



Hogeschool van Amsterdam

Teaching and Examination Regulations

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1 Introduction

Every degree programme is required by law to have Teaching and Examination Regulations. These Regulations contain provisions relating to the teaching of the degree programme and the associated examinations and (partial) tests. You can find the latest Teaching and Examination Regulations for your degree programme in the course catalogue for your degree programme under '*Programme details*'.

1.1 Organisation of this document

Chapter 2 **Teaching** outlines the objectives of the programme, the associated exit qualifications and the way in which teaching is structured and the information on the student counselling.

Chapter 3 **Tests and partial tests** describes all aspects of assessment: format, order, number of attempts, marking, inspection, etc. This chapter also describes how credits are obtained, the period of validity of results and exemptions, and special arrangements for students with a disability.

Chapter 4 **Rules governing conduct during tests** describes the rules students must comply with when sitting tests or partial tests, what we understand by fraud and plagiarism and what the procedure is if fraud or plagiarism is suspected.

Chapter 5 **Examinations, first-year certificate and degree certificate** contains provisions relating to the certificates obtained and explains how you qualify for the classification 'cum laude' (with distinction).

Chapter 6 **Examination Board and Appeals Board** lists situations where you should contact the Examination Board and specifies when you may lodge an appeal with the Examination Appeals Board (COBEX).

Chapter 7 **Validity of Teaching and Examination Regulations** indicates who and what the Teaching and Examination Regulations apply to, how long they are valid for and how they are adopted.

Chapter 8 **Testing programmes** gives an overview of all the modules in the curriculum offered by the degree programme, indicating the number of credits, the methods of assessment and when the tests take place.

Chapter 9 **Definitions** explains the key terms used in the document.

1.2 Relevant sources of information in addition to the Teaching and Examination Regulations

- **Students' Charter:** sets out all the rights and obligations of students and prospective students. The Teaching and Examination Regulations form part of the Students' Charter.
- **Course catalogue:** the digital information source containing all relevant information on the degree programme and the modules.
- **Test protocols:** detailed rules governing how tests and partial tests are administered.
- **Code of Conduct for Student Counsellors:** guidelines for the professional conduct of student counsellors.
- **Studying with a disability:** details of the special arrangements available for students with a disability.
- **Top-level Sports Regulations:** contains details of the special arrangements available for students who are top-level athletes.
- **Entrepreneurships Regulations:** contains details of special arrangements available for students who are entrepreneurs.
- **AUAS Testing Policy:** AUAS agreements on quality and quality control of assessment.
- **Examination Board Regulations:** these govern the composition, tasks and procedures of the Examination Board (only available in Dutch).
- **Selection list of the Netherlands Association of Universities of Applied Sciences:** contains rules governing retention times for tests and certificates (only available in Dutch).
- **Privacy Policy:** contains the measures of the AUAS with regard to the General Data Protection Regulation

(AVG) and the Data Protection Act (Wbp), (only available in Dutch).

- **Undesirable behavior regulation AUAS.**

[Supplement with faculty or degree programme sources where appropriate.]

1.3 Information on admission requirements

The general admission requirements for the Master's programme are set out in the Students' Charter. The specific admission requirements for the Master's programme in Master Digital Design can be found in the course catalogue.

2 Teaching

2.1 Objectives of the degree programme

1. During the course of the degree programme, students will acquire knowledge, opinions and skills in the field of Master Digital Design

On completion of the degree programme, students can start working as professionals in the professional field of the degree programme. They will be independent, critical thinkers who are capable of operating in an urban, creative and innovative context.

2.2 Exit qualifications of the degree programme

1. On completion of the degree programme, students will have the following exit qualifications:

- Framing and strategizing

A competence of digital designers to effectively frame or reframe design challenges in complex contexts and devise strategies to create added value for people, organisations and society.

- Reflection and Awareness

A competence of digital designers to reflect on design process and its outcomes, iteratively explore the design field and construct a vision as a (digital) designers.

- Concepting and Ideation

A design competence to generate concepts and ideas in socio-technical ecosystems involving users, content and business strategies.

- Creating and Crafting

A design competence to use relevant methods and technologies to create innovative digital solutions.

- Self-Directed Learning

A competence of digital designers to critically evaluate their own competences, design portfolio, learning styles and strategies to identify further learning opportunities..

2.3 Structure of curricula

1. The degree programme has a study load of 60 credits.

2. The study programme is offered on a fulltime basis.

3. All the modules in the various curricula are listed in Chapter 8. The following details are specified for each module:

- a. the name of the module;
- b. the number of credits;
- c. the method of assessment for all (partial) tests;
- d. the period of time in which the (partial) tests are offered.

Article 2.3 A Options

In the case of electives, the degree programme can set further rules regarding registration and participation. This is stated in the course catalogue.

