

**Education and
Examination
Regulations
(EER) 2018-2019**

**Master Programme
Master of Arts in Interior Architecture**

Drawn up by the dean of the
Faculty of Arts

Approved by the Study
Programme Committee

Approved by the faculty
participation board

Inhoud

Reader's guide.....	4
Part 1. Rules on teaching and unit examinations	10
Chapter 1 General Provisions	11
Article 1.1. Scope.....	11
Article 1.2. Disclosure and publication	11
Chapter 2 The Board of Examiners.....	12
Article 2.1. Board of Examiners, tasks and authorities	12
Chapter 3 Admission to the study programme	13
Article 3.1. Admission	13
Article 3.2 Admission requirements	13
Article 3.3 Limitations on the choice of study programme variant.....	13
Article 3.4 Admissions in case of lacunae and language requirements	13
Article 3.5 Proof of admission/communication with the applicant	14
Chapter 4 Structure of the study programme	15
Article 4.1. Variants and final specialisations	15
Article 4.2. Start of the study programme	15
Article 4.3. Language of instruction.....	15
Article 4.4. Format of the programme.....	15
Article 4.5. Study load and distribution	15
Article 4.6. Practical exercises.....	16
Article 4.7. Specific clauses governing the part-time variant	16
Article 4.8. Specific clauses governing dual variant.....	16
Article 4.9. Programme structure	16
Article 4.10. Restriction of admission to final specialisations.....	17
Article 4.11. External assignment.....	17
Article 4.12. Study plan.....	17
Article 4.13. Evaluation of the study programme	18
Chapter 5 Academic guidance counselling and monitoring of academic progress.....	19
Article 5.1. Academic guidance counselling	19
Article 5.2. Monitoring of academic progress	19
Chapter 6 System of unit examinations and concluding examinations	20
Article 6.1. Unit examinations and partial examinations.....	20
Article 6.2. Resits	20
Article 6.3. Attendance requirement	20
Article 6.4. Concluding examinations	21
Article 6.5. Assessments	21
Article 6.6. Exemptions and provisions concerning validation of prior learning.....	23
Article 6.7. Organisation of unit examinations and concluding examinations	24
Article 6.8. Registration for unit examinations	25
Article 6.9. Retention of unit examination and concluding examination papers and projects	25
Article 6.10. Personal contributions.....	26
Chapter 7 Degree certificates and statement	27

Article 7.1. Degree certificates.....	27
Article 7.2. Statement.....	28
Chapter 8 Improper conduct and fraud.....	29
Article 8.1. Improper conduct.....	29
Article 8.2. Fraud.....	29
Chapter 9 Appeals and right of complaint.....	30
Article 9.1. Appeals.....	30
Article 9.2. Right of complaint.....	30
Chapter 10 Special facilities and circumstances beyond the control of the student with regard to unit examinations.....	31
Article 10.1. Special facilities.....	31
Article 10.2. Circumstances beyond the student's control and other personal circumstances.....	32
Chapter 11 Iudicium abeundi (expulsion order).....	33
Chapter 12 Concluding provisions – adoption & amendment – evaluation.....	34
Article 12.1. Hardship clause.....	34
Article 12.2. Unforeseen circumstances.....	34
Article 12.3. Adoption and amendment.....	34
Article 12.4. Transitional measures.....	34
Article 12.5. Evaluation.....	34
Part 2. The programme and the examination process.....	35
Chapter 1 Content of the programme and the examination process.....	36
1.1 Objective of the study programme.....	36
1.1.1 Academic qualifications.....	36
1.1.2 Competencies.....	36
1.2 Description of the educational and examination programme.....	41
1.2.1 Teaching method.....	44
1.2.2 Attendance.....	45
1.2.3 Examination.....	45
1.3 Evaluation of the study programme.....	45
1.4 Invalid results of old unit examinations.....	45
Chapter 2 Examination regulations.....	46
2.1 Examination.....	46
2.2 Examination review.....	46
2.3 Program components, evaluation and project results.....	46
2.4 Registration procedure/exam regulation.....	47
2.5 Final clauses.....	47
Chapter 3 Academic guidance counselling.....	48
Chapter 4 Structure of the year.....	49

Reader's guide

The EER starts with a list of definitions, defining the most important matters relating to the educational and examination programmes. The rest of the EER comprises two parts:

Part 1 comprises rules arising from the Higher Education and Scientific Research Act (WHW), the policy of Zuyd University of Applied Sciences and the policy of the programme department and the faculty. These are rules relating to how current students should progress through the study programmes and examinations and what they can expect from the institutions in that regard. These rules have been categorised in the following chapters:

Chapter 1 General provisions. Describes the programme concerned, to whom the EER applies, when it needs to be published, and who is responsible for this.

Chapter 2 The Board of Examiners. Describes the tasks of and authorities held by the Board of Examiners as well as how students can contact the committee and for what reasons.

Chapter 3 Admission to the study programme. Indicates which regulations apply to admission and where they can be found. The regulations themselves are not featured here.

Chapter 4 Structure of the study programme. Describes the regulations set and decisions made regarding the structure of the study programme. This concerns matters in which the programme department has an obligation towards students and matters in which students have an obligation towards the programme department. No description is included of the details of the study programme. That is included in part 2.

Chapter 5 Academic guidance counselling and monitoring of academic progress. Provides the guarantee that a student can access academic guidance counselling (AGC). Details of how this takes place are not given here but in part 2 of the EER.

This chapter also describes how often and in what form reports are produced and communicated to the student regarding the academic progress, who has end responsibility for these reports, and how the student can lodge an objection if he/she does not agree with the content of the report.

Chapter 6 System of unit examinations and concluding examinations. Describes the regulations set and decisions made regarding unit examinations and concluding examinations within the study programme. This concerns matters in which the programme department has an obligation towards students and matters in which students have an obligation towards the programme department. No description is included of the details of the unit examination programme. That is included in part 2.

Chapter 7 Degree certificates and statement. This chapter describes the documentary evidence issued once a student has passed a unit examination or concluding examination, who this is issued by, and who signs it. It also describes the degree title and the criteria subject to which the citation 'cum laude' (distinction) is awarded.

Chapter 8 Improper conduct and fraud. This chapter defines improper conduct and fraud, and establishes the procedure applicable in such cases and the consequences.

Chapter 9 Appeals and right of complaint. This chapter relates to appeals regarding decisions made by the director/dean or the Board of Examiners on the basis of the EER. It describes the procedure and sets out with whom an appeal can be lodged. The chapter also describes the kind of complaints that can be submitted, to whom, and where the complaints regulations can be found. The complaints regulations themselves are not featured here.

Chapter 10 Special facilities and circumstances beyond the control of the student with regard to unit examinations. This chapter describes the types of cases in which students can make use of special or additional facilities when sitting unit examinations and concluding examinations. It also describes the procedure for how students can sit unit examinations at a later date, having missed them due to specified special circumstances or circumstances beyond their control.

Chapter 11 Iudicium abeundi (expulsion order). This chapter describes what happens if the behaviour of a student (not the academic performance) demonstrates that he/she is not suited to the profession to which the study programme logically leads.

Chapter 12 Concluding provisions – adoption & amendment – evaluation. This chapter describes circumstances under which actions may deviate from the provisions of the EER, who decides on this, and what should happen in cases not provided for in the EER. It also sets out the procedure according to which the EER has been formulated and how changes to the EER should be dealt with. (The Higher Education and Research Act [WHW] also states that changes are not permitted during the period of validity of the EER.) The transitional measures for students who have fallen behind with their studies during a study programme that is no longer up-to-date (for instance as a result of changes to the curriculum) are also set out here. Lastly, this chapter explains who is responsible for the evaluation and any necessary adjustments.

Part 2 sets out the educational and examination programme. Chapter 1 of part 2 provides all information relating to the structure of the teaching and unit examinations, broken down by variant, final specialisation, and block. Part 2 also provides information about the academic year timetable, the block structure, the unit examination regulations, and the academic guidance counselling.

Definitions

Definitions applied in these regulations:

Academic guidance counsellor/mentor

A staff member who monitors the academic progress of the student and who mentors the student in this regard.

Academic year

The period commencing on 1 September of any year and ending on 31 August of the following year [ART. 1.1 WHW]

Accelerated variant

A track of 180 ECs within the Bachelor's-level programme and oriented towards students with a VWO (pre-university) diploma [ART. 7.9a, WHW].

Assessment

A method or set of methods for grading the competences or standardised procedures that enable assessment of competences.

Bachelor's-level programme

Initial HBO (higher vocational education) study programme [ART. 7.3 and 7.3-a WHW]. A student who has passed the final examination will be awarded a *Bachelor's* degree. For each study programme, the Board of Governors will add such information to the degree title as it decides.

Board of Examiners

The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree. [ART. 7.12. WHW]

Board of Governors

The Board of Governors [ART. 10.2, WHW] of the Zuyd University of Applied Sciences Foundation with the tasks and authorities as set out in the most recently adopted version of the *Zuyd University of Applied Sciences Administrative and Management Regulations*.

