INSTITUUT VOOR MEDIA   **HOGESCHOOL UTRECHT**

COMMUNICATION & MULTIMEDIA DESIGN

SEMESTER GUIDE

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CMD Specialization

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Where people aren't having any fun, they seldom produce good work.

David Ogilvy

1 Introduction

1.1 Welcome to CMD Specialization

Welcome to CMD Specialization. In the coming semester, you will delve into the specialist field of one of the four specializations: AI Design, Digital Design, Brand Design or Immersive Design. You will develop knowledge and skills in the field of your specialization, experiment with application possibilities and design, and work in projects with and/or for the professional field. You work on your personal professional development, with which you work towards **BECOMING** the CMD professional you want to be.

1.2 Specializations

The CMD Specialization semester consists of four specializations: AI Design, Digital Design, Brand Design and Immersive Design. You must indicate your choice for one of the profiles before you start CMD Specialization, so that you can be assigned to the right class. Below is a brief description of what the focus for each specialization **IS**. More information about the specializations can be found on the Canvas page.

AI-DESIGN explores new ways in which you can collaborate with AI as a creative partner. In this specialization, you'll learn how to use AI to improve products and designs, develop new ideas, and streamline workflows with AI-driven tools. You will explore various AI technologies and their applications in various creative domains, such as graphic design, fashion and product development. In addition, you will dive deep into the ethical considerations associated with the use of AI. This includes issues around privacy, responsibility, transparency, and the impact of AI on employment. You'll learn how to establish and adhere to ethical guidelines to ensure responsible use of AI in creative processes. This specialization offers you the opportunity to define what an AI Designer is and what this role can be in the future of creative work.

DIGITAL DESIGN explores the creative and technical aspects of designing experiences, interfaces, and digital products. It encompasses an iterative approach to UX Design and UX Research to effectively leverage data for improved user experience, service, and customized UI Design that aligns with users' needs and expectations. It embraces the industry standard, ecosystems, professional products, skills and tools, leveraging knowledge from Co-Design, Inclusive Design and Service Design, among others.

BRAND DESIGN explores the ways in which brands communicate through branding and campaigns. The focus is on consistently conveying the nature of a brand and the content of a communication message in various media by using effective and powerful design. Theories in the field of art direction, copywriting, layout and typography are used.

IMMERSIVE DESIGN explores (innovative) ways to design story-driven media. **IT** aims to increase the impact of a story and the emotional involvement in it **TO** convey a powerful (communication) message. **IT** combines storytelling with experience design and makes use of spatial design, (new) technologies and media.

2 Place of the semester within the curriculum

2.1   Why is this semester offered and why now?

In the first four semesters of CMD, you have explored the breadth of the professional field. In the last four semesters, you will put together your own route, so that you can profile yourself and your work towards becoming the CMD professional you want to be. To this end, you choose an internship, minor and specialization. You will graduate in the last semester. The CMD Specialization is a substantive deepening in the field of your specialization: AI design, Digital Design, Brand Design or Immersive Design.

2.2   Structure of the semester

Below you can read how the specialization semester is structured. See also chapter 4. We share more detailed information about the (lesson) planning and content of each specialization direction via Canvas and/or Teams.

CMD Specialization consists of various educational activities. The projects have a fixed sequence and increase in complexity. We kick off with a one-week introduction project, followed by three-, four- and six-week projects. We will conclude the semester with a joint exhibition for all specializations. After this, you submit a portfolio for assessment in which you demonstrate that you meet the learning outcomes.

An overview of the projects and other educational activities can be found in the section Weekly schedule.

2.3   The purpose of the semester

During CMD Specialization you will work towards 'The CMD person **YOU** want to be'. You will deepen your knowledge and skills in the specialist field of AI Design, Digital Design, Brand Design or Immersive Design. By doing, learning, experimenting, creating, reflecting, falling and getting up a lot, you make the material your own and **SHOW** you can apply it. You will also develop a vision of the specialist field in which you can later work.

2.4   Participants and guidance

You will work both individually and in project teams on the various projects and assignments. The project teams vary in size and composition. The specialization teachers will guide you through your creative design process during the semester and provide feedback on your work. During the semester, you will work on your personal professional development in a permanent learning team. There are several meetings during the semester for this purpose.

