogelijkheid om de tussentoets (BR)/het tussentijds assessmentmoment (AR) af te kunnen leggen.

g. De studieadviseur en de secretaris van de examencommissie informeert de betrokken docent en legt het besluit vast in OSIRIS.

The academic advisor and the secretary to the examination committee informs the teacher involved and records the decision in OSIRIS.

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

Any student who has been absent for a mid-term test, mid-term assessment moment (AR) 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 2024-2025

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.
- Universiteits-brede 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 als studiereizen: ter beoordeling aan de Examencommissie.

Appendix 3 to Article 1.3, paragraph 4, under a, of the Regulations of the Examination Committee 2024-2025

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 2024-2025

Procedure in verband met het afleggen van een extra tentamenmogelijkheid 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

Appendix 4 to Article 2.9, of the Regulations of the Examination Committee 2024-2025

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 uses 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.

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 examencommissie besluit of de toetsafname in het buitenland kan worden toegestaan.

Wanneer de student het tentamen in het buitenland mag afleggen, dient de student 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 examinerator doen?

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

Een telefoonnummer opgeven van de examinerator waarmee een buitenlands contactpersoon contact kan opnemen.

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

If the student is permitted to take the exam abroad, the student must register for the 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 examiner have to do?

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

Provide a phone number which the foreign contact can use in order to contact the examiner.

Bijlage 5 bij artikel 3.4, eerste lid, van het reglement van de examencommissie 2024-2025

Sanctieladder

| | Categorie | | | | | | |
|---|-----------|---|---|---|---|---|---|
| | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Sanctie ¹⁰ | | | | | | | |
| Officiële waarschuwing | x | x | x | x | x | x | X |
| Ongeldig verklaren tussentoets (Ba BR)/ tussentijds assessmentmoment (Ba AR)/component (ma) <u>wel</u> extra tentamenmogelijkheid /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 | | |

Appendix 5 to Article 3.4, paragraph 1, of the Regulations of the Examination Committee 2024-2025

Sanction Ladder

| | Category | | | | | | |
|---|----------|---|---|---|---|---|---|
| | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Sanction¹⁰ | | | | | | | |
| Official Warning | x | x | x | x | x | x | x |
| Invalidation of mid-term test/component (Ba BR)/interim assessment moment (Ba AR)/component (Ma), <u>but</u> retake/replacement assignment if present | 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 | | |

¹⁰ Oplegging leidt tot administratie in het dossier van de student. Imposition leads to a registration in the records of the student.

| | | | | | | | |
|--|---|---|---|--|--|--|--|
| Uitsluiting alle tentamens/ beoordelingen 1, 2 of 3 Kwartielen | x | x | x | | | | |
| Uitsluiting alle tentamens/ beoordelingen 4 Kwartielen | x | x | | | | | |
| Advies uitschrijving | x | | | | | | |

Toelichting sanctieladder TU/e:

| | | | | | | | |
|---|---|---|---|--|--|--|--|
| Exclusion from all exams/assessments 1, 2 or 3 Quarters | x | x | x | | | | |
| 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, gebruik ander papier dan verstrekt door TU/e en het op onjuiste wijze beëindigen of afsluiten van een (STEP-)toets of (STEP-)toets maken zonder (STEP-)stick - ongeoorloofde aanwezigheid van communicatie- en opnameapparatuur of enige andere mediadrage 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 | 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 and the incorrect termination or closing of a (STEP) test or taking a (STEP) test without a (STEP) stick. - unauthorized presence of communication and recording equipment or any other media-carrying equipment and unauthorized aids during examinations (see central examination regulations) - complicity in/or violating agreements on cooperation in a course through ignorance and/or carelessness |

| | | | |
|-------------|---|------------|--|
| | <ul style="list-style-type: none"> - medeplichtigheid aan fraude/plagiaat door onwetendheid en/of slordigheid - 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 slordigheid/onzorgvuldigheid (individueel of in groepsverband) | | <ul style="list-style-type: none"> - complicity in fraud/plagiarism through ignorance and/or carelessness - 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) |
| categorie 2 | <ul style="list-style-type: none"> - Recidive categorie 1: herhaaldelijk slordig en incorrect gedrag dat neigt naar fraude | category 2 | <ul style="list-style-type: none"> - 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 - enabling identity fraud during 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 contact hebben met iemand anders dan met surveillant/materiedeskundige | category 4 | <ul style="list-style-type: none"> - (attempted) use of aids other than those indicated on the cover sheet - fraud (any kind) - contacting someone during the examination other than with the proctor/subject expert - recidivism of category 3 |

