

PROVISIONAL COURSE GUIDE



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1. Introduction

1.0 Provisional Course Guide

This isn't the final version of the course guide, that one will be handed to you at the beginning of September. We provide you this provisional one to give you a good feeling of what you can expect from the semester.

1.1. Welcome to the minor Co-Design Studio

You are here because you have a vast interest in design and innovation. Because you want to enhance and deepen your designing skills and mindset and understand the diverse users and contexts you are designing for thoroughly. And, you are willing to work hard to reach these goals. So welcome to our exchange programme Co-Design Studio, a collaboration of HU University of Applied Sciences and Fundamentals Academy. We're looking forward to working with you this semester!

In this semester the knowledge of designers from all fields and all countries come together in a professional design agency run by you; the students. At Co-Design Studio we're creating the education and design of the future. On the one hand, we delve into the depths of the co-design field. This means solving complex design issues together with the target group instead of for the target group. We will be working on generative research, constellations, field testing, but above all we will be working on making, a lot of making. Digital, physical, beautiful and ugly, everything to design for a better society. For the city, for sustainability, for education, for healthcare and for the future.

On the other hand, you run a professional design studio. The home base is your own Design Studio at the Vechtclub, a breeding ground for creative companies in Utrecht. From this home base you don't just run projects, you do everything that comes with a design studio. As a group you'll be working on the communication and marketing of the studio. Connecting with cool designers and external agencies we can learn from. You'll build your own internal corporate culture and continue to fill our own Co-Design library of tools and methods that make the studio successful. In our Design Studio we come together for workshops, lectures, drinks, coaching and just to talk about good design.

2. Co-Design Studio in a nutshell

2.1. Structure of the semester

Co-Design Studio consists of two main educational lines. The external line and the internal line. The external line focuses on projects for clients and challenges. The duration of these projects vary depending on the client questions and the amount of clients the studio is working for. In general you can expect 2-4 external projects throughout the semester. To help you successfully run these projects theory lectures, workshops, knowledge sessions, excursions, etc. will be both offered by us and organised by yourself. Next to that we've got the internal studio line, which means you're responsible for everything that comes with running a design studio. That means social media, communication, capturing tools and methods used, building an internal culture, personal development, etcetera. Just like with the external line we will guide you in this process but you'll be at the helm.

About halfway through the semester there is a personal medium-stake moment where we assess your performance till this point and provide you with feedback and advice on what to focus on for the second half of the program. In the final week of the program there is a personal high-stake assessment where you will receive your grade.

2.2. Goal of the semester

You are able to tackle complex social challenges through co-design in a structured manner and in a group setting. Are a reliable and valuable part of a design team and contribute to the development and needs of the studio. At the end of the semester you will know what it takes to be a junior co-designer in a professional practice, and you will also know whether you already possess all the skills to enter that professional field. If you are not yet ready, you know which skills you still need to develop to be ready.

2.3. Participants and guidance

You work in project teams on the various client projects, the composition of the teams change per project. And depending on the project needs, the composition might even change during the project. For example; let's say a project team decides they need to build a website for the client, but have no web designers in their team. Someone with web design skills from another team can be temporarily loaned to that team to help them create their prototype. Guidance is provided on several levels. There are always project coaches that can guide your design process for the client projects and help you organise the internal line. Next to that you are appointed a life coach that helps you on a more personal level with your current studies and seeing how you can work towards your desired future.

2.4. Attendance

Attendance of plenary sessions like workshops, lectures, kick-offs, expositions, presentations and stand-ups is mandatory. You're expected to physically work together with the teams you're a part of from Monday till Thursday (usually Fridays are free but there are some exceptions, these can be seen in our schedule). You're expected to put 36 hours per week into Co-Design Studio. This is related to the learning outcome 'Being a Design Professional' and a lack of attendance can lead to failing the program.

3. Learning outcomes and criteria

3.1. Learning outcomes and indicators

At the end of the semester you'll be graded based on three learning outcomes. 25% of your grade comes from the learning outcome 'Mastering the design process', 25% from 'Impact and change' and 50% from 'Design Professional'. Below every learning outcome there are indicators formulated, indicators show possible things you can do within that learning outcome. It is not a checklist.

Master the design process (25%)

The student has adopted the design thinking and co-design process and is able to select, execute and evaluate the appropriate methods in each phase to solve complex design problems.