2.4 Education format

As digital technologies and the relevant design principles are constantly changing at a rapid pace, the Master's programme faces a twofold challenge: on the one hand, the programme aims at teaching immediately-applicable skills that enable students to make a difference in professional settings directly after graduation; on the other hand, the Master's programme recognises that digital design is ever changing and thus aims at providing 'future-proof' skills, ensuring that graduates will be up to speed on new developments in the years to come. In order to offer an

answer to increasingly complex challenges, the programme has defined a set of guiding principles:

- a substantial connection to the digital design industry;
- a flexible curriculum that can respond quickly to the latest innovations;
- real-world projects developed, carried out and evaluated in close connection with industry partners;
- elements of design theory and a constructivist didactic approach teaching students to 'learn how to learn'.

The programme is set up around courses, events and 3 projects. The projects, increasing in complexity, have an important role within the programme in educating the students to become 'T-shaped' professionals who are highly specialised (also due to their coursework) and are able to apply acquired skills in broad contexts. [aching methods]

2. The degree programme is delivered in English. There may be exceptions to this rule.

3. An academic year is sub-divided into four blocks of ten weeks and an extra fifth block of eight weeks in the summer period or two semesters of twenty weeks and an extra period of eight weeks in the summer period.

2.5 Evaluation of teaching

The Master's programme will self evaluate through qualitative and quantitative reviews. Iteration and reflection are at the core of the students competences and will also be at the heart of the lecturers responsibilities. The programme management sees that the programme will need to iterate to stay in touch with the ever changing field of digital design, teachers will be facilitated to do so. After every course there will be quantitative evaluations. There is an educational committee (O.C.) that can advise the staff on iterating and improving the programme.

2.6 Student counselling

1. The programme manager will ensure that individual student counselling with regard to progress in terms of professional skills and professional development is provided for all students.
2. Students should contact their student counsellor if they have problems of a personal nature, whether or not these are directly connected with their studies. Student counsellors are bound by the provisions of the Code of Conduct for Student Counsellors.
3. The Examination Board may issue an urgent negative study advice based on the assessment at the end of the first academic year or, if there is reason to, at the end of a block. Such an advice will include a motivation of the Examination Board's decision.
4. Students who have been issued an urgent negative study advice will retain the right to enrol in next years' study programme in accordance with the applicable conditions.

2.7 Special arrangements for students with a disability

1. Students who have special needs are entitled to tailored, suitable or necessary adjustments, except where such adjustments would place a disproportionate burden on the AUAS or where it concerns core competencies that cannot be demonstrated in any other way than the one offered.
2. The programme manager will endeavour to offer students with a disability a learning environment that is equal, wherever possible, to that available to students without a disability and that offers equal opportunities for academic success. In the event of a request for a special arrangement, the programme manager will take the advice of the student counsellor. See also: Studying with a disability.
3. The adjustments must eliminate or reduce impediments and foster the student's independence and full participation as far as possible. Such adjustments may relate to:
 - the accessibility of buildings;
 - the curriculum, including work placements;
 - course timetables;
 - teaching methods, including supervision;
 - teaching materials; and

- assessment (see also 3.13).

2.8 Performing work during the study programme

1. No special requirements.

3 Tests and partial tests

N.B.: When we use the word 'test' within the AUAS, we mean 'examination', as referred to in the Dutch Higher Education and Research Act (WHW).

3.1 Format

1. Each module ends with a test. We use the following forms of assessment: portfolio assessment, behavioral assessment, professional product, assignment and knowledge assessment. The more specific interpretation of the test format is stated in the course catalogue for each module.
2. Tests can either be a test taken at a certain time or a test with a deadline for handing in the assignment. The course catalogue indicates which is applicable.
3. A test can consist of several partial tests. In chapter 8 the testing programmes are listed: for each module the testing method is indicated for tests and for partial tests.
4. The adopted testing programme (including planning) may be amended by the programme manager due to exceptional circumstances or for urgent reasons and with advise of the Degree Programme Committee and the assent of the Faculty Representative Advisory Council.
5. Based on the agreed testing programmes, the programme manager will ensure that the course catalogue specifies the learning objectives and study materials for each individual test or partial test, so students can prepare themselves as well as possible. The course catalogue will also specify whether tests can be offset and/or weighed.
6. Students obtain an individual mark in a test that is conducted jointly by a group of students. Students can receive a group mark during a partial test.

3.2 Sequential order

1. Chapter 8 Test overview specifies in which period (block or semester) the tests or partial tests will be held for each module.
2. Where applicable, the testing programmes will also indicate whether:
 - a. a particular number of credits is required for participation in tests and/or partial tests for specific modules;
 - b. certain modules must be passed before students can participate in specific modules.

3.3 Number of attempts

1. Each academic year, the programme offers at least two opportunities to complete a module of the propaedeutic phase or main phase. Chapter 9 indicates for each module how many opportunities there are to complete the module. One exception is possible, mentioned in paragraph 2 of this article.
2. There is one exception to paragraph 1: in the case of internships and long-term assignments where it is not possible to resit in the same year, the program manager may determine that only one opportunity is offered in the same academic year.
3. Students who fulfil the criteria of AUAS' Top-level Sports Regulations or Entrepreneurship Regulations may be eligible for a special examination timetable.
4. The Examination Board may decide to allow an extra opportunity for a student. The Examination Board can seek the advice from the relevant lecturer and/or academic adviser and, in case of personal circumstances, from the student counsellor before taking a decision.
5. If a module is no longer offered, the degree programme will offer students at least two opportunities to take a test or partial test for this module in the following year.