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| | - recidive categorie 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 - het gebruik maken dan wel overnemen van teksten, gegevens of ideeën zonder volledige en correcte bronvermelding, die niet door de student zelf geschreven/geproduceerd zijn. Dit geldt ook voor door kunstmatige intelligentie gegenereerde tekst. - zich op ongeoorloofde manier toegang verschaffen tot (onderdelen) van een digitaal toetsplatform of toetsnetwerk - vervreemding van (onderdelen van een (digitale) toets(en)/tentamen(s) en usbsticks - bij correctietaken fingeren/vervalsen antwoorden/ manipuleren scores etc. - ter beschikking stellen aan anderen van (op ongeoorloofde wijze verkregen) materiaal zoals toetsen, uitwerkingen, antwoordmodellen met het doel, de wetenschap of de verwachting dat dit door anderen geheel of gedeeltelijk kan worden gebruikt en ter beoordeling kan worden ingeleverd als eigen werk. - fraude tijdens inzage afgelegd tentamen | 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 - using or copying texts, data or ideas without full and proper acknowledgement of the source, which were not written/produced by the student. This also applies to text generated by artificial intelligence - gaining unauthorized access to (parts of) a digital testing platform or testing network - 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 with the aim, knowledge or expectation that this can be entirely or partly used by others for assessment and submitted as one's own work. - Fraud during the viewing of an examination |

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| | <ul style="list-style-type: none"> - 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"> - 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"> - recidive categorie 5 - frequentie van de fraude: herhaalde fraude. - 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 er sprake is geweest van een zeer uitzonderlijk geval van fraude. - en/of recidive van: * fraude door vervalsen of fabriceren van onderzoeksdata in bijvoorbeeld onderzoeksprojecten, rapportages van projecten, master- of bachelorprojecten * fraude tijdens inzage. | <p>category 6 (serious fraud)</p> | <ul style="list-style-type: none"> - recidivism of category 5 - frequency of the fraud: repeated fraud. - and/or the fraud was intentional. - and/or there is some form of identity fraud. - and/or there is falsification or fabrication of research data in, for example, research projects, reports of projects, or reports of master's or bachelor's projects. - and/or there has been "complete" plagiarism. - and/or there has been a very exceptional case of fraud. - and/or recidivism of: <ul style="list-style-type: none"> * fraud by falsifying or fabricating research data in, for example, research projects, reports of projects, master's or bachelor's projects * fraud during inspection. * identity fraud. * total plagiarism. |

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| | * * identiteitsfraude. geheel plagiaat. | | |
| categorie 7 (ernstige fraude) | - elke vorm van ernstige fraude en recidive daarvan afhankelijk van de omstandigheden | category 7 (serious fraud) | - 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 2024-2025

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.

Appendix 6 to Article 3.5, paragraph 6, of the Regulations of the Examination Committee 2024-2025

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.

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| 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 enkel een hoorzitting plaats wanneer de student aangeeft gehoord te willen worden. | 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 students have committed fraud during the same study component, a hearing will only be held if a student requests it. |
| 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. | 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. |
| 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. | 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. |
| 8. | De sanctie wordt opgelegd door de examencommissie van de opleiding waarbij de frauderende student staat ingeschreven. | The sanction shall be imposed by the Examination committee for the program in which the student who has committed the fraud is enrolled. |
| 9. | Streven is om deze procedure binnen 4 weken na melding van de fraude bij de examencommissie afgerond te hebben. | 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 2024-2025

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 fraudezaak gedetecteerd heeft, waarvan de directeur bedrijfsvoering voorzitter is. Administratieve ondersteuning vanuit secretariaat directeur bedrijfsvoering.