	<u>Indicators</u>	<u>Explanation</u>
1	Discover	The student creates or selects appropriate ways of researching while: <ul style="list-style-type: none">• Doing research with diverse stakeholders (including those with limitations, through inclusive design research) and identifying the needs and interests of these various stakeholders.• Doing research about the context of the project.
2	Define	The student identifies, describes or visualizes the stakeholders of the project, their needs and interests by means of stakeholder mapping, customer journeys, personas, sociograms, etc. and translates the most important results and insights of the research into guiding design principles and design requirements.
3	Develop	The student assumes a creative role by ideating about possible solutions/interventions and designing low and high fidelity prototypes/interventions in co-creation with diverse stakeholders of the project.
4	Deliver	The student tests and evaluates with various users/stakeholders the effect of the design/intervention by means of limited study (pilot, simulation, etc.)
5	Iterate	The student processes the results and learnings from testing and connects them to the research and guiding principles to define how to take the next steps in the project.

Create impact and change (25%)

The student is able to approach design projects from a systemic perspective with the goal to add value for all stakeholders. The final solution is implementable for the client and transferred to the client in such a way that they are able further the project themselves.

6	Systemic design	The student is able to approach a design project from a systemic perspective by e.g.: <ul style="list-style-type: none"> • keeping an open mind for different design approaches • recognizing complexity in dynamics, relationships, flows, patterns etc. and mapping them out • being aware of interfering in the system to research and design • Estimating the expected impact of the design on various levels of systemic abstraction (e.g. user level, organizational level, society level etc.)
7	Added value	The student is estimating the added value of the design or the intervention for various users and stakeholders (inclusiveness).
8	Implementation	The student expands, by means of Co-Design, the basis of support for the implementation.
9	Advice	The student transfers the results and learnings into advice for the client so he knows how to proceed with this project, f.e. by outlining what comes next by means of a system map, visualisations, a decision matrix, a value proposition etc.

Be a design professional (50%)

The student has developed a clear identity as a design professional. Is valuable for the team process and internal studio work. They can reflect meaningfully on their own contributions and the workings as a group. The student is able to take on a facilitative role in the design process and is able to communicate their work to team members, stakeholders and supervisors.

10	Teamwork	The student makes an active and committed contribution to the design team and project.
11	Feedback & reflection	The student uses feedback and methods of reflection to learn about his/her own competencies as a junior design professional in both a creative and a facilitative role
12	Identity	The student presents himself/herself as a junior design professional in terms of vision, skills, mindset and/or moral compass, etc.
13	Facilitation	The student demonstrates a <u>facilitative</u> role by involving users and stakeholders, through co-creation, in their design process.
14	Documentation & communication	The student documents and communicates (visually, textually and verbally) the research, the design and its substantiation to the stakeholders, client and supervisors.

3.2. The quality criteria

When is something you've made good? At the end of Co-Design Studio, all the projects you have done for the external learning line and your contributions to the internal learning line determine whether you have completed the learning outcomes at level. We (coaches and students) partly determine this level in conversation with each other during the semester. Using examples, we discuss the desired level. These can be examples from previous years, graduation work from related studies, products from the professional field or examples from other studies.

In addition, as teachers, we look at a number of criteria when assessing the final work against the learning outcomes. We call these criteria the VRAAQ criteria. VRAAQ stands for: Variety, Relevance, Authenticity, Actuality and Quality. Through these performance indicators, we show what we, as a programme, consider important to see in the translation of learning outcomes. Below you can read what we understand by the VRAAQ criteria:

Variety - The student demonstrates the ability to deliver various professional products provided with feedback from various feedback providers. The student demonstrates the ability to operate in various contexts.

Relevance - The student demonstrates the ability to think up solutions that contribute to solving the problem experienced by the various stakeholders.

Authenticity - The student describes their own contribution in group work and, where possible, uses (peer) feedback to substantiate this.

Actuality - The student demonstrates work that is appropriate to current developments in the field, including the use of examples.

Quality - The student provides insight into the quality of the professional products in relation to the learning outcome through validating feedback quotes.

4. The programme of Co-Design Studio

4.1. Onboarding

Welcome to Co-Design Studio! The onboarding weeks are the first two weeks of our program. First we'll welcome you for a one/two-day program on an external location to get to know each other and to set the culture. After this we will get familiarised with our studio where we'll operate from for a full semester. During this first week we'll also divide the Internal line roles and you'll make concrete plans how you'll run the studio this semester. Different coaches will join us this week, so you already know with whom you're going to work the rest of the semester.

