

# REGULATIONS OF THE EXAMINATION BOARD

INDUSTRIAL DESIGN ENGINEERING

2015-2016

## CONTENTS

<b>RULE 1</b>	<b>THE EXAMINATION BOARD .....</b>	<b>3</b>
<b>RULE 2</b>	<b>AUTHORISATION FOR INTERIM EXAMINATIONS .....</b>	<b>3</b>
<b>RULE 3</b>	<b>PRINCIPLES OF THE EXAMINATION BOARD .....</b>	<b>4</b>
<b>RULE 4</b>	<b>FORMULATION AND OUTLINE OF EXAMS, MANNER OF EXAMINATION.....</b>	<b>4</b>
<b>RULE 5</b>	<b>WRITTEN AND ORAL INTERIM EXAMINATIONS .....</b>	<b>5</b>
<b>RULE 6</b>	<b>ORDER AND PROCEDURE FOR WRITTEN EXAMS .....</b>	<b>5</b>
<b>RULE 7</b>	<b>REGULATIONS FOR EMERGENCIES .....</b>	<b>6</b>
<b>RULE 8</b>	<b>PASS/FAIL REGULATION .....</b>	<b>7</b>
<b>RULE 9</b>	<b>THESIS PROJECT ASSESSMENT .....</b>	<b>7</b>
<b>RULE 10</b>	<b>GUIDELINES FOR AWARDING THE DESIGNATION ‘WITH DISTINCTION’ .....</b>	<b>8</b>
<b>RULE 11</b>	<b>CERTIFICATES AND REGISTRATION .....</b>	<b>9</b>
<b>RULE 12</b>	<b>EXEMPTIONS.....</b>	<b>9</b>
<b>RULE 13</b>	<b>FINAL ARTICLE.....</b>	<b>9</b>
APPENDIX 1:	.....	10
ADDITIONAL DESCRIPTION OF THE CONCEPT OF ‘EXAM FRAUD’ (IN WRITTEN WORK).....		10
Individual written work .....		10
‘Individual’ group-written work .....		10
‘Joint’ group-written work .....		11
APPENDIX 2: THESIS PROJECT ASSESSMENT FORM .....		12
APPENDIX 3: ASSESSMENT ASPECTS (THESIS PROJECT).....		14

## **RULE 1 THE EXAMINATION BOARD**

1. The authority of the Examination Board extends to all education components part of the student's education.
2. The Examination Board consists of at least three members, including two professors.
3. The Examination Board consists of members of the tenured academic staff involved in teaching in the concerned programme(s). One member of the Examination Board is an external expert; that means someone from outside the educational programme.
4. For every exam, the Examination Board assigns one or more examiners. If there are two or more examiners, one examiner will be responsible.
5. Examiners are members of the academic staff who are responsible for the IDE education as well as professionals from outside the UT.
6. The Examination Board can be advised by employees of the education, for example the Director of Education and/or student advisors. They have a consulting voice in the meetings of the Examination Board.  
The Examination Board can decide to delegate its powers to the chair or secretary and to delegate execution to the management of education, i.e. the Director of Education.
7. The meetings of the Examination Board are closed.

## **RULE 2 AUTHORISATION FOR INTERIM EXAMINATIONS**

1. The Examination Board compiles a list of examiners. In general, the person responsible for an educational component is also the person responsible for the assessment of the exam(s) for that specific educational component. The Examination Board applies the following criteria:
  - a. Tenured or temporary employees of the UT having obtained the University Teaching Qualification (UTQ) and who are involved in IO/IDE education are authorised to conduct interim examinations.
  - b. A staff member's authority is restricted to his or her expert domain.
  - c. An examiner's authority extends to all educational levels below the educational level of that examiner.
  - d. Staff members of partner institutions are also authorised if they meet the requirements described above.
  - e. In all other cases, the Examination Board decides whether someone is authorised to conduct interim examinations. This decision also concerns the period of validity and expert domain.
2. The Assessment Committee (for the thesis project) consists of at least three members authorised to conduct thesis project assessments:
  - a. One of the professors from the relevant department is chair of the Assessment Committee.
  - b. If no full professor appears to be available, the Examination Board can nominate another member of the scientific (academic) staff.
  - c. At least one member is from the tenured academic staff of the UT outside the department, chair or section at which the student does his or her graduation work.
  - d. In exceptional circumstances, the Examination Board can invite a professor from outside the Faculty to function as chair of the Assessment Committee.
  - e. The chair of the Assessment Committee can invite others as experts to attend the interim examination session as guests. Guests have no voting rights.
  - f. Members of the Examination Board and the Director of Education are always entitled to attend sessions of closed interim examinations.

