

# Student Handbook

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## Willem de Kooning Academie

FUNDED MASTER  
PROGRAMMES

**overtref jezelf**



# Rotterdam University of Applied Sciences

Rotterdam is a dynamic city, innovative and in full swing. As Rotterdam University of Applied Sciences, we explicitly opt for connection with the city, whether it concerns the health of Rotterdammers, the transition in the port, the reduction of socioeconomic inequality or the increasing role of artificial intelligence in our daily lives. Hogeschool Rotterdam trains professionals who make a substantial contribution to our society. With our education, we respond to the rapidly changing environment.

Occupations change, or even disappear, while other, new forms of highly skilled labour emerge. Issues are becoming more complex and they are increasingly calling for a cross-discipline approach. It is no longer enough to approach a problem or propose a solution from your own background and knowledge. Due to the increasing complexity, the demands placed on the professional also increase. Not only must they have the necessary knowledge to be able to practice their profession, but also an investigative attitude and an ability to look beyond the boundaries of their own field are necessary. Solutions are often found in innovative concepts presented from professional practice.

With its offer, Hogeschool Rotterdam wants to contribute to and provide for the training of professionals who can work with the above complex issues.

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# Table of contents

<b>Rotterdam University of Applied Sciences</b> .....	2
<b>Introduction</b> .....	7
<b>PART 1: Education and examinations</b> .....	8
<b>Chapter 1 General provisions</b> .....	9
Article 1.1 Scope of the Student Handbook .....	9
Article 1.2 Information services .....	9
Article 1.3 Dean of the institute .....	9
Article 1.4 Exam board .....	9
Article 1.5 Hardship clause and unforeseen circumstances .....	10
<b>Chapter 2 Piet Zwart Institute, part of Willem de Kooning Academy</b> .....	11
Article 2.1 Vision of the institute .....	11
Article 2.2 Study programmes (offer) .....	11
Article 2.3 Language of instruction .....	12
Article 2.4 Annual planning .....	12
<b>Chapter 3 Study</b> .....	13
Article 3.1 Credits and study load .....	13
Article 3.2 Study progress .....	13
Article 3.3 Intake and renewal .....	13
<b>Chapter 4 Assessments and examinations</b> .....	14
Article 4.1 General provisions .....	14
Article 4.2 Conditions for participation in assessments .....	14
Article 4.3 Public access to oral assessments .....	15
Article 4.4 Awarding credits .....	15
Article 4.5 Publication of the results .....	15
Article 4.6 Review .....	15
Article 4.7 Validity of study results .....	16
Article 4.8 Exemptions and recognition of acquired competencies (EVC) .....	16
Article 4.9 Final exam .....	16
Article 4.10 (Summa) cum laude .....	17
Article 4.11 Fraud and irregularities .....	18
Article 4.12 Invalidation of (partial) assessments .....	18
<b>Chapter 5 Other education-related information</b> .....	19

Article 5.1 Evaluation of education .....	19
<b>Chapter 6 Organisation of the education .....</b>	<b>20</b>
Article 6.1 Organisation .....	20
Article 6.2 Exam Board .....	20
Article 6.3 Administration office .....	20
Article 6.4 Advisory council .....	21
<b>Chapter 7 Master of Education in Arts .....</b>	<b>22</b>
Article 7.1 Profile .....	22
Article 7.2 Study programme-specific information .....	22
Article 7.3 Curriculum (education programme) .....	22
Article 7.4 Workplace requirement .....	23
Article 7.5 Internship .....	23
Article 7.6 Graduation .....	23
Article 7.7 Conversion .....	24
Article 7.8 Entry requirements .....	24
Article 7.9 Extra assessment opportunity .....	25
Article 7.10 Study costs .....	25
Article 7.11 Internationalisation .....	25
Article 7.12 External experts .....	25
<b>Chapter 8 Master of Arts in Fine Art and Design .....</b>	<b>26</b>
Article 8.1 Profile .....	26
Article 8.2 Study programme-specific information .....	26
Article 8.3 Curriculum (education programme) .....	27
Article 8.4 Workplace requirement .....	28
Article 8.5 Internship .....	28
Article 8.6 Graduation .....	28
Article 8.7 Conversion .....	30
Article 8.8 Entry requirements .....	30
Article 8.9 Extra assessment opportunity .....	30
Article 8.10 Study costs .....	31
Article 8.11 Internationalisation .....	31
Article 8.12 External experts .....	31
<b>Chapter 9 Master Interior Architecture .....</b>	<b>32</b>
Article 9.1 Profile .....	32
Article 9.2 Study programme-specific information .....	32
Article 9.3 Curriculum (education programme) .....	32
Article 9.4 Workplace requirement .....	33

Article 9.5 Internship .....	33
Article 9.6 Graduation .....	33
Article 9.7 Conversion .....	34
Article 9.8 Entry requirements .....	34
Article 9.9 Extra assessment opportunity .....	34
Article 9.10 Study costs .....	34
Article 9.11 Internationalisation .....	35
Article 9.12 External experts .....	35
<b>Chapter 10 Master Design .....</b>	<b>36</b>
Article 10.1 Profile .....	36
Article 10.2 Study programme-specific information .....	36
Article 10.3 Curriculum (education programme) .....	36
Article 10.4 Workplace requirement .....	37
Article 10.5 Internship .....	37
Article 10.6 Graduation .....	37
Article 10.7 Conversion .....	37
Article 10.8 Entry requirements .....	37
Article 10.9 Extra assessment opportunity .....	38
Article 10.10 Study costs .....	38
Article 10.11 Internationalisation .....	38
Article 10.12 External experts .....	38
<b>PART 2: Rights and obligations .....</b>	<b>39</b>
<b>Chapter 1 Behaviour and effects .....</b>	<b>40</b>
Article 1.1 Conduct and integrity .....	40
Article 1.2 House rules and disciplinary measures .....	40
<b>Chapter 2 Rights .....</b>	<b>41</b>
Article 2.1 Right to education .....	41
Article 2.2 Right to support and guidance .....	41
Article 2.3 Right to facilities .....	41
Article 2.4 Right to legal protection .....	41
Article 2.5 Right to privacy .....	42
Article 2.6 Intellectual property rights .....	42
Article 2.7 Right to participatory decision-making .....	42
<b>Chapter 3 Obligations .....</b>	<b>43</b>
Article 3.1 Obligations .....	43
<b>APPENDICES .....</b>	<b>44</b>

<b>Appendix 1 Glossary</b> .....	45
<b>Appendix 2 Code of Conduct and Integrity</b> .....	49
<b>Appendix 3 Conduct and Measures Regulations</b> .....	53
<b>Appendix 4 Rules and Guidelines of the Exam Board</b> .....	55
<b>Appendix 5 Assessments Regulations</b> .....	70
<b>Appendix 6 Implementing Regulations for the Financial Support of Students</b> .....	72
<b>Appendix 7 Reviews / results</b> .....	79
<b>Appendix 8 Grading table</b> .....	81
<b>Appendix 9 Curriculum M Education in Art 2022–2024</b> .....	82
<b>Appendix 10 Curriculum M Fine Art 2022–2024</b> .....	83
<b>Appendix 11 Curriculum M Experimental Publishing 2022–2024</b> .....	84
<b>Appendix 12 Curriculum M Lens–Based Media 2022–2024</b> .....	85
<b>Appendix 13 Curriculum M Interior Architecture 2022–2024</b> .....	86
<b>Appendix 14 Curriculum Master Design 2022–2024</b> .....	87

# Introduction

With 40,000 students and almost 4,000 employees, Rotterdam University of Applied Sciences is a world in itself. We are a community in which we have made agreements about how education is structured and how we treat each other. There are legal guidelines for this, as defined by law (Higher Education and Research Act), but also guidelines that we have drawn up together. Guidelines that offer support and security and provide clarity on what we can and cannot expect not only from the university of applied sciences, but also from the students.

The law states that the student must be given adequate and clear information about the study programme. It's not only important to have the correct information about the study programme, but also to be familiar with the rights and obligations that are part of studying at Rotterdam University of Applied Sciences. We assume that everyone is familiar with the contents of this handbook and acts accordingly.

Many (house) rules, rights and obligations are described in this Student Handbook. Although topics such as culture, safety, and integrity are not explicitly mentioned, the provisions in this student handbook reflect these standards that are highly valued by the university of applied sciences. In addition, it determines who is responsible for the implementation of these (house) rules, rights and obligations, such as the Exam Board that guarantees the exit level, the management that oversees the day-to-day operations of the organisation and the Executive Board that administers the entire organisation. Tasks are mandated to the deans of the departments and institutes.

Many matters are described but there will always be exceptions that require a customised approach for a student. It depends on the subject whether this will involve the Exam Board, the dean of the institute or the Executive Board. These are the competent authorities to address any issues.

This Student Handbook contains not only the Education and Examination Regulations (OER), but also the Student Statute. This Student Handbook consists of two parts:

1. Education and Examinations: this contains information tailored to the student at that specific institute and study programme. Information on the content of the study programme and the corresponding examinations.
2. All other rights and obligations of the student, such as rules concerning how we treat each other at Rotterdam University of Applied Sciences and what we may expect from each other.

The texts in the handbook that relate to (the entire) Rotterdam University of Applied Sciences were adopted by the Executive Board (CVB) on March 28, 2022 after obtaining advice/consent from the Central Representative Board (CMR). The texts in the handbook that relate to the study programme/institute, in addition to the institutional texts, have been determined by the dean of Piet Zwart Institute, part of Willem de Kooning Academie on 30th of June 2022 after receiving advice/consent from/by the Institute Representative Board (IMR) and the Programme Advisory Committee(s) (OC).

Rotterdam University of Applied Sciences

## **The Executive Board**

# **PART 1: Education and examinations**

# Chapter 1 General provisions

## Article 1.1 Scope of the Student Handbook

1. This Student Handbook applies to the master study programmes of Piet Zwart Institute, part of Willem de Kooning Academie in the study year 2022-2023. In the event of differences of interpretation between the English and Dutch texts, the Dutch text prevails.
2. If anything changes during the study year that affects the content of this handbook, the text in the handbook will be adjusted. This will also happen when the Executive Board makes decisions that affect the contents of this handbook.
3. In some parts of the handbook, we refer to a course guideline or course description. That course guideline or description is part of the Student Handbook. The study programme will ensure that the final version of the course guideline or description is available in a timely manner. In case of a conflict between the text of a course guideline or description and the Student Handbook, the text of the Student Handbook shall prevail.
4. The student or external student ('extraneus') is enrolled in a funded Master's programme. The course participant is enrolled in a post initial Master's programme. The legal position of a course participant differs in a number of aspects from that of a student or external student (in particular the post enrolment rights and different legal protection). The external student is allowed to take examinations/assessments but cannot attend courses or take classes.
5. To make it easier to read, the text was written in the masculine form. Wherever the text refers to 'he', this can also mean 'she' or 'they'.

## Article 1.2 Information services

1. Upon enrolment, the student will receive an individual e-mail address from Rotterdam University of Applied Sciences. The university of applied sciences communicates with the student via this e-mail address. We therefore assume that the student checks the university of applied sciences' e-mail regularly. The university of applied sciences may also send communications to the home address or to the student's private e-mail address; it will use the contact information from Studielink for this purpose.
2. A lot of information about the institute, the study programme or the university of applied sciences can be found on Hint, the university's intranet. We refer regularly to Hint in this handbook.

*Tip: make sure that any changes to your address, e-mail and telephone information are immediately and correctly updated in Studielink. This allows us to always reach you.*

## Article 1.3 Dean of the institute

1. The Executive Board has several authorities based on the law to carry out tasks within the institute. The institute's dean executes these on behalf of the Executive Board.

## Article 1.4 Exam board

1. The Exam Board is responsible for ensuring the quality of assessments and examinations. It does so in an objective and expert manner.
  2. The Exam Board assesses whether the graduate has achieved the required exit level and handles requests, for example, for exemptions or for an extra opportunity for a (partial) assessment. The student submits such requests via Osiris Case.
  3. Additional rules about the tasks and authority of the Exam Board and the execution of these tasks can be found in the Rules and Guidelines of the Exam Boards (appendix 4).
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## Article 1.5 Hardship clause and unforeseen circumstances

1. In cases where the application of this handbook would result in significant unfairness, the Exam Board will decide, except in cases that are covered by the responsibility of the Executive Board or the institute's dean.
2. In cases where this handbook does not provide, the Executive Board will decide, except in cases that are covered by the responsibility of the institute's dean.

*Tip: the hardship clause allows for an exception in a case where the application of the rule in the Student Handbook would result in an unreasonable consequence.*

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# Chapter 2 Piet Zwart Institute, part of Willem de Kooning Academy

## Article 2.1 Vision of the institute

The Piet Zwart Institute is part of the Willem de Kooning Academy (WdKA), an art school that can be found right at the heart of the design city of Rotterdam. The Academy's origin dates back to 1753, and now – with over 2,000 students – it is one of the largest art academies in the Netherlands, offering both Bachelor's and Master's programmes in Fine Art and Design. The Academy is part of the multi-sectoral Rotterdam University of Applied Sciences (RUAS), a dynamic knowledge institute for higher professional education with a variety of programmes across all educational sectors and closely connected to developments in the metropolitan region of Rotterdam. Although part of the RUAS, Willem de Kooning Academy is autonomous in realising its goals and positioning its national and international profile.

WdKA's Master's programmes are positioned within the Piet Zwart Institute (PZI), which currently hosts a little over 120 students. Named after the pioneering Dutch designer Piet Zwart, who worked experimentally across different media and contexts, the Institute offers a rich combination of in-depth specialisation and interdisciplinary exchange within an intimate learning environment. The programmes of the Piet Zwart Institute are located in Rotterdam's city centre, at Karel Doormanhof 45 and Wijnhaven 61. Students and staff come from around the globe and bring with them a variety of cultural influences and international connections. In addition to these international ties, the programme maintains strong local connections to the city of Rotterdam, its history and ever-changing urban environment.

The Piet Zwart Institute houses four full-time Master programmes, Interior Architecture: Research + Design (MIARD); Master of Arts in Fine Art and Design, which encompasses Fine Art (MFA) Lens-Based Media (LB) and Experimental Publishing (XPUB) and two part-time Master programmes, Education in Arts (MeiA) and Master Design. Through uniquely tailored curricula combining collective learning, individual tutorials, practice-based research and theoretical inquiry, the programmes educate professionals who have a critically reflective, innovative, questioning and imaginative approach to their work. Our graduates go on to not only establish themselves in their field, but also challenge and creatively define the parameters of their profession.

As an educational institute and cultural centre, the notion of 'making public' is core to the activities of PZI. Exhibitions, programming, conferences and publications on a national and international level are a means of sharing and expanding our research beyond the confines of academia. At the same time, the programme provides the very necessary speculative space for reflection and knowledge-building that is only made possible through an academic framework like the Piet Zwart Institute.

## Article 2.2 Study programmes (offer)

### 2.2.1 General

The Piet Zwart Institute houses the international Master programmes of the Willem de Kooning Academy at Rotterdam University of Applied Sciences (RUAS). Since 1999 it has been dedicated to promoting study and research in the fields of art, design and art education.

### 2.2.2 Programs

1. The Willem de Kooning Academy offers the following programs:
  - a. master program Master of Arts in Fine Art & Design (fulltime) degree: Master of Arts (MA) isatcode 49114 with the following specialisations;
    - i. Fine Art;
    - ii. Experimental Publishing;

- iii. Lens-Based Media.
- b. master program Education in Arts (part time) degree: Master of Education (MEd) isatcode 49117
- c. master program Interior Architecture (fulltime) degree: Master of Arts (MA) isatcode 44760
- d. master program Master Design (part time) degree: Master of Arts (MA) isatcode 49098
- e. bachelor program Fine Art and Design in Education (fulltime/parttime) degree: Bachelor of Education (BEd), isatcode 39100;
- f. bachelor program Fine Art (fulltime) degree: Bachelor of Arts (BA), isatcode 39110 with two majors:
  - i. Fine Art;
  - ii. Photography.
- g. bachelor program Design (fulltime) degree: Bachelor of Arts (BA), isatcode 39111 has the following 9 majors:
  - i. Advertising;
  - ii. Animation;
  - iii. Audiovisual Design;
  - iv. Graphic Design;
  - v. Illustration;
  - vi. Spatial Design;
  - vii. Transformation Design;
  - viii. Fashion;
  - ix. Product Design.
  - x. bachelor program Leisure & Events Management (fulltime) degree: Bachelor of Arts (BA) isatcode 35521;
- h. For more information about the specific regulations applying to the bachelor programmes, please consult the University Guide for the Willem de Kooning Academy's bachelor programs.

## Article 2.3 Language of instruction

1. The master programmes Master of Education in Arts, Master of Arts in-Fine Art and Design, Master Interior Architecture and Master Design are offered in the English language. Students of the Master Design, which functions as an international classroom, have the option of submitting their work in either Dutch or English, in consultation with their tutors.
2. For all master programmes, the following tests and scores are used to evaluate the English language skills of international students. The revised test scores are:
  - IELTS at level 6.0 (academic)
  - TOEFL paper-based test at level 550
  - TOEFL computer-based test at level 213
  - TOEFL internet-based test at level 80
3. Students (and prospective students) must ensure that their test results are submitted to the Rotterdam University's Student Service Centre (SSC) before September 1, 2021.

## Article 2.4 Annual planning

1. In principle, each study programme of Rotterdam University of Applied Sciences offers a curriculum of 1680 study hours per study year. The study year of Rotterdam University of Applied Sciences starts on 1 September and ends on 31 August.
2. Each master programme has a course handbook or electronic learning environment, available at the beginning of the academic year, which provides additional information about the programme curriculum and describes the course curriculum. Additional details regarding planning, course format and other matters of interest will be communicated to the students verbally, in writing, or by e-mail.
3. The complete academic calendar is made available to the students either in writing, by e-mail, or on the inter/intranet/PZI Wiki before the start of the academic year.

# Chapter 3 Study

## Article 3.1 Credits and study load

1. Each study programme offers a 'feasible curriculum'. The curriculum schedule provides an overview of the structure of the study programme per study year, the courses, the study load per course and the assessment form.
2. The study load is expressed in credits (EC). This is the number of clock hours that the student spends to complete a course or obtain a certificate, under normal circumstances. One credit (1 EC) represents 28 study hours, including independent learning.
3. The study load for an study year of a full-time/dual-track study programme is 60 credits.
4. A course is at least one credit. After passing the assessment, the student receives the number of credits equal to the study load of the course.
5. The course description contains at least the following:
  - a. learning outcomes
  - b. place and alignment (structure) within the curriculum;
  - c. examination;
  - d. assessment.