Certificate of Experience

The certificate stating the competences the individual has demonstrated as assessed against a specific, nationally-recognised standard, the level of those competences, and how the competences have been demonstrated.

CMR

The Central Participation Council [ART. 10.17 WHW]

Competence

Competence is the capacity to apply and further develop available knowledge, understanding, skills, and attitude in order to adequately perform concrete tasks in professional life.

Concluding examinations

The *propaedeutic* (first-year phase) or *final* examinations of a study programme [ART. 7.8 and 7.10 WHW].

Contact Hour

A scheduled hour during which one or several students are physically in contact with a lecturer, supplemented by the hours that arise on the basis of arrangements between student(s) and lecturer(s), as set out in the EERs.

In this case, an 'hour' is understood to be sixty minutes.

CROHO

Central Register of Higher Education Study Programmes containing all study programmes leading to an HBO (higher vocational education) degree certificate with the degree title attached thereto, subject to passing the final examination leading thereto [ART. 6.13 WHW]

Dean

The head of the faculty as referred to in ART. 10.3 b, § 2, WHW. In accordance with Article 23, § 5 of the Executive Regulations, the dean's duties include drafting the teaching programmes and the programme-specific section of the EER.

Degree certificate

Documentary evidence issued by the Board of Examiners that the student has passed the propaedeutic examinations or the final examinations of a study programme included in the CROHO [ART. 7.11 WHW].

Diploma supplement

A standardised addition to the degree certificate/diploma containing relevant details of the study programme, based on the model developed by the European Commission, the Council of Europe, and CEPES, the educational arm of UNESCO.

Dispute Advice Committee

The committee that issues advice on payment of student fees, enrolments, and termination of enrolments, the award of degrees, etc. [ART. 7.63-A WHW]

Dual study programme

Study programme whereby one or more periods of study may be exchanged for periods of work experience related to the programme. Such a study programme will therefore contain study and work elements. The work element is a part of the study programme and can therefore qualify for course credits [ART. 7.7 WHW]

EC

European Credit, a unit that represents 28 hours of academic work. The EC is equal to a course credit [Article 7.4, § 1, WHW]. When a unit examination is taken and passed, the student is awarded the number of ECs corresponding to that study unit as listed in part 2 of this EER.

ECTS

European Credit Transfer System enables the transfer of students between countries by expressing study load in way that allows comparison (in *European Credits*).

Elective options

A group of study units from a study programme, including projects, as chosen by a student to enable him/her to emphasise his/her own competences within his/her study programme.

Enrolment year

The period of continuous enrolment of a student commencing on the date of enrolment for a study programme and ending twelve months thereafter.

Examinations Appeals Board

The Examinations Appeals Board (Appeals Board) [ART. 7.60-63 WHW].

Examiner

A person designated by the Board of Examiners (and who may or may not be an employee of the university of applied sciences) who administers the unit examinations and documents the results thereof [ART. 7.12c WHW].

Exemption

Full or partial exemption from the requirement to sit a unit examination in order to satisfy the enrolment or admissions conditions and/or to obtain course credits in respect of sitting final examinations.

External assignment

A request from a legal entity other than the Zuyd University of Applied Sciences to one or more study programmes of the institution oriented towards having a student or group of students perform an assignment. The dean has the power to make a binding recommendation for the performance of this assignment, in observance of the authorities of the Board of Examiners.

External student

Someone registered as an external student at the institution [ART. 7.32 WHW] and as such is only attending for the purposes of sitting examinations [ART. 7.36 WHW]

Facility

Steps taken by an authorised staff member or body within the institution to provide the student with assistance with the aim of supporting and guiding his/her study progress.

Faculty participation board

The participation board of a faculty [ART. 10.25 WHW].

Fraud

'Fraud' means any severe attributable act or failure to act by a student with the object of rendering the examiner partially or fully incapable of giving an accurate assessment of the acquisition of competences by that students or any other student.

Improper conduct

Any act or failure to act by a student that disrupts the effective provision of education or that prevents or restricts the ability of the examiner to form an accurate opinion as to the student's acquisition of competences.

Institution

Zuyd University of Applied Sciences as run by the Zuyd University of Applied Sciences Foundation, registered in Heerlen.

Key project

A key project is a study unit evaluated by one or more examiners and on the basis of which the relevant competence acquisition of a programme can be demonstrated. This may be a dissertation (e.g. Bachelor's thesis), internship/work placement report, artwork(s), performance, etc.

Learning abroad agreement

Agreement between the student and the Board of Examiners in which the relevant educational institutions set out the agreements regarding his/her educational experiences abroad, in accordance with the ECTS system.

Learning path

The study units in which the student wishes to be examined, either *at the same time* or *in sequence*, in order to acquire the competences relevant to a study programme. A student wishing to follow a learning path not defined in this EER requires the permission of the Board of Examiners.

Major

The core study units of a study programme, in which all students must sit unit examinations to acquire the competences necessary to be awarded a degree certificate.

Master's study programme

Initial HBO (higher vocational education) study programme [ART. 7.3 WHW], upon completion of which the student is awarded a Master's degree.

Nominal study load

The study load excluding the time involved in resitting unit examinations and the preparation for those examinations.

Partial examination

An test, the grade for which contributes to the grade for the unit examination of which it is a part. The EER will specify the weighting factor of every partial examination. Partial examinations are referred to as 'tests' in Osiris.

Part-time study programme

A study programme designed so that in addition to studying, the student can also carry out other work. This work may qualify for course credits in the form of *exemption ECs* or, subject to conditions imposed by the Board of Examiners, be treated as study units.

Plagiarism

Copying the works, thoughts, and reasoning of others and presenting them as one's own work.

Practical exercises

Practical exercises involve one or more cohesive study units whereby the examiner is able to grade the performance of the student through observation.

Student

The person registered as a student of the institution [ART. 7.32-7.34 WHW].

Student counsellor

A staff member who advises the student on matters involving study and student life. The student counsellor also assists and mediates in personal problems of any kind, material or otherwise.

Study load

The standardised load in terms of time allocated to each study programme and study unit expressed as whole ECs [ART. 7.4 WHW] and as set out in the EER.

Study plan

A progression of study units agreed between the student and his/her mentor/academic guidance counsellor in order to be eligible for the final examinations. This progression may differ from the sequence of the standard programme.

Study programme

A cohesive package of study units aimed at achieving well-defined objectives as to knowledge, understanding, skills, and attitude that the student following such programme must acquire [ART. 7.3 WHW]. Study programmes may be full-time, part-time, or a dual study programme, and taught up to Bachelor's degree level.

Study Programme Committee

A Study Programme Committee is set up for each programme or group of programmes, consisting of students and lecturers. Study Programme Committees provide advice on the amelioration and safe-guarding of the quality of the programme, including the EER. The WHW gives rights to these committees, such as the right to information and the right of facilitation.

Study unit

A cohesive package of competences to be acquired, expressed as whole course credits.

Unit examination

A unit examination must be sat for each study unit which tests the knowledge, understanding, attitude, and skills of the candidate, and that evaluates the results of the examination. A unit examination may consist of multiple partial examinations. The results of unit examinations can be viewed in Osiris under the reference 'course result'. Partial examinations are referred to as 'tests' in Osiris.

WBP

The *Personal Data Protection Act* [BULLETIN OF ACTS AND DECREES 2000: 302], plus any subsequent amendments and additions.

Weekday

A day, not being a Saturday or Sunday, or any generally observed holiday or national holiday designated by the government not falling during any free time scheduled by the Board of Governors.

WHW

The *Higher Education and Scientific Research Act* [Bulletin of Acts and Decrees 1992 no. 593], plus any subsequent amendments and additions.

Work experience agreement

Agreement between the student, the dean for the study programme for which he/she is registered, and the organisation where the student undertakes the work experience element of the study programme. The work experience agreement sets out concrete terms regarding external learning activities within the student's learning path for a pre-determined length of time.

WSF 2000

The *Student Grants Act* [Bulletin of Acts and Decrees 2000 no. 571], plus any subsequent amendments and additions.

Part 1. Rules on teaching and unit examinations

Chapter 1 General Provisions

Article 1.1. Scope

§ 1

These *Education and Examination Regulations* apply to Master of Interior Architecture with Croho study programme code 49238 for full-time study education. These regulations apply to all students registered for this study programme and to external students unless indicated to the contrary in the text.

§ 2

The student cannot derive any rights from Education and Examination Regulations (EER) that applied in previous academic years, unless these rights form part of a transitional scheme as referred to in article 12.4.

Article 1.2. Disclosure and publication

The dean will arrange for publication of the applicable EER prior to 1 September of the academic year to which the EER pertains, so the student can formulate a good opinion of the content and structure of the teaching and the examinations.