The second week of onboarding is called baselining. During baselining we'll get everyone up to speed with our way of working, the design thinking process and some basics in co-design like generative research. This will be done with a fictional project. For some this might already be familiar territory, those will learn how to transfer knowledge to peers and facilitate design thinking as a Sprint process. For others this will be all new and they have the time to get familiarised with the methods and tools. After these two weeks you'll be ready and prepared to start with the main programme consisting of the external line and internal line.

4.2. External line

The external line focuses on commissioned work for others you as a design studio do. We will provide you with clients, challenges and international projects to focus on and hone your skills. During the external line there will be workshops, lectures and coaches to support you.

4.2.1. Client projects

This semester we'll provide you with 2-4 client projects. The first project you'll all work for the same client in different groups. Later projects we'll provide several clients so different groups will work on different projects. The last client project is called your 'signature project'. Here everything you've learned at the minor will come together and you'll show us how you run a complex project very independently. At a minimum the client will provide you with a physical briefing, join a mid-term presentation and will be present at the presentation of the final product. In the intervening period you can keep in contact with your client for extra feedback and information. The coaches are your sparring partners, will provide you with feedback and provide you with knowledge on demand.

4.2.2. Challenges

During the program room will be created for challenge weeks. These weeks are highly varied and can range from a Challenge week where you'll collaborate with other programmes on an external location to solve a problem in one week. But can also be a war room week where under professional guidance you look back upon your life and education so far and then translate your learnings into defining your next steps as a junior design professional.

4.2.3. International Week

This week, our studio will work in several countries simultaneously for different clients. The students will be accompanied by coaches to guide the process. Locations are different every year, but we travelled for example to: Warsaw (PL), Barcelona (ES), Budapest (H), Oslo (NO), Toulouse (FR), Manchester (UK) and Turku (FI). The contribution by the juniors is maximised at 450 euro each.

4.3. Internal line

The internal line focuses on what is needed in-house to run a successful design studio. That means you'll be responsible for things like social media, inviting guest speakers, organising weekly stand-ups, internal culture, capturing successful tools and methods that have been used for future generations of Co-Design Studio and more. Every student will be part of one of three internal teams: Communication, Studio culture or Tools & Methods.

4.3.1. Communication

Responsible for internal and external communication. This team starts by making a communication plan. Where you'll define what information should be communicated, who should receive that information, when that information should be delivered, where (e.g., email, social media, posters) communication will be shared, and how those communications will be tracked and analysed. You'll manage the Co-Design studio Instagram and LinkedIn, keep in contact with our alumni, communicate with stakeholders and recruit potential new students and clients for the studio. You'll keep the content rolling with great photos, videos and promotional material.

4.3.2. Studio culture

Responsible for the studio culture. A good, safe and fun work environment ensures everyone is able to perform to the best of their abilities. That means you'll organise weekly stand-ups to see where everyone is at and what everyone needs this week. Set up regular lunch lectures where one of the students shares interesting knowledge or skills with the rest. Make sure there is room for drinks at the end of the week to relax and get to know each other better, organise a party. But you'll also invite external professionals from the design and research field to come and give relevant guest workshops or provide feedback sessions. And perhaps most important, figuring out what the students, coaches and other stakeholders need from the studio to work well, safely and positively.

4.3.3. Tools & methods

Responsible for creating a high-fi professional toolbox with all the tools and methods used during this semester to add to the Co-Design Studio library for future generations and to give to all the current students to take home with them at the end of the semester. What have you tried during projects? In what setting? How did it work? For what usage would you advise this tool or method? How did you approach working with certain stakeholders, clients or target groups? Complete with examples, images and how-to guides. But not only that, you'll also capture what worked and didn't work for the Communication and Studio Culture teams, so next generations can build upon your successes.

5. What do you need to participate in Co-Design Studio?

5.1. Hardware, software and materials

You do not need to buy books for Co-Design Studio, the books and learning materials that are needed are provided by us. However, we do ask you to set aside money for the professional delivery of prototypes. Think of having a poster printed at a proper print shop, investing in wood, good cardboard, etc. For these materials and the onboarding you can expect to spend about €200 for the semester.

Other than that we expect you to have:

- A laptop to work on
- Brainstorming and ideation materials, at least consisting of:
 - dummy
 - pens
 - pencils
 - coloured markers
 - coloured paper
 - scissors
 - glue

5.2. Literature

- Godfroij, B., Van Der Lugt, R., Peek, S., & Brankaert, R. (2023). Changing roles in interdisciplinary Research-through-Design. In Routledge eBooks (pp. 409–433).
- Knapp, J., Zeratsky, J., & Kowitz, B. (2016). Sprint: How to solve big problems and test new ideas in just five days.