Appendix 7 to Article 3.5, paragraph 9, of the Regulations of the Examination Committee 2024-2025

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 teacher 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.

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| 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. | 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). |

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| 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 8a bij artikel 4.3 van het reglement van de examencommissie
2024-2025**

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 beoordelingsoordeel 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 8a to Article 4.3 of the regulations of the Examination
Committee 2024-2025**

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

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 mondeling 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 mondeling examen) compleet zijn, zijn er vier oordelen mogelijk:

- Hold (H): als de gehele 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.

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 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 (H+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.

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

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

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.

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.

Company coach evaluation form



INTERNSHIP

| | | |
|---|--|---|
| Student | [Enter student name] | |
| Company | [Enter name of the company] | |
| Company coach | [Enter name of company coach] | |
| Position | [Enter the position of the company coach in the company] | |
| Period | <input type="checkbox"/> September / December | <input type="checkbox"/> February / June |
| Total weeks | [Amount of internship weeks - minimum of 12 weeks full-time] | |
| Overall Competence of Chosen Design field | Assignment | [Describe the design project/tasks the student has worked on] |
| | Design and research processes | [Provide a qualitative account of the design and/or research processes] |
| | Assignment deliverables | [Provide a qualitative account of the output of the student, with respect to quality and quantity] |
| Scientific and Professional Skills | Presenting | [Provide a qualitative account of the presentation skills of the student] <input type="checkbox"/> Not applicable / unable to judge |
| | Reporting | [Provide a qualitative account of the reporting skills of the student] <input type="checkbox"/> Not applicable / unable to judge |
| | Organizing and planning | [Provide a qualitative account of planning and organizing skills of the student] |
| | Reflecting | [Provide a qualitative account of the student's critical and/or reflective attitude] <input type="checkbox"/> Not applicable / unable to judge |
| | Cooperating | [Provide a qualitative account of how the students has worked in a team and/or has worked with clients. Consider aspects such as pro-activity and responsibility] |
| Vision and Identity | Professional identity | [To what extent was the student able to develop new knowledge and skills during the internship, or fine tune existing ones?] <input type="checkbox"/> Not applicable / unable to judge |
| | Vision | [To what extent did the internship contribute to a critical reflection of the student's vision of their work/role and/or of the work field?] <input type="checkbox"/> Not applicable / unable to judge |
| Contribution and Development | How do you consider the specific contributions of the student within the internship assignment? | Below average [*If best 10%, please provide a benchmark of why the students is among the best 10% of your interns] |
| | Provide an indication of the development the student has made throughout the internship, independently of the results. | Below average [*If best 10%, please provide a benchmark of why the students is among the best 10% of your interns] |
| Feedback | [Additional feedback] | |
| Email address | [Enter the direct mail address of the company coach] | |
| Physical address | [Enter the address of the company] | |
| Telephone number | [Enter the direct phone number of the company coach] | |
| Date | 31/01/2024 | |

More information: ID.internshipcoordinator@tue.nl

Version 1.1

Appendix 9a. of the Article 4.5, paragraph 1, of the regulations of the Examination Committee 2024-2025

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.

On campus assessments, with all examiners as well as the FBP student physically present, are the norm. 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. For regular planned assessments hybrid FBP assessments are not allowed. If the appointed graduation committee cannot perform the FBP assessment on the agreed time or format (e.g., due to illness of one of its members or other force majeure within the week before the FBP assessment), the graduation committee can deviate from the original format of the assessment, in consultation with the student. In such cases also online or hybrid assessments can be considered, but only when the quality of the exam can be guaranteed. The EC is always informed of such deviations. In case the graduation committee cannot (or does not want to) find an alternative format for the assessment the EC-ID is informed by 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**, 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 on presenting 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). At the end of the deliberation the examiners determine if the grade needs to be brought to one of the plenary meetings (see below). If the grade is not brought to one of the plenary meetings, the verdict registration form is signed by both examiners and the checkbox next to the third signature position is checked. After this the first examiner sends the form to CSA.