6. If students fail a module in the academic year in which they took the module and wish to retake a test or partial test for that module the following academic year, the requirements imposed will be those that apply to those that applied in the academic year in which the students took the module in question.

3.4 Arrangement and mandatory participation in practical components

The following modules contain practical components:

Semester 1	ArrangementStudents are required to attend 75% of the lectures/instructions	y
Semester 2	ArrangementStudents are required to attend 75% of the lectures/instructions	y

2. Where modules involve mandatory participation, the course catalogue will specify the rules governing as a requirement for participation in the test and/or partial test.

3.5 Test formats

1. A (partial) test with a specific test moment can be taken digitally, orally or with pen and paper. The course catalogue indicates which is applicable for each module.
2. An oral test or partial test is always administered by two examiners. If this is difficult to organize, it is possible to deviate from this rule, except in the case of testing graduation components. The oral (partial) test must then be recorded. An oral (partial) test is not public, unless the Examination Board determines otherwise.

3.6 Standardisation of assessments

1. Tests for all the degree programme's modules, including minors and modules from tracks for achieving a higher level of knowledge, will be awarded a mark between 1 and 10, with a maximum of one decimal place.
2. Partial tests will be awarded a mark between 1 and 10, with a maximum of one decimal place, or will be marked as 'pass' or 'fail'. The course catalogue indicates how such qualitative assessments are weighted when calculating the mark for the module.
3. A student's assessment result in an interim examination is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher.
A student's assessment result in a partial test is deemed to be satisfactory if the mark allocated is - not rounded off - 5.5 or higher or if the student obtains a 'pass'. No rights can be derived from partial tests.
4. If the test consists of two or more partial tests which are compensated, students will pass the module if the weighted average of the partial tests is an unrounded mark of 5.5 or higher.
- 4a. Where marks are offset, students may be required to achieve a minimum mark of 5 for the partial test. If this is the case, it will be indicated in the course catalogue for the relevant module.
5. Offsetting of marks between modules is not permitted.
6. Where requested by students, the results of any modules that students have taken at an institution abroad that form part of the student's degree programme may be converted into marks on a scale of 1 to 10 by the Examination Board, based on the available grading table of the foreign institution and that of the AUAS, or converted to a mark in words; 'unsatisfactory', 'satisfactory', 'good' or excellent.
7. On completion of a module, the highest (rounded) grade achieved will determine whether or not students have passed the module.

3.7 Recording and announcement of results

1. Tests and partial tests are assessed individually for each student (see article 4.3). The mark is determined by the examiner or examiners.
2. The result of a test or partial test will be published in SIS no more than 15 working days after the examination date or submission date. When the resit is planned soon after the first examination, the result will be published in SIS at least 5 working days before the resit.

3.8 Allocation of credits

1. Students will be deemed to have passed the module and the relevant credits will be allocated if students have obtained a passing mark for the test. Credits will not be awarded for passing partial tests.
2. When students are granted an exemption for a particular module, they will be deemed to have passed that particular module and the corresponding credits will be allocated.
3. The date of the test or partial test that resulted in successful completion of the module will be treated as the date on which the credits were obtained. For exemptions applies the date the exemption was granted will apply.
4. If students want to retake the last (partial) test of the examination programme, for example to obtain a higher mark, then students must submit a request to the Examination Board before the date of participating in the (partial) test. See article 6.2 paragraph 6.

3.9 Inspection

1. Students may inspect a marked test paper or partial test paper and the mark scheme used up to at least 15 working days after publication in SIS. When the resit (second opportunity) is planned soon after the first test, the inspection session is planned at least 5 working days before the resit.
2. If students are not able to participate at that time, they may request the Examination Board for approval for them to inspect the marked test or partial test at another moment. The Examination Board decides when the inspection is possible.
3. The right to inspect the exam will expire with the expiration of the storage period.

3.10 Granting of exemptions

1. The Examination Board is authorised to grant exemptions to a students if they have passed examinations at other higher education institutions whose content, scope and level are deemed by the Examination Board to correspond in sufficient measure to (parts of) the module for which the student wishes to be exempted.
2. Students wishing to be considered for an exemption must submit a motivated and substantiated request to that effect in writing to the Examination Board before the teaching of the module for which exemption is being requested begins. The request must be accompanied by documentary evidence indicating that the student has already satisfied the requirements for the modules for which an exemption is being requested.
3. The validity period of an exemption granted for (parts) of the module of the main phase is unlimited in principle, unless the exemption has been granted in respect of one of the modules listed in Section 8.3.6.
4. The Examination Board will determine, on the basis of the evidence submitted, whether the student has met the requirements of the relevant module.
5. The Examination Board will grant a request for exemption if, in its opinion, the student meets the requirements of the relevant module or parts thereof. The Examination Board will inform the student of its decision by digital means within four weeks of the date on which the request was received.
6. Exemptions will be listed with the description 'exemption' in the examination results summary in SIS. A partial test for which the student has been granted an exemption will not count towards the average final grade for the module of which this partial test forms part.