2.5   Attendance and role of the meetings

It is important, advisable and desirable to be present in all classes. During the lessons, we discuss theories, techniques, strategies, case studies and inspirational resources. We also do (creative) exercises, discuss assignments and give oral feedback / feedforward on the work made. It is important that you can always show the progress of your design assignments to teachers and fellow students.

In addition to the school meetings, there will be meetings or work sessions on location, such as at a design agency, external organization or excursion.

There are circa 13 contact hours per week. Outside of the scheduled hours, you will spend another 27 hours on your studies.

3 Learning outcomes and competencies

3.1   The Learning Outcomes

In the CMD Specialization semester, you will work on five learning outcomes. These build on the learning outcomes from the previous semesters.

During the semester, you will work on these learning outcomes in different circumstances. You do this especially in the projects, which increase in complexity and therefore give you the opportunity to develop the learning outcomes further and at a higher level.

Context	As a designer, you can analyze the context of the problem from the chosen specialist role, formulate insights from it, map out and understand the interests of stakeholders and the possibilities of technology. You can place your design in the context of the specialist field.* You have an inquisitive attitude and can apply relevant research methods in a reasoned manner. You will work from your own vision as a designer in the specialist field.
Design	Based on insights from your research, you can come up with suitable concepts, considering different perspectives, and interests **in** the specialist field. You iteratively explore different (analog and/or digital) possibilities and elaborations. You explain the impact of concepts and consequences of the design. You select existing, specialist and own design methods and strategies and use them. You can set up, plan, execute, monitor and manage the design process independently and with initiative. You can substantiate your choices with the help of meaningful sources and adequate terminology, all appropriate to the specialist field. Your design process is understandable.
Prototype & Testing	You create concepts and make them specific in prototypes to an appropriate degree of elaboration within your iterative work process. In doing so, you show that you can take into account the feasibility of your design and that you can indicate what results your design will deliver for various stakeholders. You apply and substantiate evaluation methods and use them to map out the effects of the design. You validate results that have come up during different stages of the design process on their value to the stakeholders and to the specialist field. You present your products to stakeholders in an insightful and convincing way and you can justify the choices in your process.
Connect	You operate in different contexts and act as a connector between different disciplines and interests. You involve the relevant stakeholders in the design process, you can explain the steps and make the design (process) transferable. You communicate clearly and initiate a constructive dialogue where you give, collect and process consistent feedback. You take responsibility for knowledge sharing from your chosen specialist role.
Learning and reflecting	You have an articulated vision of the specialist field, know your specialist role within the CMD field and know how to develop yourself independently in this field. You organize your own learning process with the help of received feedback, reflection and your own learning strategies.

* In the academic year 2024-2025, we distinguish four specialist fields in the CMD specialisation programme, from which the student makes a choice before the start of the semester. These are: AI Design, Digital Design, Brand Design and Immersive Design. Where the learning outcome mentions 'the specialist field', 'the specialist role' or a derivative, reference is made to the field for which the student has chosen.

3.2   Competencies

The learning outcomes are derived from the competencies (the final qualifications of the programme) and indicate what you need to be able to do at this stage of the programme. We use the competencies as formulated by the International Network of Communication & Multimedia Design, or INCMD. It lists eight competencies, divided into two categories:

1.   The human-centered design process

How do CMD students come up with a design? What approach do they use? What skills do they need to successfully go through a design process? This is reflected in the four domain competencies.

- A.   Orientation and understanding
- B.   Imagining and conceptualizing
- C.   Elaboration and prototyping
- D.   Evaluation

2.   The professionalism of the CMD professional

What does a CMD professional need to design at a high level and to be able to manifest herself in a dynamic and competitive field? This is reflected in the four professional competencies.

- E.   SKILLFUL and investigative design
- F.   Organized & entrepreneurial design
- G.   Designing together
- H.   Personal & committed design

You can read more about the INCMD Competency Profile in the appendix.

3.3   Quality criteria

At the end of the CMD Specialization semester, we determine whether you have completed the learning outcomes at the right level based on your portfolio with your selected data points and substantiations. You compose the portfolio yourself based on the work you have created during the semester and the data points you have created based on it.

Among other things, based on examples, we discuss the desired level of semester CMD Specialization. We do case studies, discuss methods, theories, literature and sources, organize excursions, guest lectures and/or workshops.