## Article 3.2 Study progress

1. Rotterdam University of Applied Sciences offers the student study career coaching during his study programme and monitors his study progress. This enables us to provide optimal support to the student during his studies, such as to guide the student in choices offered by the study programme and help him to successfully complete the study programme.
2. If there are matters (such as a [functional impairment, disability](#)) that may affect the study results, the student should contact the student counsellor as soon as possible. If necessary, the Exam Board will give the student the opportunity to take the (partial) assessments in a way that accommodates for the student's disability.

## Article 3.3 Intake and renewal

1. To be admitted to one of the master programmes a student has to fulfill all enrolment conditions mentioned in the [regulations enrolment handbook](#).
  2. Admission conditions can be found here [Application / Funding | Piet Zwart Institute \(pzwart.nl\)](#) and [Apply for a Master Programme - WdKA](#)
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# Chapter 4 Assessments and examinations

## Article 4.1 General provisions

1. The study programme concludes with an examination. A course is concluded with an assessment. If the student has successfully passed all assessments, the examination is passed.
2. Examiners administer (partial) assessments and examinations and assess (partial) assessments and examinations.
3. One assessment can consist of several partial assessments. No compensation is allowed between the results of partial assessments, unless stated otherwise in the course guideline.
4. In principle, a second assessment opportunity is offered for each assessment within a reasonable time frame. The exact arrangement is stated in the study programme chapter.
5. The curriculum schedule shows for each study year in which education period, and in which form the assessments are offered.
6. The time of the (partial) assessment is published no later than 10 working days before the assessment date.
7. Each (partial) assessment is assessed with a result as listed in **appendix Reviews / results (appendix 7)**.

*Tip: there are various assessment forms, such as oral, a (group) report, your graduation thesis, or a written assessment.*

*Tip: always check your registration in time and bring a valid ID to the assessment location.*

*Tip: if your studies are likely to be delayed, you can ask the Exam Board for an extra assessment opportunity in special cases. The Exam Board will then review your specific situation, including matters such as participation in previous assessments.*

*Tip: check the course description when you can resit an assessment. It should be within a reasonable timeframe.*

## Article 4.2 Conditions for participation in assessments

1. The students who want to participate in a (partial) assessment must comply with the assessment regulations.
2. The student who has successfully passed a (partial) assessment may not participate in the next (partial) assessment opportunity.
3. If the student is required to pass one or more assessments to be allowed to participate in another assessment (entry requirement), this will be described in the study programme chapter of this student handbook and the course guideline.
4. In the case of a course with compulsory attendance relating to practical exercises (indicated with the abbreviation 'CPE' in the curriculum schedule), it is a condition for the student's participation in assessments that he has complied with the compulsory attendance as described in the course manual.
5. At Piet Zwart Institute, part of Willem de Kooning Academie, the student does not have to register to participate in (partial) assessments.
6. The student is required to attend and participate in the education programme as defined by the schedule and the year agenda, and to meet all obligations and agreements, so that the student's work on location may be evaluated. Exceptions can be made in the case of individual study agendas (also known as "independent studies") agreed upon with the course director or supervisor and in the context of the course curriculum. In such cases, the student may work outside of the Institute. In the event that a student, due to illness or other exceptional circumstances, is unable to attend any components of the

education programme, or to come to a personal appointment with a supervisor or supervisors, the student must inform beforehand the master programme's head tutor or course assistant, no later than 10:00 AM, through the education programme's telephone or e-mail address. In case of serious and/or long-term illness, the student is advised to also inform the student counsellor. In a very few exceptional cases which are not (or insufficiently) specified in within the above mentioned regulations, all decisions are at the Examination Board's discretion.

For the duration of the studies, the student holds the copyrights on all works produced for academic purposes, but with an unconditional and permanent copyright license for public and internal use by the Willem de Kooning Academy.

7. Courses may be subject to specific admission requirements. Students who do not meet the requirements are not allowed to participate in the relevant component. Any admission requirements will be mentioned in the curriculum of the relevant programme/discipline. More information will be available within the study guide of the specific program

## Article 4.3 Public access to oral assessments

1. Oral (partial) assessments are not public.

### 2. Public access to oral exams

Oral exams are, generally speaking, not public. In exceptional circumstances the Examination Board may decide otherwise.

## Article 4.4 Awarding credits

1. The student will receive the credits associated with the course if he:
  - a. has passed the assessment with a satisfactory result in accordance with the pass mark as included in the course guideline, or;
  - b. is entitled to study credits for an assessment with unsatisfactory result on the basis of a compensation scheme (as stated in the study programme's chapter), or;
  - c. has been granted an exemption by the Exam Board.

## Article 4.5 Publication of the results

1. The student will receive the result via Osiris no later than 15 working days after taking the (partial) assessment, except if the Exam Board is investigating suspected fraud. If the next assessment opportunity is sooner, the student will receive the result at least five working days before that assessment opportunity.
2. The Exam Board can correct a mistake in Osiris. This is possible up to two months after publishing the result of the (partial) assessment. After that period, correction is no longer possible and the student is entitled to the result that is recorded in Osiris.

## Article 4.6 Review

1. The student has the right to review the (partial) assessment. The review takes place (digital or not) at a time that allows the student to sufficiently prepare for the next assessment opportunity.

### 4.6.1 The term in which assessment results are communicated

1. The examiners usually communicate the results of an assessment within fourteen (14) school workdays after the day the assessment took place. The results must be submitted within this period by the assessor via 'Osiris Docent', online study progress registration programme for examiners. Further administration will be progressed by administrative support team lifecycle.
  2. The results of an assessment must be communicated to the student no longer than three weeks after the assessment took place (not including breaks and other days off). The Examination Board can shorten this term if deemed necessary for resit purposes.
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#### 4.6.2 Procedure and period for being shown a written assessment

1. For a period of at least thirty (30) school workdays after being communicated the result of an evaluation, a student has the right to be shown the written assessment.

*Tip: you can contact the examiner concerned and indicate that you would like to review your assessment in order to gain insight into what the mistakes and difficulties were and to receive explanation and feedback. If you wish to resit, it is useful to ask for specific feedback about what you should focus on in preparation for the resit (via learning objectives, literature/chapters, readers, slides, etc.).*

## Article 4.7 Validity of study results

1. The study results are valid for at least five years and can only expire after that period if the knowledge, skill or insight regarding the educational unit has demonstrably become outdated.

## Article 4.8 Exemptions and recognition of acquired competencies (EVC)

1. If the student has relevant previously acquired knowledge, insight and skills that correspond with the learning objectives of a course from their exam programme, the Exam Board may exempt the student from taking the assessment. The student submits a request for exemption via Osiris Case. The Exam Board can grant an exemption on the following basis:
  - a. possession of a record, diploma, certificate, or other evidence (EVC-statement) of an equivalent level which proves that the student has fulfilled all the requirements of the course in question, either at the university of applied of sciences, or another educational institution.
  - b. results obtained elsewhere.
2. The student will not be granted exemption from a partial assessment.
3. For master programmes, the total number of exemptions to be granted amounts to a maximum of 25 percent of the study load.
4. More information on exemptions can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.9 Final exam

1. The examination is successfully passed when all assessments of the courses that are part of the study programme have been successfully passed. As proof of this, the Exam Board will award a certificate. More information can be found in the Rules and Guidelines of the Exam Boards.
2. The Exam Board may determine that a final research project is part of the examination.
3. The Exam Board does not award a certificate based on exemptions alone.
4. The Executive Board grants the following degree and distinction to the student who has successfully completed:

#### 4.9.1 Assessment of the graduation phase

1. The programme of the graduation phase, which is focused on the graduation project, is described for each education programme in the course handbook.
2. The Examination Board mandates the evaluation committee to determine whether the candidate meets the requirements for starting the graduation phase.
3. If a student's academic progress during the graduation phase indicates that the student will not be able to fulfil the evaluation criteria, the supervising teachers of the graduation committee must inform the student in writing at least 15 workdays before the final examination.
4. The assessment of the graduation phase final examination is preceded by a preliminary evaluation, which takes place at a time in accordance with the conditions described in paragraph 3. The Evaluation Committee evaluates the student's final examination project and

informs the student whether or not the project, in its current state, meets the final examination requirements. If the work does not meet these requirements, the Committee informs the student that he/she risks failing the final examination.

5. Receiving in writing a positive preliminary evaluation does not mean that the student has already fulfilled the evaluation criteria.
6. A negative advice does not mean that the student is excluded from completing the graduation project. Even after a negative advice, the student is given the opportunity to participate in the graduation project at his/her own risk, and to fulfil the evaluation criteria of the graduation phase. In certain cases, the student will be required to inform in writing the graduation committee of his/her decision.
7. The evaluation committee determines which graduation works may be included in public presentations.
8. After completing the graduation phase, each student receives a *judicium* describing: the assessment of the components of the graduation phase, the work process and the result of the graduation phase (the final examination). The assessment can either be:
  - a. fail = unsatisfactory mark;
  - b. pass = satisfactory mark;
  - c. cum laude = excellent.The *judicium* is signed by the chairperson of the Examination Board. The conditions for cum laude are set in article 4.9.

#### **4.9.2 (Final) examination resit**

1. A student who has participated in the graduation phase and received an unsatisfactory mark, is eligible for a resit.
2. Resits must be completed before the end of the academic year.
3. A candidate who has failed the graduation phase, may re-sit only the components which have been given an unsatisfactory mark, provided the components which have been given a satisfactory mark are suitable for a separate assessment.
4. For a student who re-sits the graduation phase, whether in part or in its entirety, the applicable regulations are the ones stipulated in the University Guide of the year in which the resit takes place.

#### **4.9.3 Organisation of (final) examinations**

1. The chairperson of the Examination Board determines the education programme's examination schedule and publishes it in a timely manner. The Examination Board approves the evaluation policy and is responsible for the quality of evaluations and (final) examinations.

## Article 4.10 (Summa) cum laude

1. The Exam Board establishes (*judicium*) whether the student has passed cum laude or summa cum laude. If the student fulfils all the conditions for one of these distinctions, it will be stated on the certificate.
2. To be eligible for (summa) cum laude, the student must meet the following conditions:
  - a. the weighted average of the results obtained by the student for all courses that are part of the curriculum are at least:
    - a. 8.00 for the cum laude distinction;
    - b. 9.00 for the summa cum laude distinction, and
  - b. the student has obtained at least the following assessment for all courses that are part of the curriculum:
    - a. 7.00 or the alphanumeric equivalent for the cum laude distinction;
    - b. 8.00 or the alphanumeric equivalent for the summa cum laude distinction, and
  - c. all components of the graduating programme have been assessed with:
    - a. at least an 8.50 for the cum laude distinction;
    - b. at least a 9.00 for the summa cum laude distinction, and
  - d. the student has completed the study in no more than the nominal study duration plus one year of study, and;
  - e. the Exam Board has never determined any fraud committed by the student.

## Article 4.11 Fraud and irregularities

1. The Exam Board determines if there has been a fraud or an irregularity.
2. Fraud is defined as conscious or unconscious acts, omissions, attempts or instigations to behave in a way that makes it completely or partly impossible to correctly and honestly assess someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a form of fraud.
3. An irregularity occurs when a (partial) assessment does not take place in accordance with the Regulations for examinations and no proper assessment can be made of the student's acquired knowledge, insight, and skills.
4. If the Exam Board determines that fraud or an irregularity has taken place, it may impose the following sanction(s):
  - a. warning;
  - b. void the result of the assessment in question;
  - c. enter the result of fraud for the assessment in question;
  - d. exclude the student from participation in upcoming assessments;
5. In case of serious fraud, the Exam Board can submit a request to the Executive Board to permanently de-register the student from the study programme.
6. All provisions on fraud and irregularities can be found in the Rules and Guidelines of the Exam Boards (appendix).

## Article 4.12 Invalidation of (partial) assessments

1. The Exam Board can declare a (partial) assessment invalid if, in the reasonable opinion of the Exam Board, it seriously impedes the formation of a correct assessment of the acquired knowledge, insight and skills in all or in a significant number of the students. This may be the case in the following situations:
    - a. a general technical interruption or failure;
    - b. suspicions of large-scale fraud;
    - c. unforeseen circumstances;
    - d. insufficient quality of the (partial) assessment.
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# Chapter 5 Other education-related information

## Article 5.1 Evaluation of education

1. The Dean of the institute shall evaluate the education and regularly assess the curriculum.
  2. The Dean will inform the Institute Representative Board and the Programme Advisory Committees on how and with what frequency the curriculum components are evaluated.
  3. The Dean will inform the Programme Advisory Committees of the results of the evaluation, the intended modifications as a result thereof and the effect of actual modifications.
  4. The quality control committees evaluate the Willem de Kooning Academy's education methods and facilities and all other aspects of the education programmes. The responses are discussed within the committees. The result of these discussions will be passed on to the Institute's management, where they are carefully examined. The management then takes any necessary steps and provides feedback to the students. Details regarding the implementation are specified in the student quality assurance protocol.
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# Chapter 6 Organisation of the education

## Article 6.1 Organisation

1. The University of Applied Sciences is governed by the Executive Board (CVB). The Supervisory Board (RVT) supervises the policies of the Executive Board and the entire operations of Rotterdam University of Applied Sciences as a whole. Rotterdam University of Applied Sciences is divided into institutes, each with their own management. Each study programme falls under an institute.
2. The institute's management is responsible for education, staff, resources, and facilities. The course director is responsible for the day-to-day operations of a study programme.

## Article 6.2 Exam Board

1. The Willem de Kooning Academy's Examination Board is responsible for monitoring the quality of assessments and (final) examinations within all of the Academy's education programmes. The tasks, jurisdiction and procedures of the Examination Board are specified in the Regulation for Examination Boards and Examinators, which is included as an appendix to this University Guide.
2. All education programmes are represented within the Examination Board by at least one member, with the exception of the master programmes which are collectively represented by one single member.
3. Organisation of (final) examinations The examinations schedule of the WdKA's education programmes is submitted to the Examination Board for approval. After approval, the examinations schedule is published and communicated to the management, the chairperson of the team of examiners, and the candidates. The moments during which specific components of the examination will take place are indicated in the academic year agenda at the beginning of the academic year.
4. The chairperson of the Examination Board is responsible for communicating the regulations and guidelines determined by the Examination Board, as well as any amendments to these regulations and guidelines. This information is published at [at.wdka.nl/eb-excie](http://at.wdka.nl/eb-excie).
5. Examination Board meetings The Examination Board's schedule of meetings is published at the beginning of the academic year at [mywdka.nl/support](http://mywdka.nl/support)

## Article 6.3 Administration office

### 6.3.1 Educational Support Offices

The support office within the Willem de Kooning Academy and Piet Zwart Institute are responsible for all administrative support of (prospective) students, teachers, educational management and managing directors of the Willem de Kooning Academy. Different teams of educational support, Service & Help, Admissions, Communication & Recruitment, Lifecycle and Planning & Organisation will give daily support. Amongst; the central WdKA information desk, committees, tours, open days, study progress registration, assessments, examination, electives, planning & reservations ,WdKA shop, Rental equipment, finance, human resource and quality assurance. More information about our support service is to be found via our intranet [mywdka.nl](http://mywdka.nl) my support.

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## Article 6.4 Advisory council

1. The university of applied sciences has the Central Representative Board (CMR) at a central level. At the institute level, there are also the Institute Representatives Board (IMR) and Programme Advisory Committees (OC).
  2. The Central Representative Board and Institute Representatives Boards are involved in strategic (policy) issues such as budgets, policy decisions and objectives, the programme advisory committees are involved in structuring the education of the study programmes.
  3. The three advisory councils have authorities that are defined in the regulations. All regulations are available on [Hint](#).
  4. This article is only applicable to funded master programmes.
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# Chapter 7 Master of Education in Arts

## Article 7.1 Profile

### 7.1.1 Master of Education in Arts

#### GENERAL CHARACTERISTICS AND FINAL QUALIFICATIONS OF THE EDUCATION PROGRAMME

The **Master of Education in Arts** is a higher professional education ('hoger beroepsonderwijs' or HBO) programme. This means that graduates of this education programme are able to function at an HBO level. The master programme Education in Arts involves a total of 60 credits. The programme takes place on a part-time basis, spread over two academic years (30 credits per year). The education programme complies to nationally approved competency-framework defined in the education programme profile for HBO Education in Arts master programmes ('Opleidingsprofiel HBO Master Kunsteducatie').

The five final competencies to be acquired are: artistic ability, researching ability, pedagogic and didactic ability, cultural entrepreneurship ability and ability to reflect critically (see below). The education programme gives shape to these competencies as an integral aspect of the curriculum. The course curriculum and its academic goals (x) can be found in the Student Handbook and Course Profile. The Master of Education in Arts is offered in English.

### 7.1.2 Competences

The final competences to be acquired within this master programme are:

- 1. Artistic ability**  
Based on a personal and idiosyncratic vision, the student designs interdisciplinary artistic processes and situates these within contemporary art education contexts.
- 2. Researching ability**  
Based on a well-grounded methodology, the student designs and conducts practice-oriented research, and is able to report, to critically evaluate and to communicate the results of this research.
- 3. Pedagogic and didactic ability**  
Based on a personal vision of both art and education, the student initiates, designs, guides and evaluates processes and products in the field of art education, and implements these processes and products within a contemporary context.
- 4. Cultural entrepreneurship ability**  
The student bases his/her professional practice on an entrepreneurial attitude, while demonstrating leadership grounded in social and ethical engagement.
- 5. Ability to reflect critically**  
The **student** demonstrates an autodidactic and critically reflective attitude, grounded in an awareness of artistic and pedagogic visions as well as complex social and ethical issues.

## Article 7.2 Study programme-specific information

The M of Education in Arts has no specific programme information.

## Article 7.3 Curriculum (education programme)

### 7.3.1 Main phase programme: curriculum outline

The following table describes the curriculum for students of the Master Education in Arts programme.

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### 7.3.2 Description of each course

The content of each course is described in the course book (module guide).

### 7.3.3 Grading and Assessment

Students enrolled in the Master of Education in Arts at the Piet Zwart Institute are graded with the following descriptors:

U	Pass with Distinction
ZG	Pass with Merit
G	Very Good Pass
RV	Good Pass
V	Pass
T	Near Pass
O	Fail

On official transcripts from the Hogeschool Rotterdam, the grades will appear as:

U = Distinction

ZG = Merit

G = Very Good Pass

RV = Good Pass

T = Near Pass

V = Pass

O = Fail

### 7.3.4 Assessment protocols

The assessment protocols and specific criteria for each grade are described in the MEIA course handbook. In addition to their grade, students receive written feedback on the results for each assessed element of the program.

The curriculum of the M Education in Arts programme is included in the attachment

## Article 7.4 Workplace requirement

There are no requirements regarding work activities during the master programme Education in Arts.