3. The following persons are authorised to conduct thesis project assessments:
  - a. Members of the tenured academic staff of the UT;
  - b. Members of the tenured academic staff of partner institutions of the Faculty or programme;
  - c. Members of the temporary academic staff and general personnel of the UT who have been given the appropriate authority.

The Director of Education annually approves, after consultation with Human Resources and subsequent consultation with the Examination Board, the list of persons in Engineering Technology who are authorised to conduct interim examinations. The list contains the names of all members of personnel who are authorised to conduct interim examinations for the coming academic year. New academic staff must have taken part in two thesis project assessment sessions as observer to becoming eligible for authorisation to conduct thesis project assessments.

4. If a member of the Assessment Committee is unable to attend an interim examination session, he or she can be replaced by a member having authorisation to conduct interim examinations (see 2.3). The substitute should identify himself or herself as such to the chair before the meeting. The substitute has the voting rights of the member he or she replaces.

### **RULE 3 PRINCIPLES OF THE EXAMINATION BOARD**

1. The Examination Board may provide the examiners with directives and instructions regarding the evaluation of the examinee and regarding the assessment of the results of an exam.
2. In special cases, as stated explicitly in the Teaching and Examination Regulations, the Examination Board has the power to deviate from the TE&R. The Examination Board will ask supervisors for advice concerning decisions needing to be taken regarding individual students. Student information will be treated as strictly confidential.
3. The following applies to the situations as meant in paragraph 2:
  - a. In the case of students who are considered likely to be successful (study rate of at least 0.75), the Examination Board will consider whether a decision will affect the student's chance of completing the Master's programme within 2.5 years.
  - b. If a student is considered to be seriously trailing behind (study rate between 0.5 and 0.75), the Examination Board will consider whether there are sufficient grounds to presuppose that, on the basis of the study plan and the most recent results, a decision will help to ensure that the study rate does not drop any further.
4. The rights of ownership of the results of tasks, assignments and projects which are carried out within the framework of the programme rest with the Faculty of Engineering Technology.  
A student can derive no (intellectual property) rights for (parts of) results of a project, research or assignment undertaken under the commission of the UT, unless prior agreed with the Faculty's management and confirmed in writing. Agreements with the company concerning public access to the results, the final report and the duration and extent of confidentiality should be confirmed before the start of a project.

### **RULE 4 FORMULATION AND OUTLINE OF EXAMS, MANNER OF EXAMINATION**

1. The questions and answers (examination scripts) of an interim examination do not go beyond the sources from which the course materials has been taken and what has been covered in the lectures. These sources are published in an outline before the start of the education that is given in preparation for the relevant interim examination. At the latest, one month before the interim examination, the final extent of the course materials is made known in writing (e-mail/Blackboard). The manner in which the interim examination is to be taken must be published when the registration period in the Study Information System (Osiris) opens.

2. Before a written interim examination takes place, at least one qualified staff member (according to the UT's new qualification system) assesses the following:
  - a. The exam is representative with regard to what was taught in the course.
  - b. The questions are unambiguous.
  - c. The degree of difficulty matches the education received by the students.
  - d. The length of the exam is appropriate in relation to the examination time.
3. The assessment of every interim examination component is stated in the Study Information System (Osiris).
4. At a student's request, the Examination Board can allow an exam to be taken in a different way than as stated in the Study Information System (Osiris).

## RULE 5 WRITTEN AND ORAL INTERIM EXAMINATIONS

1. Durations of (written and oral) exams:
  - a. The maximum duration of a written exam is 3 hours.
  - b. The maximum duration of an individual oral exam is 1½ hours.
  - c. The maximum duration of an oral exam in groups is 4 hours.
2. The assessment of a written exam makes use of predefined standards for the various assignments of the interim examination.
3. The maximum number of points that can be gained per assignment/question is published on the interim examination paper the students receive.
4. If during and after the interim examination, the assessment concerning the feasibility, lack of ambiguity, and degree of difficulty of the examination turns out to be incorrect, the examiner will report this to the Examination Board as soon as possible. The Examination Board is authorised to adjust the standards. These new standards may not be at disadvantage of the students.
5. At least two examiners are present during any oral interim examination that has more than two examinees at the same time.
6. Oral interim examinations do not take place in public, unless the relevant Examination Board or examiner has determined otherwise, such only in special circumstances.
7. Members of the Examination Board or the Director of Education are entitled to attend any oral interim examination session or to have him/herself represented by an observer. The role of the observer is explained to the exam students.