The learning outcomes are concretized in the assignment descriptions of the projects.

4 Educational program CMD Specialization

4.1 Educational activities

The CMD Specialization Semester is made up of various projects and exhibitions. The structure is the same for each specialization. The content and exact content of the educational programme differs per specialization and is tailored to the specialist field.

The educational programme is aimed at giving you the opportunity to develop knowledge, skills and attitudes in different situations that are appropriate for the field and in line with the learning outcomes. You will also work for clients or with experts in the field. The projects, lessons, exercises and workshops increase in complexity, allowing you to develop yourself further and at a higher level.

During the semester, the specialist lecturers will guide you in your project work and in developing an eye and feeling for high-quality work. We do case studies, discuss methods, theories, literature and sources, organize excursions, guest lectures and/or workshops.

Below you will find the weekly schedule and an overview of the deadlines of CMD Specialization. More detailed information about the exact (lesson) planning and content of each specialization direction is shared via Canvas and/or Teams.

4.2 Weekly schedule CMD Specialization

Lesson week	Activities semester 1 (period AB)	Activities semester 2 (period CD)
1	Project 1 - intro	Project 1 - intro
2	Project 2	Project 2
3	Project 2	Project 2
4	Project 2	Project 2 (**NO MEETING**)
5	Project 3 + Progress Interview 1	Project 3 + Progress Interview 1
6	Project 3	Project 3
7	Project 3	Project 3
8	Project 3	Project 3
9	*(NO MEETING)*	Workshop week/Hackathon
10	*(NO MEETING)*	(NO MEETING)
11	Project 4 + Progress Interview 2	Project 4 + Progress Interview 2
12	Project 4	Project 4
13	Project 4	Project 4 (*NO MEETING*)
14	Project 4	Project 4
15	Project 4 + Progress Interview 3	Project 4 + Progress Interview 3
16	Project 4	Project 4
17	Expo CMD Specialization	Expo CMD Specialization

18	Submission of portfolio (~~for decision moment~~)	Submission of portfolio (~~for decision moment~~)
19	*(NO MEETING)*	*(NO MEETING)*
20	*(NO MEETING)*	*(NO MEETING)*

4.3   Overview of delivery deadlines

Below is an overview of the dates on which you deliver work. This can be project work or a frozen version of your portfolio (for the progress meetings and the decision moment). These are fixed and are the same for each specialization. In exceptional cases, it may happen that a deadline deviates from what you will find here in the semester guide. If this is the case, the teachers will inform you about this.

Part	Deadlines semester 1	Deadlines semester 2
Project 1	End of class week 1	End of class week 1
Project 2	End of class week 4	End of class week 4
Progress meeting 1	Class week 5	Class week 5
Project 3	End of class week 8	End of class week 8
Progress meeting 2	Class week 11	Class week 11
Progress meeting 3	Class week 15	Class week 15
Project 4	**End of class week 16**	**End of class week 16**
Portfolio (for decision moment)	End of class week 18	End of class week 18

4.4   Workplaces

At CMD Specialization you will not only work in the classrooms or at the location that is in your schedule, we also go 'outside' to museums and events. There are workplaces where you can work outside your class hours. For example, you can work at the Mediaplein, in flexible study places or in project rooms when the school is open.

You can go to the Makerspace and the Risolab and ask for help and feedback from the instructors, teachers or fellow students present. The Makerspace also organizes workshops on request, for example regarding specific knowledge about a certain program or technique.

In the HU library's HUB-Lab, you can discover new working methods and technologies, such as virtual reality and robotics. The HUB-Lab provides workshops and lends materials/access to platforms to HU students. See: bibliotheek.hu.nl/hub-lab.

At Kapitaal you can work with different printing techniques on Wednesdays. Kapitaal also organizes film nights, inspiration sessions and workshops.

At the Media Desk at Heidelberglaan 15 you can borrow audio, camera and film equipment to experiment with in the audio, film or photo studio or outside. A course is required before you can use the equipment. This course is offered on registration, outside the class schedule.

At the MKB Werkplaats in VechtclubXL you can start a business yourself and you can get to know students from other courses and schools who are also working on projects there. There are 140 entrepreneurs working at this location with whom you can easily make contact.