3.11 Validity

1. For (a part of) the modules the period of validity of exam results is limited. This is applicable if knowledge, insight and skills are demonstrable outdated. The names of these modules with a limited period of validity, the validity period and the reason for outdating are listed in 9.6.
2. The Examination Board may extend the period of validity of examination results with limited validity.
3. Once the period of validity of a test has expired, the student will be given the opportunity to take the module again and to take tests and partial tests again. If the module is no longer being offered, the Examination Board will designate a replacement module.

3.12 Disabilities

1. The Examination Board may grant students disability modifications regarding assessment procedures. A student with a disability who would like to seek modifications to the assessment procedure, first contacts the student counsellor for consultation and then submits a substantiated request to this effect to the Examination Board. This request must be accompanied by a recommendation from the student counsellor. See also: Studying with a disability (A-Z-list).
2. The Examination Board is authorised to mandate the allocation of testing facilities to the student counsellor.
3. If the student counsellor intends to reject the request for standard testing facilities, the student counsellor will advise the student to submit a request to the Examination Board itself.

4 Rules for sitting tests and partial tests

N.B.: When we use the word 'test' within the AUAS, we mean 'examination', as referred to in the Dutch Higher Education and Research Act (WHW).

4.1 Registration for tests and partial tests

1. The faculty determines whether and how students must register for tests partial tests, on the first and second opportunity (resit). The rules for registration, including the registration period, the order in which students are placed in a limited number of places and the rights and obligations of students who register or do not register in time, are stated in the study guide.

2. The test moment immediately following the course taken is considered the first opportunity. A second opportunity (resit) may take place if the student does not take part in the first opportunity or if the first opportunity resulted in a failing mark. If these opportunities are not used this does not oblige the programme to offer more than two test moments.

If the student retakes a course from a previous academic year in a subsequent academic year, the first and second opportunity will count as a resit.

[additional text]

4.2 Sitting tests and partial tests

1. When sitting tests and partial tests, the provisions of the test protocols and guidelines and instructions of the study program/faculty apply. These guidelines and instructions must clearly state that, and in what way, the privacy of the testing student is guaranteed.

2. For digital tests, the test takes place in accordance with the requirements of security and privacy rules as laid down in the GDPR.

4.3 Own/individual work

1. Students will sit the test or partial test individually and may use the permitted study aids when doing so. Group assignments are an exception to the rule of individual tests and partial tests.

2. Students must always submit their own work in tests and partial tests. When citing the work of others, students must apply the agreed rules for source acknowledgement.

3. If students contravene one or more of the provisions of articles 4.4 and 4.6, they will be deemed to have committed plagiarism and/or fraud.

4.4 Definition of plagiarism

1. Plagiarism means:

a. using or copying someone else's texts, data, ideas or images without a full and correct acknowledgement of sources;

b. presenting the work of others as own work;

c. not indicating clearly in the text, for example through the use of quotation marks or a specific layout, that the text contains literal or near-literal quotes, even if sources have been acknowledged correctly;

d. paraphrasing the content of someone else's work without adequately acknowledging sources;

e. copying (parts of) media files or other sources, software source codes, models and other diagrams of third parties without acknowledgement, thereby passing them off as your own work;

f. submitting a text that has been submitted previously, or a similar text, for assignments of other programme modules without acknowledging the source;

g. copying the work of your peers and passing it off as your own work;

- h. submitting documents that have been acquired from a commercial institution or that have been written by someone else, either in exchange for payment or otherwise.
- 2. Depending on the actual circumstances of the particular case, other conduct may also be treated as plagiarism.
- 3. Students will be deemed to be complicit if fellow students copy their work with the student's consent and/or cooperation.
- 4. All authors are responsible for the entire jointly written paper. If one of the authors of a jointly written paper commits plagiarism, the other authors will be deemed to be accessories to plagiarism if they could have known that plagiarism had been committed.
- 5. No intention is required for determining plagiarism as referred to in the chapter.
- 6. In case of plagiarism in a concept work the Examination Board can apply article 4.7, paragraph 3.

4.5 Detection of plagiarism

1. The examiners and the Examination Board are authorised to check submitted work for plagiarism and, to that end, may use plagiarism detection programs. By submitting a text to be assessed, students give their implicit permission for the text to be included in the database of the detection programme concerned.