- Lewrick, M. (2018). The Design Thinking Playbook: Mindful Digital transformation of teams, products, services, businesses and ecosystems.
- McKercher, K. A. (2020). Beyond sticky notes: Co-Design for Real: Mindsets, Methods and Movements.
- Sanders, E., & Stappers, P. (2013). Convivial Toolbox: Generative Research for the Front End of Design.
- Veenhoff, J., & Pater, M. (2022). Collaborate or Die: The Co-creation Handbook for Change makers. Van Duuren Media.

6. Programmatic Assessment

6.1. What is a Programmatic Assessment?

In the minor Co-Design Studio we work according to the educational concept of Programmatic Assessment. This means that you do not receive a mark and credits for every final product you produce. At the end of the semester you show that, with all the assignments and feedback together, you are at the desired level for the various learning outcomes. The learning outcomes describe the final level you as a student should be at at the end of the semester. Because the emphasis is on the learning outcomes, your development as a professional is central. Making a mistake provides rich feedback that allows you to grow towards the next measurement point. The focus is on your growth towards the described final level, with more freedom in how you want to demonstrate that growth.

6.2. Low-stake moments

So in this semester you work on different projects in the internal and external line. With these projects you deliver many products, we call these products data points. At the end of a project, you hand in all final products and you'll get general feedback by at least one coach on a group or personal level. What is already going well and what can be improved looking at the learning outcomes of the semester? The products and feedback together form a low-stakes moment. You take the feedback with you to the next project and this forms the basis for your learning goals within the next project, so you can actively work on it during your learning and design process. Every project there are two types of data points you deliver; joint data points and individual data points.

6.2.1. Joint data points

Joint data points are the things you deliver as a team. So for example prototypes, documentation, presentations and expositions. Whatever is needed from you as a team for the assignment. You create these as a team so everyone from the team has the same joint data points. **You hand in these joint data points individually.**

6.2.2. Individual data points

During every project you also create individual data points. All individual data points are collected in your personal digital portfolio. These data points are unique for you and in these data points you show what you specifically have learned and done during a project. It makes clear how you contributed to the project, what your skills are and added value is. Ideally these show how you progressed based upon previous feedback you received.

6.2.3. Low-stake feedback

After four specific projects (Baselining, Co-Design Project, Systemic Design Project and Signature Project) a coach will look at your data points related to that project and your previous low-stake feedback. Based upon these two the coach will provide you with a low-stake feedback form to show you what you are doing well and what you still have to improve upon. We expect you to show that you have actively worked on the low-stake feedback from the previous project. The low-stake feedback form can be found in appendix A.

6.3. Medium-stake moment

Halfway through the semester, it's time for a midterm. During this conversation, you put all the different data points side by side for the first time. We call this moment a medium-stake moment. This medium-stake moment takes place with a number of fellow students and a coach. Together, you discuss which learning outcomes are going well and which learning outcomes you might still be struggling with. This gives you a clear picture of what you need to focus on in your learning objectives in the second half of the semester.

6.3.1. Preparation for the medium-stake moment

For the medium-stake moment you prepare a presentation. During this presentation you show what you are already doing well, how you've worked on feedback you've gotten and how you still plan on improving yourself. After that your peers have time to ask you questions and provide you with feedback. Finally it is time for the coach to ask questions and provide you with an interim evaluation. You, the student, are responsible to capture all the feedback given and questions asked during the medium-stake moment so you're able to fill in a self evaluation form after the conversation. It is advised to appoint a peer as a dedicated note-taker beforehand that will focus on capturing the questions and feedback you receive.

As a peer-student you have looked at the portfolio of the other students present at your medium-stake moment and prepared questions and feedback. This is part of the learning outcome 'Being a design professional' and we expect you to provide your fellow students with valuable input.

6.3.2. Execution of the medium-stake moment

1. **5 minute presentation** by the student regarding their progress so far. During this the peers and the coach prepare questions for the students.
2. **4 minutes for peers to ask questions and give feedback** to the student regarding the presentation, the portfolio and their progress so far.
3. **4 minutes for the coach to ask questions** to the student regarding the presentation, the portfolio and their progress so far.
4. **2 minutes for an interim evaluation** The coach will provide you with an interim evaluation; Satisfactory, doubtful or inadequate. This is an indication of your performance so far and should provide you with a clear view of whether you are on track or need to step up your game.