## Article 7.5 Internship

There is no obligatory internship in the master programme, but students without a professional educational working practice are obliged to find a suitable, professional context for their graduation project.

## Article 7.6 Graduation

### 7.6.1 Graduation Project

The graduation process takes place during the entire second academic year, particularly trimesters 5

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and 6, and consists of:

- Graduation Project Seminar
- Graduation Thematic colloquium
- Graduation Project

In order to begin this graduation process, the student must have obtained all credits from the first academic year. All students complete the (x) programme with a practice-oriented graduation research and a relevant education project, drawing from all acquired abilities and interrelated components of the education programme. The goal of the Graduation Project is the research of a specific subject in relation to the professional practice, and within a relevant theoretical framework. This can stem from the student's own academic needs, but can also address a question of broader interest within the professional field.

### **7.6.2 Academic goals of the graduation assignment and final examination**

1. Formulating a research question or thematic based on the student's academic and practical needs in the context of the student's own professional practice, or a question addressing important developments within the field;
2. Developing the necessary comprehensive understanding of the chosen research thematic and project;
3. Clarifying chosen research methods and strategies;
4. Using the results of the research to develop, execute and evaluate a practical graduation project;
5. Formulating a personal opinion/vision on the results of the research.

### **7.6.3 Evaluation**

The graduation project is evaluated by the graduation committee according to the education programme's competences at the master level (x) responding to a more detailed Master of Education in Arts-Grading Chart:

1. Artistic ability
2. Researching ability
3. Pedagogic and didactic ability
4. Cultural entrepreneurship ability
5. Ability to reflect critically

### **7.6.4 Quantitative requirements**

Study workload: Graduate Project and Thesis 20 credits

## **Article 7.7 Conversion**

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made no changes to the curriculum, there is no conversion table.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your study career coach.*

## **Article 7.8 Entry requirements**

Entry requirement graduation process; the student must have obtained all credits from the first academic year.

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## Article 7.9 Extra assessment opportunity

not applicable

## Article 7.10 Study costs

### **Costs of educational supplies and resources**

Before the start of the academic year, students will be given a detailed estimation of the costs of educational supplies and resources.

## Article 7.11 Internationalisation

### **7.11.1 International aspects**

1. To acquire credits for activities abroad, the student must make individual agreements with either the head tutor or the course director of the relevant education programme. The Institute Management determines the conditions under which this is possible.
2. For an exchange abroad, the student must be assigned an achievable study programme, in order for the assessments of the courses completed abroad and the related credits to be determined valid. The credits are acquired based on the achievable study programme. In the case of a student exchange to a European institute, the credits to be acquired are awarded after a satisfactory evaluation of the components of the achievable study programme.

## Article 7.12 External experts

### **7.12.1 External examiner**

1. The Examination board appoints the examiner based on the nomination of the course director . An external examiner can only be appointed with the approval of the Examination board. In order to obtain the approval of the Examination board, the course director provides the Examination board with the name and relevant (professional) background information on the external examiner.
  2. An external examiner helps ensure a correct procedure for the education programme's (final) examination, and also has an observing and advising role. As part of this observing and advising role, the independent expert evaluates whether the graduation work meets professional standards and is comparable to other masters in the field.
  3. The external examiner inspects the examination candidate's work, and obtains information about the realisation of the assignments completed by the candidate.
  4. The external examiner participates in the final examination meeting.
  5. Afterwards, the external examiner reports his/her findings to the Examination committee
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# Chapter 8 Master of Arts in Fine Art and Design

## Article 8.1 Profile

### 8.1.1 GENERAL CHARACTERISTICS AND FINAL QUALIFICATIONS OF THE EDUCATION PROGRAMME

The master programme Master of Arts in Fine Art and Design is a higher professional education ('hoger beroepsonderwijs' or hbo) programme. This means that graduates of this education programme are able to function at an hbo level. The master programme Master of Arts in Fine Art and Design involves a total of 120 credits and is a full-time, two-year programme. The Fine Art and Design curriculum further expands upon the knowledge and skills acquired at the bachelor level.

The master programme Master of Arts in Fine Art and Design consists of three specialisations:

- Fine Art
- Experimental Publishing
- Lens-Based Media.

This chapter describes the graduating competencies and structure of the curriculum for these specialisations.

## Article 8.2 Study programme-specific information

### 8.2.1 FINE ART

Graduates of this specialisation have acquired the following final qualifications ('competencies' or abilities) at a master level:

1. Creative Independence: They have developed an imaginative approach to research and practice and create distinctive artworks or art projects that acknowledge an awareness of critical concerns in contemporary art.
2. Capacity to conduct self-directed research: They can identify relevant subject matter, questions, and methods to formulate areas of research and inquiry in art and writing practice.
3. Capacity for innovation: They have developed flexible work practices that can be employed in a wide variety of (autonomous and cooperative) production contexts and have acquired the technical and conceptual skills for dealing with new forms and unforeseen challenges.
4. Organisational skills: They have the capacity to self-organise and cooperatively plan, manage and execute complex and creative projects of a meaningful scale at a professional level.
5. Motivations for practice: They can demonstrate they understand the underlying formal, material, and conceptual concerns that motivate their research and practice.
6. Critical reflection and awareness of context: They can critically reflect on issues relevant to their practice and make informed decisions about positioning their work, their methods of production, and distribution within a broader contemporary context.
7. Communication skills: They can communicate their intentions, context, process, and perceived results with clear written and oral descriptions.

### 8.2.2 EXPERIMENTAL PUBLISHING

Graduates of this specialisation have acquired the following abilities at a master level, allowing them to work independently and in teams as professionals at a master level:

1. Creative ability: they have developed the independent learning ability required to create innovative, challenging, significant and coherent projects that are based on clearly articulated approaches and intention.
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2. Capacity to conduct self-directed research: They can identify relevant subject matter and questions, and formulate distinct areas of research.
3. Research methodologies: they can harness skills of research, analysis and synthesis for the development of creative projects.
4. Technical fluency: They can demonstrate an analytical grasp of the underlying technical and conceptual principles of practices relevant to their field and work.
5. Organisational skills : They have the capacity to design, manage and execute effectively, on their own and in collaboration with others, complex and creative projects which bring together original combinations of media forms.
6. Capacity for Innovation: they have developed flexible work practices that can be employed in a wide variety of production contexts and have the technical and conceptual skills for dealing with new forms and unforeseen challenges.
7. Critical reflection and awareness of context: they can critically reflect on relevant issues related to a larger social context and make informed decisions about the positioning of their work and methods of production. This critical reflection should be expressed through both practice and verbal analysis of intention: reflections on process and creative output.
8. Communicative skills : they can communicate their intention, context, process and perceived results with clear written and oral descriptions to both experts and general audiences.

### **8.2.3 LENS-BASED MEDIA**

Graduates of this specialisation have acquired the following abilities at a master level, allowing them to work independently and in teams as professionals at a master level:

1. Creative ability: they have developed the independent learning ability required to create innovative, challenging, significant and coherent projects that are based on clearly articulated approaches and intention.
2. Capacity to conduct self-directed research: They can identify relevant subject matter and questions, and formulate distinct areas of research.
3. Research methodologies: they can harness skills of research, analysis and synthesis for the development of creative projects.
4. Technical fluency: They can demonstrate an analytical grasp of the underlying technical and conceptual principles of practices relevant to their field and work.
5. Organisational skills : They have the capacity to design, manage and execute effectively, on their own and in collaboration with others, complex and creative projects which bring together original combinations of media forms.
6. Capacity for Innovation: they have developed flexible work practices that can be employed in a wide variety of production contexts and have the technical and conceptual skills for dealing with new forms and unforeseen challenges.
7. Critical reflection and awareness of context: they can critically reflect on relevant issues related to a larger social context and make informed decisions about the positioning of their work and methods of production. This critical reflection should be expressed through both practice and verbal analysis of intention: reflections on process and creative output.
8. Communicative skills : they can communicate their intention, context, process and perceived results with clear written and oral descriptions to both experts and general audiences.

## **Article 8.3 Curriculum (education programme)**

### **8.3.1 Description of each course**

The content of each course is specified in Osiris, and is described in the course handbook which each student receives at the beginning of the academic year, and which is also available through the intranet.

### **8.3.2 Grading and assessment**

Students enrolled in the Master of Arts in Fine Art at the Piet Zwart Institute are graded with the following descriptors:

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U	Pass with Distinction
ZG	Pass with Merit
G	Very Good Pass
RV	Good Pass
V	Pass
T	Near Pass
O	Fail

On official transcripts from the Hogeschool Rotterdam, the grades will appear as:

U = Distinction

ZG = Merit

G = Very Good Pass

RV = Good Pass

T = Near Pass

V = Pass

O = Fail

The assessment protocols and specific criteria for each grade are described in the course handbook. In addition to their grade, students receive written feedback on the results for each assessed element of the program.

### **8.3.3 Compensation**

Compensation is not possible within the master programme's main phase.

The curricula of the programmes M of Arts in Fine art and Design are included in the attachments

## **Article 8.4 Workplace requirement**

There are no requirements regarding work activities during the master programme.

## **Article 8.5 Internship**

There is no obligatory internship in the master programme.

## **Article 8.6 Graduation**

### **8.6.1 FINE ART Graduate Research Project**

In order to begin this graduation process, the student must have obtained all credits from the first academic year. The graduation process takes place during the entire second academic year and consists of:

- Graduate Proposal Phase
- Graduate Research and Project (final examination project)
- Writing Component

All students complete the education programme by conducting a graduate research project that includes practical work for exhibition and a writing component, drawing from all acquired abilities and

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interrelated components of the education programme. For the graduate research project, the student must be able to independently conduct research, and to demonstrate insight in the relation between theory, context and the student's own work. The writing component is a companion piece to the final examination project, articulating artistic issues which are explored through the artistic practice as well as artistic, theoretical and contextual frames of reference.

#### 1. **Research question**

This research is conducted in the context of a practice-oriented education programme leading to artistic work as an end result. This must be reflected in the research. Ideally, the research should be relevant to the student's own artistic practice, but it is also possible for the student to conduct a more broadly relevant research. The research is likely to be related to current developments in the arts, and to modern and contemporary art and culture in the broader sense.

#### 2. **Academic goals of the Graduate Research Project**

The Graduate Research Project integrates the academic goals of the master programme as a whole. The academic goals are reflected in the evaluation criteria and in the final qualifications. In the graduation project and the thesis, students are evaluated on their ability to:

- Demonstrate an understanding of research protocols and good research practices.
- Have undertaken research into complex topics relevant to art practice.
- Realize their ideas and intentions in a coherent, imaginative and distinctive body of work.
- Present that work according to clearly articulated conceptual, aesthetic and critical positions.
- Critically reflect upon and evaluate practice against self-determined criteria.
- Contextualize practice and writing within a broader frame of cultural production.
- Communicate fluently in visual/spatial/material and textual modes.

### **8.6.2 Evaluation**

The Graduate Research Project is evaluated by the assessment panel according to the MFA programme's final qualifications. An external examiner insures the correct implementation of the final assessment and consults all assessable work (material practice and writing component).

### **8.6.3 Quantitative requirements**

- Graduate Research Proposal Phase: 16 credits
- Graduate Research Project Phase: 18 credits
- Graduate Research Completion Phase: 16 credits
- Graduate Research and Practice Writing Component: 4 credits

### **8.6.4 EXPERIMENTAL PUBLISHING AND LENS-BASED MEDIA Graduate Research Project and Thesis**

In order to begin this graduation process, the student must have obtained all credits from the first academic year. The graduation process takes place during the entire second academic year and consists of:

- Self-directed Research
- Graduate Research Seminar

These components lead to a graduation thesis and final examination project. All students complete the education programme by writing a thesis, drawing from all acquired abilities and interrelated components of the education programme. The ability to connect theory with practice is essential for the graduation thesis, as is the ability to analyse how artistic choices are influenced by a critical understanding of media issues and theoretical issues. The graduation thesis is thus a companion piece to the final examination project, articulating artistic issues which are explored through the artistic practice as well as artistic and theoretical frames of reference.

#### 1. **Research question**

This research is conducted in the context of a practice-oriented education programme. This must be reflected in the research. Ideally, the research should be relevant to the student's own media design practice, but it is also possible for the student to conduct a more broadly relevant research. The research should be related to current developments in the field and professional sector relevant to their practice.

## 2. **Academic goals of the thesis and the final examination project**

The graduation project and thesis integrate the academic goals of the master programme as a whole. The academic goals are reflected in the evaluation criteria and in the final qualifications. In the graduation project and the thesis, students are evaluated on their ability to:

- identify complex and coherent issues and ideas which are suitable for further development and research at a master level;
- study independently and self-critically, take initiative, and respond positively to unexpected situations;
- make good use of effective research and analysis methods, and apply these methods in researching complex challenges;
- realise ideas and intentions through an integrated application of knowledge, resulting in coherent, challenging, innovative and distinctive work;
- effectively apply appropriate processes, technologies and media, thus demonstrating a distinctive working practice and contributing innovatively to solving problems and challenges while making constructive use of experimentation;
- formulate a conceptual, aesthetic and critical framework in relation to one's own work, and express this both verbally and in writing;
- reflect critically on one's own work and that of others, and evaluate work based on clearly defined and self-formulated criteria;
- communicate convincingly through visual and material means as well as in writing.

### **8.6.5 Evaluation**

The thesis and graduation work are evaluated by the graduation committee according to the education programme's final qualifications at the master level (final level). An external examiner insures the correct implementation of the final assessment and consults all assessable work (material practice and writing component).

### **8.6.6 Quantitative requirements**

- Study workload, Self-directed Research: 48 credits
- Study workload, Graduate Research Seminar: 12 credits

## Article 8.7 Conversion

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made no changes to the curriculum, there is no conversion table.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your study career coach.*

## Article 8.8 Entry requirements

Entry requirement graduation process; the student must have obtained all credits from the first academic year.

## Article 8.9 Extra assessment opportunity

n/a (not applicable)

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## Article 8.10 Study costs

1. Before the start of the academic year, students will be given a detailed estimation of the costs of educational supplies and resources.

## Article 8.11 Internationalisation

1. To acquire credits for activities abroad, the student must make individual agreements with the course director of the relevant education programme. The Institute Management determines the conditions under which this is possible.
2. For an exchange abroad, the student must be assigned an achievable study programme, in order for the assessments of the courses completed abroad and the related credits to be determined valid. The credits are acquired based on the achievable study programme.

## Article 8.12 External experts

1. The course director or course leader of each specialization nominates an external examiner. The external examiner can only be appointed with the approval of the Examination board. In order to obtain the approval of the Examination board, the course director provides the Examination board with the name and relevant (professional) background information on the external examiner.
  2. The external examiner helps ensure a correct procedure for the education programme's (final) examination, and has an observing and advising role.
  3. The external examiner observes the examination procedures, but does not assess the level of (individual) students.
  4. Afterwards, the external examiner reports his/her findings to the chairperson of the Exam committee.
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# Chapter 9 Master Interior Architecture

## Article 9.1 Profile

### 9.1.1 GENERAL CHARACTERISTICS AND FINAL QUALIFICATIONS OF THE EDUCATION PROGRAMME

The Master Interior Architecture programme is an HBO Hoger beroepsonderwijs, higher professional education, it is nationally accredited by the NVAO (Nederlands-Vlaams Accreditatie Organisatie) as a two-year 120 ECTS programme. The profile is design-led research and multidisciplinary practice within the complex and developing field of Interior Architecture. The programme achieves the final competencies (exit qualifications) for students to earn a **Master of Arts (MA)** degree.

The final competencies, sometimes referred to as exit qualifications in an international context, are the skills that enable students to enter the professional field and work on their own or in interdisciplinary collaborative teams. The following MIARD final qualifications are established in accordance with the national and international guidelines: the national Dutch WAT legislation and the EU Dublin Descriptors Second Cycle five-point qualifications for a Master's degree. Graduates of this programme have acquired the following final qualifications at a master level:

1. Creative ability: They understand complex issues affecting their field of practice and look beyond disciplinary norms with a critical, imaginative and flexible approach to their work. They seek to impact the field of interior architecture and spatial practice.
2. Capacity to conduct self-directed research: They can identify relevant subject matter, questions, and methods to formulate a position and distinct areas of research, design and writing.
3. Critical reflection and awareness of context: They can critically reflect and analyze issues relevant to their field of practice across a broader social-cultural, historical and theoretical context. They are able to make informed decisions about the circulation of their work among these contexts.
4. Communicative skills: They can clearly communicate their intent, context, process and research through different formats and media to professional and general audiences.
5. Capacity for media and technology: They approach media analytically and employ novel technologies. They use tools inventively to effect their practice, the profession and society.
6. Making and material ability: They are able to creatively execute fabrication processes, techniques and material research across a specificity of scales and contexts.
7. Organizational skills: They demonstrate a comprehensive ability to self-organize, plan, manage and execute complex and creative projects effectively on their own and in collaboration with others at a professional level.

## Article 9.2 Study programme-specific information

not applicable

## Article 9.3 Curriculum (education programme)

### 9.3.1 Description of each course

The content of each course is specified in Osiris and is described in the course handbook which each student receives at the beginning of the academic year, and which is also available through the intranet.

### 9.3.2 Grading and assessment

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The Piet Zwart Institute, Master Interior Architecture programme adheres to the official Hogeschool Rotterdam 10–point grading system.

The curriculum of the M Interior Architecture programme is included in the attachment

## Article 9.4 Workplace requirement

There are no requirements regarding work activities during the master programme.

## Article 9.5 Internship

TEACHING ASSISTANT PROGRAMME (non mandatory)

1. Description: The Teaching Assistant Programme offers interested 2nd year students the opportunity to assist undergraduate faculty of the Spatial Design course at the Willem de Kooning Academy Rotterdam University.
2. Qualifications: Students in their 2nd year of study at the Piet Zwart Institute with an interest in teaching, and who demonstrate advanced design, research, communication, and analytical skills. The position may require an interview with the MIARD Course Director and the participating faculty member.
3. Responsibility: The Teaching Assistant assists faculty with their class instruction and the general duties for the course. Tasks include, serving as a design studio critic, responding to student questions during lectures, desk critiques, pin-ups and reviews; helping with analytical, design, drawing and digital skills. Additional duties will be determined by the participating undergraduate faculty member and the student(s).
4. Time Commitment: To be determined based on the scheduled course(s). Approximately 4 hours per week and programme typically starts in February. The Teaching Assistant Programme is non-salaried and designed as an educational component of the course.

## Article 9.6 Graduation

### 9.6.1 The Graduation Design Project and Thesis

The Graduation Project is a yearlong self-directed design-research investigation; it is executed in the second year of the programme and is shaped by two reciprocal efforts: Design Project and Thesis. The graduation project is planned as a bridge to professional practice after the Master studies.