4.6 Definition of (serious) fraud

1. Fraud means any act, omission or attempt at or admission of behaviour that fully or partially prevents a correct and fair assessment of a person's knowledge, insights and skills or (professional) attitude from being made. Fraud includes:
- a. using aids other than those allowed during a test or partial test;
 - b. copying during the test or partial test or exchanging information;
 - c. pretending to be someone else during the test or partial test;
 - d. being represented by someone else during the test or partial test;
 - e. taking possession of the assignment or assignments of the test before the date or time the concerned test is due to take place;
 - f. inventing and/or falsifying survey results, interview responses or research data.
2. Fraud can involve a test or partial test that the student is taking themselves, as well as allowing other students to act in a fraudulent manner.
3. Fraud as described under 3 and 4 and plagiarism as described under 8 in Section 4.5 will in any case constitute serious fraud. Repeated fraud will be marked as serious fraud.
4. Depending on the actual circumstances of the particular case, other conduct may also be treated as fraud. No design is required for determining fraud as referred to in the chapter. Suspected fraud may be established before, during or after a test or partial test. An example of suspected fraud being established after the examination is if, during the marking process, two or more students appear to have given identical or virtually identical answers, including incorrect answers, to a large proportion of the questions.
5. In case of plagiarism in a concept work the Examination Board can apply article 4.7, paragraph 3.

4.7 Procedure in the event of fraud and/or plagiarism

1. If there are serious grounds for suspecting that a student is guilty of fraud or plagiarism, the examiner or invigilator will notify the Examination Board.
2. The Examination Board will decide whether the student is actually guilty of fraud, including serious fraud, or plagiarism. If that is the case, the Examination Board will notify the student in writing, specifying the associated sanctions. Before reaching a decision, the Examination Board will give the student the opportunity to be heard, within a period of ten working days from notification. The student will be informed on the written notification of the examiner or invigilator before the hearing takes place.

3. If the student is found guilty of fraud or plagiarism, the Examination Board may prevent the student from taking certain tests and/or partial tests for a period of a maximum of one year. In the case of serious fraud the Examination Board may recommend to the dean that the student's enrolment be terminated.
4. If the student is found guilty of fraud, the Examination Board may decide to check work submitted previously by the student concerned for fraud and, if fraud is detected, to impose sanctions.
5. If the fraud has been established as an indisputable fact, it will be recorded in SIS by 'FR' that the student has taken the test or partial test, but has not been awarded a mark due to fraud. The submitted work is declared invalid. Work that has been declared invalid may only be resubmitted if the Examination Board gives permission for this.

5 Examinations and degree certificate

5.1 Examinations

1. The Master's programme ends with an examination.
2. Students are deemed to have passed the examination if they have successfully completed all the modules for the relevant phase or programme, or an exemption has been granted for them.

5.2 Degree certificate

1. The Examination Board will issue a degree certificate and list of results to students who have passed the examination of the Master's programme.
2. The marks on the list of marks will be rounded up to whole numbers.
3. In addition to the list of marks, students will also receive a diploma supplement in English with their degree certificate.
4. The graduation date recorded on the degree certificate will be the month in which students sat their last test.
5. Students may ask the Examination Board to delay the issuing of their degree certificate.
6. In addition to paragraph 5: students can request the Examination Board not to issue the degree certificate yet, for example because students may want to retake a (partial) test for a higher mark. A certificate is established on the date on which the last test of the examination programme was passed. To prevent this, students must submit a request to the Examination Board no later than the day before the last (partial) test of the examination programme. A motivation and study plan must be added to this. The Examination Board can then give permission, with a related deadline. If permission is granted, the date of the degree certificate will be the date on which the last (partial) test of the study plan was passed.
7. In case of name change the student can receive a new certificate - on request - after handing in the original certificate.

5.3 Degree

1. The Executive Board of de AUAS will award a Master of Science degree to students who have passed the examination.

5.4 Calculation of average mark and 'cum laude' requirements

1. The average final mark is the weighted average of the Master's programme on the results list. Weighted means that the size of modules is taken into account. If the degree programme mentions decimals on the results list, then the calculation of the average grade is based on marks with decimals. If the degree programme mentions whole marks on the results list, then the calculation of the average mark is based on whole marks (see: A-Z list).
2. Modules for which students have been granted an exemption and extracurricular modules will not be included when calculating the weighted average final mark.
3. If an exemption has been granted for more than a third of the credits of the curriculum students will not receive an average mark and cannot be awarded a 'cum laude' degree (a degree with distinction).
4. Students will be eligible to have the words 'cum laude' recorded on their degree certificate if they meet the following requirements:
 - a. They have successfully completed the degree programme within the nominal study period plus one year.
 - b. The weighted average final mark of their test results for all the modules on the list of marks for the main phase is at least an 8.0 (not rounded up to);

- c. Students have passed the final assessment module with a mark of at least 8.0 (not rounded up to).
 - d. Students have never been found guilty of plagiarism or fraud.
5. Students will be eligible to have the words 'summa cum laude' recorded on their degree certificate if they meet the following requirements:
- a. Students have successfully completed the degree programme within the nominal study period.
 - b. The weighted average final mark of the test results for all the modules on the list of marks for the main phase is at least an 9.0 and excellent (not rounded up to);
 - c. the students' weighted average final mark for each of the following modules: final assessment is a minimum of 9.0 (not rounded up to);
 - d. Students have never been found guilty of plagiarism or fraud.
6. The Examination Board assesses whether to confer the designation 'cum laude' or 'summa cum laude'.