## RULE 6 ORDER AND PROCEDURE FOR WRITTEN EXAMS

The outline below describes the rules and regulations for written interim examinations in the Master's programme of IDE.

1. Before an interim examination:
  - a. Registration for interim examination must take place before certain dates and by using the (Osiris). Registration dates can be found in the academic time table.
  - b. Only with a registration (for an interim examination or course in Osiris), the student has the right to participate in the interim examination.
  - c. A student who does not register for a specific written interim examination in time cannot participate in this interim examination. This student can be refused admission to the interim examination session. Examination papers from students who did not register for a written interim examination session in time will not be checked or marked.
  - d. Students will not be admitted to the exam after the first student has already left the exam room or if a student is more than half an hour late. If a student shows up too late, he or she loses his or her right to take part in the exam.

- e. One or more supervisors are appointed for any written interim examination, ensuring that the interim examination runs smoothly. The students should take the interim examination at the designated location. At least one of the supervisors is concerned with the education of the specific interim examination component.
  - f. Students with formal permission for an extension of the official duration of the interim examination should inform the supervisor of the exam.
2. During an interim examination:
- a. Students are not allowed to leave the room during the first 30 minutes of the exam.
  - b. A student must be able to identify himself or herself with a document of registration as a student or otherwise at all times during the exam.
  - c. A student who is disruptive during an examination session can be removed from the room, at the discretion of the supervisor.
  - d. If fraud is suspected or observed during or after the exam (e.g. cheating, consulting, etc.), the supervisor will take the appropriate actions, the student's work will not be assessed and the Examination Board will be informed. The Examination Board can exclude the student for a period of at most one year from participating in that specific interim examination component. In the event of intentional fraud, the Examination Board can exclude the student for a period of at most one year from participating in all interim examination components.
    - A detailed description of the concept of fraud in written work can be found in Appendix 1.
  - e. Every student hands in at least one sheet of paper with his or her name and student number written on it.
  - f. The student bears the responsibility for the quality of the work handed in (e.g. legibility, clarity of sketches, etc.)
  - g. The student bears the responsibility for the completeness of the work he hands in.
  - i. On the question paper is denoted if this must be handed in at the end of the interim examination.
3. Resources
- a. Use of resources is only allowed if specified on the interim examination assignment.
  - b. Resources allowed during the interim examination will not be provided if a student has forgotten to bring these resources.
  - c. All communication equipment (e.g. smartphones, mobile phones) must be switched off before entering the examination room and must be stored away. Every appearance of use will be interpreted as fraud.
4. Toilet visits
- 1. No more than one student at a time may leave the room for a toilet visit. This will be reported to the supervisor. The supervisor may temporarily collect the student card.

## RULE 7 REGULATIONS FOR EMERGENCIES

- 1. If a possible emergency is expected before the start of an interim examination, the interim examination is postponed immediately. The responsible examiner determines a new time for the interim examination in consultation with the Director of Education and/or the Office of Education Affairs (SO-BOZ).
- 2. The confirmed new interim examination time must be within one month (exclusive of the vacation period). It is published as soon as possible, and using the usual media, after the building is re-opened.
- 3. If emergencies occur, or threaten to occur during an interim examination, the following procedures apply:
  - a. At the beginning of the interim examination, the student must write his or her name and student number on all the examination materials.

- b. At the request of the responsible authority or invigilator, those present must leave the examination room immediately.
  - c. Students must leave all interim examination work behind in the examination room.
  - d. If the interim examination has been able to start, and if reasonably possible, the examiner determines a final mark on the basis of the (partly) completed answers.
4. If the examiner is unable to determine a final mark as described in 7.3.c, a repeat interim examination is organised for students who had registered for the original interim examination within one month (excluding the vacation period) after the interim examination that was cut short by the emergency.