Required considerations for the verdicts:

- Grades are based on evidence. This evidence can be present in the report, in the portfolio, or in the presentation and Q&A. When the evidence is only brought forward in the presentation or Q&A the examiners make note of this in the feedback on the sub-criteria in the rubrics. In the case of high grades (8.5 or higher) the evidence is expected to be explicitly present in the report and the portfolio.
 - **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 5.5 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 grade is not shared as it needs to be communicated through Osiris and might still need to be discussed in a plenary meeting before becoming final.

After the FBP graduation session

Low (6 or lower) and high (8.5 or higher) grades, as well as grades where there is doubt or disagreement between the assessors need to be discussed in one of the plenary meetings. In this case the two examiners bring the proposed grade as well as the rubrics results to the plenary meeting. In case the two examiners cannot reach agreement on the verdict this is first discussed in the plenary and only escalated to the EC-ID if also no agreement can be reached in the plenary meeting (see below in the section on *Disagreement between examiners*)

Plenary meetings

Plenary meetings are organized to discuss, calibrate and synchronize high and low grades between FBP graduation panels as well as offer the opportunity to discuss grades where there is doubt or disagreement in the FBP graduation panel. Two plenary meetings are organized once all regular FBP meetings have finalized: One for low grades (6 or lower) and grades where there is doubt or disagreement in the panel, the other for high grades (8.5 or higher; if doubt or disagreement concerns a grade in the range of 8-8.5 it goes to the high plenary). In both plenaries access to the deliverables is organized. The plenary meetings have two chairs (both members of the EC), where one (the time-chair) keeps time and, if necessary, handles sidetracked discussions, and the other (the content-chair) focuses on the content, arguments and discussion topics at hand. A secretary is present to document the plenary discussion.

While the examiners are expected to be present (preferably physically), minimally one examiner of the 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 CSA and the plenary meeting chairs (by email, ahead of the plenary meeting) of the proposed grade as well as the argumentation. 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 an extra plenary meeting (following the applicable rules around absence).

The time-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 time-chair and is sent to CSA.

The EC-ID may ask highly experienced ID examiners to be present in either (or both) of the plenary meetings. Other mechanisms such as an extra reading of the deliverables can be considered as well.

NB. New examiners (examiners who are buddied) are recommended to sit in on the low-grade/doubts plenary and are also welcome to the high-grade plenary.

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 plenary meeting

For the grades that are discussed in either of the two plenary meetings, the first examiner (teacher coach) fills in the verdict registration form (with the grade that was established in the 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 content-chair of the plenary meeting. Lastly the form is sent to CSA by the content-chair of the 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.

Disagreement between examiners

If, in exceptional cases and after discussion in one of the plenary meetings, examiners fail to reach consensus the assessment is inconclusive (verdict pending) and immediately brought to the attention of the EC by the FBP graduation committee. The EC will hear the examiners and try and see if agreement can be reached. If this fails the EC asks a third examiner (third reader) to read the material (report and portfolio) and organize a mediation meeting with the two original examiners and the third reader present, as well as a representation of the EC. If the mediation fails the EC will invalidate the original assessment attempt and organize a replacement assessment with a new FBP graduation committee where the third reader is taking the role of the first examiner. It is paramount that the student is informed of the delay in this process.

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 be agreed upon by the first and second examiner in advance. 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 has the right to inspect the examination in question (see article 6.9, PER Ba BR and AR and Article 5.8, PER Ma) as well the right of inspection of an assessment or evaluation procedure (Article 2.1.9, ER) The student can make use of the right to appeal the procedure followed in their assessment (Articles 5.1 and 5.2, ER).

Appendix 9b of Article 4.5, paragraph 2, of the regulations of the Examination Committee 2024-2025

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 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 second examiner is an expert who has in-depth knowledge in the domain of the FMP;
- the third examiner is the chair of the FMP graduation committee. This 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 third 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.

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.