5.5 Statement

1. Upon request, students who have passed more than one test, but who cannot be awarded a degree certificate, may be issued with a statement from the Examination Board that specifies the test that they have passed.
2. If a student asks for a statement stating an average (grade point average) resulting from the list of results of modules that have been achieved so far, this average must be calculated as follows: The average of the modules achieved is the weighted average of all results of the modules on the result list. Weighted means that the size of the modules is taken into account. If the program mentions decimals on the result list, the calculation of the average grade is about grades with decimals. If the program is stated in the result list with whole marks, the calculation of the average mark is based on whole marks. If a combination of grade and word grades exists, the grade equivalents for the word grades will be used as determined to allow calculation of a weighted average.

6 Examination Board and Appeals Board

6.1 Contacting the Examination Board

1. Every degree programme has an Examination Board. The Examination Board determines, in an objective and expert manner, whether or not students meet the requirements of the Teaching and Examination Regulations and the exit qualifications for the degree programme.

2. Amongst others, students may contact the Examination Board with regard to the following requests:

- a. to be exempted from one or more tests and/or partial tests (see Section 3.11);
- b. to take an additional test or partial test (see Section 3.3);
- c. to extend the period of validity of a test or partial test that they have passed (see Section 3.12);
- d. to approve their choice of minor (see Section 2.8);
- e. for special arrangements to be made with regard to tests on account of a disability or chronic illness (see Section 3.13);
- f. for a revised test timetable if the student is involved in top-level sports or entrepreneurship (see Section 3.4).

6.2 Lodging an appeal with the Examination Appeals Board (COBEX)

1. Students may lodge an appeal with the Examination Appeals Board (COBEX) if they do not agree with a decision made by the Examination Board or by an examiner or examiners. Further information on COBEX and how students can lodge an appeal can be found in the *Legal protection of students* section of the Students' Charter.

7 Validity of Teaching and Examination Regulations

7.1 Scope

1. The Teaching and Examination Regulations for the master programme in academic year 2023-2024, mentioned in this document, apply to all students enrolled in the degree programme.
2. With the exception of the provisions relating to teaching and student counselling, the Teaching and Examination Regulations also apply to external students (i.e. students who are not being taught at the university but who are sitting tests and/or partial tests). Where appropriate, the word 'student' may therefore also be deemed to refer to external students.
3. Circumstances not provided for by the Teaching and Examination Regulations will be dealt with by the Dean.

7.2 Adoption

1. The Teaching and Examination Regulations will be adopted on an annual basis by the dean of the faculty to which the degree programme belongs, on the recommendation and/or consent of the Degree Programme Committee and the Faculty Representative Advisory Council.

7.3 Validity and start date

1. The Teaching and Examination regulations will be valid for one academic year. In other words, Teaching and Examination Regulations from a previous academic year will not apply to a subsequent academic year. If necessary, transitional arrangements will be made for current students where rules or provisions are amended. Where transitional arrangements apply, this will be specified in Section 7.4.
2. During the course of the academic year, the Teaching and Examination Regulations may only be amended in the event of force majeure and provided that the result is not unreasonably disadvantageous for students. Interim changes will be decided by the dean. If this concerns a part on which approval is based, the Faculty Representative Advisory Council or the Degree Programme Committee will be consulted. For intermediate changes in the testing programme, article 3.1, paragraph 2 also applies.
3. The Teaching and Examination Regulations are effective from 1 September 2023.

7.4 Transitional arrangements

Not applicable.

8 Test overview

In this chapter the testing programme is listed.

8.1 Year 1

Module	ECTS	Method of assessment for tests and partial tests	Number of opportunities	Block or semester of opportunities
Assessment 1	30	Interview + written materials (see below)	2	1/2
Assessment 2	30	Interview + written materials (see below)	2	1/2

The Masters' programme is composed by five tracks, each managed by a Lecturer.

The Literacy track focuses on methodologies for understanding, ideating, communicating, and critiquing a variety of design solutions, their uses, and their socio-economic contexts. Its foundational course is Design Processes.

The Research track focuses on users and their needs, experiences, habits, and desires. It synthesizes models, best practices, and general "Design Knowledge". Its foundational course is Design Research.

The Creation track deals with prototyping, making and crafting digital artefacts, as well as creating how they interact with users, society, and other objects. Its foundational course is Data and Matter.

The Strategy track examines the "social life" of design artefacts, their relation to the market and consumers, as well as their impact on future scenarios. Its foundational courses are Design Ethics and Design Futures.

The Project track deals with practical real-world assignments co-created with a network of industrial partners. The three projects are fast-paced and iterative design challenges. They differ in duration and complexity, as well as in the number of stakeholders involved.

The courses "Design Processes," "Design Research," "Data and Matter" are composed of 8 full days of in-class activities (or a larger number of half-days, depending on scheduling issues), which may be combined into intensive weeks. They include homework and an assignment to be executed separately. Homework and assignment will result in "formative feedback" and can be presented as part of the assessment material (see below).