## RULE 8 PASS/FAIL REGULATION

1. The Examination Board determines pass/fail regulations for every interim examination.
  - a. An interim examination component is passed when the (rounded) mark is at least a 6.
  - b. Not rounded marks that are .50 or higher will be rounded to the nearest integer above.
  - c. A mark between 0 and 1.49 will be rounded to 1.
  - d. The requirements for the Master's degree are considered to have been met if the marks for all interim examination components are a 6 or higher.
2. If a student has been assessed more than once for the same interim examination component, the assessment with the highest mark prevails, unless the Examination Board determines otherwise in exceptional circumstances.
3. In the event that an interim examination component is assessed by more than one examiner, the examiners ensure that the assessment is done on the basis of the same standards.
4. The results of parts of interim examinations will be recorded in the examiners' written administration.
5. If the mark for a written interim examination is a 5, the work has to be assessed by a second examiner. In the case of a difference of marks, the final mark will be the average of both marks.
6. The assessment marks are usually expressed as integers on a scale of 1 to 10. The marks have the following meanings:
 

1: very poor	5: insufficient	9: very good
2: poor	6: sufficient (pass)	10: excellent
3: very strongly insufficient	7: more than sufficient	
4: strongly insufficient	8: good	

Exam components may also be assessed alphanumerical:

NV: absent	V: sufficient/completed	
NVD: not accomplished	VR: exemption	
O: insufficient	HNTD: no need to do	
7. The Examination Board has the ability to declare an assessment mark invalid if the mark is gained not according regulations.

## RULE 9 THESIS PROJECT ASSESSMENT

The assessment of the master thesis consists of five components: report, presentation (public, 45 min, followed by answering questions from the audience), defence (closed, 60 min, exam with candidate and Assessment Committee), content (quality of research or design) and working process during master project (individuality, communication skills, etc.).

For the determination of the final mark (which need not be the arithmetic mean of the five components) a 'Thesis Project Assessment' form is used (see Appendix 2). This form is signed by the chairperson of the assessment committee and is archived by the Office of Education Affairs.

To accentuate the assessment an assessment protocol is formulated for the assessment of master theses. This protocol lists assessment aspects for each component on which the mark for this component is based (see appendix 3). This assessment protocol is prescribed by the Examination Board to all assessment committees.

## **RULE 10      GUIDELINES FOR AWARDING THE DESIGNATION 'WITH DISTINCTION'**

In cases of an exceptional level of student achievement and the prove of the student's potential as an exemplary academic engineer, in the judgement of the Assessment Committee, the chairperson of the Assessment Committee can submit a motivated proposal to Examination Board to add the designation 'with distinction/Cum Laude' to the Master's degree certificate. The Examination Board makes a decision.

This must be requested two weeks beforehand, in order that the degree certificate 'with distinction' can be awarded immediately after the end of the examination. Where there is uncertainty about the award, a degree declaration can be handed over, and the degree certificate (with or without 'with distinction') can be received at the Education Affairs Office within two weeks after the examination.

Apart from the 'exceptional level and potential' the guidelines for passing 'with distinction' are at least the following:

- a. The final mark for the thesis project is at least a 9 (rounded).
- b. The assessments of all interim examination components of the Master's programme, including extra courses, are at least 'satisfactory' ('V', 'VR' or 7).
- c. The mean of all assessment marks for the interim examination components is at least 8.00 (not counting extra courses).
- d. A mark of 6 is gained not more than once in the programme (extra courses are not counted);
- e. No graded work was redone.
- f. During the candidate's study there has been no question of fraud.
- g. Any exemptions are for no more than 10 EC of the interim examination components.
- h. The Master's examination took place within a time period of the nominal study duration plus six months, and possibly augmented by approved and hence financially supported extensions for extracurricular activities, overrunning to a maximum of one year.

Where these conditions are not completely satisfied, the chairman of the Assessment Committee of the student involved can still submit a proposal to the Examination Board for the award of the designation 'with distinction'. The Examination Board makes a decision.