5 What do you need this semester?

5.1   Equipment, Software and Materials

Just like in years 1 and 2, at CMD Specialization we assume that you have the following:

- A laptop with software such as Adobe Illustrator, Indesign, Photoshop, etc
- Dummy
- Camera (you can borrow this via the Media desk)
- Drawing material, consisting at least of:
    o pen
    o pencil
    o a set of crayons or felt-tip pens
    o adhesive tape
    o glue stick (prittpen)
    o scissors or a small box cutter

We also ask you to set aside money for literature and the professional delivery of the prototypes. This will cost you about €400 every year. This does not include the purchase of a laptop.

5.2   Bibliography

We expect you to have the literature of years 1 and 2. In addition, an overview of recommended literature can be found on Canvas or Teams for each specialization. Much of this literature can be consulted or borrowed through the HU library, see bibliotheek.hu.nl. In addition, you can use the books in the "State Library" in the teachers' room 2.075. You are not allowed to take these books home with you, but you can copy them if necessary. Teachers will sometimes also provide theory or indicate where you can find it.

6 Review (ASSESSMENTS)

6.1 PROGRAMMATIC TESTING

At CMD, we work according to the educational concept of *Programmatic Testing*. During the semester, you will work on various assignments and collect and process the feedback on them, which will help you develop the knowledge, skills and attitudes described in the learning outcomes. During the semester there will be three progress interviews. At the end of the semester, you will use the data points to demonstrate that you are at the right level for all five learning outcomes. These learning outcomes are described in Chapter 3.

Because the emphasis is on the learning outcomes, your development as a professional is central. This learning process also includes making mistakes. This provides rich feedback, which you can learn from and take with you to the next assignment. The focus is therefore on your personal growth regarding the learning outcomes, where there is a certain degree of freedom in the way you want to demonstrate that growth.

6.2 Terminology

At CMD, we use the following terminology.

- **Data point**: a piece of information from/about a student. This should consist of three elements:
  - A professional product, (knowledge) test, reflection, peer evaluation, substantiation, etc
  - Collected feedback on it
  - Processing the feedback into action points/learning objectives.

  Data points are used as evidence for achieving the learning outcomes. Multiple data points are needed as proof for each learning outcome.

- **Reading guide Accountability for the learning process:** document in which the student justifies his or her learning process for each learning outcome. A format has been created for this, in which the BOND rules (see below) are incorporated and there is room for reflection and vision. The student submits the learning process as part of the frozen portfolio: for each Progress Interview and for the decision moment.

- **Progress interview**: student takes a step back and looks at the various data points as a whole. Based on these data points, the student explains what they have worked on for each learning outcome. During the interview, it becomes clear whether the student has gathered enough evidence for a clear picture, or whether he or she needs to provide more evidence.

- **Self-evaluation:** during the progress interviews, the student writes down the feedback from the interview in a self-evaluation and indicates what **HE/SHE** will do with this feedback in the coming weeks. The student then sends an evaluation request to the learning team supervisor, who responds to the self-evaluation.

- **Progress evaluation**: the learning team supervisor completes the above-mentioned self-evaluation. This is the progress review.

- **Decision Moment:** At the end of the semester, the assessors decide on whether the student will pass the course based on the submitted portfolio.

- **BOND:** we use the BOND rules as decision criteria. BOND stands for: Breadth, Development, Level and Coverage and says something about how the data points relate to the learning outcomes.

6.3 Portflow

During the semester, you will collect and process your work and feedback in the digital learning environment Portflow. For the design of Portflow, we have created a template for CMD Specialization that you can use. We expect you to keep track of your work in Portflow in a structured way, so that you build up a portfolio during the semester that you can use during progress meetings and the decision moment. in Portflow you can also store your self-evaluations and progress evaluations, among other things. You own your portfolio and decide what is visible to others and what is not. For the progress interviews and the decision moment, you create a 'frozen version' of your portfolio.

The portfolio that you submit for a progress interview consists of various data points selected by you per learning outcome and a justification of the learning process. See also the section 'Progress interview'.

The frozen version of your final portfolio for the decision moment includes:

- Data points that demonstrate that you are meeting the learning outcomes
- Explanation of the learning process
- Documentation of Progress Interviews:
    o Explanations of the learning process for progress interviews 1, 2, and 3
    o Self-evaluations for progress interview 1, 2, and 3
    o Progress evaluations for progress interviews 1, 2, and 3.