On-campus assessments, with all examiners as well as the FMP student physically present, are the norm. 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. For regular planned assessments hybrid FMP assessments are not allowed. If the appointed graduation committee cannot perform the FMP assessment on the agreed time or format (e.g., due to illness of one of its members or other force majeure within the week before the FBP assessment), the graduation committee can deviate from the original format of the assessment, in consultation with the student. In such cases also online or hybrid assessments can be considered, but only when the quality of the exam can be guaranteed. The EC is always informed of such deviations. In case the graduation committee cannot (or does not want to) find an alternative format for the assessment the EC-ID is informed by 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 load-balancing requirements as well as the following criteria:

- The first 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 second 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).
- The third 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 cluster than the mentor and is expected to provide complimentary expertise.

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**, 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 (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.

2. The second examiner (expert) reads the report and prepares a line of questioning related to the project outcomes and the design process.
3. The third examiner (chair) 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.

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 grades:

- Grades are based on evidence. This evidence can be present in the report, in the portfolio, or in the presentation and Q&A. When the evidence is only brought forward in the presentation or Q&A the examiners make note of this in the feedback on the sub-criteria in the rubrics. In the case of high grades (8.5 and up) the evidence is expected to be explicitly present in the report and the portfolio.
- ***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 short (**5-minute**) 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 student passes the FMP assessment if the grade is 6.0 or higher.

Disagreement between examiners

If, in exceptional cases, examiners fail to reach consensus the assessment is inconclusive (verdict pending) and immediately brought to the attention of the EC by the chair of the FMP graduation committee. The EC will hear the examiners and try and see if agreement can be reached. If this fails the EC asks a fourth examiner (fourth reader) to read the material (report and portfolio) and organize a mediation meeting with the three original examiners and the fourth reader present, as well as a representation of the EC. If the mediation fails, the EC will invalidate the original assessment attempt and organize a replacement assessment with a new FMP graduation committee where the fourth reader is taking the role of the first examiner. It is paramount that the student is informed of the delay in this process.

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 has the right to inspect the examination in question (see article 6.9, PER Ba BR and AR and Article 5.8, PER Ma) as well the right of inspection of an assessment or evaluation procedure (Article 2.1.9, ER) The student can make use of the right to appeal the procedure followed in his/her assessment (Articles 5.1 and 5.2, ER).

Appendix 9c of Article 4.5, paragraph 2, of the regulations of the Examination Committee 2024-2025

Competence Assessment (CA) in projects other than FBP & FMP

Competence Assessment (CA) in projects are individual assessments and include the CA for the CBL P1, (CBL) P2 & (CBL) P3, Pre-master, and M11, M12 & M21

1. Assessors of the CA in projects

CA in projects is performed by two examiners:

In CBL P1 & CBL P2: The first examiner is (one of) the project coach(es) or (if the project coach is a non-examiner) the examiner who is (made) responsible for the project coach; the second is a different examiner from within the course.

In squads: The first examiner is the project coach or (if the project coach is a non-examiner) the examiner who is (made) responsible for the project coach (squad leader determines delegation), the second is an examiner from the same squad. If project coaching is delegated, the project coach is asked to provide information on the performance of the student (either by being present or in writing).

In M21: The first examiner is the project coach, the second examiner is chosen from the pool of examiners following the rules outlined in Appendix 9b concerning assessment panel composition.

NB. The first examiner of CBL P3 will act as second examiner in the 2nd year PI&V learning line CA.

2. CA procedure in projects

General requirements for the CA in projects

- **Goal of the CA in projects:** The CA in projects are individual assessments of the project as well as PI&V development related to the project (except in CBL P1).
- **Procedure of the CA in projects:** CBL P1, CBL P2 & Squads have a certain autonomy in how the CA is done, the CA procedure needs to be communicated within two weeks after the start of the semester through Canvas.
- **Deliverables for the CA in projects:** Deliverables for CBL P1 & CBL P2 need to be communicated within two weeks after the start of the semester through Canvas. Deliverables in squad projects (excluding the FBP) as well as M21 projects include: a (group) project report or (group) research paper, an individual reflection and a presentation on demoday. Squads are allowed to specify more deliverables; this needs to be communicated within two weeks after 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 for creating additional Canvas assignments where these can be handed in).
- **Deadlines for handing in deliverables for the CA in projects:** 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 acknowledged 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 the demoday relevant for the project.
- **Rubrics for the CA in projects:** The project & development Rubrics as provided by CSA on Canvas are used
- **Verdicts for the CA in projects:** projects are evaluated through letter verdicts: H, H+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 other material (including visual material) being used is not plagiarizing.