Chapter 2 The Board of Examiners

Article 2.1. Board of Examiners, tasks and authorities

§ 1

Every study programme has its own Board of Examiners or shares one with a group of other study programmes within a faculty.

§ 2

The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree.

§ 3

Students can approach the Board of Examiners for:

- a. a request for exemption from one or more unit examinations
- b. a request for exemption from the obligation to participate in practical exercises for the purposes of permission to sit the unit examinations in question, which may or may not involve alternative requirements
- c. a request for waiver of the entrance requirements for sitting a unit examination
- d. a request for admission to variants/learning paths subject to the approval of the Board of Examiners
- e. a request for the extension of the period of validity of a successfully completed unit examination or partial examination
- f. a request for an extra resit
- g. a request for facilities and modifications due to a disability or chronic condition
- h. a request for academic facilities in consideration of the requester's practise of competitive sports at an elite level
- i. a request to depart from the EER if its application would lead to a decidedly unreasonable situation
- j. an objection against an assessment by an examiner

§ 4

The Board of Examiners can be reached via examencommissie.maa.msi@zuyd.nl.

Chapter 3 Admission to the study programme

Article 3.1. Admission

§ 1

Admission to the study programme takes place in observance of the provisions of the Regulations on Enrolment of Zuyd University of Applied Sciences. These regulations are available on www.zuyd.nl.

§ 2

The request for admission is to be submitted via a form that can be found on www.studielink.nl. This request is to be addressed to the admissions committee. It must be accompanied by evidence that is necessary for assessing whether the applicant can be admitted onto the Master's study programme. Ultimate responsibility for admission lies with the Dean.

Article 3.2 Admission requirements

§ 1

In addition to requirements as described in the Regulations on Enrollment of Zuyd University of Applied Sciences, the following quality related admission requirements:

- 1 A completed professional or academic bachelor degree in architecture or interior architecture.;
- 2 Sufficient competences from group 1 (see also part 2 of this EER);
- 3 A portfolio with his/her own work which proofs sufficient entrance competences;
- 4 Verifiable motivation and capability to further explore the content of the curriculum themes;
- 5 Verbal communicative skills in English;

Each applicant will be invited for a an admission interview in which the above mentioned points will be tested.

§ 2

If an applicant possesses a degree certification from a completed Bachelor's study programme, but does not meet the quality-related criteria, he/she may still be admitted. Before the applicant can sit the concluding examination of the study programme, or one or several unit examinations of the study programme, the Dean must first determine that the lacuna has been resolved.

Article 3.3 Limitations on the choice of study programme variant

Limitations apply to the admission to the Master's study programme regarding the choice of study programme variants (full-time, part-time, or a dual study programme).

These limitations are: fulltime education

Article 3.4 Admissions in case of lacunae and language requirements

§ 1

If an applicant possesses a degree certification from a completed Bachelor's study programme, but does not meet the admission criteria as described in the EER, he/she may still be

admitted. Before the applicant can sit the concluding examination of the study programme, or one or several unit examinations of the study programme, the Dean must first determine that the lacuna has been resolved.

§ 2

The language level required for this study programme is IELTS Scale 5.0 or a comparable level. (IELTS = International English Language Testing System, see www.ielts.org)

Article 3.5 Proof of admission/communication with the applicant

§ 2

Each person admitted to the Master's study programme receives a proof of admission from the Dean. In all cases, this proof of admission states the Master's study programme and, if applicable, the study programme variant or variants onto which the person has been admitted. In addition to this, the proof of admission always states the deadline within which the person must have enrolled for the Master's study programme.

§ 2

Applicants whose request for admission has been rejected will be informed of this in writing, including the reasoning behind the decision.

Chapter 4 Structure of the study programme

Article 4.1. Variants and final specialisations

§ 1

The study programme Master of Arts in Interior Architecture has the variant full-time study.

§ 2

The study programme offers the following final specialisation(s):

1. Master of Arts in Interior Architecture.

Article 4.2. Start of the study programme

The study programme starts on 1 September 2018. If a student wants to start later than 1 september of an ongoing academic year, the Examinations Board will determine if this is possible.

Article 4.3. Language of instruction

§ 1

The language of instruction of the programme is English, because the programme prepares students for an international career.

§ 2

If a study unit is offered in a language other than the language of instruction specified in § 1, this will be stated in the description of the study unit in question provided in chapter 1 of part 2.

Article 4.4. Format of the programme

§ 1

The study programme is made up of study units. There is a *final examinations* at the conclusion of each study programme.

§ 2

A study unit is a cohesive body of competences to be acquired. There is a unit examination for each study unit.

Article 4.5. Study load and distribution

§ 1

The study programme's total study load is 120 EC in all.

§ 2

A student who enrolls for a study programme will be offered a *nominal study load* of at least 60 ECs per academic year. This curriculum is scheduled over a minimum of 40 course weeks.

§ 3

The dean is responsible for offering an adequate number of timetabled contact hours in order to achieve a good quality of teaching within the teaching concept and to give the student the opportunity to feel involved with the study programme personally and in terms of his/her studies. Each year the dean, the Study Programme Committee, and the Board of Examiners will evaluate, at a minimum, the number of actual contact hours.

§ 4

Students following a study programme to enter a profession for which *statutory requirements* have been laid down regarding the acquiring of competences for practising such a profession will be given the opportunity within the study programme to satisfy such requirements.

Article 4.6. Practical exercises

§ 1

The dean may assign one study unit or a cohesive group of study units the status of *practical exercise*. All practical exercises will be listed as such in part 2, chapter 1.

§ 2

By means of a practical exercise, the examiner shall make an assessment of the student through observation.

§ 3

If participation in a practical exercise is conditional on passing a specific unit examination or partial examination with an adequate grade, this will be described in chapter 2.

If sitting a unit examination is conditional on the successful completion of a practical exercise, this will be described in chapter 2.

Article 4.7. Specific clauses governing the part-time variant

The study programme has no part-time variant.

Article 4.8. Specific clauses governing dual variant

Not applicable, as the study programme has no dual variant.

Article 4.9. Programme structure

§ 1

The structure of the study programme is set out in part 2, chapter 1. This § lists for all variants, including any accelerated variants of the study programme, the following information for each academic year, by study unit (including practical exercises):

1. name of the study unit
2. the competences acquired through the study unit
3. the period(s) in which the study unit is offered
4. any applicable admission requirements for the study unit
5. the work form(s) in which the study unit is offered
6. the number of ECs *expressed in whole numbers* that the study unit comprises
7. the number of contact hours timetabled for the study unit

8. the minimum number of contact hours of academic counselling to which each student is entitled
9. attendance requirement, if any, for study units or components of study units
10. the unit examination format; if partial examinations are set, the number, format, and weighting factor of the partial examinations will be stated
11. the week in which the unit examination is offered
12. the opportunities for resitting unit examinations and (insofar as applicable) partial examinations

§ 2

Not applicable

§ 3

Not applicable.

Article 4.10. Restriction of admission to final specialisations

§ 1

Not applicable.

§ 2

Not applicable.

Article 4.11. External assignment

§ 1

The dean may decide to invite one or more students to carry out an *external assignment* as an alternative to one or more study units of the study programme.

§ 2

The Board of Examiners of the study programme in which the student is enrolled will make the decision on whether the external assignment can replace one or more programme components.

This decision will be made in consideration of, at a minimum, the *content, level, scope, and organisation* of the external assignment as an adequate replacement for the proposed programme component.

Article 4.12. Study plan

§ 1

In consultation with his/her mentor or academic guidance counsellor, a student can draft a *study plan* for the optional course profile describing his/her choices for the *learning path*.

§ 2

A student may, with the prior approval of the Board of Examiners, sit one or more unit examinations at another education institution. If a unit examination is sat at an education institute in another country, the relevant education institutes should have signed a *learning abroad agreement*.

Article 4.13. Evaluation of the study programme

Section 1.3 of part 2 describes the way in which the study programme is evaluated.

Chapter 5 Academic guidance counselling and monitoring of academic progress

Article 5.1. Academic guidance counselling

§ 1

A student will be assigned a staff member or team of staff members by the study programme department who will be responsible for the academic guidance counselling or related activities.

§ 2

Chapter 3 of part 2 describes the structure of the academic guidance counselling per academic year.

Article 5.2. Monitoring of academic progress

§ 1

A student is entitled to review documentation of his/her academic progress, including a list of unit examination results, at least twice per year of enrolment, at appropriate intervals throughout the year.

In the first year of study an individual evaluation will take place twice a year, the results of which will be recorded and submitted to the student. In the second year of study the individual evaluation will take place directly after the final presentation.

§ 2

The dean will ensure that the academic progress report correctly reflects the results achieved by the student.

§ 3

If the student is of the opinion that the academic progress report is incorrect or incomplete, he/she must register an objection in writing to the Board of Examiners within *20 working days*.

Chapter 6 System of unit examinations and concluding examinations

Article 6.1. Unit examinations and partial examinations

§ 1

Every study unit concludes with a unit examination.