See also the section 'Decision moment'.

6.4 Data points

In the semester CMD Specialization, you will work on various assignments and projects, and you will deliver work that you will present to lecturers, peers, clients and experts. They can provide your work with oral or written feedback. In this way, you create a data point: a piece of information about what you can do and know.

A data point consists of three elements:

- A professional product, (knowledge) test, reflection, peer evaluation, substantiation, etc
- Collected feedback on it
- Processing the feedback obtained into action points/learning objectives.

Based on the feedback, you can determine what is already going well and what can be improved, and you can set learning goals and action points. You take this with you to the next project, so that you can actively work on it during your learning and design process.

At CMD Specialization, the data points are free. This means that you decide which work and feedback you mark as data points and also which data points you submit as evidence for your progress and achieving the learning outcomes. During learning team meetings and in lessons, it can be discussed which types of data points can be suitable for this. For each of the three progress interviews and for the decision moment, you make a selection of the data points that you think best demonstrate that you have developed with regard to the learning outcomes and that you have achieved them.

You record your data points in your digital portfolio in Portflow.

6.5   Progress interviews

The progress interview is the moment when you take a step back and look at your own progress per learning outcome based on your data points. To prepare, you submit a frozen version of your portfolio via Canvas and create a document called **EXPLANATION OF** Learning Process (a format has been created for this).

The progress interview takes 15-20 minutes per student. In it, you present what you have done for each learning outcome and use the BOND rules (see section BOND) as a guideline. The interview will show whether you have gathered enough evidence for a clear picture, or whether you need to provide more evidence.

There are three progress interviews: in class weeks 5, 11 and 15. There are always other people in the lead, as described below.

What	When	With whom?
Progress meeting 1	Class week 5	Student, learning team, learning team supervisor (in the lead)
Progress meeting 2	Class week 11	Student, learning team (in the lead), learning team supervisor
Progress meeting 3	Class week 15	Student, learning team, learning team, supervisor, second teacher

Progress meeting 1 (class week 5): the learning team supervisor is in the lead at the first progress meeting. The learning team supervisor leads the conversation and asks questions based on the BOND rules in response to the *Explanation of the Learning Process,* the portfolio and the presentation.

Progress meeting 2 (class week 11): the peers from the learning team have a leading role in the second progress meeting. They prepare questions based on BOND in response to the *Explanation of the Learning Process* and portfolio of their fellow student. During the interview, they will be the first to ask questions to the student in response to the presentation.

Progress meeting 3 (lesson week 15): the learning team supervisor and a second teacher have a joint role together with the peers of the learning team. They all prepare the interview and ask questions based on the BOND rules based on the *explanation of the Learning Process*, the portfolio and the presentation.

Preparation for the progress meeting

To prepare for your own progress interview, submit a frozen version of your portfolio via Canvas, create a document called Accountability Learning Process (a format has been created for this) and prepare a five-minute presentation.

To prepare for the progress interviews (2 and 3) of the peers in your learning team, you will review their portfolio and *explanation of the* Learning Process and use the BOND rules to **f**ormulate questions that you can ask during the interview.

Progress meeting

The progress interview takes 15-20 minutes per student. In the first five minutes, you present what you have done for each learning outcome, using the BOND rules (see section BOND) as a guideline. After that, the other attendees (see above) can ask you questions, and you will talk to them about your development. You will take notes for the self-evaluation (see below).

After the progress meeting

Based on your notes, write down the feedback from the conversation in a *self-evaluation* and indicates what you will do with this feedback in the coming weeks. You then send an evaluation request to the learning team supervisor, who responds to the self-evaluation. This is the *progress review*.

6.6   Decision moment

In week 18, you will submit a frozen portfolio, in which you will have collected the data points that demonstrate that you meet the learning outcomes of CMD Specialization, plus a justification of the learning process. Here you **EXPLAIN** what the supporting documents show and you **INDICATE** your level. In addition, the portfolio contains documentation of the three progress interviews: the learning process accountability reading guides, the self-evaluations and the progress evaluations.

Components of the final portfolio:
-   Data points that demonstrate that you are meeting the learning outcomes
-   Associated explanation of the learning process
-   Documentation of Progress Interviews:
    o   Justifications for the learning process of progress interviews 1, 2, and 3
    o   Self-evaluations of progress interview 1, 2, and 3
    o   Progress evaluations of progress interviews 1, 2, and 3

The assessors will review and discuss your final portfolio and decide whether you have sufficiently proven that you meet the learning outcomes and thus pass the course. We work according to the four-eyes principle. The assessment is individual.