Required considerations for the verdicts:

- Verdicts are based on evidence. This evidence can be present in the report, in the portfolio, or in the presentation and Q&A. When the evidence is only brought forward in the presentation or Q&A the examiners make note of this in the feedback on the sub-criteria in the rubrics. Particularly in the case of P+E verdicts the evidence is expected to be explicitly present in the report and the portfolio.
- 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 H+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 15 working days available for the CA retake, they grant the verdict of H+C and formulate the conditions for a retake. In case they are of the opinion that fulfilling the requirements is not feasible within the 15 working days available they grant the verdict of H. Additional feedback is written in the Rubric for (at least) 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 (a retake is not meant to give extra 'project time') that is needed for the CA. They need to be feasible within 15 working days. 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.

For M21 assessments, on campus assessments, with all examiners as well as the student physically present, are the norm. 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. In principle, hybrid assessments are not allowed. If the appointed assessment committee cannot perform the assessment on the agreed time or format (e.g., due to illness of

one of its members or other force majeure), the assessment committee can deviate from the original format of the assessment, in consultation with the student. In such cases also online or hybrid assessments can be considered, but only when the quality of the assessment can be guaranteed. The EC is always informed of such deviations. In case the assessment committee cannot (or does not want to) find an alternative format for the assessment the EC-ID is informed by the assessment committee in order to assess the situation and to take appropriate measures (such as postponing the assessment and/or replacing a member).

3. Retake of the CA in projects

The deadline for the CA of a project retake is 15 working days from the moment that the verdict is published through Osiris. If the condition is not available a Canvas within 2 working days after the verdict is published the deadline can be extended upon request.

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 inform the EC.

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

4. Disagreement in assessment team of projects

If, in exceptional cases, examiners fail to reach consensus the assessment is inconclusive (verdict pending) and immediately brought to the attention of the EC. The EC will hear the examiners and try and see if agreement can be reached. If this fails the EC asks a third examiner (third reader) to read the material and organize a mediation meeting with the two examiners and the third reader present, as well as a representation of the EC. If the mediation fails the EC will invalidate the original assessment attempt and organize a replacement assessment with as first examiner the third reader and as second examiner the course responsible (if there is a conflict of interest a different examiner from within the course will be found). It is paramount that the student is informed of the delay in this process.

5. Inspection and objections CA in projects

The student receives written feedback of the assessment in the form of the project & development Rubrics. The student has the right to inspect the examination in question (see article 6.9, PER Ba BR and AR and Article 5.8, PER Ma) as well the right of inspection of an assessment or evaluation procedure (Article 2.1.9, ER) The student can make use of the right to appeal the procedure followed in his/her assessment (Articles 5.1 and 5.2, ER).

Appendix 10 of Article 1.3.2 of the regulations of the Examination Committee 2024-2025

Protocol for the double-degree bachelor 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 Studentstatuut³ (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 and to the Examination Committee of the second department.
- In order to qualify for an internal bachelor 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 90 (additional) credits do not fall under the concept of internal-bi-certification.
- A total study load of at least 225 credits and at most 270 credits applies for obtaining two 'bachelor's degrees' with corresponding certificates. In order to obtain more than two bachelor's degrees with associated certificates (tri-certification), the study load is increased further, each time with 45-90 credits for courses plus extra credits for the graduation project/final project per additional bachelor'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 a 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 third 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 bachelor study program within the Industrial Design department.

Bachelor students who want to take a Double Diploma must complete the core program as outlined in the PER.

As an ID student who started after 2023 you need to choose a minimum of 20 credits of electives from the ID curriculum.

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 Studentstatuut³ (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 and to the Examination Committee of the second 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's 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 40 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 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) + Final Master Proposal (5 ECTS) + 3 ID Master elective courses (15 ECTS) or Preparation FMP (20 ECTS) + 3 ID Master elective courses (15)
2. elective courses (30 ECTS) of which at least 3 ID Master elective courses

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.