§ 2

A unit examination may consist of multiple partial examinations. Chapter 1 of part 2 describes the individual partial examinations in the context of the larger unit examination. This includes, at a minimum, the weighting factor.

§ 3

By means of a practical exercise, the examiner shall make an assessment of the student through observation. The structure and organisation of practical exercises and their assessment are the responsibility of the Board of Examiners of a study programme.

§ 4

A unit examination – including several cohesive partial examinations – may be an *assessment*; the conditions set on assessment and the sitting of such an assessment are set out in part 2, chapter 1.

Article 6.2. Resits

§ 1

Per year of enrolment, the student may sit at least one re-sit per unit examination or partial examination.

§ 2

The Board of Examiners may make an exception to the rule of § 1 for internship/work placement projects and long-term external assignments if it is not possible to redo the internship/work placement or assignment in the same year of enrolment.

§ 3

Resits will only be offered for unit examinations or partial examinations of a study unit that the student has not passed.

Article 6.3. Attendance requirement

§ 1

Attendance of the teaching elements is required in the following circumstances:

1. the examiner can only assess the student by observing his/her procedures and actions
2. the students' procedures/actions depend on the actual presence of their fellow students

The attendance requirements will be stipulated in part 2, chapter 1.

§ 2

If the assessment of a practical exercise is based in part on an attendance requirement in the practical exercise, then the attendance requirement will be equivalent to a partial examination.

Article 6.4. Concluding examinations

§ 1

The final examination is deemed to have been completed when all unit examinations for all study units belonging to the study programme have been successfully completed. The Board of Examiners establishes that this is the case, and makes the decision to award the certificate.

§ 2

The Board of Examiners may elect to depart from §§ 1 and 2 and assess a student's knowledge, understanding, and skills independently prior to determining the result of a concluding examination.

Article 6.5. Assessments

§ 1

Unit examination grades will only be given by the examiners on the basis of the Dutch *ten-point scale* or on the basis of the related *quality grading scale*. The following *conversion table* is used by the examiners to compare grades:

Dutch grade	Description/ beschrijving	ECTS grade	ECTS- definition	U.S.- equiva lent	OSIRIS- grade
10 ($\geq 9,5$)	excellent/ uitstekend	A+	excellent - outstanding performance with only minor errors	A+	EX (excellent)
9 ($8,5 \leq x < 9,5$)	very good/ zeer goed	A		A+	ZG (zeer goed)
8 ($7,5 \leq x < 8,5$)	good/ goed	B	very good - above the average standard but with some errors	A	GO (goed)
7 ($6,5 \leq x < 7,5$)	Satisfactory/ ruim voldoende	C	good - generally sound work with a number of notable errors	B	RV (ruim voldoende)
6 ($5,5 < x < 6,5$)	sufficient/ voldoende	D	satisfactory - fair but with significant shortcomings	C	VO/VLD (voldoende/ voldaan)
6 ($x = 5,5$)	pass/ voldoende	E		sufficient - performance meets the minimum criteria	
5 ($4,5 \leq x < 5,5$)	almost sufficient/ bijna voldoende	FX	fail - some more work required before credit can be awarded	F	OV/NVD (onvoldoende/ niet voldaan)
4 ($3,5 \leq x < 4,5$)	fail/ onvoldoende	F	fail - considerable further work is required	F	
3 ($2,5 \leq x < 3,5$)	poor/ zeer onvoldoende	F		F	

2 (1,5= x <2,5)	very poor/ slecht	F		F	
1 (0,5= x <1,5)	very poor/ zeer slecht	F		F	

§ 2

A unit examination is passed with a grade of 5.5 or higher; equivalent, in qualitative terms, to at least *sufficient/pass* or *voldoende*. The qualitative term *voldaan* indicates a sufficient result.

§ 3

After the sitting of one or more resits for a study unit, the examiner shall register the *highest of the results obtained* as the result for this study unit.

§ 4

The Board of Examiners shall immediately allocate to the student the ECs earned by passing a unit examination or resit following registering of the assessment by the examiner(s).

§ 5

All unit examinations for study units must be passed with a satisfactory result. It is *not* possible to compensate a poor score with a good score at the level of unit examinations; however, a compensation scheme may be applied in the case of partial examinations (see part 2, chapter 2).

§ 6

Every student has the right to see the assessment of his/her unit examinations and to have an explanation of the way in which the result was determined. This right to see the assessment expires after 20 working days following the publication of the result earned.

§ 7

The validity of unit examination results or the granting of exemptions is, as a rule, unlimited.

§ 8

The Board of Examiners can decide to declare invalid any course credits that were awarded at least 2 years ago based on the results of a unit examination from a previous examination programme. They can only decide to do so if the knowledge, insight, or skills assessed in the unit examination prove to be outdated and no longer fulfil the requirements for graduation. The unit examinations that are no longer valid are recorded each year in part 2 of this EER.

§ 9

Each examiner is responsible for reporting to the dean in due time when the content of a unit examination for which he or she is responsible, from a previous examination programme, has become so outdated that the requirements for graduation can no longer be fulfilled. The examiner must also outline the reasons for this. Each year, the dean submits these old examinations per study programme, along with the reasons why they have become outdated, to the Board of Examiners for the decision as mentioned in § 8.

§ 10

The dean is responsible for finding alternatives to the examinations for which the period of validity has expired. These alternatives are set out in part 2 of this EER.

§ 11

In specific cases, the dean, in conjunction with the Board of Examiners, may lay down the period of validity for a unit examination in advance on the basis of substantive arguments. If the period of validity for one or more unit examinations is limited in advance, this will be stated in chapter 1 of part 2 in reference to the unit examination in question. The period of validity of the unit examination will also be stated there.

§ 12

The unit examinations from previous examination programmes for which the course credits awarded are no longer valid are specified in chapter 1 of part 2 of this EER. The reasons for their non-validity are also given, alongside the examination that needs to be passed in order to re-earn these course credits.

§ 13

Not applicable.

Article 6.6. Exemptions and provisions concerning validation of prior learning

§ 1

The Board of Examiners may grant exemptions for sitting one or more unit examinations if the student has already met the requirements of a unit examination or concluding examination.

§ 2

Exemption may be granted based on unit or concluding examinations previously passed, or on competences acquired outside higher education.

§ 3

The Board of Examiners will exercise restraint in allowing exemptions. It will use the following guidelines:

- Examiners who are experts in the field must always be included in the decision.
- The competences acquired are at least equal to the level and the content of the competences of the study unit for which a complete or partial exemption from the unit examination is being considered.
- The examiners' judgement is based on the existence of valid documents, including the certificate of experience. The validity is to be determined on the basis of the relevance of the content of the experience gained.
- No exemption can be granted for a final project/final research project. Final projects/final research projects are defined as thesis and anatomical model.

The Board of Examiners is to draw up a report of the exemptions granted.

§ 4

The Board of Examiners shall provide the applicant with a written proof of exemption which shall specify as a minimum the *date on which the exemption is granted*, the relevant *unit examination(s)*, and the *length of validity* of the exemption.

§ 5

A student wishing to be considered for an exemption from one or more unit examinations must submit a written request, stating reasons, to the Board of Examiners, accompanied by the documentation demonstrating that he/she meets the requirements for the study unit in question.

§ 6

Exemptions can be granted on the basis of a certificate of experience if:

- the competences acquired as described in the certificate of experience are at least equal in terms of level and content to the competences of the study units being considered for exemption
- the certificate of experience gives evidence of the level and content per competence
- the certificate of experience was issued by an organisation authorised to evaluate prior competences
- the certificate of experience was issued no more than five years ago

Article 6.7. Organisation of unit examinations and concluding examinations

§ 1

Examiners and other parties involved in unit examinations shall preserve the absolute confidentiality regarding the content of a written examination until the examination paper is handed out to the students.

§ 2

A written unit examination shall be sat under the supervision of at least one examiner or an *invigilator* appointed to supervise on behalf of the examiner. All other unit examinations shall be sat under the supervision of at least one examiner.

§ 3

To sit a unit examination, a student must be able to prove his/her identity by means of his/her original and valid

- student identification,
- card driver's license,
- ID card or
- passport.

If this is not possible, the student will be immediately excluded from taking the unit examination and the examiner or invigilator must notify the chairperson of the Board of Examiners accordingly.

§ 4

A student who sits a unit examination must follow all instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners. Any breach by the student constitutes *improper conduct* on which grounds he/she can be excluded from further participation in the examination.

§ 5

The unit examination regulations applicable within the study programme are set out in part 2 of chapter 2. Any breach by a student constitutes *improper conduct* on which grounds the student can be excluded from further participation in the examination.

§ 6

A student is entitled to prompt notification of the assessments of the unit examinations he/she has taken. 'Prompt' is defined as: *no later than fifteen working days* following the sitting of the unit examination, unless there are good reasons for extending this period and the student is notified of this delay as soon as possible.