6.7   Decision criteria: BOND rules

As a guideline for the decision, we work with the BOND rules at CMD. BOND stands for: breadth, development, level and coverage, and says something about how the data points relate to the learning outcomes. It is important that you show enough data points to be able to assess where you stand in relation to the learning outcomes.

Breadth: refers to the breadth of the requested feedback (teachers, peers, clients, experts) and the variety of data points on which feedback has been retrieved.

Development: is about the development that is visible in the student's work. The student must show what he/ she has done with the feedback they have received and can demonstrate with different, but similar, data points that they have processed the feedback. The student is also allowed to create different versions of a single data point. A graphical overview can be used in which the student shows what were important points in the development of a learning outcome. Development can therefore be made visually in addition.

Level: is about whether the student is at the desired level in relation to the learning outcome. During learning team meetings, lessons, guest lectures and excursions, lecturers and students look together at what we see as 'good work'.

Coverage: Refers to whether the student has covered the entire learning outcome with the data points shown.

By means of questions linked to these terms, students and lecturers can prepare for the progress interviews and the decision moment, among other things.

6.8 Assessment form

CMD Specialisation uses the same assessment form for all specialisations. This includes the learning outcomes. An example of the assessment form can be found in the appendix.

6.9 Caesura

In order to **PASS** CMD Specialisation (and to **BE AWARDED** the ECs), the student must offer a frozen version of the final portfolio before the deadline and on that basis all learning outcomes must have been sufficiently or properly assessed by the assessors. Based on this, the grade is determined: we score with whole grades, without decimals. The course is passed if the portfolio has been graded with a 6 or higher. The assessors record the test result in Osiris and inform the student in writing of this result and its substantiation. The assessment will be completed within a period of fifteen working days.

6.10 NA (Not Attended)

An NA is awarded if:
- The student has registered for the test and has indicated that he/ she will participate, but does not submit the portfolio or does not submit it in accordance with the communicated deadline
- The work does not meet the submission conditions, including that the submitted portfolio is a frozen version of the Portflow portfolio and that the work can therefore no longer be adjusted after being frozen.

If the student receives an NA, he or she has lost an opportunity to test and the work will not be assessed, but will only receive an explanation of the NA.

6.11 Resits

If the portfolio has been assessed with a grade lower than 6 at the decision moment, the student can register in Osiris for a second test opportunity and, in consultation with the assessors, set a deadline for resubmitting the portfolio.

For this resit, the student iterates the learning outcomes that have not been assessed as adequate. To do this, the student draws up a (project) plan, in which he or she indicates how he or she will collect additional evidence in the form of data points to meet the missing learning outcome(s). The student discusses this plan with the learning team supervisor or assessors, after which the student implements the plan and submits the portfolio in accordance with the agreed deadline.

It is not allowed to use data points from a subsequent semester for a resit of the CMD Specialization semester. However, an additional iteration on previously submitted data points is possible.

6.12 Quality assurance

We guarantee the reliability and validity of the assessments by working with at least two assessors. We call this the four-eyes principle (HU Assessment Framework 2021). There are also calibration sessions and standard-finding meetings for the assessors.

6.13 Disagree with rating

If you have any questions about the assessment, you can make an appointment with an assessor, during which you can ask questions. If you do not agree with the grade, please discuss this with the assessors. If after that meeting you STILL disagree with the assessment, you can appeal within six weeks after the result has been registered in

Osiris. You must submit this appeal to the HU Student Legal Protection Desk (OER §7.2). More information can be found on Ask HU. The formal procedures are described in the Student Legal Protection Regulations, see www.reglementen.hu.nl.

6.14 AI Guidelines

Generative AI (GenAI) such as ChatGPT is now regularly used by designers as a tool to improve (parts of) designs, for example. As a designer, it is very important to be aware and critical about this, and to be open and honest (transparent) about the use of it. The design rationale becomes stronger if you transparently substantiate the choices made. If you use AI during your design process, you also have to check whether the information that comes out of it is correct. GenAI is just a tool that can only be used as a support in the design process.