## **RULE 11      CERTIFICATES AND REGISTRATION**

1. The Examination Board awards a Master's degree certificate as proof that the Master's programme was completed successfully. This certificate is signed by the chair of the Examination Board. In his or her absence, one of the other members is authorised to sign. After the examination of the thesis project, the Master's degree certificate is signed by the chairperson of the Assessment Committee and the successful candidate.
2. The study components reviewed as part of the final assessment are listed in a supplement to the Master's degree certificate. Furthermore, this supplement may list additional units of study reviewed at the student's request (and not as part of the final assessment), provided these study components were completed successfully, and provided these study components meet the required Master's degree level, as assessed by the Director of Education.
3. Enclosed to the certificate, a supplement informs on the nature and content of the completed programme.
4. If the Examination Board grants the designation "with distinction", this will be added on the Master's degree certificate.

## **RULE 12      EXEMPTIONS**

The Examination Board lends exemptions for interim examinations or parts of interim examinations and/or practical assignments, when:

- a. An equivalent (in terms of level) and similar (in terms of learning aims) interim examination component was passed at another academic education or at another approved institution of higher education;
- b. The student has reached the intended aims in another way, verified by documents of proof, in the view of the examiner.

## **RULE 13      FINAL ARTICLE**

In incidental cases, the Examination Board has the right to deviate from the rules described above. Such a deviation must be made on an individual basis and must be substantiated.

## APPENDIX 1:

### ADDITIONAL DESCRIPTION OF THE CONCEPT OF 'EXAM FRAUD' (IN WRITTEN WORK)

Exam fraud means:

- a. The use of more or different aids in an interim examination or a component of an interim examination than those which the examiner, in writing and before the interim examination or interim examination component, had declared allowed.
- b. The use of aids or help of which the student knew or should have known that this was not allowed in an interim examination or a component of an interim examination. In any event, the aids or help as mentioned in the previous sentence include the following:
  - i. Cheating, whether or not:
    - With the aid of crib sheets, other means of help, and/or communication equipment;
    - Through copying or allowing copying in interim examinations;
    - Communicating with others (other than the invigilator or teacher) about the material of the interim examination during the interim examination, when the work has not yet been handed in.
    - Through making use of parts of written work or worked-out answers of others.
    - Use of electronic equipment.
  - ii. Forgery of documents, including taking or allowing the taking of an interim examination under a false name.
- c. Activities of which, before the interim examination or interim examination component, the teacher had made it known in writing that it would be regarded as exam fraud.
- d. Plagiarism: Copying without proper reference to sources and allowing copying.

The following rules apply for preparing written work, programming assignments and the like:

#### INDIVIDUAL WRITTEN WORK

There is one author who will obtain an individual assessment on the basis of the written work.

Where passages are included, or data are used, that are taken from the work of others, the following must be clearly stated:

- Which passages they are (for example, by putting them in italics or within 'quotation marks');
- Where they come from (by giving a clear source reference: a formal reference to the literature or a phrase such as '... oral information provided by Mrs XX').

#### 'INDIVIDUAL' GROUP-WRITTEN WORK

Different members of the group are responsible for different parts of the report. They must:

- Indicate clearly which member of the group is responsible for which part of the report.

Where passages are included, or data are used, that are taken from the work of other members of the group, the following must be clearly stated:

- Which passages they are (for example, by putting them in italics or within 'quotation marks');
- Where they come from (for example '... this, in addition to the fact that measurements have indicated that the effect is negligibly small (see chapter V of this report), brings us to the conclusion that...')

Naturally, the same rules that apply for individual written work also apply to information obtained from persons outside the group.

---

## 'JOINT' GROUP-WRITTEN WORK

- The group as a whole is responsible for the complete contents of the report, even if each group member has taken responsibility for the writing of a separate part.
- In this case, it is not necessary to indicate exactly which idea is whose. Nevertheless, the rules for making use of external sources are the same as for individual written work.
- If a student does not follow the rules stated above, and thus literally includes someone else's work or paraphrases it without a clear indication of the source, he commits plagiarism.
- Not only copying without indicating the source, but also allowing the copying, is taken to be plagiarism/exam fraud.
- In cases of joint group-written work, it is possible to accuse the complete group of exam fraud.
- In cases of plagiarism/exam fraud, the procedure described in rule 6 is followed.

# UNIVERSITY OF TWENTE.

INDUSTRIAL DESIGN ENGINEERING

## THESIS PROJECT ASSESSMENT



Name : ...  
 Student number : ...  
 Master track : ...  
 Chairperson : ...  
 Master programme : attached  
 Assessment date : ...