§ 7

The period between sitting a unit examination and a resit in the same study unit must be at least *five working days*. Before the resit, the student must have been offered the opportunity to look at a marked unit examination or resit of a unit examination previously taken.

§ 8

The Board of Examiners can declare the results of a unit examination or partial examination invalid if it has ascertained that irregularities have occurred with regard to the examination concerned.

Article 6.8. Registration for unit examinations

§ 1

As a rule, a student can only sit or resit a unit examination if he or she has registered via OSIRIS in time. The student is responsible for registering himself or herself. If the student is not able to register via OSIRIS in time, the Board of Examiners can decide to admit a student to sit or resit a unit examination at the student's request.

§ 2

The student must register to sit unit examinations and resits for study units in the major, in accordance with a registration procedure laid down by the Board of Examiners. This procedure is set out in part 2, chapter 2.

§ 3

In no eventuality may a fee be charged to students for registration for or participation in unit examinations and resits.

Article 6.9. Retention of unit examination and concluding examination papers and projects

§ 1

- a. Written unit examination work and/or other documentary evidence shall be retained for a period of at least *60 working days* following its assessment by the Board of Examiners.
- b. The programme department is responsible for retaining the key documents. The method of retention is dependent on the nature of the key document.
- c. For the purposes of the accreditation process, key documents will be retained for a period of at least seven years.
- d. At the end of the period of storage, the work will be destroyed or returned to the student on request. Proof that a unit examination has been passed will be kept for ten years.

§ 2

Proof of the award of a *degree certificate* will be kept by the dean for a period of at least 50 years and will specify as a minimum:

- the personal details of the student
- the study programme and date on which the propaedeutic examinations were passed
- the study programme and date on which the final examinations were passed

§ 3

The dean will retain documentation for the provision of a *statement* as referred to in Article 7.2 for a period of at least ten years. This documentation includes:

- the personal details of the student
- the study programme and period of enrolment of the student
- a list of the unit examinations passed

Article 6.10. Personal contributions

§ 1

Enrolment as a student is not dependent on any other financial contribution apart from the tuition fees.

§ 2

The purchase of certain study necessities is considered necessary for the study programme.

The costs of these study necessities are estimated at € 1.200 per year

This includes the following course materials and other study aids:

- text books/reading material;
- study trips;
- additional academic tools (e.g. software licences and presentation materials).

It is recommended that students bring or own a laptop/computer with relevant software.

§ 3

Participation in educational activities such as excursions and work visits as part of the study programme may be subject to additional costs. A list of these activities and any associated costs can be found at the program booklets.

§ 4

Students who cannot or do not wish to pay the costs referred to in § 3 will be offered an equivalent alternative.

§ 5

A student unable to bear the costs of study necessities or activities due to demonstrable personal and extraordinary circumstances may submit a request in writing to the dean for financial assistance or exemption from the payment obligation.

§ 6

Before making a decision on any request as referred to in § 5, the dean will obtain recommendations from the student dean.

§ 7

The dean will make a decision on the request within *20 working days*, and notify the student thereof in writing.

Chapter 7 Degree certificates and statement

Article 7.1. Degree certificates

§ 1

As evidence that a *unit examination* has been passed, the examiner will issue a document stating as such, or the result and corresponding assessment will be entered into OSIRIS.

§ 2

As evidence that the student has passed the *final examination*, the Board of Examiners issues a *degree certificate* listing at least the following details: the name of the *study programme* [as given in CROHO], the *concluding examination components*, and where relevant any *statutory authority* related thereto, the *degree level*, and the date of the most recent *accreditation* or *new study programme review*. This shall be signed by at least the dean and the chairperson of the Board of Examiners.

§ 3

On behalf of the Board of Governors, the dean shall award the degree and title of '*Master of Arts*' to a student who has passed the final examinations of a study programme; information shall be added to the degree award specifying the subject or professional field to which the degree relates.

§ 4

The Board of Examiners shall not issue a degree certificate until the dean has confirmed that the certificate may be issued. The degree certificate is to be dated as the date on which the Board of Examiners establishes that the student has passed the final examinations. This date is deemed to be the date of graduation.

§ 5

The degree certificate will bear the citation '*cum laude*' when

- The student obtained a grade of 8.5 or higher for the thesis and the anatomical model (summa cum laude for a minimum of 9.5);
- The total duration did not exceed the nominal length of study by 6 months;
- The student was enrolled continuously (except in cases of force majeure).

.

§ 6

The degree certificate for the study programme is to be issued with a *Diploma Supplement*, a model text of which is set out below.

Diploma Supplement

Zuyd University of Applied Sciences | Nieuw Eyckholt 300 - 6419 DJ Heerlen – The Netherlands

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data in order to improve the international “transparency” and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.) for academic and professional purposes. It is designed to provide a description of the nature, the level, the context, the contents and the status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The supplement does not give any value judgement, statement on equivalence or suggestions as to recognition. Information is provided on all of the eight sections. If this should not be the case, the reason for not including the sections concerned will be given.

1 Information identifying the holder of the qualification

- 1.1 Family name:
- 1.2 Given birth names:
- 1.3 Date of birth:
- 1.4 Place of birth:

2 Information identifying the qualification

- 2.1 Name of qualification and title conferred:
- 2.1 Main field(s) of study for the qualification:
- 2.3 Name and status of awarding institution:
- 2.4 Language(s) of instruction/examination:

3 Information on the level of the qualification

- 3.1 Level of qualification:
- 3.2 Official length of programme:
- 3.3 Access requirement(s):

4 Information on the contents and results gained

- 4.1 Mode of study:
- 4.2 Programme requirements:
- 4.3 Programme details:
Subjects Dutch Credits European Credits
- 4.4 Grading scheme:
- 4.5 General degree:
- 4.6 Date of latest accreditation or review:

5 Information on the function of the qualification

- 5.1 Access to further study:
- 5.2 Professional status:

Article 7.2. Statement

A student who has passed more than one unit examination but to whom no degree certificate can be issued will receive, on request, a written statement listing the unit examinations that have been passed and indicating the ECs awarded.

Chapter 8 Improper conduct and fraud

Article 8.1. Improper conduct

§ 1

Improper conduct is defined as:

- during the examination, failure to follow the instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners (see Article 6.8, § 4 of this EER).
- violation of the rules set out in the examination regulations (Article 6.8, § 5 of this EER).

§ 2

The Board of Examiners may exclude a student from participation or further participation in a unit examination if the student engages in any improper conduct.

Article 8.2. Fraud

§ 1

Fraud is defined as: the deliberate acts or failure to act of a student – including *plagiarism* – that make it partially or wholly impossible for an accurate assessment to be made of the student's knowledge, understanding, and skills.

§ 2

Fraud is also defined to include: serious and attributable acts or failure to act of a student that make it partially or completely impossible to obtain a correct evaluation of the knowledge, understanding, or skills of another student.

§ 3

If *fraud* is proved or suspected, the examiner or the appointed invigilator shall notify the Board of Examiners of this fact in writing, and supply the relevant proof. The Board of Examiners shall give the student the opportunity to present his/her case.

§ 4

A *first instance* of fraud will be punished by the Board of Examiners by declaring the sitting of the unit examination *invalid* and by giving the student a *reprimand*, to be recorded in OSIRIS. In the event of any *repeat* fraud, the student will be *excluded* from taking any unit examinations for any study programmes at Zuyd University of Applied Sciences for a period of six months and will be given a study recommendation advising withdrawal from the programme. These decisions extend to all Zuyd study programmes.

Chapter 9 Appeals and right of complaint

Article 9.1. Appeals

§ 1

A student can file an appeal against a decision made by the dean or Board of Examiners under this EER with the *Examinations Appeals Board*, in accordance with the *Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences*. These regulations are available on Zuydnet. An appeal must be submitted to the *Legal Protection Office* (see § 4).

§ 2

A student who has submitted an appeal under the *Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences* retains the right to sit unit examinations on condition that he/she is enrolled for the relevant study programme.

§ 3

A student or external student – including *prospective* or *former* students – may as an interested party submit an appeal to the *Dispute Advice Committee* concerning the payment of tuition fees, enrolment, termination of enrolment, award of degree, etc. An appeal must be submitted to the *Legal Protection Office* (see § 4)

§ 4

A student may submit an objection or appeal via the *Legal Protection Office*, which can be contacted by e-mail at: rechtsbescherming@zuyd.nl. No objection or appeal will be considered unless it has been submitted through this office.

Article 9.2. Right of complaint

§ 1

A student – either individually or as one of a group – may as an interested party submit a complaint to the Ombudsman concerning the conduct of a staff member, a student, or a body of the institution pursuant to the provisions of the *Zuyd University of Applied Sciences Ombudsman Assistance Regulations*. These regulations are available on Zuydnet.