It must be possible for teachers to assess and test your knowledge, insight, argumentation and skills. In addition, we expect you as a future professional not to violate copyrights, or to commit plagiarism or fraud. If you are guilty of one of these irregularities, the **EXAM** Board may impose a sanction.
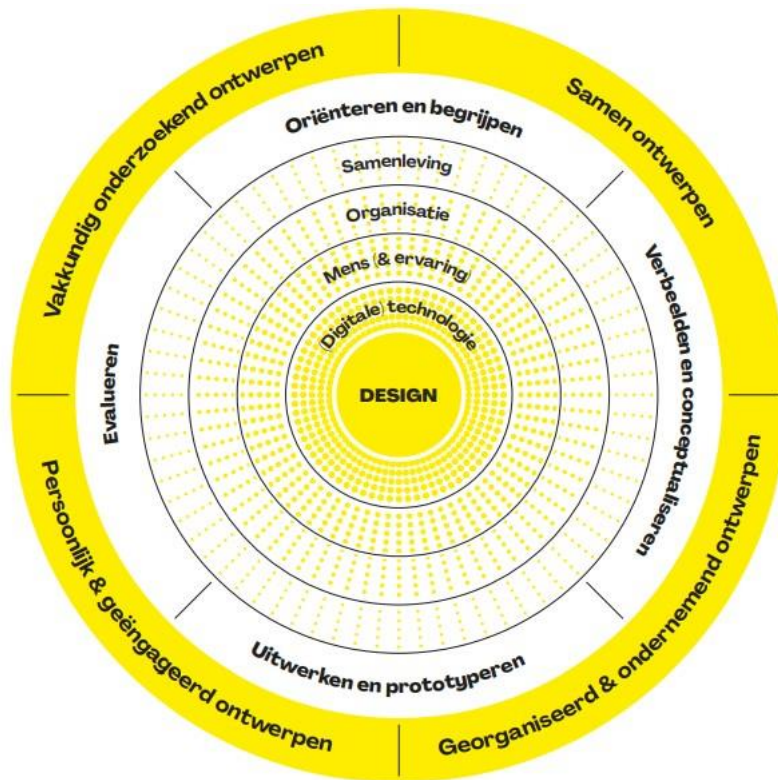
This means that it is mandatory to provide attribution and to be transparent about how and why you used GenAI. To do this, use the criteria below. These criteria apply to research, audiovisual and textual expressions, and coding:

- Take screenshots of the entire exchange with GenAI. Highlight the relevant parts in this. Keep a log of GenAI usage.
- Explain how you used GenAI (e.g. for getting ideas, summarizing/translating text, searching for suitable sources, finding a suitable main or sub-question, etc.)
- Include the use of GenAI in your resource list according to the APA guideline. Example: Open AI (2023) ChatGPT Large language model. Retrieved 1 February 2024 from https://openai.com/blog/chatgpt

Appendix A. **Assessment form CMD Specialisation**

Beoordelingsformulier Specialisatie

Specialisatie:		Cursuscode:	JDE-SPEC.3V-24	**Cijfer**
Naam student:		Assessor 1:		
Studentnummer:		Assessor 2:		
Datum:				

Nog niet alle beoordelingen zijn ingevuld

Leeruitkomst CONTEXT — Beoordeling

Je kunt als ontwerper vanuit de gekozen specialistische rol de context van het probleem analyseren, hieruit inzichten formuleren, de belangen van belanghebbenden en mogelijkheden van technologie in kaart brengen en begrijpen.

Je kunt je ontwerp plaatsen in de context van het specialistisch vakgebied. Je hebt een onderzoekende houding en kunt beargumenteerd relevante onderzoeksmethodes toepassen.

Hierbij werk je vanuit jouw eigen visie als ontwerper op het specialistisch vakgebied.

Toelichting

Leeruitkomst ONTWERPEN — Beoordeling

Je kunt op basis van inzichten uit je onderzoek tot passende concepten komen, hierbij rekening houdend met de verschillende perspectieven, belangen en het specialistisch vakgebied.

Je verkent iteratief verschillende (analoge en/of digitale) mogelijkheden en uitwerkingen. Je licht de impact van concepten en consequenties van het ontwerp toe. Je selecteert bestaande, vakspecialistische, en eigen ontwerpmethodes en -strategieën en zet deze in. Je kunt zelfstandig en initiatiefrijk het ontwerpproces inrichten, plannen, uitvoeren, monitoren en beheren.