6.3.3. Follow-up of the medium-stake moment

1. The student fills out the medium-stake self evaluation form the same day as the medium-stake moment and uploads this in their personal folder. The self evaluation form can be found in appendix B.
2. The coach checks if the self evaluation form is correct and captures the essence of the conversation within two weeks. If this is not the case the coach adds notes to the self evaluation.

6.4. High-stake assessment moment

After 20 weeks there is an assessment in which you, by handing in your joint data points, personal data points in the form of a digital portfolio, low-stake feedback forms and medium-stake self evaluation, demonstrate that you have achieved the learning outcomes for Co-Design Studio. We have chosen this high-stake moment because the learning outcomes of Co-Design Studio are complex and are best demonstrated from a collection of data points, this also provides you with the opportunity to make mistakes and learn from them because you won't receive a grade for the project but for the growth you show throughout the projects. The choice of data points may vary from student to student depending on their learning process. The result; having achieved or not achieved the learning outcomes and thus successfully completing the minor, comes the same day as the assessment. The grade and its written justification follow later.

6.4.1. Preparation for the high-stake assessment moment

In preparation for the high-stake assessment moment, you submit a zip file on Canvas. This contains all joint data points from the semester and your personal data points in the form of a digital portfolio. The fixed data points are: Baselineing, Co-Design Project, Systemic Design Project, Signature project, and your digital portfolio. Next to that you provide all the low-stake feedback forms and the medium-stake feedback form.

Finally you create a personal presentation in which you show your growth this semester. The form of this personal presentation is free. You can create an artwork, video, immersive experience, personal app, exposition, powerpoint, etc. Choose a form that best suits you as a student and helps you to show how you have grown regarding the learning outcomes this semester (see Appendix C). Present at the high-stake moment are two coaches and several peer-students.

6.4.2. Submission requirements

Teachers will proceed with the assessment if your submission meets the following requirements:

- The Baselineing, Co-Design Project, Systemic Design Project, Signature project, and your digital portfolio are present on Canvas.
- All low-stake assessment forms are present on Canvas
- Medium-stake assessment form is present on Canvas
- Plagiarism scan has been performed and work is authentic (own work, or own share clearly indicated) and source citation according to APA.
- Submitted digitally via Canvas before the deadline. In all other cases, the work does not meet the submission requirements and you will receive an NA.

6.4.3. Execution of the high-stake assessment moment

1. **7 minute presentation** by the student regarding their progress during the minor.
2. **7 minutes for the coaches to ask questions** regarding the presentation, the joint data points and personal data points in the form of a digital portfolio.

6.4.4. Follow-up of the high-stake assessment moment

1. The result; having achieved or not achieved the learning outcomes and thus successfully completing the minor, will be provided to the student the same day as the assessment is held.
2. Within three weeks the student will receive their mark and written feedback.

6.4.5. Results

Two outcomes are possible, namely:

Grade + substantiation

After the assessors have administratively processed the assessment in Osiris, you will receive a printout (pdf) of the assessment form with a final grade, summary of feedback given and substantiation of the assessment in Canvas. The assessment is completed within a maximum of three working weeks, being 15 working days (unless there are good reasons for extending this period). As soon as the grade is entered in Osiris, the assessment is final. The level of the final grade is non-negotiable. If the feedback in the form is not clear, you can ask the assessor for an explanation.

NA (Not Attended)

NA is awarded if a. you have not submitted anything, b. if you have not met the submission requirements with the submitted work, c. If mandatory attendance has been too low and has negatively affected the studio. NA in the period you registered for a test means that the test opportunity has passed. NA is not an assessment so you will receive no substantive feedback, but only feedback as to why the submission requirements were not met. To pass this semester every learning outcome must be assessed with at least a 5.5.

7. What to deliver and how to deliver

7.1. Joint data points

Joint data points are created together but handed in individually. Upload your documentation, presentation (or photo's/video of your exposition) and prototype (or photo's/video of your prototype) of a project in the corresponding folder of your personal Microsoft Teams folder.

7.2. Individual data points

Individual data points are collected in your personal digital portfolio. In these data points you focus on what you have learned and made during a project, reflecting on your knowledge, attitude and skills regarding the learning outcomes. The form factor is up to you, the student but should always contain a combination of text and images. You can use the provided template to create an online portfolio but you can also build a portfolio website of your own or choose to create a digital portfolio in a format that better suits you or your future. The individual data points for a project have a maximum collective word count of 1200. A link to the live portfolio is provided in the corresponding folder of your personal Microsoft Teams folder.