These projects are the accumulation of unique design ideas and strategies based on a student's interest, synthesizing research, innovation and professional expertise. The process commands maturity in content and creative vision, building opinions and a critical approach. Students are encouraged to circulate projects beyond the Piet Zwart Institute academic environment towards an international professional context with the intent to further build upon the research and creative practice. Prerequisite: all course work from Terms 1, 2, & 3 must be complete and with a passing grade prior to entering the Graduation Project in Term 4.

- Graduation Project Preparation
- Graduation Design Project
- Graduation Thesis

### 9.6.2 Research question

This research is conducted in the context of a practice-oriented education programme. This must be reflected in the research. Ideally, the research should be relevant to the student's own design and spatial practice, but it is also possible for the student to conduct a more broadly relevant research. The research should be related to current developments in the field and professional sector relevant to their practice.

### 9.6.3 Academic goals of the thesis and the final examination project

The Graduate Research Project integrates the academic goals of the master programme as a whole.

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The academic goals are reflected in the evaluation criteria and in the final qualifications. In the graduation design project and the thesis, students are evaluated on:

- Critical Position: contextualization and contribution to the field of Interior Architecture (Interiors) and/or spatial practices
- Subject: topic of your research
- Making: design process and techniques
- Materiality: material research and physical experimentation
- Framework: theory and history
- Technical: technology, tools, fabrication, detailing
- Communication: media, visualizations, presentations, drawings
- Making Public: projects that can be taken beyond the PZI academic arena, e.g. published and presented at international design platforms, events, conferences, and/or be submitted for external funding and/or serve as a basis for a PHD, external sponsorships and interests.

#### 9.6.4 Evaluation

The Graduation Project: Thesis and Design Project are evaluated by the graduation committee in accordance with MIARD programme's final qualifications. An external examiner insures the correct implementation of the final assessment and consults all assessable work (design and writing component).

#### 9.6.5 Quantitative requirements

- Study workload, Graduation Project Preparation : 5 ECTS
- Study workload, Graduation Design Project : 25 ECTS
- Study workload, Graduation Thesis: 15 ECTS

## Article 9.7 Conversion

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made no changes to the curriculum, there is no conversion table.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your study career coach.*

## Article 9.8 Entry requirements

Entry requirement graduation process; the student must have obtained all credits from the first academic year.

## Article 9.9 Extra assessment opportunity

not applicable

## Article 9.10 Study costs

1. Before the start of the academic year, students will be given a detailed estimation of the costs of educational supplies and resources.
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## Article 9.11 Internationalisation

1. To acquire credits for activities abroad, the student must make individual agreements with either the head tutor or the course director of the relevant education programme. The Institute Management determines the conditions under which this is possible.
2. For an exchange abroad, the student must be assigned an achievable study programme, in order for the assessments of the courses completed abroad and the related credits to be determined valid. The credits are acquired based on the achievable study programme. In the case of a student exchange to a European institute, the credits to be acquired are awarded after a satisfactory evaluation of the components of the achievable study programme.

## Article 9.12 External experts

1. The course director or course leader of each specialization nominates an external examiner. The external examiner can only be appointed with the approval of the Examination board. In order to obtain the approval of the Examination board, the course director provides the Examination board with the name and relevant (professional) background information on the external examiner.
  2. The external examiner helps ensure a correct procedure for the education programme's (final) examination, and has an observing and advising role.
  3. The external examiner observes the examination procedures, but does not assess the level of (individual) students.
  4. Afterwards, the external examiner reports his/her findings to the chairperson of the Exam committee.
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# Chapter 10 Master Design

## Article 10.1 Profile

### 10.1.1 GENERAL CHARACTERISTICS AND FINAL QUALIFICATIONS OF THE EDUCATION PROGRAMME

Within the Master Design students learn how to work on a self-formulated design goal and answer corresponding design questions through design research. They do this by combining design, in-depth and positioning research methods in an iterative way, working together with participants (users, peers, producers, experts and stakeholders). They use storytelling when reflecting on or sharing and communicating about the outcomes and choices in their process and design. Research and storytelling are driven by design. In addition, new practices (in both social and design contexts) are important.

Within the programme, education and assessments are linked to three learning lines: Design Research, Storytelling and New Practices.

The Master Design is a professional course (hbo, higher professional education). The course comprises 60 ECs in a two-year part-time programme.

The programme is in line with the competencies that were agreed nationally in 2014/16 for the professional profile for the visual arts (laid down in the documents *Professional profile and Education profiles Visual Arts and Design* and *Master Profile for Fine Art and Design*). The master's level is aligned with the document *Beoordelen is mensenwerk* of the Vereniging Hogescholen (2014, with a follow-up in 2017).

In conjunction with the developments within the design research domain and the above-mentioned competency set and level determination, the following seven final expert levels (MD Competencies) have been formulated for the programme:

1. **Creative Ability;** Based on design research, the designer realizes designs that are authentic, meaningful and valuable within social and design contexts.
2. **Researching Ability;** The designer researches and answers a self-formulated design goal and corresponding questions by strategically conducting design research using a designerly and in-depth approach.
3. **Innovative Ability;** The designer develops and deepens his/her work and work process, leading to innovations within their own practice and within social and design contexts.
4. **Organisational Ability;** The designer organizes and realizes his/her own design research and design.
5. **Communicative Ability;** The designer shares his/her design research, choices and design, through clear and well-argued storytelling, with experts, peers and other participants.
6. **Context Awareness;** The designer positions his/her design research (work and work process) within social and design contexts and based upon a convincing vision.
7. **Collaborative Ability;** The designer generates conditions for collaborations with relevant participants.

## Article 10.2 Study programme-specific information

not applicable

## Article 10.3 Curriculum (education programme)

1. The content of the course is described in Osiris Student and in the electronic learning environment of the Master Design.

The curriculum of the programme M Design is included in the attachment

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## Article 10.4 Workplace requirement

No requirements are set for the student's professional activities during the master programme.

## Article 10.5 Internship

A compulsory internship is not part of the master programme.

## Article 10.6 Graduation

### 10.6.1 Graduation and final assessment

1. To start the graduation phase, the student must have obtained all credits from semesters 1-3.
2. The graduation phase takes place during the second semester of the second academic year and consists of three assessments:
  - Design Research – Design
  - Storytelling – Publication
  - New Practices – New Practices 4

### 10.6.2 Graduation phase

1. Students in the graduation phase show how they apply the MD Competencies and the underlying professional actions at master level. It means that they work independently and critically, are strategic in the use of design research methods and imitable in their storytelling. They also show how this influences their professional practice through the vision they convey in their network and the position they occupy in relevant social and design contexts.
2. In the first place they do this by means of their designs: the scenarios that they developed to perform their design research, the conversation pieces, probes and prototypes they used and the design that is the result of their design research. The storytelling of their research takes various forms, fitting the context of their design research. In visual essays, they use text, image, media and (graphic) design to legibly tell the story of their design research. Their publication, part of the exam, is aimed at experts and peers.
3. The learning lines Design Research, Storytelling and New Practices are assessed at master level on the basis of the criteria of the exam as shown in the learning outcomes: the practical assignment, the competencies and their underlying professional performance and the expert level (also derived from the national competencies).

## Article 10.7 Conversion

1. If a course is cancelled, the assessment will be offered two more times in the following academic year. After that, the student must attend the converted course or complete a substitute assignment.
2. The study programme is obliged to include a proper conversion table if the curriculum is changed. The study programme has made no changes to the curriculum, there is no conversion table.

*Tip: if you have not yet completed a course that is no longer offered, check whether it appears in the conversion table and, if necessary, contact your study career coach.*

## Article 10.8 Entry requirements

1. An application exam determines participation in the Master Design programme.
  2. Entry requirement graduation process; the student must have obtained all credits from semesters 1-3.
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## Article 10.9 Extra assessment opportunity

not applicable

## Article 10.10 Study costs

1. Prior to the start of the academic year, students receive an estimate of the costs of learning materials on request; note though that costs also depend on the study path of an individual student.

## Article 10.11 Internationalisation

1. To acquire credits for activities abroad, the student must make individual agreements with the course director of the Master Design. The team of tutors determines the conditions under which this is possible.

## Article 10.12 External experts

1. When assessing or evaluating the examination programme, the course director or chairperson of the assessment committee nominates an external examiner for approval at the Examination Board, to be appointed for the final exams within the study programme. The course director or chairperson of the assessment committee provides the Examination Board with the name and relevant, professional background information from the external examiner. The external examiner evaluates whether the quality of the exam work meets the professional standard and the agreed level.
  2. An external examiner helps to ensure the correct procedural progress of the exam and has an observing and advisory role.
  3. The external examiner takes cognizance of the work of the examination candidate and acquires information about the candidate's realization of the assignments.
  4. The external examiner participates in the session of the assessment committee.
  5. The external examiner shares his / her findings with the assessment committee.
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# **PART 2: Rights and obligations**

# Chapter 1 Behaviour and effects

## Article 1.1 Conduct and integrity

1. Within Rotterdam University of Applied Sciences we treat each other with respect and we reject all forms of unacceptable behaviour. Unacceptable behaviour includes discrimination, bullying or (sexual) harassment, aggression and violence.

*Tip: if you have encountered unacceptable behaviour at the university of applied sciences, such as bullying, (sexual) harassment, discrimination or aggression, you can contact a confidential counsellor. More information is available at [Hint](#).*

## Article 1.2 House rules and disciplinary measures

1. Anyone who is (online) in the buildings or on the grounds of the university of applied sciences or who uses its facilities must comply with these rules and the instructions given in this context.
  2. The Executive Board may impose disciplinary measures on a person (including a student) if that person acts contrary to the proper course of business in and around the university of applied sciences. If serious misconduct does not cease even after a warning, the university of applied sciences can permanently deny access to the buildings and grounds or permanently terminate registration.
  3. More information on these rules and measures (for "good conduct") can be found in the [Conduct and Measures Regulations](#).
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# Chapter 2 Rights

## Article 2.1 Right to education

1. Rotterdam University of Applied Sciences offers the student education and guidance by qualified lecturers to develop knowledge and skills.
2. The study programme is structured in such a way that the 'average' student can reasonably graduate within the duration of the curriculum (nominal study duration).

## Article 2.2 Right to support and guidance

1. Rotterdam University of Applied Sciences offers the student support and guidance to study successfully, such as:
  - a. support if the student needs help because there are limiting circumstances, such as dyslexia or a chronic illness;
  - b. financial support if the student is at risk of being, or has been, delayed due to special circumstances. The conditions for financial support can be found in the Implementing Regulations the Financial Support of Students (Appendix 6);
  - c. study career coaching during the study programme and monitoring of study progress. This enables us to provide optimal support to students during their studies, such as guide them in choices within the study programme and help them to successfully complete their study programme.

## Article 2.3 Right to facilities

1. The student is entitled to access the buildings and facilities of the university of applied sciences.
2. Rotterdam University of Applied Sciences offers a variety of facilities such as workplaces, printing and copying facilities and other ICT facilities, as well as the use of the media library and laboratories.

## Article 2.4 Right to legal protection

1. A student can file a complaint via the Complaints & Disputes Office, an objection (via the Advisory Appeal Board) or an appeal (via the Board of Appeal for the examinations). The Complaints & Disputes Office makes sure that a submitted complaint, objection or appeal is referred to the right body to address the complaint. The student can choose from different categories to file a complaint via [Hint](#). For questions, please contact the Complaints & Disputes Office at [klacht@hr.nl](mailto:klacht@hr.nl). An overview of all applicable regulations can be found on [Hint](#).
  2. If the student has a complaint about the Rotterdam University of Applied Sciences, the institute or its employees, we expect the student to first present it to the employee or department concerned and ask for a response. If this does not resolve the issue, the student can contact the Complaints & Disputes Office. In accordance with the Complaints Regulations, the Complaints & Disputes Office will present the complaint to the relevant person or department in charge with a request to address it.
  3. A student who has a complaint about unacceptable behaviour, discrimination or (sexual) harassment should contact one of our confidential counsellors for help, support and advice (see also Regulations for the Complaints Procedure for Unacceptable Behaviour).
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## Article 2.5 Right to privacy

1. Rotterdam University of Applied Sciences handles personal data with care.
2. The student has, among other things, the right to review, the right to improve, supplement, delete or block data that are incorrect, incomplete or irrelevant. You can find more information on [Hint](#).

## Article 2.6 Intellectual property rights

1. Everyone respects the original work of others.
2. In principle, the intellectual property rights of the work created by the student belong to the student.
3. The intellectual property rights of work created by the employee in the performance of his or her duties or for the benefit of the employer belong to the university of applied sciences as determined in the CAO-HBO (collective labour agreement for higher vocational education).

## Article 2.7 Right to participatory decision-making

1. [Participatory decision-making](#) involves the student in the decision-making process of the university of applied sciences. The student has a say in matters that are important to students through the right to vote (actively and passively) in the Central Representative Board (CMR), the Institute Representative Board (IMR) and the Programme Advisory Committee (OC).
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# Chapter 3 Obligations

## Article 3.1 Obligations

1. Every student at Rotterdam University of Applied Sciences has the duty to:
    - a. actively contribute to the education of the study programme in which the student is enrolled;
    - b. be present and actively participate when required by the study programme, as indicated in this Student Handbook or in the course guideline (especially participation in a practical exercise);
    - c. actively contribute to a viable, safe and enjoyable study environment for the student and others;
    - d. behave respectfully in accordance with the rules of Rotterdam University of Applied Sciences;
    - e. take the initiative to be informed of everything that is important to attend the study programme, such as this Student Handbook and the course guidelines;
    - f. respect the copyright of educational material. It is not allowed to make copies of educational materials, (partial) assessments and lectures, other than for the purpose of their own study. It is also not allowed to distribute the educational material, in any format whatsoever;
    - g. insure himself for third-party liability and medical expenses. If the student is not (sufficiently) insured, Rotterdam University of Applied Sciences cannot be held liable for any damages or harm suffered by the student;
    - h. to report any unfair or undesired conduct by or on behalf of the University of Applied Sciences towards the student as soon as possible;
    - i. pay tuition fee (or examination fee in the case of external students) for each study year that the student is enrolled in a study programme.
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# APPENDICES

## Appendix 1 Glossary

*Ad, associate degree study programme*

A two-year study programme in higher vocational education that prepares for level 5 of the European Qualification Framework (EQF) and the Dutch Qualification Framework (NLQF).

*Rejection*

An official written notification to a student in the first year of enrolment that the study programme may not be continued (also called 'negative binding study recommendation' or nbsr).

*Bachelor programme*

A four-year study programme in higher vocational education which, upon successful completion, confers the degree of Bachelor and the right to use a title.

*BKG (Dutch: bureau klachten en geschillen), Complaints & Disputes Office*

The office where a student, applicant or external student may submit a complaint or dispute.

*BSR, binding study recommendation*

Every student receives a binding study recommendation at the end of their first year of enrolment in the propaedeutic phase. This advice will determine whether the student can continue the study programme or not.

*Pass mark*

The fail/pass limit of an assessment, the minimum number of points that must be achieved to obtain a passing grade.

*Grade, assessment, result*

Each course is assessed with a grade/assessment/result. This can be a grade between 1 and 10 (numerical), a description (almost satisfactory, good, etc.) or an alphanumerical assessment (VRIJ = exemption, VLD = completed, etc.).

*Tuition fee*

The money that is paid annually by a student to cover their enrolment for a study programme offered by the university of applied sciences.

*CROHO*

Central Register of Higher Education Study Programmes. The national register of all study programmes managed by the Directorate DUO, Ministry of Education, Culture, and Science.

*Curriculum*

The education programme of the study programme that applies to the student.

*Curriculum schedule*

Schematic representation of the study programme's curriculum, including the structure of the courses/units of learning outcomes, the study load and the assessment form.

*Course participant*

A person who is enrolled at Rotterdam university of applied sciences to pursue education and take assessments and examinations for (parts of) a post-initial Master programme.

*Course*

Educational unit or unit of learning outcomes, part of the curriculum, expressed in credits, which is always evaluated with an assessment.

#### *Course description*

The course description provides students with basic information on the course, including at least the following: designation of the course (name and code), number of credits, learning objective, instructional format, assessment form and, if relevant, submission dates.

#### *Course guideline*

The course guideline contains the course description, as well as lesson content/subject matter/assignments, and serves as a syllabus. The internship guidelines and graduation guidelines serve a similar function.

#### *CVB, Executive Board of Rotterdam University of Applied Sciences*

The institutional board that is in charge of administration of the university of applied sciences pursuant to the Act and the Statutes.

#### *Ec, European credit*

Also known as credit. The study load of a study programme is expressed in credits.

#### *Examination*

The total of assessments that are part of a study programme or the propaedeutic phase of the Bachelor programme. The student who passes the examination will receive a certificate (diploma).

#### *External student (extraneus)*

A person who is enrolled at a university of applied sciences solely for the purpose of taking assessments (and examinations) of a study programme.

#### *Functional impairment, disability*

The presence of one or more visible or invisible functional disabilities due to a long-term or permanent physical or psychological condition.

#### *Dispute*

An objection or appeal.

#### *Certificate*

Proof of successful completion of an examination. This is awarded upon the successful completion of the propaedeutic phase and/or the study programme.

#### *HBO, higher vocational education*

Within HBO there are: • the associate degree study programme (120 credits, no propaedeutic phase), • the Bachelor programme (240 credits), • the funded Master programme (at least 60 credits), and • the post-initial Master programme (at least 60 credits).

#### *Initial and post-initial study programmes*

Initial study programmes are funded by the government and post-initial study programmes are not. The majority of students follow an initial (associate degree, Bachelor, funded Master) study programme: a study programme that prepares the student for their start on the labour market, a post-initial (Master) study programme will build on this.

#### *Complaint*

A formal written expression of dissatisfaction about an act or behaviour towards the student by a person or body connected to Rotterdam University of Applied Sciences.

#### *Learning outcome*

The content and level of the knowledge, insight and skills required to achieve a specific number of credits. A unit of learning outcomes will carry a maximum study load of 30 credits.

#### *OER (Dutch: Onderwijs- en examenregeling), Education and Examination Regulations*

The regulation as referred to in Article 7.13 of the WHW (Higher Education and Research Act), which provides information about the content and structure of the study programme (the courses, examination opportunities, study load, etc.). The Education and Examination Regulations are part of the student statute.

#### *Study programme variant*

The structure of the study programme: part-time, full-time or dual-track.

#### *Osiris (Case)*

The study information system where the student can enrol for courses and the corresponding assessments, and where results and schedules can be viewed. It also contains the student's personal information, as well as information relating to student progress and notes.