Master ID combined with master SE – Double degree program

For a double degree program with the master SE (ESoE), exceptions apply:

- This program contains a minimum of 155 EC (instead of 165 EC).
- The master SE is structured differently from other TU/e master programs. Components within the SEC program are exempted, based on the obtained components at the other master in the double degree program.
- In case of a combination with SEC, there is no combined thesis project. A regular thesis project will be done in the ID master.

1. Students who completed the “Educatieve minor” in the bachelor’s program.

- Project 1 and project 2 from ID (35 ECTS)
- Core course (CDR) from ID (5 ECTS)
- Track course from ID (5 ECTS)
- Preparation FMP (20 ECTS)
- FMP ID (30 ECTS)
- 2 electives from ID Master (10 ECTS)
- 3 courses from SE Master (15 ECTS)
- packages 3 and 4 from SE Master (35 ECTS)

Total = 155 ECTS

2. Students who didn’t complete the “Educatieve minor” in the bachelor’s program.

- - Project 1 and project 2 from ID (35 ECTS)
- - Core course (CDR) from ID (5 ECTS)
- - Track course from ID (5 ECTS)
- - Preparation FMP (20 ECTS)
- - FMP ID (30 ECTS)
- - 2 electives from ID Master (10 ECTS)
- - 3 courses from SE Master (15 ECTS)
- - packages 1, 2, 3 and 4 from SE Master (60 ECTS)

Total = 180 ECTS

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 lecturers, assistant, associate or full professors with a (pending) UTQ or equivalent.
- 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 is catered 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 takes time to get used to in terms of organization and execution, as well as regulations and procedures. Additionally, getting up to speed with the learning goals of specific educational activities (particularly those of FBP & FMP) and how to prepare students for the accompanying assessments requires experience. To allow new examiners to get better acquainted with the specifics of the examination procedures at ID we have a buddy system, in which new examiners are teamed up with more seasoned colleagues to smoothen the educational onboarding.

Overall

Due to the diversity of educational activities and accompanying assessments and examinations, the overall policy is to 'buddy' new examiners until they have experienced all types of assessments at least once. For all the learning activities listed below the general rule is that the buddy bears the (procedural) responsibility of the work of the buddied.

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 is trained by Education Support.

BSc/MSc projects: In case of regular non-graduation projects the EC suggests that new examiners join P1, P2 or P3 (in consultation with the ECEC) and a squad to coach these projects but are coupled to an experienced examiner for one semester before they do the examination autonomously. This also goes for M12 projects, the external learning activities (B31/M21) and teacher-coaching/mentoring. The latter is of course not an examination but does require training.

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 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.

Buddy appointment procedure

Due to the diverse character of projects, graduation projects, external learning activities (e.g., B31 or M21) and electives and their associated assessment formats, it is impractical to appoint buddies for all these experiences separately. As such we adhere to the following set of appointment guidelines:

Courses/electives: the course responsible is the de facto buddy for that course only.

All other educational activities: the new hire is coupled to a qualified examiner from within the squad the new hire becomes part of. The appointment of a buddy is arranged within the squad and communicated to CSA. As it is currently policy to allow new hires a first semester without educational obligations, buddying will happen from the moment a new hire actively joins the squad. However, the EC recommends that new hires use their 'education free' semester to sit in with assessments, exams, coaching, and others as much as possible to be as best prepared as they can.

End of the buddy period

Buddying will end when the buddy informs CSA that the new colleague has gained meaningful experience in all the different learning activities (including assessing) listed above.

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 safeguarding 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 safeguarding 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 the plenary meetings 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/were discussed in the plenary meetings.
- 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 composed of two sub-committees, one for FBP, one for FMP that reports to the EC and is chaired by 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 needs 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 5 FBP, 5 FMP, and if applicable 2 cum laude projects (1 FBP and 1FMP).
 - 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 up to 12 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 |
| 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

Working definitions

Fraud 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 an accurate opinion of his or her 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.

Plagiarism is a specific type of fraud, characterized by making use of the work of others (in the broadest sense of the word) without proper source references, as such passing it off, intentionally or unintentionally, as one's own work. Examples include:

- using or copying another person's texts, data or ideas without providing a full and correct source reference, such as the copying of work of other students or passing it off as your own or handing in work that was acquired from a (commercial) institution or work that was written or produced by someone else.
- 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/images (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.
- submitting text that has been submitted before (or text that is similar) 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.