*Oral presentation* : \_\_\_\_\_

*Report* : \_\_\_\_\_

*Defence* : \_\_\_\_\_

*Thesis project*  
 (Quality of content) : \_\_\_\_\_

*Thesis project*  
 (Quality of process) : \_\_\_\_\_

**GRADE** : \_\_\_\_\_

The thesis assessment committee determines that the status of the graduation report will be:  
 O = "Confidential" (for a period of \_ year(s))  
 O = "Public"  
 (insert X in the appropriate circle)

**RESULT** : \_\_\_\_\_



Thesis Assessment Committee

Signature

XXX

\_\_\_\_\_

XXX

\_\_\_\_\_

XXX

\_\_\_\_\_

XXX

\_\_\_\_\_



After signing, please return this form to the Education Affairs Office

# UNIVERSITY OF TWENTE.

INDUSTRIAL DESIGN ENGINEERING

Criterion	Motivation
Oral Presentation	
Report	
Defence	
Thesis project (Quality of research or design content)	
Thesis project (Project management and organisation)	

*After signing, please return this form to the Education Affairs Office*

### 1. *Content and quality of research/design*

- Insight in subject matter;
- Depth (detailed elaborations, use of literature);
- Insight in coherence between different parts of the research project;
- Reasoning/argumentation of conclusions (are research questions clearly stated and answered?);
- Relevance (scientifically, but also for applicability in practice) (being able to put research into its context);
- Creativity/inventiveness: extent to which the student independently introduces new concepts;
- Extent to which the research is innovative (contribution to new knowledge/contribution to a concrete product, design or model);
- Learning (quality and quantity).

### 2. *Report*

- Composition, structure;
- Consistency;
- Clarity/sharpness of formulations;
- Readability;
- Editing, layout;
- Images and tables (usefulness, added value);
- References to literature.

### 3. *Working process during Master's thesis project*

- Attitude;
- Independence;
- Commitment/enthusiasm;
- Cooperation;
- Communication skills;
- Incorporation of feedback;
- Functioning within the organisation where the project is carried out;
- Student's attitude during progress meetings (active/passive);
- Extent to which the original research proposal has been met and reasons for alterations (keeping up with work planning, following up on appointments);
- Time needed to finish Master's thesis.

### 4. *Oral presentation*

- Content (what is included/not included in the presentation; is the message coming across?);
- Structure/outline presentation;
- Care of details/neatness;
- Captivating way of presenting (verbal capabilities, posture);

### 5. *Defence*

- Insight in subject matter;
- Answering questions/discussion;
- Ability to interpret/understand/analyse questions.

## Profiles for final grading

### **5: Insufficient**

The quality of the research and/or report is insufficient and the student was strongly directed by his or her supervisors. Weak points can clearly be pointed out. The student did not show an academic attitude. On average, the student scores 'insufficient' on all aspects for assessment.

### **6: Sufficient**

With respect to content, the research was conducted sufficiently. The report is mediocre. Weak points can clearly be pointed out, but are compensated by aspects on which the student performs better. The student has shown little input of his own and was strongly directed by his or her supervisors. On average, the student scores 'sufficient' on all aspects for assessment.

### **7: Amply sufficient**

With respect to content, a solid piece of research was delivered. The report is carefully edited. Either the research process or the mastery of subject matter leaves room for improvement. The supervisors clearly had a steering influence on the final product. The student scores at least 'sufficient' on all aspects for assessment and 'good' on some aspects.

### **8: Good**

With respect to content, the research was set up in a solid way and was carried out accurately. The report is carefully edited regarding language as well as layout. The student has worked independently and was able to put forward his or her own initiatives. Guidance given by the supervisors was minimal. On average, the student scores 'good' on all aspects for assessment.

### **9: Very good**

The research is innovative and can be converted into an article for a renowned (scientific) journal without putting in too much effort. With respect to content, the research is very solid with some aspects that can clearly be pointed out as strong. The report is carefully edited and shows that the student has good writing skills. The student's own input and level of independence are considerable. The student clearly oversees the subject matter and is well able to defend his or her statements in discussions. The student scores at least 'good' on all assessed aspects and 'very good' on some aspects.

### **10: Excellent**

The student functions at the level of an expert in the field. With respect to content, the research is very good, with some points that can be clearly pointed out as excellent. The student is very capable of conducting research independently. The report and the presentation show that the student disposes of very good communication skills (written and oral). The student scores 'very good' on all aspects for assessment.