#### *RIO (Dutch: Registratie Instellingen en Opleidingen)*

The new (successor to CROHO) national register in which an overview of all educational programmes, organizational design and accreditations/licenses are registered.

#### *School working day*

A day which is not a Sunday or a recognised statutory or bank holiday, as well as not a school holiday. See the definition of "non-working day" in the CAO-HBO (collective labour agreement for higher vocational education).

#### *Student*

A person who is enrolled at Rotterdam University of Applied Sciences to pursue an education and take assessments and examinations as part of a funded study programme.

#### *Study year*

The period of time that commences on 1 September and ends on 31 August of the following year.

#### *Study load*

The number of hours that the student must dedicate to their study programme, under normal circumstances, to complete a course or obtain a certificate.

#### *Credit*

The study load of a study programme is expressed in credits. One credit represents 28 study hours.

#### *Student statute*

Description of the rights and obligations of the student as referred to in the WHW (Higher Education and Research Act) with due observance of the exceptions referred to in article 7.59 WHW.

#### *SPO, study progress overview*

An overview of study results that provides insight into the student's study progress.

#### *Assessment*

An examination of the knowledge, insight and skills, as well as the assessment of the results of that examination.

### *Assessing*

All information that is collected before, during and after education to provide an assessment of the student's learning and the level achieved.

### *Exemption*

The written, signed and dated declaration of the Exam Board stating that the student named in this declaration has been exempted from taking the assessment of the course specified in the declaration (and the corresponding number of credits).

### *Week*

In principle, a week will consist of five school working days, from Monday to Friday. Sometimes Saturday is designated as a day of education.

### *Act, WHW*

The Higher Education and Research Act (Dutch: Wet op het hoger onderwijs en wetenschappelijk onderzoek, WHW).

## Appendix 2 Code of Conduct and Integrity

### *Introduction*

In laying down this Code of Conduct and Integrity, Rotterdam University of Applied Sciences sets out to put in place safeguards to ensure an effective, safe and stimulating working and study climate within the organisation, in which each individual will interact with one another in a respectful manner and in which mutual acceptance and mutual trust constitute essential underpinning values. In the context of Point 10 of the Focus Programme, Rotterdam University of Applied Sciences also wants this Code of Conduct and Integrity to contribute towards the development of a strong culture of quality, in which each individual feels able to challenge another individual in an open and critical manner. Guidelines on good standards of behaviour are important if an atmosphere of this nature is to be created and maintained. This Code of Conduct and Integrity sets out the expectations of Rotterdam University of Applied Sciences where standards of behaviour are concerned. In a stimulating and safe working and study environment, collegiality, respect and attention for others all form part of a normal, good standard of behaviour and undesirable conduct is avoided.

Undesirable conduct is difficult to define. Undesirable conduct may be raised for discussion in situations where conduct is experienced as undesirable. Undesirable conduct must be prevented and combated and requires an active contribution from everyone who is employed by or studying at Rotterdam University of Applied Sciences. Individuals will be expected to consider their own conduct, but also to adopt a vigilant stance towards any form of undesirable conduct that they might observe in their own situation, as employees or students. Undesirable conduct must always be raised for discussion, either by challenging the person(s) concerned directly or by seeking the assistance of a third party.

The Code of Conduct and Integrity forms part of the overall policy in place at the university of applied sciences, of the exemplary behaviour that is expected of its managers, the professional mentality required of its staff and the attitude to studying required of its students.

This Code of Conduct and Integrity has been formulated with the greatest possible care. However, the use of legal language is unavoidable. A version of this Code of Conduct and Integrity that has been written in a more accessible style is also available.

Please see the glossary in one of the appendices to this Code of Conduct and Integrity for definitions of the various terms used in this document.

### *Objective*

The objective of this Code of Conduct and Integrity is to explicitly draw the various starting points and expectations to the attention of all staff and students.

### *Founding principles*

In all of its activities, Rotterdam University of Applied Sciences upholds the fundamental principle that all persons are equal. It does not make any distinction between gender, sexual orientation, religion, beliefs, cultural background or skin colour when recruiting and selecting staff and admitting students.

Rotterdam University of Applied Sciences promotes mutual respect and tolerance. Rotterdam University of Applied Sciences strives to achieve ideological multiformity and encounters and students will only be divided up into groups for educational purposes. Rotterdam University of

Applied Sciences is emancipation-oriented in its approach (in the broad sense of the term), with due observance of democratic relations.

This Code of Conduct is based upon the founding principles of Rotterdam University of Applied Sciences, as laid down in the Statutes. The Statutes are published on HINT and on the Rotterdam University of Applied Sciences website.

The Code of Conduct and Integrity includes the rules for ethical aspects<sup>1</sup> associated with the activities carried out by the institution. These are prescribed by Article 1.7 of the Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek) (WHW).

#### *Starting points*

Rotterdam University of Applied Sciences has elaborated on the above in a number of additional starting points:

1. Rotterdam University of Applied Sciences rejects all forms of undesirable conduct. Rotterdam University of Applied Sciences wishes to prevent and combat undesirable conduct by means of this Code of Conduct and Integrity, in its everyday actions and in the policy it develops.
2. Rotterdam University of Applied Sciences endeavours to enable students to resolve problems using a results-oriented approach. This means that students will work together regardless of social, religious or other views. This starting point imposes requirements on the way in which groups are put together for lectures, projects, assignments, etc. (multiform).
3. Rotterdam University of Applied Sciences allows ideological multiformity to form part of its education programmes and, by doing so, enhances knowledge of the backgrounds to different religions, beliefs and cultures.
4. In the assessment of parts of the education programmes, the professional mentality required for the profession for which students are being prepared will also play a role. Actions that are contrary to that professional attitude may result in negative assessments.

#### **Code of Conduct and Integrity**

1. As a member of staff or a student, I undertake to uphold this Code of Conduct and Integrity and to abide by it in my day-to-day actions.
2. I will interact with others in a manner that acknowledges the dignity of other people.
3. The way in which I act, dress, behave, etc. will be respectful and will take account of the viewpoints of others at the university of applied sciences. This means that I will dress in an appropriate manner for the school and profession for which I am being trained. Clothing that covers the face is not permitted at Rotterdam University of Applied Sciences.
4. I will refrain from all forms of undesirable conduct: particularly, discrimination, (sexual) intimidation, harassment, bullying, aggression and violence. I will make every effort to contribute to a safe school climate.
5. I will take care to uphold the name, interests and starting points of the university of applied sciences and will do so both at the university of applied sciences and when elsewhere (on placements, in publications, on social media, etc.).
6. I will treat the property of the university of applied sciences with care.
7. I will communicate in an honest and open manner and will refrain from any anonymous communications. I will take care when using the facilities provided by Rotterdam University of Applied Sciences. This pertains especially to Internet and telecommunications facilities. In terms of privacy, this means that I will not use personal data for any purpose other than specified.

8. The language that I will use to communicate with others at Rotterdam University of Applied Sciences will be the language used for the delivery of education. This will be the Dutch language (exceptions to this rule, namely the English learning routes and the language study programmes offered as part of teacher training, and other modules delivered in a foreign language).
9. I will act honestly and with due care and respect. I will treat all information attained confidentially as part of the study programme in a confidential manner.
10. I will refrain from any conduct that unnecessarily and/or unjustifiably brings, or could bring, the good name of Rotterdam University of Applied Sciences, one of its employees or one of its students into discredit.
11. I will carefully uphold the interests of the university of applied sciences, but will not do so in a manner that is detrimental to my own interests and/or the interests of other institutions or companies, whether or not in competition with Rotterdam University of Applied Sciences. If in doubt, I will consult my immediate line manager, especially where taking up other activities or paid activities is concerned.
12. This means that, as an employee, I will not favour any members of my family, partners or friends when granting (holiday) jobs, (paid) assignments or awarding study results. If in doubt, I will act transparently and refer decisions to my line manager.
13. In the event that an emotional relationship develops with an employee or student, I will abide by the standards of professionalism and impartiality. As an employee, this means that I will inform my line manager immediately of any relationship with a subordinate or student. This notification will be handled with the utmost discretion and lead to a solution that precludes interdependence. The agreements will be recorded in writing.
14. I am familiar with the following provisions regarding people and animals in terms of demonstrations and/or testing:
  - The involvement of individuals from the study programmes is limited to demonstrations, practice and/or treatment situations. If persons from the study programmes are involved, this always takes place with their consent and under the supervision of an authorised supervisor. This also applies to placements and study or graduation projects. If students practice on one another, this must be part of a mandatory requirement as stated in the Student Handbook (Education and Examination Regulations).
  - Insofar as persons are involved in medical research carried out under the responsibility of the university of applied sciences, this may not take place until a positive assessment has been obtained from the Medical Ethical Review Committee based on Article 16 of the Medical Research (Human Subjects) Act (Wet medisch-wetenschappelijk onderzoek, WMO).
  - The use of test animals is limited to curriculum components that form part of the specialisation of working with test animals. This use is only permitted when unavoidable, must be of a limited scope and as described in the Student Handbook (Education and Examination Regulations, EER). Compliance with the provisions of the Experiments on Animals Act (Wet op de Dierproeven) is required.
  - When providing information to prospective employees and students, attention must be devoted to ethical issues that may be of importance in the study programme concerned and, if so, whether or not they are mandatory.
15. I hereby subscribe to these starting points and rules, which I will observe and actively call others to account about, where necessary.

#### *Scope*

This Code of Conduct and Integrity is applicable to all contacts between members of staff and students at Rotterdam University of Applied Sciences, whether these contacts take place in a professional context or in relation to a course of study on the one hand, or outside this context on the other hand.

### *Compliance*

Rotterdam University of Applied Sciences will endeavour to bring about the behaviour desired by adopting a proactive approach and displaying exemplary behaviour in work and teaching. This Code of Conduct and Integrity contains agreements and regulations that form a framework and guidelines for students and staff.

A more detailed implementation of measures that may be taken in the case of students or staff members in the event of serious contraventions of, or consistent actions contrary to these values have been included in the Student Handbook and in the Collective Labour Agreement for Professional Vocational Education, both of which have been published on HINT and on the Rotterdam University of Applied Sciences website.

### *Entry into force*

This Code of Conduct and Integrity was incorporated into the Student Handbook on 1 September 2016. Rotterdam University of Applied Sciences will ensure that this Code of Conduct and Integrity is implemented in the education provided.

### *Adoption*

Adopted by the Executive Board, following recommendations from the Central Representative Board.

### *Appendix: Definitions*

#### *Good standards of behaviour*

Standards of behaviour and actions that are experienced as desirable or proper in social and economic life.

#### *Undesirable conduct*

Actions experienced as undesirable or improper in social and economic life. Undesirable conduct is in particular understood to mean discrimination, (sexual) intimidation, harassment, aggression and violence. The latter forms of undesirable conduct have been defined in detail in the Regulations on the Complaints Procedure in relation to Undesirable Conduct.

#### *Member of staff*

Any individual who is employed at Rotterdam University of Applied Sciences.

#### *Students*

Any individual who is enrolled at Rotterdam University of Applied Sciences to attend education and sit the assessments and examinations scheduled for a unit of study programme at the university of applied sciences.

## Appendix 3 Conduct and Measures Regulations

Rotterdam University of Applied Sciences has created regulations to ensure order, proper conduct, and the correct use of the facilities. Anyone who is in the buildings or on the premises of the Rotterdam University of Applied Sciences or who uses its (online) facilities, must comply with these regulations and the instructions given in this context. We ask everyone to be respectful towards each other.

### Article 1 Scope

1. This regulation has been derived from article 7.57h of the Higher Education and Research Act and on Rotterdam University of Applied Sciences regulations, which are available on [Hint](#).
2. For our agreements about integrity, see the Code of Conduct and Integrity (see appendix 2 of the Student Handbook).
3. For regulations on proper conduct during assessments, see the assessment regulations (appendix 5 of the Student Handbook).

### Article 2 Regulations (house rules)

We expect everyone to treat each other respectfully. That means:

1. Respect for each other and demonstrate appropriate behaviour
  - a. Quiet areas: we are always quiet in a designated quiet area;
  - b. Corona regulations: we comply with the applicable measures.
  - c. Be recognisable:
    - i. don't be anonymous (including online);
    - ii. no clothing that would make someone unidentifiable;
    - iii. be able to show proof of identity upon request.
  - d. Don't make any recordings without explicit permission.
2. Use respectful communication:
  - a. during educational activities, we communicate in Dutch;
  - b. careful use of communication resources within the (online) university of applied sciences environment.
3. Respect for each other's property and the facilities at Rotterdam University of Applied Sciences:
  - a. Use the spaces and the equipment for their intended purpose;
  - b. (Electronic/vaping) smoking is not allowed inside the buildings and on the premises of the university of applied sciences.

### Article 3 Consequences (disciplinary measures)

We will address anyone who does not behave respectfully. We expect that everyone complies with our instructions.

1. The dean may impose the following measures on a student: \
  - a. educational measure;
  - b. verbal warning;
  - c. written warning;
  - d. denial of access or termination of enrolment for up to a period of one year.
3. In serious cases the Executive Board may permanently deny access or terminate a student's enrolment.

4. The verbal warning may also be given by the course director involved on behalf of the dean.
5. In urgent cases a staff member of Rotterdam University of Applied Sciences may also have someone removed from the premises for safety reasons. In that case the procedure described in article 4 will be applied.

#### Article 4 Procedure

1. The measure, as described in article 3, paragraph 1, a, c, d, and paragraph 2, will only be applied after the person in question has been given the opportunity to be heard.
2. A decision to apply the measure as described in article 3, paragraph 1, a, c, d and paragraph 2, will be shared with the person in question in writing, with an explanation of the reason.
3. The decision to apply a measure as described in article 3, paragraph 2 (the permanent termination of enrolment or permanent denial of access) will only be used after a student has received a warning and has been given the opportunity to adjust their behaviour. If the student doesn't adjust their behaviour, the measure can be applied permanently.
4. Every decision that includes applying a measure, will be registered in Osiris.
5. A student can file an objection against a decision as described in article 3 with the Advisory Appeal Board (see the Regulations for the Advisory Appeal Board).

## Appendix 4 Exam Board Rules and Guidelines

### Explanation of this document:

The Student Handbook includes descriptions of the end-level qualifications and the educational content of the study programme. The Rules and Guidelines (R&R in Dutch) include the work method of the Exam Board is laid down for the student regarding assessments and examinations. Under the law, the content of the R&R falls under the authority of the Exam Board. The R&R is included as an appendix to the Student Handbook and is structured to firstly describe the formal (procedure-based) tasks, followed by the material (content-based) tasks.

The work method and implementation of the tasks are further explained in the 'Handbook for Exam Boards', written specifically for the Exam Boards. This is a separate document for internal use.

Furthermore, the Exam Board determines the guidelines and instructions for the examiners to assess and determine the results of (interim) examinations, written specifically for the examiners. This is a separate document for internal use ('Guidelines and Instructions' (R&A in Dutch)).

## Table of Contents

<b>RULES AND GUIDELINES</b> .....	<b>3</b>
<b>CHAPTER 1 GENERAL PROVISIONS</b> .....	<b>3</b>
Article 1.1 Scope.....	3
<b>CHAPTER 2 COMPOSITION AND WORK METHOD</b> .....	<b>3</b>
Article 2.1 Composition of the Exam Board.....	3
Article 2.2 Tasks, authorities and responsibilities of the Exam Board .....	4
<b>CHAPTER 3 ASSURING THE QUALITY OF ASSESSMENTS AND EXAMINATIONS</b> .....	<b>4</b>
Article 3.1 Accreditation .....	4
Article 3.2 Quality assurance.....	4
<b>CHAPTER 4 ASSURING THE ORGANISATION OF EXAMINATIONS (ASSESSMENTS)</b> .....	<b>5</b>
Article 4.1 Ensuring the organisation and coordination of assessments .....	5
<b>CHAPTER 5 DECISION-MAKING PROCEDURE</b> .....	<b>5</b>
Article 5.1 Decisions, proposed decisions, views of student and time frames .....	5
Article 5.2 Procedure of requests or complaints .....	6
Article 5.3 Appeal procedure after processing a request or complaint .....	6
Article 5.4 Conditions for filing a request or complaint .....	7
<b>CHAPTER 6 ASSESSMENTS AND EXAMINATIONS (ASSURANCE)</b> .....	<b>7</b>
Article 6.1 Exam programme.....	7
Article 6.2 Invalidation of (partial) assessments .....	7
Article 6.3 Elective courses and minors.....	8
<b>CHAPTER 7 REQUESTS AND SPECIAL CIRCUMSTANCES</b> .....	<b>8</b>
Article 7.1 General requests .....	8
Article 7.2 Compensation.....	8
Article 7.3 Exemptions.....	9
Article 7.4 External minor .....	9
Article 7.5 Individual arrangement.....	10
Article 7.6 Adjustments for students with a disability.....	10
<b>CHAPTER 8 CERTIFICATE</b> .....	<b>10</b>
Article 8.1 Procedural requirements.....	10
Article 8.2 Certificates and declarations .....	11
<b>CHAPTER 9 FRAUD, PLAGIARISM AND IRREGULARITIES</b> .....	<b>11</b>
Article 9.1 Fraud .....	12
Article 9.2 Plagiarism .....	12
Article 9.3 Irregularities.....	13
Article 9.4 Procedure.....	13
Article 9.5 Consequences in case of fraud and irregularities.....	14
<b>CHAPTER 10 FINAL PROVISIONS</b> .....	<b>14</b>
Article 10.1 Platform Exam Board Chairs .....	14
Article 10.2 Hardship clause.....	15

# Rules and Guidelines

## Chapter 1 General provisions

### Article 1.1 Scope

1. The Exam Board is responsible for ensuring the quality of the examination and the certificate. Within the framework of the Student Handbook, the Exam Board is authorised to define guidelines and instructions. This is how the Exam Board assesses and determines the result of assessments and examinations. These guidelines should be seen in the context of the core function of the Exam Board.
2. The law mentions two documents that must describe the regulations for assessments: the Student Handbook (which covers assessments and other information) and the Rules and Guidelines (R&R). The Executive Board and the deans of the institutes compile the Student Handbooks. The Student Handbook includes, among other information, descriptions of the end level qualifications and the educational content of the study programme. The Rules and Guidelines document includes the work method of the Exam Board regarding assessments and examinations. According to the law, the content of the R&R falls under the authority of the Exam Board.
3. In the event of differences in the interpretation between the English and Dutch texts, the Dutch text prevails.
4. The instructions that the Exam Boards may provide, refer to the examiners.
5. In these regulations, the term 'student' also includes course participants and/or external students ('extraneus'), if the text applies to them.
6. The following articles do not (completely) apply to (post initial) Master programmes.
  - articles 5.3 (appeal procedure after a request or complaint has been handled),
  - article 6.3 (elective courses and minors),
  - article 7.4 (external minor),
  - article 7.6 (adjustments for students with a disability).
7. These R&R will go into effect as of 1 September 2022. In principle, the R&R should not change during the study year. If the text in Osiris Case contradicts the R&R, the R&R text shall prevail.