The courses "Design Ethics" and "Design Futures" are composed by 6 full days of in-class activities (or a larger number of half-days, depending on scheduling issues), which may be combined into intensive weeks. They include homework and an assignment to be executed separately. Homework and assignment will result in "formative feedback" and can be presented as part of the assessment material (see below).

Students are evaluated in two summative assessments (midterm assessment at the end of semester 1 and end assessment at the end of semester 2), each one for 30 ECs. The two summative assessments consider all the tracks of the programme, and are based on the students':

- *Reflection document;*
- *Process book;*
- *Oral presentation*

The students will be assessed on the competences specified in the assessment rubric, which is available in the Study Guide of the programme <http://studiegids.hva.nl/>. Students who fail the assessment (e.g. they do not meet the competence profile at the indicated level) are eligible for a resit.

To qualify for the End Assessment the students need a "Pass" (e.g. 5.5) or higher grade on the midterm summative

assessment. Please see Paragraph 3.2 for sequential order.

For students in their first year of the program, the first possible attempt for the Midterm Assessment is in the second-to-last week of the first semester. Likewise, for students in their first year of the program, the first possible attempt for the End Assessment is in the second-to-last week of the second semester.

There are up to 5 moments in the year when students can attempt an examination or take a resit (see above for restrictions for first year students, and also par. 4.1 and 3.3 on the maximum number of attempts). The calendar of examinations and resits is as follows:

- in the second-to-last week of the first semester;
- halfway through the second semester;
- in the second-to-last week of the second semester;
- in the final week of block 5 (summer);
- (only for students still enrolled after the first year) halfway through the first semester.

8.2 Year 2

[Testing programme year 2]

8.3 Modules with limited validity

Module	Validity period	Substantiation limited validity
Semester 1	5 years	see below
Semester 2	5 years	see below

All courses in the Master will rapidly reform, we live in a highly transient field. Our constant iteration of the program will ensure a contemporary application of the courses subject. We highly believe that courses will reform rapidly as we have seen with our industry in the past. 5 years ago smart objects were not as widespread as today, whereas today's opportunities with LORA and comparable network technologies are fundamentally different from the opportunities one would have without this kind of technology. So the validity of the assessments will expire after 5 years.

9 Definition of terms

For the purpose of these regulations the terms below are defined as follows:

- **academic year:** the period starting on 1 September and terminating on 31 August of the following calendar year, or in the case of enrolment on 1 February, the period starting on 1 February and terminating on 31 January of the following calendar year;
- **assessment:** the assessment by an examiner of the extent to which a student or external student has met the requirements set for a particular course or part thereof;
- **assignment:** A shorter or longer argument based on a concrete question, in which the student deals with a problem or situation (describes, summarizes, analyses, synthesizes), provides his own analysis and/or argumentation, draws conclusions and possibly defines follow-up questions. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **behavioral assessment:** A test in which students demonstrate professional actions in an authentic or simulated professional situation and/or context. Examiners/assessors observe their behaviour. If applicable: students write a report on their actions afterwards, for example during internships, or they conduct an assessment interview with the assessors to substantiate their actions and explain the choices made. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats.
- **Code of Conduct for Student Counsellors:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam Code of Conduct for Student Counsellors, approved by the Executive Board on 8 May 2008;
- **competency:** an integral whole of professional knowledge, attitude and skills that a person needs to be able to function well within the relevant professional frameworks;
- **course:** an educational unit as referred to in Section 7.3 of the WHW which, together with other courses, forms the study programme curriculum, to which an examination is linked. Every course ends with partial tests or a test;
- **course catalogue:** the digital information source containing all relevant information on the degree programme and the modules. In case of conflicting information between the Teaching and Examination Regulations and the course catalogue, the information of the Teaching and Examination Regulations applies.
- **credit:** the unit in which the study load is expressed as referred to in Section 7.4 of the WHW, whereby 60 credits are the equivalent of 1,680 study hours; One credit is the equivalent of 28 study load hours. Within a broader European context, credits are expressed in EC (European credits). Credits will only be awarded upon the successful completion of a course or if an exemption has been granted by the Examination Board;
- **Dean:** head of the faculty offering the study programme;
- **electives:** courses that are part of the study programme, whereby the student can choose from different courses;
- **examination:** final element of a study programme as referred to in Section 7.3 of the WHW or the propaedeutic year as referred to in Section 7.8 of the WHW;
- **Examination Board:** the board as referred to in Section 7.12 of the WHW;
- **examiner:** the person as referred to in Section 7.12c of the WHW, not being a student or external student;
- **Executive Board:** the institutional administration as referred to in Sections 1.1 and 10.8 of the WHW;
- **faculty:** the organisational unit in which education is offered;
- **final assignment:** the final product of a unit of study on the basis of which one or more of the exit qualifications of the degree programme are assessed;
- **final qualifications:** description of the study programme's final attainment level;
- **fraud:** an act as referred to in Section 6.1, paragraphs 1 and 3 of these Regulations;
- **integrated resit:** one test instead of two or more partial tests that constitutes the second examination opportunity.
- **inspection:** the moment at which an exam and the work done by students are discussed in the presence of an examiner.
- **institution:** the Amsterdam University of Applied Sciences/ Hogeschool van Amsterdam (hereinafter referred to as the 'AUAS/HvA');
- **nominal study period:** the nominal study period of a master is 1 - 3 years.
- **oral test:** a test in which the student must deliver an oral performance, in interaction with the examiner or as a monologue (examples: presentation, oral assessment);
- **partial test:** a partial test is part of a test to which a partial assessment (partial mark) is attached. No credits (EC) can be awarded on the basis of a partial test. No rights can be derived from the partial mark. The credits