§ 2

A student wishing to invoke and file a complaint under the *Complaints against Undesirable Conduct Regulations* or the *Ombudsman Assistance Regulations* must do so through the complaints office rechtsbescherming@zuyd.nl.

§ 3

A student submitting a complaint or objection pursuant to this article retains the right to sit unit examinations on condition that he/she is enrolled for the relevant study programme.

Chapter 10 Special facilities and circumstances beyond the control of the student with regard to unit examinations

Article 10.1. Special facilities

§ 1

Students who face extreme personal or extraordinary circumstances can make use of special or extra facilities for sitting unit examinations or concluding examinations.

§ 2

Personal and extraordinary circumstances are defined as:

- pregnancy or long-term illness
- disability or chronic illness;
- exceptional family circumstances such as the care for a blood relative or other close family member who is suffering from long-term illness; or the existence of a long-term mental and/or social problem whether or not combined with financial problems within the family as a result thereof
- *membership* of the CMR, faculty participation board, student committee, or study programme committee, or other activities as identified by the Board of Governors with which the student is involved within the context of the organisation and management of the institution
- *membership of the board* of a foundation aimed at continuing to provide student assistance or such tasks as the Board of Governors shall consider comparable, with the additional requirements that the student has *final management responsibility* and that the role occupies a significant part of his/her time
- *membership of the board* of a student organisation recognised by the Board of Governors or the dean having a *direct benefit* for the institution and faculties, with the additional requirement of a *significant time commitment*
- *an insufficiently achievable study programme*
- *competitive sports at an elite level* by participating in a *recognised competitive sport component* or a *comparable activity* at the highest national or international level, as set out in the *Zuyd University of Applied Sciences Elite-level Sport scheme*
- *other circumstances* regarded by the Board of Governors or the dean as exceptional circumstances

§ 3

- a. A student wishing to invoke *personal and exceptional circumstances* must submit a *written request* to the Board of Examiners. The request must give reasons and be accompanied by as much documentary evidence in support as possible, together with a recommendation from the *student counsellor*. The Board of Examiners shall make a decision within *15 working days* and notify the student of that decision in writing.
- b. A student with a disability or chronic illness can invoke the *Regulations regarding studying with a functional impairment*. These regulations can be consulted on Zuydnet.

§ 4

In the event of personal and extraordinary circumstances of a permanent or chronic nature, the Board of Examiners may allocate the facilities for the entire period of enrolment of the student for the study programme in question, with no prejudice to the provisions in the *Regulations regarding studying with a functional impairment*.

Article 10.2. Circumstances beyond the student's control and other personal circumstances

§ 1

Any student prevented from sitting a unit examination due to *circumstances beyond his/her control* and/or *other personal circumstances*, and who still wishes to sit the examination in the current academic year must submit a request to do so to the Board of Examiners as soon as possible, stating the nature of the circumstances of prevention. The Board of Examiners will then make a decision on this request within *15 working days*.

Chapter 11 Iudicium abeundi (expulsion order)

§ 1

The dean will terminate or reject the enrolment of a student in the study programme if the student's behaviour or expressions/language is evidence of his/her *unsuitability to practice one or more of the professions* for which his/her study programme serves as training, or for the practical training for professional practice. This refers to extreme moral and physical unsuitability for professional practice. [ARTICLE 7.42 WHW]

§ 2

Before the dean makes a decision as referred to in § 1, he/she will obtain the recommendations of the Board of Examiners and, if the student is already enrolled, from the student counsellor.

§ 3

Prior to a decision, the dean will grant the student or prospective student the opportunity to be heard.

§ 4

If a staff member of the institution or an examiner is of the opinion that the student is unsuitable as described in § 1, he/she shall notify the dean of this belief in writing without delay.

Chapter 12 Concluding provisions – adoption & amendment – evaluation

Article 12.1. Hardship clause

In the event that the *application* of this EER *disproportionately* harms the interests of an individual student during his/her enrolment, the student may submit a written objection to the Board of Examiners against the regulations being applied to him/her. The Board of Examiners shall reach a decision within *fifteen working days* in which it will weigh the individual interests of the student against the interests of the programme department, and shall notify the student of its decision in writing.

Article 12.2. Unforeseen circumstances

Cases that these regulations do not provide for and which require an immediate decision will be decided on by the body competent to do so. If the competent body is the Board of Examiners, for instance in the case of unit examinations and concluding examinations, this decision may be made by the chairperson.

Article 12.3. Adoption and amendment

§ 1

This EER is to be adopted by the dean before 1 July 2018 and requires the consent of the faculty participation board and Study Programme Committee. The dean ratifies the EER.

§ 2

During its period of validity, the EER cannot be amended.

§ 3

These *education and examination regulations* enter into force on 1 September 2018 and may be cited as: **EER Master of Interior Architecture 2018-2019**.

Article 12.4. Transitional measures

- Resits of previous academic years can be scheduled in consultation with the academy.
- If, due to scheduling changes, the academic programme components are not available, an alternative assignment will be offered. It is the responsibility of the student to contact the academy for resits. The Board of Examiners has to approve the new programme.

Article 12.5. Evaluation

The dean is responsible for the regular evaluation of the *EER* and – for the purposes of monitoring and, where necessary, adjusting the study load – shall take into consideration matters such as the *time requirement* for the student under the study load.

Part 2. The programme and the examination process

Chapter 1 Content of the programme and the examination process

1.1 Objective of the study programme

1.1.1 Academic qualifications

Training qualifications

Upon completion of the course, a student will have acquired a number of qualities in terms of knowledge, understanding, skills, and competences in the field of Interior Architecture. The Maastricht Master of Arts in Interior Architecture is based on the academic qualifications in the areas listed in section 1.1.3

Key course components

- 1 This full-time course has a duration of two years.
- 2 The first year focuses on the theme 'The Inner Space as Substance', which is divided into two sub-themes: 'Materiality and Light' and 'Time and Scale'. Each part focuses on different aspects of interior architecture. Field-specific research and design techniques will be taught and applied.
- 3 The second year is concluded with a final exam, a research that culminates in a thesis and in an anatomical model, an elaborated concept and strategy with formal architectural tools.

1.1.2 Competencies

- The Maastricht Master of Arts in Interior Architecture MMIA categorizes the national guidelines (Masteropleiding Interieurarchitectuur - Platform Interieurarchitectuur November 2008) into three groups and complemented with their own criteria. (*italic in text*). The MMIA also added a separate (profile) competence (9 'perception and expression'), where the specific profile of the program is expressed.
- Group 1 (x.1.x) is used as intake requirement.
Group 2 (x.2.x) is typical of the considered foundation, which reaches the student at the end of the study.
Group 3 (x.3.x) is explicitly emphasized in the education and in which the student reaches a particular quality after completion the education programme.
-

Competency 1 creative ability

The student can develop a concept for a space based on his or her own ideas and artistic vision and can realise that concept.

- 1.1.1 The student bases the design of a space or spatial object on his or her own concepts as well as the choices and requirements of the intended user and/or client.
- 1.1.2 The student uses knowledge of and insight into the features of building and finishing materials, current technical installations, constructions and the physical construction aspects for finishing, decorating and furnishing the interior.
- 1.1.3 The student uses knowledge of and insight into the factors that protect and promote the safety, health and well-being of users of buildings and interiors and the related laws and regulations.
- 1.1.4 The student uses knowledge of and insight into the organisational, financial and legal aspects that relate to the design and realisation of the design.
- 1.1.5 The student uses knowledge of and insight into the possible applications of existing

- design elements and can use these in his or her own design.
- 1.1.6 The student can interpret and assess complex architectural information and use this to create a better design.
 - 1.2.1 The student deals constructively and creatively with basic design principles based on his or her artistic vision and places those principles in a broader cultural, social, economic and sustainable perspective.
 - 1.2.2 The student uses knowledge of and insight into the ways in which images, forms, materials, relationships and colours create experiences and convey meaning.
 - 1.2.3 The student uses knowledge of and insight into the functionality of design and production techniques.
 - 1.3.1 The student transforms knowledge, intuitions, impressions and emotions gained through research, experiment and contemplation into a design.
 - 1.3.2 The student uses knowledge of and insight into the design methodology for architecture and interior architecture.
 - 1.3.3 The student uses his or her experiences with the chosen materials, techniques and methods to create a better design.
 - 1.3.4 The student questions the design and design process at different times during this process and can use his or her findings to create a better design.
 - 1.3.5 The student can analyse complex spatial and organisational situations and use the results of that analysis to create a better design.
 - 1.3.6 *The student can transform an intended experience value into a clear architectural design*
 - 1.3.7 *The student can translate phenomenological 'appearances' into a clear architectural design*

Competency 2 ability to critically reflect

The student can examine, analyse, interpret and evaluate his or her work and that of others.