## Chapter 2 Composition and work method

### Article 2.1 Composition of the Exam Board

1. The Executive Board appoints the chair and the members of the Exam Board based on their expertise in the corresponding study programmes. This occurs in accordance with article 7.12 a, sub clause 1 of the Higher Education and Research Act, on the recommendation of the dean.
2. The chairperson is responsible for the day-to-day operations of the Exam Board. In the absence of the chairperson, there is a vice-chair. The (official) secretary of the Exam Board supports the chairperson.

## Article 2.2 Tasks, authorities, and responsibilities of the Exam Board

1. The Exam Board determines in an objective and expert manner if a student has successfully passed their final exam. Based on the law, the Exam Board has a number of specific tasks and authorities for this purpose. The Exam Board is responsible for the following:
  - a. ensuring the expertise of the examiners,
  - b. safeguarding, monitoring, and analysing the quality of the assessment tools,
  - c. safeguarding and monitoring the assessment and certification,
  - d. overseeing the implementation of improvements in the above-mentioned tasks.
2. In addition to the previously described legal quality assurance tasks and authorities, the Exam Board is also responsible for the following:
  - a. guaranteeing the organisation of assessments (for the actual organisational process itself, see **'Instructions for assessments'**)
  - b. processing requests or complaints about the assessments and examinations (see [Requests and special circumstances](#)),
  - c. granting exemptions from taking one or more assessments,
  - d. imposing sanctions in case of proven fraud and irregularities committed by a student.

## Chapter 3 Assuring the quality of assessments and examinations

### Article 3.1 Accreditation

1. Every study programme is evaluated every six years by an external assessment firm. Thus, a group of independent experts evaluates the study programme. The purpose is to obtain or maintain the accreditation of the Accreditation Organisation of the Netherlands and Flanders (NVAO). The study programme receives a seal of approval when the NVAO approves the quality of the study programme. As a result, the study programme will be legally recognised. The examination process is a component of the quality of the education that is assessed in the accreditation.

### Article 3.2 Quality assurance

1. The Exam Board must objectively and expertly determine if each student meets the requirements of the study programme in order to obtain their degree.
2. In the context of its quality assurance role, the Exam Board distinguishes between procedure-based and content-based tasks. A procedural task includes:
  - a. ensuring R&R compliance,
  - b. supervising the correct use of assessment forms,
  - c. overseeing the expertise of the examiners.
3. For content-based tasks, the quality assurance focuses on the required end level. Quality control is performed in the following ways:
  - a. annually determining if the examination programme covers the end level qualifications,
  - b. determining if the assessments/components of the end level work comply with quality requirements, such as validity, reliability and transparency; This is done by screening instruments and procedures, as well as conducting random checks,

- c. requesting relevant information from the study programme to conduct the quality assurance task,
  - d. giving the study programme (un)solicited advice to implement (specific) improvements which are then monitored,
  - e. thoroughly checking and determining if the required components for the final exam have been obtained by the student.
  - f. providing a transparent report about the implementation of the Exam Board's tasks in an annual report.
4. The Exam Board can authorise an Examinations Advisory Committee to investigate the quality of the exam.

## Chapter 4 Assuring the organisation of examinations (assessments)

### Article 4.1 Ensuring the organisation and coordination of assessments

1. The dean of the institute is responsible for ensuring the appropriate assessment organisation and conditions, and the Exam Board is responsible for safeguarding these assessment conditions.
2. If a student finds the assessment conditions to be insufficient, the student can report this to the Exam Board no later than six weeks after the event. If the Exam Board receives word about serious deficiencies in the organisation of assessments, it will bring this to the attention of the dean of the institute. A possible consequence may be that the assessment is deemed invalid.
3. The Exam Board will conduct a structural check of the assessment organisation process. It will check if the assessment and examination system is sufficiently guaranteed to prevent, detect, and address any irregularities.

## Chapter 5 Decision-making procedure

### Article 5.1 Decisions, proposed decisions, views of student and time frames

1. The Exam Board usually decides within six weeks after receiving a request. When calculating this period, the (study programme or institute of the) university of applied sciences will not include designated holidays. Examples of decisions include:
  - a. a decision to grant exemptions,
  - b. a decision to approve graduation; this means that a student has complied with the end level qualifications for the study programme,
  - c. a decision to grant a special distinction, such as cum laude,
  - d. a decision to allow alternative assessment forms for students with a [functional impairment or disability](#) (see also article 3.2 of the Student Handbook),
  - e. the implementation of sanctions in case of fraud (including plagiarism),
  - f. decision to grant individual arrangements, such as early or extra assessment opportunities,
  - g. approval of education still to be pursued and completed abroad.
2. The Exam Board usually communicates its decision to the students via Osiris Case.

3. If a student disagrees with a decision, the student is allowed to request a hearing within five working days after the decision has been published by submitting a motivated request via Osiris Case. The student can then explain his view to the Exam Board.
4. The Exam Board will only grant the request for a hearing if the information on which the Exam Board has based its decision differs from the information provided by the student. If the difference has very minor consequences for the student, the Exam Board may still decide to not grant a hearing.
5. If the student has not requested a hearing or if the request has been denied, as described under paragraph 4, the decision will become final after five working days. A student may appeal a final decision (this does not apply to a course participant).

## Article 5.2 Procedure of requests or complaints

1. The student can submit a request or a complaint about the assessment and examination procedure to the Exam Board via Osiris Case. The student first goes through an amicable process (for example, by first talking to relevant people involved) and, when submitting a request or complaint, presents all relevant documents.
2. When processing a complaint, the Exam Board will hear the student and will ask the lecturer for information, and if necessary, also hear the lecturer. A minimum of two persons are involved in processing a complaint on behalf of the Exam Board. If the examiner involved is a member of the Exam Board, this examiner will not participate in handling the complaint.

## Article 5.3 Appeal procedure after processing a request or complaint

1. The Exam Board does not deal with the issue if the student does not agree with the *content* of an assessment, only the establishment of the assessment (assessment procedure) is considered. In that case, it is preferable for the student to first review the exam or request a review and meet with the examiner before proceeding with an appeal or complaint. If a student of a bachelor or funded master programme still files an appeal against an examiner's assessment, the student can only file an (administrative) appeal with the Examinations Appeals Board on the grounds that the 'Decision conflicts with the law'. See article 2.4 of the Student Handbook for further provisions about this and see [Hint](#). If a student/course participant of post-initial education still does not agree with an examiner's assessment, despite an attempt to come to an amicable resolution, the student may submit a complaint to the dean.

*Tip: The Examinations Appeals Board will not assess the student's knowledge or ability. In other words, the Examinations Appeals Board does not award the student any other assessment; there is only an assessment based on the requirements of due care and justification.*

2. The Exam Board addresses requests and/or complaints by giving the student a reply via a decision. An appeal to the Examinations Appeals Board is considered closed when the decision is made or if the student decides to withdraw the appeal.

*Tip: If you no longer have an interest, for example, because the case has been resolved, and/or a settlement has been reached, it's important that **you** personally withdraw your appeal with the Examinations Appeals Board. Keep in mind that, during or after a conciliation meeting, you will be*

*offered a specific timeframe (for example two days) to report to the Exam Board and the Examinations Appeals Board if you wish to pursue the appeal.*

#### Article 5.4 Conditions for filing a request or complaint

1. The student must submit a complaint in writing about the assessment process. The complaint must be submitted, in writing and with justification, within six weeks after the incident concerning the complaint has occurred.
2. If a request to the Exam Board is incomplete, the student must complete the request within ten working days. If the student fails to do so, the Exam Board will not further handle the request, due to a lack of substantiation.

## Chapter 6 Assessments and examinations (assurance)

#### Article 6.1 Exam programme

1. The Exam Board appoints each examiner, usually from within the study programme. The examiner creates and assesses the assessment and determines the result. Graduation components are always assessed by at least two examiners.
2. The student will pass the final exam when all the required exams (collectively also known as the exam programme) have been completed with a passing grade (or with any exemptions). After the assessment has been graded, the student will receive a result, which will be published via Osiris. The student may derive rights from the determined result, as long as the final grade in Osiris correctly reflects the reality.
3. The Exam Board may determine that a final assessment is part of the examination. The study programme chapter in the Student Handbook describes what this assessment involves and how many credits will be earned. The Exam Board may institute its own assessment in the following cases:
  - a. The Exam Board finds that the adjustments made to the assessments due to the Covid-19 pandemic do not provide enough assurance that the assessments provide a proper evaluation of the student's knowledge, insight, and skills,
  - b. a new similar pandemic occurs and adjustments to the exam methods described in the Student Handbook are necessary,
  - c. an internal accreditation or audit has resulted in an improvement plan,

#### Article 6.2 Invalidation of (partial) assessments

1. According to article 4.11 of the Student Handbook, the Exam Board can fully invalidate an assessment (opportunity) in the following cases:
  - a. a general technical interruption or failure,
  - b. suspicions of large-scale fraud,
  - c. insufficient quality of the (partial) assessment,
  - d. unforeseen circumstances.
2. A decision to invalidate the assessment will be made after consulting the dean and the examiner(s) involved. The study programme will immediately notify the students of the Exam Board's decision, via the regular communication channels of the university of applied sciences. The Exam Board can register the assessment in

question as Not Valid (NG). After invalidating an assessment, the Exam Board will consult with the examiner(s) as quickly as possible to determine to what extent the assessment will have to be (re)administered. Ideally, a new assessment should take place within two weeks after the original assessment date. This new assessment date will be published on Hint.

3. The Exam Board can invalidate an assessment of an *individual* student if it has become reasonably impossible for the examiner to properly grade the student's acquired knowledge, insight, and skills. The Exam Board can register the concerned assessment as Not Valid (NG). The Exam Board will ask the examiner of the study programme to enter the result as Not Valid.

### Article 6.3 Elective courses and minors

1. The minor is a coherent set of educational components around a theme relevant to the chosen Bachelor or Associate Degree study programme. The student's Exam Board determines, based on the criteria described in [article 7.4 of the R&R](#), if the student can participate in their chosen minor. Participation in the minor also depends on the number of available places.

*Tip: apply in time if you want to request an external minor. It could happen that your request is approved by the Exam Board, but the minor at another study programme has filled up and they can no longer admit you.*

## Chapter 7 Requests and special circumstances

### Article 7.1 General requests

1. Students can submit the following requests or complaints to the Exam Board via Osiris Case:
  - a. an exemption request for one or more courses,
  - b. a request for an additional or rescheduled assessment opportunity,
  - c. other requests for exemptions (individual arrangements) regarding courses and examinations, if applying the Student Handbook rules and regulations would result in unreasonable hardship (an appeal to the hardship clause),
  - d. complaints about an assessment,
  - e. a request to enrol in an external minor,
  - f. a request for results that have been or will be obtained externally,
  - g. if applicable: a request for a language switch,
  - h. a file statement request (see 'Other regulations').
2. Students can submit their request for graduation or postponement of graduation via Osiris Student under 'Request Diploma.'

*Tip: make sure that you submit a request for graduation (request or postponement) via Osiris Student and not via Osiris Case.*

### Article 7.2 Compensation

1. The Exam Board can allow the study programme to determine a compensation arrangement, according to the Exam Board's conditions. This means that not every assessment has to be passed for the student to receive credit for a course.

### Article 7.3 Exemptions

1. An exemption request must contain the name of the corresponding course and a justification for the exemption request. The Exam Board will assess the exemption request based on article 4.7 of the Student Handbook.
2. To support the request for exemption, the following (authenticated) current documents must be included:
  - a. the 'Exemptions' request form in Osiris Case, completed truthfully and in full,
  - b. a description of the educational content in relation to the exemption application (e.g., course guideline), and,
  - c. recommendation from an involved examiner about the submitted documents.
3. To grant an exemption based on an EVC statement, the student, in principle together with a [recognised organisation](#) must collect all the relevant information in a structured manner. The recognised organisation will record the result in an Experience certificate, which confirms the student's knowledge and skills, and is registered with the [EVC registry](#). The student then submits the certificate to the Exam Board.
4. The student must submit the exemption request before the start date of the course in question.
5. An exemption for a minor is possible if the student can demonstrate that he has acquired the in-depth and/or broader competencies at least at a university of applied sciences bachelor end level 6.
6. No exemption can be granted for the elective course if the elective course is used for mandatory supplementary courses or because of possible other requirements set by the student's own study programme regarding electives.
7. The Exam Board will not grant an exemption for an assessment that the student has already completed. The student is also no longer allowed to sit an assessment for which an exemption has been granted.
8. If a student has completed a course at a certain level but cannot demonstrate completion of the course at a lower level, and if there is no compensation within the programme, the Exam Board will not grant an exemption for the assessment of the lower-level course.
9. The Exam Board will not grant exemption for (components of) the graduating programme.

*Tip: make sure that your exemption request is clear, concise, complete and easy to understand. This is particularly important for your justification/motivation.*

### Article 7.4 External minor

1. Rotterdam University of Applied Sciences allows students in the Bachelor programme to complete an external minor. More information is available on [Hint](#).
2. The Exam Board uses the criteria below to determine whether the external minor is of sufficient level:
  - a. the minor has a sufficiently broadening and deepening character,

- b. the minor contributes to achieving the level that is required for the degree of this study programme, and fits within (the theme of) the profile of the study programme,
  - c. the minor relates sufficiently to the bachelor programme, but does not overlap too much,
  - d. The scope and depth of the minor is comparable to minors at the university of applied sciences level (higher education).
3. The external minor may consist of two components of 15 credits each, as long as these are offered in two consecutive blocks.

#### Article 7.5 Individual arrangement

1. After a course has been cancelled, the corresponding assessment will be offered two more times in the following study year. After that, the student must attend the replacement course or complete a replacement assignment. In the latter case, the student will follow a modified learning programme. In that case, the student can no longer resort to the original course.
2. If due to a curriculum change the student completes both the old and new courses, the old courses will be added manually to the conversion table.

#### Article 7.6 Adjustments for students with a disability

1. The Exam Board provides students with a disability, which has been recognised by a student counsellor, with the opportunity, if needed, to take assessments that have been adapted for the disability, in consultation with the study programme. See also article 3.2 of the Student Handbook
2. The student should contact Student Affairs with any practical or organisational requests (for example, the use of a laptop).
3. The student should contact the Exam Board if the request is of a more substantive nature, such as modified test formats (deviating from the regular exam method and/or the curriculum). If necessary, the Exam Board will request advice from the student counsellor about student requests of a funded master's programme.
4. In principle, the course participant, unlike the student, cannot make use of the advice of the student counsellor. Therefore, course participants are advised to contact the study programme to find out if there are any possible adjustments due to a disability. In consultation with the Exam Board, the study programme will, if necessary, give the course participant the opportunity to take the (partial) assessment in a way that takes the student's disability into account.

*Tip: for more information, see [Hint](#). If you experience an impediment because of a disability, make this known to the student counsellor as soon as possible and provide (medical) evidence.*

## Chapter 8 Certificate

### Article 8.1 Procedural requirements

1. In accordance with article 4.8 of the Student Handbook, the Exam Board determines the results of the examination. In principle, an examination has been passed when the student has successfully completed all the study programme's examinations. Where necessary, an additional assessment of the student's knowledge, insight and skills will take place. The Exam Board appoints examiner(s) to this end. If a student has performed with honours or with distinction, a judgement (summa) cum laude is awarded.
2. To receive a certificate, the student must submit a request to the Exam Board.
3. The official graduation date is the date on which the Exam Board confirms that all of the required credits have been obtained. The student will be notified of this decision within two days of the date on which the confirmation was made. The Student Services Centre (SSC) takes care of the registration of the certificate in the national diploma register.
4. The student who is eligible to receive a certificate can request the Exam Board to postpone this.

*Tip: do not terminate your enrolment via Studielink after you have completed your final exam! For the Exam Board to confirm your graduation, you must be enrolled. After that your enrolment will automatically be terminated. For more information, see [Enrolment process regulations for the bachelor programmes and associate degree programmes](#).*

## Article 8.2 Certificates and declarations

1. As evidence that the student has successfully completed the examination, the Exam Board will award a certificate. The certificate will be signed by an authorised member of the Exam Board.
2. The certificate states which components have been included in the examination and, in relevant cases, which qualification has been granted. The certificate includes a grade list and a supplement (in English). The purpose of the supplement is to provide insight into the nature and content of the completed study programme, partly to facilitate the international recognisability of study programmes. See [Hint](#) for more information.
3. If a student cannot receive the certificate yet or the student needs additional information, for example for re-enrolment or for an employer (abroad), the following options are available:
  - a. A study progress overview via Osiris Student.
  - b. A statement by the Exam Board according to article 4.8 sub clause 6 of the Student Handbook: If a student has successfully completed more than one assessment but is unable to receive their certificate via the Exam Board.
  - c. DUO statement via the DUO website.
  - d. Nuffic statement for a further [description of the diploma](#) or the recognition of the profession.

*Tip: would you like to know what is included in your certificate and supplement? See article 7.11 (and 7.19a) of the Higher Education and Research Act.*

## Chapter 9 fraud, plagiarism, and irregularities

## Article 9.1 Fraud

1. Fraud, as referred to in article 7.12b of the Higher Education and Research Act (*WHW*), is understood to mean the conscious or unconscious act, omission, attempt or incitement to conduct that makes it entirely or partly impossible to form a correct and honest opinion of someone's knowledge, insight, skills or (professional) attitude. Plagiarism is a manifestation of fraud.
2. The following situations are in any case, but not exclusively, considered fraud:
  - a. gaining access to the education programme or the examinations for improper reasons,
  - b. during an examination, to have at one's disposal means of which the use during the examination is not explicitly allowed on the examination sheet, for example a (smart) watch, papers, electronic equipment (such as a phone, laptop, or headphones),
  - c. cheating during an examination or exchanging information or collaborating in any way, inside or outside the (online) examination room,
  - d. swapping or exchanging the question and/or answer sheets handed out,
  - e. giving the opportunity or inciting (a) fellow student(s) to commit fraud,
  - f. making changes to the results of the examination after the time limit within which the examination must be completed has expired and/or the results have been handed in.
3. Serious fraud, as referred to in article 7.12b, paragraph 2, of the *WHW*, is in any case understood to mean:
  - a. putting himself or one or more fellow students in possession of assignments or answers for the examination concerned prior to the examination,
  - b. impersonating another student during the examination and taking/attending the examination, or the course offered in the place of that student, or signing on behalf of another student,
  - c. allowing oneself to be represented by someone else during the examination,
  - d. falsifying, manipulating and/or forging signatures, survey or interview answers or research data,
  - e. cheating on one's work during or outside the period of inspection of an assessed paper/examination,
  - f. cheating on examination results or study progress overviews,
  - g. committing serious forms of plagiarism as referred to in article 9.2 of these Regulations.
  - h. A form of serious plagiarism as referred to in article 9.2 section 2 under f up to and including j.
4. Making one's own work available to another may encourage fraud by providing an opportunity or by inciting others to commit fraud. It is also a case of participation in fraud if, during the examination, the opportunity is given to copy or if information is exchanged. Fraud is defined as any intentional or unintentional act, omission, attempt or incitement to behaviour that renders it completely or partially impossible to appropriately form a correct and honest assessment of the knowledge, insights, skills or (professional) attitude of a person.