are awarded if the entire module has been completed with a satisfactory result. The (final) assessment of the module is a decision with legal effect against which an appeal is possible;

- **plagiarism:** an act as referred to in Section 6.1, paragraph 2 of these Regulations;
- **portfolio assessment:** The sum of performances, collected in a portfolio, with which the student demonstrates mastery of learning results, with (if applicable) a criterion-oriented interview (assessment interview) based on the portfolio. Students can be given a choice in the composition of the portfolio;
- **practical assignment:** exercises that can only take place under supervision during scheduled meetings, and which are aimed at acquiring a practical professional skill, and which are examined within the relevant module;
- **professional product:** A performance, with great resemblance to performance in professional practice, which is performed by a group or by one student in a methodical and systematic manner, in which knowledge from theory and practical(-oriented) research is combined and which results in a design, (physical , digital) end product, research or advice, including associated justification/reflection. Other form can also be determined in consultation with student(s). Students can also be given a choice from a number of test formats. This can lead to multiple professional products. An oral presentation can be part of the assessment.
- **programme:** the interconnected whole of educational units administered by the study programme;
- **Programme Committee:** the Programme Committee as referred to in Section 10.3c of the WHW;
- **programme manager:** the individual charged with day-to-day management of the study programme;
- **Representative Council:** the council as referred to in Section 10.25 of the WHW;
- **results list:** a list signed by the Examination Board containing all marks based on completed modules belonging to the propaedeutic certificate or degree certificate;
- **SIS:** Student Information System;
- **student:** a person who is enrolled at the institution as a student as referred to in Section 7.32 of the WHW;
- **Students' Charter:** the charter as referred to in Section 7.59 of the WHW;
- **student counsellor:** a person appointed by the institution to inform and advise prospective and current students, the Dean, the study programme management and the Examination Board on student affairs and to counsel students in problems of a personal nature on request;
- **study adviser:** a person designated by the study programme to supervise students in academic, decision-making and planning processes, with the aim of facilitating effective academic progress;
- **study load hour:** one 1,680th part of the nominal study load of one full academic year;
- **study programme:** a Master's programme as referred to in Section 7.3a, paragraph 2b of the WHW;
- **test:** a test of knowledge, insight and skills as referred to in Sections 7.3 and 7.10 of the WHW, of which the result is expressed in an assessment concluding a course. Where the word 'test' is mentioned in these regulations, the WHW term 'examination' is meant. A test may be divided into two or more separate partial tests;
- **test chance:** the maximum number of opportunities a student has per module to participate in a (partial) test;
- **test opportunity:** the number of opportunities that a study program offers per module to participate in a (partial) test;
- **test overview:** overview of all interim and partial examinations for all courses, specifying (at minimum) the following details, testing format for the first and second interim or partial examination, the number of credits, the block or week during which the interim or partial examination was administered;
- **testing committee:** a committee as defined in Section 10 of the Examination Board Regulations; the committee advises the Examination Board on the quality of testing;
- **weighted average:** a calculation of the average final mark that also factors in the number of credits associated with the relevant units of study;
- **WHW:** The Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en wetenschappelijk Onderzoek*, WHW);
- **working days:** workings days are based on the yearly schedule of the AUAS/HvA. Saturdays, Sundays, holidays and mandatory days off are non-working days. Part-time programmes may indicate Saturdays as working days.

Appendix to 3.5 - Table Practical components

The two modules whose attendance is compulsory are "Assessment 1" and "Assessment 2".

The reason for this choice is that the "Studio Model" is a core component of the didactic format of the MDD, and is based on the students' constant and active attendance in the studio and in the lab not only during the lessons but also for team-work and individual work. This has the objective of fostering:

- a) cooperative learning among students, as knowledge is transmitted not only from lecturers but also among classmates in a peer-to-peer model (see Competence in Self-Directed Learning);
- b) team-working, as the practical parts of the MDD are based on interdisciplinary teams (see Competence in Reflection & Awareness);
- c) practical work in the lab, as the program includes elements of physical computing, VR, AR and other subjects that require equipment that is available in the MDD lab (see Competence in Creating & Crafting);
- d) critical thinking in the form of group discussions and other similar group exercises, as required in the Design Ethics class;
- e) peer-to-peer design critiques, teaching students to offer and receive feedback on their design in a professional, constructive and creative manner, as required in the Design Processes class.