- 2.1.1 The student can independently conduct innovative research on all aspects that are important for a design.
- 2.1.2 The student deals constructively with giving and receiving feedback.
- 2.2.1 The student can create a relationship between his or her design and social, cultural and economic developments while taking into account social, societal and ethical responsibilities.
- 2.2.2 The student evaluates his or her design in terms of functionality and artistic value and has a clear idea of the implications of choices and decisions with regard to a design and can substantiate these.
- 2.2.3 The student can position his or her design in relation to aesthetic views.
- 2.3.1 The student uses images, spoken language and writing to reflect on the limits and possibilities of the profession and on his or her own vision, specialisation and technical skills.
- 2.3.2 *The student can place his or her design in relation to existing traditions, theories and visions in the field and in related disciplines.*
- 2.3.03 *The student can deduce the essential features and the essence of what people experience in the architectural phenomenology and tests that against his or her own work.*

Competency 3 ability to grow and innovate

The student can develop and deepen his or her design skills, personal interpretation of the professional situation and artistic talent.

- 3.1.01 The student demonstrates ambition to excel.

- 3.2.1 The student takes relevant developments in the field into account in his or her work.
- 3.2.2 The student has insight into his or her own strengths and weaknesses and actively develops his or her own knowledge, skills and competencies based on these.
- 3.3.1 The student demonstrates self-development in his or her personal artistic vision, based on self-directed research.
- 3.3.2 The student demonstrates in his or her design that he or she sets ever-higher demands on the use of space, form and images.
- 3.3.3 The student demonstrates in his or her design that he or she can deal with the growing complexity of the design environment.

Competency 4 organisation skills

The student can create and maintain an inspiring and functional work situation for him- or herself.

- 4.2.1 The student can make the necessary business arrangements to work long-term as an independent interior architect
- 4.2.2 The student demonstrates a good balance between artistic and facilitating activities (logistics, facility and publicity) in carrying out his or her work.
- 4.2.3 The student develops his or her own work process and demonstrates in practice that he or she can see the relationship between all aspects of the design process and the different disciplines involved.
- 4.2.4 The student effectively demonstrates that he or she can set goals and priorities and can devote the required time, activities and resources to create a design.
- 4.2.5 When carrying out an assignment, the student works in accordance with the prevalent decision-making procedures and processes.
- 4.2.6 The student collaborates with others where needed or seeks the help of others, whether they be colleagues or specialists from other disciplines, taking into account each person's skills.
- 4.2.7 The student documents and stores his or her work.

Competency 5 communication skills

The student can acquire and interpret an assignment, effectively present and describe the work and negotiate about it with clients and others involved.

- 5.1.01 The student can present and describe his or her own design in images, in writing and verbally.
- 5.1.02 The student can communicate about his or her own work approach in images, in writing and verbally.
- 5.2.1 The student can publicise his or her own work and effectively uses media for publicity purposes.
- 5.2.2 The student can negotiate and reach agreements with clients and other interested parties about organisational, financial and substantive aspects.
- 5.2.3 The student can build and maintain a network for the benefit of his or her own work.
- 5.2.4 The student can market his or her work.
- 5.3.1 *The student can communicate the spatial complexity in simplified terms to clients and other interested parties*
- 5.3.2 *The student is able to represent the essence of his or her concepts*

Competency 6 focus on environment

The student is able to draw connections between his or her own work and that of others and between his or her own work and the audience.

- 6.1.01 The student focuses on the user in his or her designs and collects, analyses and uses all the necessary information to do that.
- 6.2.1 The student has knowledge of and insight into the work and the ideas of both Dutch and foreign professionals from his or her own field and related fields.
- 6.2.2 The student can relate his or her own work to a wide range of cultural and societal sources and can demonstrate the relevance that has.
- 6.2.3 The student possesses knowledge about the profession of interior architecture and the role of the interior architect in society.

Competency 7 teamwork skills

The student can make an active contribution to the creation of a product or process in a collaborative project.

- 7.2.1 The student can achieve the goals in coordination with others
- 7.2.2 The student can apply his or her own competencies in an international or multidisciplinary collaborative project.
- 7.2.3 The student can guide the different roles, responsibilities and interests in the design and production process.
- 7.2.4 The student can stimulate and guide others to create a quality design.

Competency 8 inquisitive skills

The student develops subject matter knowledge, insights and skills based on his or her own applied research.

- 8.2.01 The student identifies and formulates research and development skills while working in professional practice.
- 8.3.1 The student has a critical and inquiring attitude and demonstrates the skills to analyze and understand complex problems.
- 8.3.2 The student involves subject-specific and social developments in his or her motivation and substantiation of research and development questions.
- 8.3.3 The student initiates, designs and organizes applied research, and uses theoretical concepts and hypotheses and tests the conclusions against those of others.
- 8.3.4 The student uses the results to achieve innovations and improvements within the professional practice.
- 8.3.5 The student demonstrates the ability to make choices based on valid arguments and can give theoretical and methodological justification for those choices.
- 8.3.6 *The student creates new architectural relationships based on theoretical research.*
- 8.3.7 *The student intensifies his or her architectural-historical and architectural-theoretical knowledge in order to place his or her work in relevant frameworks*

Competence 9 Perception and Expression.

The student is able to design and present conclusions as an essential component of architectural design.

- 9.3.1 The student can use perception in all its facets (all senses) and applies it as a visualization, materialization and research instrument.
- 9.3.2 The student is skilled in note taking on paper and in other media (sketches, photography, film editing, film, print) about his or her own observations of the architectural space.

- 9.3.3 The student can identify the spatial qualities of materiality, time, light, scale and composition and can visualize these.
- 9.3.4 The student demonstrates his or her personal considerations, motivations, concepts and ideas in the design process.
- 9.3.5 The student uses a design process in which a direct instrumentality is removed from the architectural design and the design is placed in a broad conceptual framework.

1.2 Description of the educational and examination programme

Name / Theme	Settlement / Landscape
Education Unit - Project	mmia ps1
Year of study	1
Period and weeks	Period 1 and 2 (semester 1) week 40-2018/02-2019
Number of ECs	20
Numbers of relevant competences	ca 01/02, cr 01/02, gi 01/02, os 01/02, cs 01/02, fe 01/02, ts 01/02, is 01/02, pe 01/02
Content	This project focuses on the spatial experience of the existential; designing a modest architectural intervention in the context of the landscape to provide physical shelter and solitude for rejuvenation and contemplation.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	12
Assessment format	Practical exam and work evaluation
Assessment format partial exams	Presentation Booklet evaluation Individual evaluation talk
Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 51-2018 Booklet evaluation: week 2-2019 Individual evaluation talks: week 2-2019
Week of re-assessment	28-2019
Education Unit - Theory	mmia ts1
Year of study	1
Period and weeks	Period 1 and 2 (semester 1) week 40-2018/02-2019
Number of ECs	10
Numbers of relevant competences	cr 01/02, gi 01/02, os 01/02, cs 01/02, is 01/02
Content	This theory unit addresses in general how architecture evokes social implications and the role of architecture as bearer of meaning.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	4
Assessment format	Essay
Assessment format partial exams	Essay Presentation Individual evaluation talk
Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 51-2018 Individual evaluation talks: week 2-2019
Week of re-assessment	28-2019
Name / Theme	Town / House
Education Unit - Project	mmia ps2
Year of study	1

Period and weeks	Period 3 and 4 (semester 2) week 03-2019/28-2019
Number of ECs	20
Numbers of relevant competences	ca 03/04, cr 03/04, gi 03/04, os 03/04, cs 03/04, fe 03/04, ts 03/04, is 03/04, pe 03/04
Content	These projects focuses on the urban interior in interaction with small scale interiors of housing; it is about revealing potentials of a place through various research methods to develop strategies for architectural interventions.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	12
Assessment format	Practical exam and work evaluation
Assessment format partial exams	Presentation Booklet evaluation Individual evaluation talk
Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 26-2019 Booklet evaluation: week 27-2019 Individual evaluation talks: week 28-2019
Week of re-assessment	35-2019
Education Unit - Theory	mmia ts2
Year of study	1
Period and weeks	Period 3 and 4 (semester 2) week 03-2019/28-2019
Number of ECs	10
Numbers of relevant competences	cr 03/04, gi 03/04, os 03/04, cs 03/04, is 03/04
Content	This theory unit addresses how architecture evokes social implications and the role of architecture as bearer of meaning.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	4
Assessment format	Essay
Assessment format partial exams	Essay Presentation Individual evaluation talk
Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 27-2019 Individual evaluation talks: week 28-2019
Week of re-assessment	35-2019

Name	Master Exam
Education Unit - Project	mmia ps4
Year of study	2
Period and weeks	Period 1,2,3 and 4 (semester 3 and 4) week 35-2018/27-2019
Number of ECs	40