*Tip: in group work you have a collective responsibility. That is why you are responsible for monitoring possible plagiarism by fellow students.*

## Article 9.2 Plagiarism

1. Plagiarism is also understood to mean in any case:

- a. the use or copying of another's texts, data, or ideas without complete and correct source reference,
  - b. presenting the structure or the central ideas from third-party sources as one's own work or own thoughts, even if a reference to other authors is included,
  - c. failing to clearly indicate in the text, for example, by means of inverted commas or a particular style, that verbatim or near verbatim quotations have been used in the work, even if the source is correctly cited,
  - d. paraphrasing the content of other people's texts without providing sufficient source references,
  - e. making use of one's own work already produced in another course without the explicit and written permission of the examiner and/or submitting a previously submitted or similar text without correct and careful acknowledgement of the source and/or citation,
  - f. making substantial use of or copying other people's texts, data, or ideas without stating the source,
  - g. presenting the structure or the central ideas from third-party sources as one's own work or thoughts
  - h. copying the work of fellow students and letting it be seen as one's own work,
  - i. copying image, sound or test material, software, and programme codes from others without reference, and letting this be considered as one's own work
  - j. the submission of papers written by someone else (whether or not for payment), including papers acquired from a commercial institution.
2. Group members are jointly responsible for submitted work. If plagiarism is found in group work, the plagiarism is attributed to each of the group members, unless the (fellow) student demonstrates that he could not or should not have known that the other person was committing plagiarism. How far a student has been able to demonstrate his unknowingness is up to the Exam Board.
  3. **Article 9.1 section 4** is applicable by analogy in case of the appearance of plagiarism.

### Article 9.3 Irregularities

1. An irregularity occurs when, due to deviating circumstances, it is not or insufficiently possible to form an opinion about the acquired knowledge, insight and/or skills of the student(s). This is always the case when a partial exam is not administered according to the **instructions for assessments**. Committing irregularities may have consequences for the student if the Exam Board imposes any measures.
2. The following situations are definitely considered to be irregularities:
  - a. not providing written documentation for a (mandatory) plagiarism check,
  - b. registering for or participating in an assessment from which the person has been excluded by the Exam Board,
  - c. obtaining unauthorised access to education or assessments,
  - d. leaving the exam room without permission of the invigilator before the assignments and the answers of the assessment have been submitted.

### Article 9.4 Procedure

1. If there is any suspicion of an irregularity before, during or after the assessment, the following procedure applies:
  - a. The invigilator or examiner makes a note on the work submitted or to be submitted by the student and takes any evidence,

- b. the students will be allowed to complete the assessment,
  - c. The invigilator or examiner will file an official report, in which the invigilator or examiner states what has been observed and the reason why there is a suspicion of fraud or irregularities,
  - d. The invigilator or examiner then notifies the Exam Board of their suspicion of fraud and presents the official report,
  - e. Within five working days of receiving the notification, the Exam Board will inform the student of the fraud suspicion,
  - f. Within three weeks of receiving the notification the Exam Board will provide the student with an opportunity to be heard, for which the Exam Board will send the student an invitation,
  - g. Within two weeks after the student has been given the opportunity to be heard, the Exam Board will determine if there was a case of fraud or an irregularity,
  - h. if further investigation is required, the Exam Board may extend this period. They will notify the student of this in a timely manner,
  - i. The student will be notified in writing of the decision, as well as of any measures or sanctions imposed, in principle via Osiris Case,
  - j. any case of confirmed fraud or irregularity will be registered in Osiris.
2. If an examiner or invigilator suspects any irregularity before or during an assessment, he will report this to the Exam Board. Also, if after the assessment, the examiner determines that the student did not follow the rules, the examiner will report this to the Exam Board. If there was a (possible) breach of the Rules of Conduct of Rotterdam University of Applied Sciences, the Exam Board will transfer the notification to the dean of the institute.

## Article 9.5 Consequences in case of fraud and irregularities

1. If the Exam Board determines that there was a case of fraud or an irregularity with respect to the assessment, it may impose sanctions as described in the article 4.10 of the Student Handbook, or it may invalidate the exam according to article 4.11 of the Student Handbook.
2. When imposing a sanction, the Exam Board may take into consideration whether the student has been involved in an earlier case of fraud. In case of repeated fraud, the Exam Board may ask the Executive Board to permanently terminate the student's enrolment.
3. In case of suspected fraud or irregularities, the completed work will not be graded. The examiner will not provide a result or grade for the submitted work. If the Exam Board determines that no fraud or irregularities occurred, the completed work will still be graded.
4. If there is a suspicion or confirmation of fraud in an assessment, the Exam Board may decide to investigate any previously submitted work by the student for plagiarism. The student is expected to cooperate in such an investigation.
5. If fraud is discovered after the certificate has been issued, the Exam Board may decide to revoke the verdict previously passed on the examinee and, because of this verdict reclaim the issued certificate by means of the Executive Board.

## Chapter 10 Final provisions

### Article 10.1 Platform Exam Board Chairs

1. The Exam Board Chairs jointly form the Platform Chairs Exam Boards (PVE in Dutch) to agree on common frameworks based on the policy of Rotterdam University of Applied Sciences and to harmonise the implementation of these policies.
2. The objective of the PVE is to strengthen the position of the Exam Boards of Rotterdam University of Applied Sciences, while preserving its independence.
3. In order to further professionalise and embed quality, the PVE has further regulated her objectives and principles in the elaboration of her tasks in her own Regulations.

#### Article 10.2 Hardship clause

1. In cases where these Rules and Guidelines do not provide or when its application could lead to unreasonable hardship, the Exam Board will decide.

## Appendix 5 Assessments Regulations

### Article 1 General provisions

1. An assessment is an evaluation of the knowledge, insight, and skills, as well as the assessment of the results of that evaluation. An assessment can have various (online) formats, such as an open book assessment, an essay, a practical exam, a presentation, or a knowledge test.
2. An assessment may also include the submission of a paper.
3. This regulation describes all the rules for proper conduct during (partial) assessments at all degree programmes of Rotterdam University of Applied Sciences. The regulation is part of the Student Handbook.
4. Violating these regulations may be considered an irregularity according to article 4.10 of the Student Handbook.
5. If a student is granted a special facility due to a functional impairment associated with a disability or chronic illness, the student in question may be subject to different regulations.

*Tip: graduation projects and thesis defences are also defined as assessments.*

### Article 2 Regulations for all assessments

1. A student must be registered for the specific assessment to be able to participate in the assessment. Article 4.2 of the Student Handbook states whether the student is automatically registered by the study programme, and in which cases a student must register for an assessment.
2. To participate in an assessment a student must also provide proof of identity. This can be done with any valid proof of identity, including:
  - a. a passport or identity card, as long as the identity card is issued by one of the EU member states, Norway, Iceland, Lichtenstein or Switzerland, or;
  - b. a Dutch driver's license, or an EU driver's license, or;
  - c. a Dutch residency permit, or;
  - d. a Dutch W card or privileged persons document.
3. The student must be present before the assessment starts. If the assessment includes the uploading of an assignment, the student is responsible for verifying that the examiner has received the assignment. Students must also save a copy of the upload confirmation.

*Tip: your student ID card or a copy of your ID is not considered valid proof of ID. You will not be allowed to participate without a valid proof of ID.*

*Tip: please arrive on time or you will be refused entry.*

*Please note: registering for an assessment but not showing up or not (correctly) submitting your exam will be counted as an exam opportunity and will be registered in Osiris as 'not participated' (ND).*

### Article 3 Regulations for (digital) written assessments

1. The student must sign the attendance list.
2. During an assessment a student may only use the received assignment, the distributed assessment paper, and any permitted tools, as listed on the front page of the assessment. Anything except the permitted tools must be kept out of view and out of reach of the student.
3. In case of a digital assessment, only the permitted environment/software may be opened.
4. The student must keep their coat, bag, mobile phone, watch and any other non-permitted (electronic) tools out of reach and turn off their mobile phone. Wearing a watch during an assessment, including a smart watch, is not permitted.
5. As soon as the exam assignment has been distributed, the student is no longer allowed to communicate or exchange papers or any other tools with anyone else.
6. The student shall avoid any behaviour or posture that may give the impression that they are looking for information from someone else or consulting any information that is not permitted. The student shall avoid any situation that would allow a fellow student to see their work;
7. The use of toilet facilities is not allowed during an assessment.
8. During an assessment, the participants may only bring and consume water in a transparent container without a label. Any other food or drink is not permitted.
9. Students may not leave the room during the first 30 minutes and the last 15 minutes of an assessment.

*TIP: when doing a digital assessment, always check that you have no other tabs open except for the permitted pages.*

### Article 4 Supervision and fraud or irregularities

1. Supervision during an assessment is the responsibility of the invigilator and/or the examiner(s). The student will follow the instructions of the invigilator and/or examiner at all times. The invigilator and/or examiner will write an official report for every assessment.
2. If during the assessment a student exhibits behaviour that, according to the invigilator and/or examiner disturbs the order and the student doesn't cease this behaviour after having been addressed, a decision can be made to terminate the student's participation in the assessment and this will/can be reported to the Dean.
3. If the invigilator and/or examiner suspects a case of fraud or any other irregularity, the student in question is allowed to finish the assessment. The invigilator will record the situation in the official report and will notify the Exam Board of the suspicion after the assessment, accompanied by the official report. The assessment of the student in question will not (yet) be evaluated.

## Appendix 6 Implementing Regulations the Financial Support of Students

### *General*

The rules stated below are implementation regulations arising from the stipulations of the Higher Education and Research Act (Article 7.51 et seq.) and the Student Finance Act 2000. Article 7.51 et seq. of the Higher Education and Research Act obliges the Executive Board to make provisions to provide financial support to students who have sustained a study delay as a result of special circumstances. The Act refers to students who are enrolled for a study programme that requires the payment of statutory tuition fees.

The Executive Board has given responsibility for implementing the arrangement to the Managing Committee for the Profiling Fund and has set this out in the 'Regulations for the Managing Committee for the Profiling Fund'.

Based on Articles 7.47a and 7.51e of the Higher Education and Research Act the Profiling Fund Managing Committee will also assess applications from students who would like to be eligible for tuition fee exemption due to the membership of the board of a student association.

### *Types of financial support*

Financial support is granted to students who, due to special circumstances, are delayed or are expected to take longer to complete their studies than the normal course duration minus any previous months of enrolment in higher education. This applies to students who are enrolled for a study programme for which no degree has yet been awarded and that requires the payment of statutory tuition fees.

Statutory provisions are in place within the Student Finance Act 2000 to assist students in the event of incapacity for work or special circumstances. At the application of the student, the minister determines whether special circumstances apply within the meaning of the Student Finance Act 2000. The implementation is the responsibility of the Directorate DUO and requires a supporting statement from the educational institution. Within Rotterdam University of Applied Sciences, the student counsellors are mandated to carry this out.

There is a separate ministerial regulation in Article 7.51k of the Higher Education and Research Act that refers to financial support for various special activities.

## Chapter 1 Financial Support for Students

### Article 1.1 Criteria for financial support

1. A student who incurs a study delay or is expected to incur a study delay as a result of special circumstances as intended in Article 2 during the course duration, minus any previous months of enrolment in higher education, is entitled to support if:
  - a. The student owes statutory tuition fees for the study programme concerned, and;
  - b. The student is entitled or was entitled for this study programme to a performance grant for higher education as intended in the Student Finance Act 2000; this only regards dual-track and full-time students, and;
  - c. The student has sustained or is expected to sustain a study delay as a result of special circumstances, or;
  - d. is enrolled in an Associate degree program with a study load larger than 120 credits, or;
  - e. is enrolled in a master's program with a study load larger than 60 credits, or;
  - f. The student is enrolled at the relevant institution of higher education in a study programme for which accreditation has not been granted again and for which the individual is no longer entitled to student finance as a result.

### Article 1.2 Special circumstances

1. The special circumstances referred to in Article 1 sub c are:
  - a. Board activities (see article 3.1),
  - b. Illness or pregnancy and childbirth on the part of the applicant in question,
  - c. A handicap or chronic illness,
  - d. Extraordinary family circumstances,
  - e. A study programme that is insufficiently feasible or realistic,
  - f. involvement in sports activities at national or international level, by which the student has applicationed and been awarded top-level sports status by Rotterdam University of Applied Sciences,
  - g. Other circumstances than those referred to in a to f, which, in the event that an application for financial support submitted on that basis were not granted by the Executive Board, would lead to an exceptional case of extreme injustice.

## Chapter 2 Special Circumstances

### Article 2.1 Application for financial support in the case of special circumstances

1. The application procedure in case of special circumstances referred to in article 1.2 sub 1 under paragraph b until g consists of a preliminary procedure and two subsequent phases. In the preliminary procedure, if possible considering the special circumstances, an request is first sent to the DUO for a year's extension of the grant period. The same applies for students who are not entitled to the performance grant. If the request is rejected or the special circumstances do not meet the DUO requirements, an application can be sent to the Profiling Funds managing committee at Rotterdam University of Applied Sciences.
2. After the preliminary procedure, there are two distinctive subsequent phases. The first phase starts with the application for recognition of the special circumstances and the duration of the study delay, after which phase two follows regarding the application for financial support. Financial support can only be granted after the course duration minus the previously enrolled years of higher education has expired.
3. The managing committee of the Profiling Fund will decide whether to recognise the special circumstances and the duration of the study delay, with a view to granting the financial support.

4. If circumstances are expected to cause study delays, the student is obliged to report the special circumstances directly to the student counsellor. The student counsellor will record this notification in Osiris and will treat it as confidential information. The student can request to review, inspect, examine the record made by student counsellor.
5. The application for the recognition of special circumstances and of the duration of the study delay is made by the student during or after the end of the period in which the special circumstance occurred. The application is submitted to the managing committee via the student counsellor, with a form for this purpose. This means that the student makes agreements with the university of applied sciences about financial support the moment that a special circumstance occurs or after it has occurred. Financial support can only be provided if the special circumstance caused or is expected to cause study delay.
6. The following items must be enclosed with the application for recognition:
  - a. A written recommendation from the student counsellor explaining the special circumstances;
  - b. A recommendation from the RBS Deans for the study programme in question, with an indication of the number of months in which the study delay can be made up, drawn up in consultation with the student concerned. In determining the number of months' study delay that the student has incurred with regard to their studies, account must be taken of the way in which teaching is organised; the aim is to limit as much as possible any delay caused to a student's course of study;
  - c. Proof of registration;
  - d. Proof of possible interim deregistration;
  - e. Copies of documents detailing the student's progress;
  - f. The most recent notification relating to the student finance of the student;
  - g. If applicable, a written declaration from the Dean of the institute, confirming that the study programme was unachievable.
7. The managing committee shall inform the student in writing of the decision on the application for recognition of the special circumstances and the duration of the study delay, as soon as possible but no later than 60 days after the student has notified the special circumstances by means of his application. A copy of the recognition will be sent to the relevant student counsellor.

## Article 2.2 Granting and scope of financial support

1. Financial support shall be granted on grounds of the recognition of the special circumstances and the duration of the study delay. An application must be submitted separately, using a form designated for that purpose.
2. The financial support is provided to the student from the moment that the course duration has demonstrably expired minus the previous years of enrolment in higher education. Retroactive effect is generally not possible. The management committee shall take a decision on the application as soon as possible, but at the latest within 60 days.
3. The university of applied sciences pays out the financial support in monthly amounts equal to the governmental payment system of student grants). If financial support is granted, the student does not need to cancel his student grant, which allows him to continue to use his OV (public transport) card if applicable.

## Article 2.3 Level of financial support

1. The amount of financial support in the event of the performance grant or in the case of the student using the loan system is equal to a basic amount determined by the Executive Board, the supplementary grant that the person concerned receives under the Student Finance Act 2000, or

would have enjoyed, if he were entitled to or would have been entitled to claim it and, if applicable, the officially established equivalent of the OV-chipkaart.

2. By virtue of Article 7.51g of the Higher Education and Research Act, the Executive Board – at Rotterdam University of Applied Sciences, this role will be carried out by the managing committee for the Profiling Fund – can determine in exceptional cases that, as a result of the additional support that will be granted the amount of the financial support to be granted will be higher than the standards indicated by the student finance scheme. This possibility can only be used in very exceptional circumstances, where an important consideration should be whether the omission of additional support would lead to unacceptable situations .

## Article 2.4 Requirements for granting financial support

1. During the period of payment of financial support, it is a requirement that the student is actually studying.
2. When determining the duration of financial support, a link shall be established between the special circumstances referred to in Article 2 and the study programme. The following determining factors will apply here: the duration and significance of the special circumstances, the actual delay and the time needed in order to make up the delay.
3. In case of financial support by virtue of Article 1.2 (1) b (administrative or social activities) it shall be demonstrated that such activities contribute to the educational institution or to the study programme that the student attends. An activity calendar should show how the accumulated study delay arose or will occur. This calendar should provide clarity about the nature of the administrative or social activities, what they entail and how much time they take. The managing committee may request a statement from the Dean confirming these activities.
4. It is the student's own responsibility to limit the study delay and the possible negative financial consequences as much as possible. The student must seek advice from the student counsellor and from the responsible supervisor(s) within the School for this purpose (such as the study career coach or coordinator for student affairs).
5. Due to certain special circumstances, the student can only apply for financial support to one institution; either to Rotterdam University of Applied Sciences or another institution. If the circumstances arose during a study at an educational institution not being Rotterdam University of Applied Sciences, then an application for financial support must first be submitted to the former educational institution .
6. In the event that the student is enrolled in more than one study programme, only the first enrolment will be recognised as the basis for the application.

## Article 2.5 Other regulations

Since 1 September 2000, the payment from the Student Financial Support Fund has been designated as tax-exempt, which means that Rotterdam University of Applied Sciences does not inform the Netherlands Tax and Customs Administration (Belastingdienst) of the amounts paid out.