7.3. Feedback forms

Low-stake feedback forms are uploaded as a .pdf by a coach in the corresponding folder of your personal Microsoft Teams folder. The medium-stake self evaluation is uploaded as .doc(x) by yourself in the corresponding folder of your personal Microsoft Teams folder. After being checked by a coach the medium-stake self evaluation is updated and saved as .pdf.

7.4. Final hand-in

For your final hand-in you upload a .zip of your complete personal Microsoft Teams folder on Canvas, containing all your joint data points, individual data points and feedback forms. Before creating a .zip of your folder, you add a screen recording (video) of your personal digital portfolio and add this to the corresponding folder.

8. Resit

8.1. A Resit for the semester Co-Design Studio

The moment your portfolio is not assessed with a pass, you can take a resit. The resit looks as follows:

- There are two fixed resit deadlines. For those following Co-Design Studio in blocks A/B the hand in moment is week 8 of period C. For those following semester C/D this is in week 8 of period E. The assessment conversation will follow within 15 work days.
- You iterate only on the learning outcomes that are not yet at level based on the feedback received. This means that you do not have to retake the whole semester but only the learning outcomes that are not at level.
- You take the resit individually.
- The assignment with which you retake is up to you.
- The number of data points you need for the resit depends on the assignment you are retaking and how many learning outcomes need to be retaken.

- You are entitled to one feedback moment; if you retake, you draw up a plan yourself. This plan is the starting point for a conversation with a coach who will indicate whether the plan is in order or what needs to be improved to maximise the chances of a successful resit.

8.2. Quality assurance

We guarantee the reliability and validity of the assessment by working with the four-eye principle; two coaches always look at the submitted work independently of each other before the physical assessment moment. When in doubt about an assessment, two additional coaches within the team look at the submitted work. If you have any evaluative comments about the (procedure of) assessment, please let the coordinator know: Jasper Huitink jasper.huitink@hu.nl.

8.3. If you disagree with the results

If you disagree with your examiner's assessment, the first step is to discuss it with the assessors. If that discussion does not create sufficient clarity and you continue to disagree with the assessment, you can appeal within six weeks of the assessment. If you wish to appeal your assessment, the period starts from the moment the assessment is registered in Osiris. You will submit your appeal to the HU Office for Student Legal Protection. You can find how to submit an appeal at wegwijs.hu.nl by searching for 'Submit an appeal'. The formal procedures are described in the Legal Protection for Student Regulations, which can be found at www.reglementen.hu.nl.

Appendix A. Low-stake feedback form

Date: Student: Feedback by:	Low-stake feedback	Data point:
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Improve upon	Required level	Above expectation
	Mastering the design process: The student has adopted the design thinking and Co-design process and is able to select, execute and evaluate the appropriate methods in each phase to solve complex design problems. (Indicators 1-5)	
	Creating impact and change: The student is able to approach design projects from a systemic perspective with the goal to add value for all stakeholders. The final solution is implementable for the client and transferred to the client in such a way that they are able further the project themselves. (Indicators 6-9)	
	Being a design professional: The student has developed a clear identity as a design professional. Is valuable for the team process and is able to reflect on their own contributions and their workings as a group. The student is able to take on a facilitative role in the design process and is able to communicate their work to team members, stakeholders and supervisors. (Indicators 10-14)	

Appendix B. Medium-stake self evaluation form

<p>Date: Student: Coach present:</p>	<p>Medium-stake self evaluation</p> <p>Interim Evaluation:</p>
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Mastering the design process – 25%	Good / Doubtful / Inadequate
Substantiation:	
Development plan:	
Creating impact and change – 25%	Good / Doubtful / Inadequate
Substantiation:	
Development plan:	
Being a design professional – 50%	Good / Doubtful / Inadequate
Substantiation:	
Development plan:	

Appendix C. High-stake assessment form

Date:
Student:
Student number:
Assessor 1:
Assessor 2:

High-stake assessment form

Combined grade:

Mastering the design process – 25%	Assessment:
Substantiation:	
Development advice:	
Creating impact and change – 25%	Assessment:
Substantiation:	
Development advice:	
Being a design professional – 50%	Assessment:
Substantiation:	
Development advice:	