Numbers of relevant competences	ca 05/06/07/08, cr 05/06/07/08, gi 05/06/07/08, os 05/06/07/08, cs 05/06/07/08, fe 05/06/07/08, ts 05/06/07/08, is 05/06/07/08, pe 05/06/07/08
Content	The anatomical model. The choice of the final project is free to choose but still fairly close in the broad sense of the 'interior'. It is a hypothesis in a built-up area 'context'. The selection and motivation of the graduation project is part of the graduation plan that is submitted. It has to conclude the 'place' and the primary idea of the 'intention'.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	12
Assessment format	Practical exam and work evaluation
Assessment format partial exams	Presentation Booklet evaluation Individual evaluation talk
Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 27-2019 Booklet evaluation: week 28-2019 Individual evaluation talks: week 28-2019
Week of re-assessment	35-2019
Education Unit - Theory	mmia ts4
Year of study	2
Period and weeks	Period 1,2,3 and 4 (semester 3 and 4) week 35-2018/27-2019
Number of ECs	20
Numbers of relevant competences	cr 05/06/07/08, gi 05/06/07/08, os 05/06/07/08, cs 05/06/07/08, is 05/06/07/08
Content	The Thesis. The thesis should form the foundation of the project based of language and theoretical research in historical, philosophical, cultural and socio-political sense. Intent is to frame the project in time (continuity). The authorship of the student is also central to the thesis and that means that authenticity in bringing new relationships into existence is seen as an important quality. This layer has to be concluded by text of minimum 3000 words and a public lecture.
Teaching methods	<i>Studio-based education</i>
Admission requirements	Not applicable
Attendance requirement	80%
Contact hours per week	4
Assessment format	Essay
Assessment format partial exams	Thesis Presentation Individual evaluation talk

Weighting of partial exams	Not applicable
Week of assessment	Presentation: week 09-2019 Booklet evaluation: week 10-2019 Individual evaluation talks: week 27-2019
Week of re-assessment	35-2019

assessment indicators	code
project	
creative ability	ca
ability to critically reflect	cr
ability to grow and innovate	gi
organisation skills	os
communication skills	cs
focus on environment	fe
teamwork skills	ts
inquisitive skills	is
perception and expression	pe
theory	
ability to critically reflect	cr
ability to grow and innovate	gi
organisation skills	os
communication skills	cs
inquisitive skills	is

1.2.1 Teaching method

Studio-based education

The research and design assignments for the MMIA degree programme will take the form of studios. Students are expected to develop the necessary skills to create their own designs. Learning will take place through practical assignments, with the aim of conducting ground-breaking research and visual designs, with feedback from the relevant teaching team. Successful learning is reflected in the visual performance or visual examination and in the final product, including all associated materials and technical skills. Research, creating, testing and assessing will go hand in hand.

To support the studio education, secondary education methods will be implemented. Methods will be selected based on how closely they relate to the content covered in each semester.

These methods will take the form of lectures, seminars, literary colloquia, instructions for working independently and excursions.

Given the close interaction between students and teachers, attendance is essential.

1.2.2 Attendance

Teachers (examiners) can only assess students if they have a complete overview of their design process. Students must therefore demonstrate their involvement in this process at all times.

Assessment is based on the overall picture instead of single components.

1.2.3 Examination

See the tables in section 1.2 "Description of the educational and examination programme".

The research and design assignments will be evaluated through various assessment methods, such as the linguistic- practical assignments, smaller assignments, tasks, presentations and portfolio assessments. These academic products (assignments, reports, papers, etc.) will be included in the portfolio to demonstrate the student's progress.

All of these assignments will be examined individually by the teaching staff. The semester evaluations will demonstrate how the results of these examination contribute to achieving the competency-specific.

The graduation project consists of two connected layers: the thesis and the anatomical model. The first layer is the thesis, which should form the foundation of the project based on language and theoretical research from a historical, philosophical, cultural and socio-political perspective. The objective is to highlight the continuity of the project. The authorship of the student is also central to the thesis, which means authentically establishing the existence of new relationships. This layer is concluded with a 3,000-word essay and a speech.

The second layer is the anatomical model. This model is the concrete implementation of the objective and includes all spatial elements. The anatomical model therefore forms a source of inspiration. This model can be a representation of an autobiographical process, a representation of a system constructed and used as tool to benefit understanding, or a rational, abstract view that helps us understand the complex reality, knowledge and understanding by establishing the relationship between detail, object and environment ('place'). The model should be positioned within the built environment or 'interior'. This layer is concluded with a presentation and speech.

1.3 Evaluation of the study programme

Evaluation of education is done according to the PDCA cycle with the following actors:

- Curriculum Commission: Development Curriculum (P + A) in consultation with field committee (C)
- Teachers (teams) develop education (P), carry out education (D), based on surveys and / or Reflection talks (C) - conducted by quality assurance staff – compiling Improvement reports (A) submitted to the Education Committee (C) for advice.
- After consulting the Education Committee, improvement plans may be amended as determined by Curriculum committee and / or management team (A).

1.4 Invalid results of old unit examinations

Not applicable

Chapter 2 Examination regulations

2.1 Examination

Examinations include:

- a) all written examinations for the full-time Maastricht Master of Interior Architecture programme
- b) all other examinations, such as oral exams, individual design assignments and group assignments

2.2 Examination review

2.2.1

After reviewing the examination results, these results can be reviewed at least sixty days as determined by the responsible lecturer, or as long as the limitation period dictates.

2.2.2

During the review period, students can review their exams and the method of assessment. They can also make an appointment with the examiner to discuss assessment indicators. After reviewing the exam, the student has the right to appeal against the examiner's decision within twenty business days from the date of examination or date of the feedback provided by the examiner.

2.2.3

Should a student choose not to appeal the examination decision, he/she will be refused to review the exam in the absence of a valid reason. Student can explain their reasoning to the Board of Examiners. In the event of a valid reason for providing a review to the exam, the Board of Examiners will approach the teacher to discuss the options.

2.2.4

Students who are unable to review their exam due to absence (i.e. studying abroad), can request a copy of the results from the Board of Examiners. Students will be unable to review their results without submitting a request.

2.3 Program components, evaluation and project results

2.3.1

The programme consists of three coherent components in the first year (landscape, town, and house) and in the second year the final exam.

2.3.2

Each programme component will conclude with a presentation of the pre-defined results, which describes how the students can successfully complete the job.

2.3.3

All assignment products should be submitted on time to the Examination Committee.

2.3.4

At the beginning of the academic year, students will be told which submission deadlines must be met to qualify for admission in the following academic year.

2.3.5

The assignments will be assessed on an individual basis.

2.3.6 The assessment criteria for each assignment will be explained during the assignment brief.

2.3.7

Students will also be informed of the assessment criteria in advance, as described in the study manual.

2.3.8

Students must receive a passing grade for all assignments.

2.3.9

Students must receive a passing grade for all education units.

2.4 Registration procedure/exam regulation

2.4.1

- A student is automatically registered for the schedule exams and resits.
- Students cannot move on to the next year until all prior periods have been completed successfully.
- Students will be given three attempts to pass an examination or partial examination. If a student does not pass the examination or partial examination after three attempts, he/she will have to take the course again.

2.4.2

The next academic period cannot be started until all prior periods have been passed, unless the Board of Examiners decides differently.

2.5 Final clauses

This regulation shall enter into force on 1 September 2018.

These regulations may be cited as the Education and Examination Regulations for the Master of Arts in Interior Architecture.

Chapter 3 Academic guidance counselling

Study counselling takes place according to the 3-step model:

Step 1 is the mentor / coach, where the student can get help with issues around his/her study, but also with personal issues.

Step 2 is the student counsellor, who the student can go to on his/her own initiative or through a reference from his/her mentor, involving issues that can negatively affect the study progress and require an adapted program. Examples are special circumstances like a handicap of personal circumstances, psychological problems etc.

Step 3 is the referral to external help or the student psychologist. Besides the student counsellor, there is an 'ombudsman' and three confidential advisors. On the infonet, step 2 and 3 from the student counselling from Zuyd University are described in detail.

The Academy of Architecture fills in step 1 in the following way:

1. Coaching on education content and education process of a certain part of the curriculum is done by the teachers of these particular parts of the curriculum.
2. Coaching regarding to the study process guidance and the progress of the study will be given by the team leader and/or a teacher, both members of the core team. This function is also called mentor. This way, the core team of teachers is well informed and quick communication with the other teachers and the student counsellor / psychologist is possible. The guidance has a wide scope and is mainly meant to support the student in his study process.

Within these forms of coaching of step 1, the study progress, possible obstructing circumstances and solutions to prevent study delay or quitting the study, are being discussed with the student regularly. Study guidance is thus a continuous point of attention during the academic year and a fixed part of the curriculum-evaluations and the internal quality assurance cycle of the academy. The study guidance policy is part of the responsibility of the core team of teachers.

Chapter 4 Structure of the year

Semester	Data
1 and 3	07 september 2018 until 08 february 2019
2 and 4	11 february 2019 until 12 July 2019

The MMIA programme starts on 7 September for the first and second year students. The first month will include introductory activities for the first year students. These activities will not be graded. The official first year programme starts on 5 October 2018. The programme ends on 12 July 2019.