## Article 2.6 Specific stipulations

1. The issuing of a notice of default to the student by the Executive Board may lead to discontinuation or a claim for repayment of the financial support. The reason for notice of default may be the non-fulfilment of obligations.
2. An objection may be submitted to the Advisory Appeal Board against the decision by the managing committee.

## Article 2.7 Transitional and introductory stipulations

1. These implementing regulations have been adopted by the Executive Board after approval by the Central Representative Board.
2. Previous recognitions and amounts granted under previous regulations (most recently published in the August 2015 edition of the Student Handbook) are respected if these are more favourable to the student than the application of the current implementing regulations.

## Chapter 3 Board activities

### Article 3.1 Extracurricular activities

1. Extracurricular activities as referred to in Article 1.2 paragraph 1 under a of these regulations are:
  - a. a board position at a recognized Rotterdam student organisation;
  - b. a board position at a study association of Rotterdam University of Applied Sciences.
2. In order to qualify for financial support based on this regulation, the student may not receive credits for these activities.
3. If a student holds a (board) position for which financial support is already being received in another reasonable manner, the student has no right to financial compensation from the profiling fund.
4. Students who are exempted from their tuition fee as referred to in Chapter 4 of these regulations are also entitled to financial support from the Profiling Fund for their extracurricular activities during the study year in which the activities take place.

### Article 3.2 Board position at a Rotterdam student organisation

1. Each year, the Executive Board establishes a register that lists which associations and which associated board or committee positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the association must meet the following conditions:
  - a. The student organisation must have some size and full legal capacity, be accessible to students of Rotterdam University of Applied Sciences and be located in a municipality where Rotterdam University of Applied Sciences has a branch;
  - b. the student organisation does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the student organisation does not act in violation of the KMT Code of Conduct;
  - d. the student organisation has statutes and annual reports that show that they are committed to Rotterdam students.

### Article 3.3 Board position at a Rotterdam University of Applied Sciences study association

1. Each year, the Executive Board establishes a register that lists which study associations and which associated board positions may qualify for financial support pursuant to these regulations.
2. In order to be included in the register referred to in paragraph 1, the study association must meet the following conditions:
  - a. the student organisation has full legal capacity;
  - b. the study association does not act in violation of the applicable codes of conduct of Rotterdam University of Applied Sciences;
  - c. the study association must be of some size, which is defined as 5% of the active student members in the associated study programme;

- d. the course director declares that the activities of this association contribute to academic and social bonding of the associated study programme;
- e. the study association annually hands over to the Student Organisation Advisor:
  - i. the composition of the board;
  - ii. the policy plan;
  - iii. the annual report, including a statement from the audit committee.

### Article 3.4 Application for financial support for a board position

1. The application for financial support is submitted to the Managing Committee by the treasurer, on behalf of the board;
2. The following shall be attached to the application, per board member:
  - a. the correct application form;
  - b. a proof of registration;
  - c. a study progress overview;
  - d. a proof of registration of the board members in the Chamber of Commerce (KvK).
3. The Managing Committee will decide as soon as possible, but no later than 60 days after receipt of the application.

### Article 3.5 Limit on number of months of financial support

Students can claim financial support from the Profiling Fund for their extracurricular activities for a maximum period of twelve (12) months.

### Article 3.6 Payment

1. The financial support as referred to in Article 3.2 is awarded to the individual student and paid monthly.
2. Financial support for student board members in a study association as referred to in Article 3.3 is made available in principle to the association.
3. Payment is made during the study year in which the student is registered as a board member of the association with the Chamber of Commerce (KvK). Payment is made monthly and is made within 10 days of the first day of the month.

## Chapter 4 Tuition fee exemption due to board membership

### Article 4.1 Conditions for the student organisation

1. In order to be eligible for an exemption of tuition fee due to board membership, the student organisation must:
  - a. not act in contravention of the Code of Conduct and Integrity of Rotterdam University of Applied Sciences,
  - b. in the case of a study association:
    - i. meet the requirements established in the guide "Student Associations at Rotterdam University of Applied Sciences",
    - ii. have a certain size, identified as 5% of active student members in the linked study programme with a minimum of 50 student members and
    - iii. have completed the preliminary procedure with the Dean of the institute.

## Article 4.2 Conditions for the enrolled students

1. Students who are eligible for the 'Statutory tuition fee exemption due to board membership' scheme are those who:
  - a. are enrolled in an initial study programme at Rotterdam University of Applied Sciences that requires the payment of statutory tuition fees, and
  - b. hold a full-time board position, or hold various part-time board positions which together constitute a full-time board position, and
  - c. are willing to sign a declaration renouncing the taking of education, taking assessments, sitting examinations and receiving guidance in study and research activities at the school or any other funded institution during the entire study year that they hold a board position.

## Article 4.3 Application procedure for enrolled students

1. The student applies for tuition fee exemption due to board membership by using an application form for that purpose before 1 July of the upcoming study year.
2. The application form is signed by the student and the Director of Administration, Information & Control.

## Article 4.4 Start and duration for the enrolled students

1. The tuition fee exemption due to board membership of enrolled students starts in September of the study year in which the student is a full-time board member.
2. The student is entitled to statutory tuition fee exemption once and for the duration of an entire study year, which runs from 1 September to 31 August, despite his enrolment.
3. The application for the tuition fee exemption due to committee membership applies for an entire study year and may not be interrupted or extended in the interim.
4. At the end of the study year in which the enrolled student was a full-time administrator, it is checked whether he meets the conditions as stipulated in section 1.2, paragraph 2 of article 1.2 Implementing Regulations for the Financial Support of Students. If it turns out that the student has not met this condition, he is obliged to pay the statutory tuition fee for that study year.

## Article 4.5 Mandate

1. The Director of Administration, Information and Control has been mandated by the Executive Board of Hogeschool Rotterdam to sign applications for tuition fee-free administration, after assessing the Management Committee of the Profiling Fund, and thereby grant exemption from the statutory tuition fees.
2. In the event that it appears that the student organisation of which a board member receives financial support in the context of the Profiling Fund does not meet the set criteria, the Executive Board may decide to end the financial support with immediate effect.
3. In the event that it appears that the student organisation of which a board member uses the possibility of tuition fee exemption does not meet the set criteria board, the Executive Board may decide to impose a measure on this student as stipulated in Article 3 of the Conduct and Measures Regulations (appendix 3 of the Student Handbook).

## Article 4.6 Final provision

These regulations enter into force on 1 September 2018 and were subsequently amended on March 22, 2021.

## Appendix 7 Reviews / results

The result of an (interim) examination/assessment can be expressed by both grades and as follows: Outstanding/Very Good/Good/More than Satisfactory/ Satisfactory, et cetera.

### Alphanumeric results

Alphanumeric results can be awarded:

- \* if a student has been registered for a course (interim) examination, but has not sat the (interim) examination, the student will receive an 'ND' (not taken part);
- \* if a student has not completed all parts of a course, then the abbreviation 'NA' (not completed) is administered;
- \* if there are reasonable doubts about the authenticity of the student's work or if there are doubts about the validity/quality of an interim examination, technical malfunction, et cetera, an 'NG' (not valid) is awarded. For more information, please refer to article.4.10.
- \* if fraude has been established by the Exam Board, the student will receive a mention of 'FRAUDE';
- \* if a student has been exempted by the Exam Board, the student will be awarded a 'VRY' (exemption).

The results Q (qualified), NQ (not qualified), C (competent) and NC (not competent) are qualifications that are used, for example, to indicate whether the student is qualified for a particular track, but also, for example, when adopting results obtained abroad.

### Results Abroad

In order to make our results transparent to other countries, we use the Grading Table. This is included in the Diploma Supplement.

Beoordeling (Dutch)	Assessment (English)	Omschrijving (Dutch)	Description (English)	Numeric Equivalent
U	U	Uitstekend	Outstanding	10
ZG	ZG	Zeer goed	Very good	9
G	G	Goed	Good	8
RV	RV	Ruim voldoende	More than satisfactory	7
V	V	Voldoende	Satisfactory	6
T	T	Bijna voldoende	Almost satisfactory	5
O	O	Onvoldoende	Fail	4
ZS	ZS	Zeer slecht	Very unsatisfactory	1
VLD	VLD	Voldaan	Fulfilled	
NVL	NVL	Niet voldaan	Not fulfilled	-
Q	Q	Qualified	Qualified	
NQ	NQ	Not Qualified	Not Qualified	
CO	CO	Competent	Competent	7

NC	NC	Niet competent	Not competent	5
XP	XP	Expert	Sophisticated	9
P	P	Voldoende	Pass	5,5
F	F	Onvoldoende	Fail	3,5
VRY	VRY	Vrijstelling	Exemption	
NA	NA	Niet afgerond	Not Completed	-
ND	ND	Niet deelgenomen	Subject/examination not taken	-
NG	NG	Niet geldig	Not valid	-
FRAUDE	FRAUDE	Fraude	Violation scholastic / ethical standards	-

## Appendix 8 Grading table

The Grading Table provides a comparison between grades given abroad and 'our' alphanumeric outcomes. The ECTS-credit Grading Table is a simple and reliable tool for converting and interpreting grades. The percentage of how often this grade is given (accumulated) is shown after the original grade. The conversion to the local grade (home institution) is based on the accumulated percentage for the student group at the school that is most similar to the student group at the host institution. The grade earned by the local student group with the same percentage is used as the converted grade.

Rotterdam University of Applied Sciences

[Grading table for the entire Rotterdam University of Applied Sciences](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Hogeschool Rotterdam</b>	<b>Cumulative frequency</b>	
10	14053	1.9 %	0 -	1.9
9	61139	8.1 %	2.0 -	10.0
8	172387	22.9 %	10.1 -	32.9
7	204688	27.2 %	33.0 -	60.1
6	300274	39.9 %	60.2 -	100.0
	<b>752541</b>	<b>100 %</b>		

There is a specific table for the Willem de Kooning Academy (WdKA):

[Grading table WdKA](#)

<b>Dutch final grade</b>	<b>Total amount of the final grade</b>	<b>Frequency at Willem de Kooning Academy</b>	<b>Cumulative frequency</b>	
10	251	1.5 %	0 -	1.5
9	1736	10.4 %	1.6 -	11.9
8	5260	31.5 %	12.0 -	43.4
7	4923	29.4 %	43.5 -	72.8
6	4546	27.2 %	72.9 -	100.0
	<b>16718</b>	<b>100 %</b>		

Master Education in Arts, parttime, year 1 and 2, Cohort 2022-2024									
Course name	Course code	sp	contact hours x 50 min,	Trimester 1	Trimester 2	Trimester 3	Trimester 4	Trimester 5	Trimester 6
				assessment	assessment	assessment	assessment	assessment	assessment
Trimester 1									
Seminar Contemporary Issues in Art & Design Education	MKETHS01	5		SUM. AS					
Practice and Research Seminar				FORM. AS					
Trimester 2									
Seminar Critically Committed Pedagogy	MKESCP02	5			SUM. AS				
Practice and Research Seminar					FORM. AS				
Trimester 3									
Seminar Making Things Public	MKETHS03	5				SUM. AS			
Practice and Research Seminar	MKEPRS123	15				SUM. AS			
Trimester 4									
Graduation Project Seminar		10					SUM. AS		
Trimester 5									
Graduation Project								FORM. AS	
Trimester 6									
Graduation Project	MKEGPT26	20							AS
Totaal studypoints		60							

**Legenda**

Note: for the Masters the three models of learning overlap per module.  
Student-driven research (SG) is core to all graduate studies.

**Assessments**

AS = Assessment

*Refer to course handbook for detailed assessment structure*

*Contact hours may vary according to individual need*

Master of Arts in Fine Art and Design; Fine Art 2022-2024

Course name	Course code	ects (sp)	contact hours x 50 min	Trimester 1	Trimester 2	Trimester 3	Trimester 4	Trimester 5	Trimester 6
				assessment	assessment	assessment	assessment	assessment	assessment
<b>Trimester 1</b>									
Studio Research and Practice	MAUTSRP01	16	4			IAS			
Methods	MAUTMET01	2	4			AS			
<b>Trimester 2</b>									
Studio Research and Practice	MAUTSRP02	16	4			IAS			
Methods	MAUTMET02	2	4			AS			
<b>Trimester 3</b>									
Studio Research and Practice	MAUTSRP03	16	4			IAS			
Methods	MAUTMET03	2	4			AS			
Thematic Projects/Seminars ( <i>Elective based</i> )	MAUTTPS03	6	4			AS			
<b>Trimester 4</b>									
Graduate Research and Practice (Proposal Phase)	MAUTGRE04	16	6				IAS		
<b>Trimester 5</b>									
Graduate Research and Practice (Project Phase)	MAUTGRP05	18	6					IAS	
<b>Trimester 6</b>									
Graduate Research and Practice (Completion Phase)	MAUTGRE06	16	6						IAS
Graduate Research and Practice Writing Component	MAUTGWC06	4	4						IAS
Thematic Projects/Seminars ( <i>Elective based</i> )	MAUTTPS06	6	4						AS
<b>Total Acquired Study points (according to ECTS)</b>		<b>120</b>							

\*Students must earn 12 credits in thematic projects and seminars over the two year program. They must take 6 credits per academic year. Each year 12 credits in thematic projects and seminars are offered.

Legend

Assessments

AS = Assessment

IAS=Integrated Assessment

Contact hours may vary according to individual need and learning outcomes.

Master in Fine Art and Design; Experimental Publishing 2022-2024 fulltime									
Course name	Course code	sp	contact hours x 50 min	Trimester 1	Trimester 2	Trimester 3	Trimester 4	Trimester 5	Trimester 6
				assessment	assessment	assessment	assessment	assessment	assessment
<b>Trimester 1</b>									
Self-directed research			12						
Reading, Writing and Research Methods			4						
<b>Trimester 2</b>									
Self-directed research	MDCSDR12EP	32	12		AS				
Reading, Writing and Research Methods	MDCRWR12EP	8	4		AS				
<b>Trimester 3</b>									
Self-directed research			12						
Reading, Writing and Research Methods			4						
<b>Trimester 4</b>									
Self-directed research	MDCSDR34EP	32	10				AS		
Reading, Writing and Research Methods	MDCRWR34EP	8	4				AS		
<b>Trimester 5</b>									
Self-directed research			8						
Graduate Research Seminar			4						
<b>Trimester 6</b>									
Self-directed research	MDCSDR56EP	32	8						AS
Graduate Research Seminar	MDCGRS56EP	8	4						AS
<b>Total Acquired studypoints (according to ECTS)</b>		<b>120</b>							

*\*Contact hours may vary according to individual need.*

**Legenda**

AS = Assessment

Master in Fine Art and Design; Lens-Based Media 2022-2024 fulltime									
Course name	Course code	sp	contact hours x 50 min	Trimester 1	Trimester 2	Trimester 3	Trimester 4	Trimester 5	Trimester 6
				assessment	assessment	assessment	assessment	assessment	assessment
<b>Trimester 1</b>									
Self-directed research			12						
Reading, Writing and Research Methods			4						
<b>Trimester 2</b>									
Self-directed research	MDCSDR12LB	32	12		AS				
Reading, Writing and Research Methods	MDCRWR12LB	8	4		AS				
<b>Trimester 3</b>									
Self-directed research			12						
Reading, Writing and Research Methods			4						
<b>Trimester 4</b>									
Self-directed research	MDCSDR34LB	32	10				AS		
Reading, Writing and Research Methods	MDCRWR34LB	8	4				AS		
<b>Trimester 5</b>									
Self-directed research			8						
Graduate Research Seminar			4						
<b>Trimester 6</b>									
Self-directed research	MDCSDR56LB	32	8						AS
Graduate Research Seminar	MDCGRS56LB	8	4						AS
<b>Total Acquired studypoints (according to ECTS)</b>		<b>120</b>							

*\*Contact hours may vary according to individual need.*

**Legenda**

AS = Assessment

**Master Interior Architecture - Research + Design 2022-2024**

Course name	Course code	study points	contact hours x 50 min	Term 1	Term 2	Term 3	Term 4
				assessment	assessment	assessment	assessment
<b>Term 1 (SEM-N) - 3 months</b>							
Design Project	MIATDP01	10	6	AS			
Critical Practice: Theory and History	MIARES01	3	2,5	AS			
Critical Practice: Research Methods	MIAREM01	2	1,5	AS			
Multiple Media	MIAVIS11	5	4	AS			
<b>Term 2 (SEM-V) - 6 months</b>							
Design Project	MIAPRO02	20	6		AS		
Critical Practice: Theory and History	MIATHS02	6	2,5		AS		
Critical Practice: Research Methods	MIARMT02	4	1,5		AS		
Multiple Media	MIAMUM02	10	4		AS		
<b>Term 3 (SEM-N) - 3 months</b>							
Design Project	MIATDP13	10	6			AS	
Graduation Project Preparation	MIAGPP23	5	4			AS	
Multiple Media	MIAVIS23	5	4			AS	
<b>Term 4 (SEM-V) - 6 months</b>							
Graduation Design Project	MIAGDP04	25	6				IAS
Graduation Written Project: Thesis	MIAGWR04	15	4				IAS
<b>Total Acquired Study Points (ECTS)</b>		<b>120</b>					

*\*Contact hours may vary according to course structure in the term, learning/teaching methods and learning outcomes.*

**Legend**

*Note: for the Masters the four models of learning overlap per module.*

*Student-driven research is core to all graduate studies.*

**Assessments**

AS = Assessment

IAS=Integrated Assessment

<b>Master Design, year 1 + 2, part-time , COHORT 2022-24</b>										
course name	course code	cre- dits	Semester 1		Semester 2		Semester 3		Semester 4	
			contact time x 50 min	assessment type	contact time x 50 min	assessment type	contact time x 50 min	assessment type	contact time x 50 min	assessment type
<b>SEMESTER 1</b>										
DR - Design Orientation	DESORI11	6		P, R						
ST - Living Atlas	DESLIA11	5		P, R						
NP - New Practices 1	DESNPR11	4		P, R						
<b>SEMESTER 2</b>										
DR - Design Methods	DESMET12	6				P, R				
ST - Expert Lecture	DESEXP12	5				P, R				
NP - New Practices 2	DESNPR12	4				P, R				
<b>SEMESTER 3</b>										
DR - Design Iteration	DESITE23	6						P, R		
ST - Blog Post	DESBLP23	5						P, R		
NP - New Practices 3	DESNPR23	4						P, R		
<b>SEMESTER 4</b>										
DR - Design	DESRES24	6								P
ST - Publication	DESPUB24	5								P, R
NP - New Practices 4	DESNPT24	4								P, R
<b>Total amount of credits</b>		<b>60</b>								

**Assessment type**

R = report

P = presentation

**Further abbreviations:**

DR = Design Research

ST = Storytelling

NP = New Practices