EC ID's policy on handling fraud and plagiarism

The EC believes that it is essential to uphold the standards of academic integrity. Yet, it also acknowledges that—for students—the University is an educational institution, and that education is not only built on doing things right but also on learning from mistakes. As such, the EC ID identifies several dimensions in its handling of fraud and plagiarism. These dimensions are 'fraud - plagiarism', 'bachelor - master', and 'graduation - non-graduation'.

As a rule of thumb:

Fraud

All cases of (suspected) fraud are handled by the EC. The EC considers deliberate misleading a serious offence, independent of the other aforementioned dimensions ('bachelor - master', and 'graduation - non-graduation'). Cases of (suspected) fraud are communicated to the EC by the student's project coach, mentor, or assessor (for all Ba/Ma projects and external learning activities) or lecturer (for courses and electives). Grades and verdicts are suspended (VP) until the case has been fully researched and resolved.

Plagiarism

Cases of plagiarism are handled along different situations:

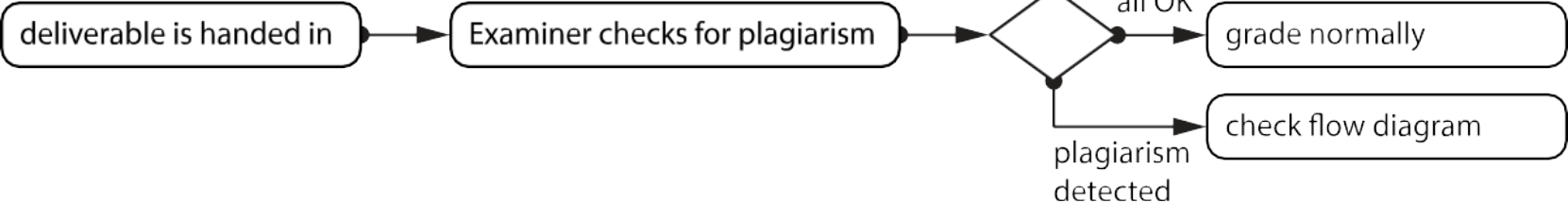
1. Firstly, the EC distinguishes between major and minor plagiarism offences. Minor offences are listed in the RE these as 'Category 1' of the sanction ladder (RE, Appendix 5). Specified to plagiarism these are:
 - a. complicity in plagiarism through ignorance and/or carelessness as a student;
 - b. 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;
 - c. irregularity in the form of missing/error in the reference due to carelessness/ negligence (individually or as a group).

These kinds of offences are dealt with through the rubrics accompanying the course or project. Such a rubric item should be binary (sufficient/insufficient), and scored 'insufficient' for any of these three cases. This can have an influence on the grade.

2. During a student's first year in the Bachelor (i.e., the academic year the student was first enrolled at TU/e), minor cases do not need to be communicated to the EC and will not be noted in the students' file. We consider a student's first year of the Bachelor as his/her grace period. After that we find that students have had sufficient opportunity to be informed and to learn from (minor) mistakes;
3. From the second year of the Bachelor onward (or a student's second year of enrolment) minor plagiarism can still be handled within courses, electives and projects through the accompanying rubrics, but need to be reported to the EC by the student's project coach, mentor or assessor (for all Ba/Ma projects and external learning activities) or lecturer (for courses and electives).
4. Category 2 and up are not considered minor offences and are always handled by the EC (also for first year Bachelor students). The EC is notified by the student's project coach, mentor or assessor (for all Ba/Ma projects and external learning activities) or lecturer (for courses and electives). Grades and verdicts are suspended (VP) until the case has been fully researched and resolved
5. Any kind of (suspected) plagiarism within the Master is brought to the attention of the EC. Category 1 offences may still be handled as mentioned under point 1.

6. All kinds of (suspected) plagiarism (including Category 1) for FBP and FMP are handled by the EC. These cases are handled as outlined in point 4.

TIMELINE



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