Je kunt je keuzes onderbouwen met behulp van kwalitatieve bronnen en gangbare terminologie, alle passend bij het specialistisch vakgebied. Je ontwerpproces is navolgbaar.

Toelichting

Leeruitkomst PROTOTYPEN EN TESTEN — Beoordeling

Je geeft concepten vorm en concretiseert deze in prototypes in passende mate van uitwerking binnen je iteratieve werkproces.
Je houdt daarbij aantoonbaar rekening met de uitvoerbaarheid van je ontwerp en kunt duiden welke resultaten je ontwerp oplevert voor diverse belanghebbenden.

Je past en beargumenteert evaluatiemethodes toe en brengt hiermee de effecten van het ontwerp in kaart. Je valideert resultaten die tijdens verschillende stadia van het ontwerpproces zijn ontstaan op hun waarde voor de belanghebbenden en voor het specialistisch vakgebied.

Je presenteert je producten op een inzichtelijke en overtuigende manier aan belanghebbenden en kunt de keuzes in je proces verantwoorden.

Toelichting

Leeruitkomst VERBINDEN — Beoordeling

Je opereert in verschillende contexten en stelt je op als verbinder tussen verschillende disciplines en belangen. Je betrekt de relevante belanghebbenden bij het ontwerpproces, kunt de stappen uitleggen en maakt het ontwerp(proces) overdraagbaar.

Je communiceert helder en initieert een constructieve dialoog waar je consistente feedback geeft, verzamelt en verwerkt. Je neemt de verantwoordelijkheid voor kennisdeling vanuit de gekozen specialistische rol.

Toelichting

Leeruitkomst LEREN EN REFLECTEREN — Beoordeling

Je hebt aantoonbaar visie op het specialistisch vakgebied, kent je specialistische rol binnen je CMD-vakgebied en weet hoe je je hierin zelfstandig verder ontwikkelt. Je organiseert het eigen leerproces met behulp van ontvangen feedback, reflecties en eigen leerstrategieën.

Toelichting

Appendix B. **Competency profile INCMD**

Components of the competency profile

Within the competency profile, we distinguish between three aspects of the profession of CMD-student: The people-oriented design process with four domain competitions, the professionalism of the CMD-student with four professional competencies and the content of the design within the five playing fields of design. We give a first elaboration below.

1. **The human-centered design process**

How do **CMD STUDENTS** come up with a design? What approach do they use? What skills do they need to successfully go through a design process? This is reflected in the four domain competencies.

    A.   Orientation and understanding
    B.   Imagining and conceptualizing
    C.   Elaboration and prototyping
    D.   Evaluate

2. The professionalism of the CMD PROFESSIONAL

What does a CMD professional bring to the table to design at a high level and to be able to manifest **HERSELF**/himself in a dynamic and competitive field? This is reflected in the four professional competencies.

- E. Skilful and investigative design
- F. Organized & entrepreneurial design
- G. Designing together
- H. Personal & committed design

Orientation and understanding	CMD professionals can map and understand the context of the problem, the wishes of the user, the objectives of the client, the interests of stakeholders and the possibilities of the technology.
Imagining and conceptualizing	CMD professionals come up with ideas and develop concepts for (interactive) products, services, and experiences. It is about finding new ways to meet the wishes of users, the objectives of the client and other interests.
Elaboration and prototyping	CMD professionals can make concepts and concretize them into prototypes. They can fit their design into applicable standards and the company's product portfolio.
Evaluate	CMD professionals can repeatedly test the value and importance of results that arise during different stages of the design process for the wishes of the user/client.
Skilful and investigative design	CMD professionals are self-aware designers who can switch smoothly in the design process, who conduct thorough research and can use the results for a better design.
Organized and entrepreneurial design	CMD professionals are enterprising and organizationally sensitive. They see opportunities and make use on them. They organize themselves and others and include everyone in the innovation process.
Designing together	CMD professionals involve others from the team, from other disciplines, users and other stakeholders in the design. They understand the relationships and make sure everyone feels comfortable in the process.
Personal and committed design	CMD professionals work from a personal commitment to society and from a drive to improve it. They know where they stand and how they can develop.