

## Document 3

Tuesday 11 september

Time: 14.30-15.30

Training students on IQA and EQA,

### Assignment analytical skills

In pairs Read the text and make a analysis of the text per standard (4.2 and 5.2): -Two positive conclusions -Two recommendations	20 minutes
In pairs Decide: unsatisfactory or satisfactory.	5 minutes
Plenary Discussion about outcomes	20 minutes

### Study Counseling (standard 4.2)

*There is adequate staff capacity to provide counselling as well as information provision for students, and these are adequate with a view to study progress.*

#### Outline of findings

Appendix 6 of the application document shows the information booklet for students. This information booklet about the diploma course concentrates on matters regarding grading, the project report and the role of the supervisor and the technical advisor.

In the application document the programme describes that the supervisor of the project also supervises students in their course work, in cooperation with the individual professors. The technical advisor of the project supervises and assists the student as far as laboratory and technical aspects are concerned.

Individual results during the study are communicated to the whole faculty and discussed in faculty meetings if necessary. Results of exams will be communicated and eventually discussed with the student before being archived. The dean is available to discuss any problem that might occur.

In meetings with students and alumni it became clear that they felt well taken care of. They feel stimulated in choosing and executing their project right from the beginning of the degree course. Due to the small scale of the institute, bilateral contacts between students and staff are experienced as easy and frequent. The class representative reported it is also easy to contact staff if more general topics like laboratory planning deserve attention.

#### Considerations

The panel found the student booklet minimal and not very clear. It supports the plans of VKI to include the document regarding regulations in the next information booklet. Interviews confirmed that tutoring is very intensive, in line with the educational concept.

The panel however sees the danger of this tutoring turning into an obedient model, hampering critical reflection and creative independent thought.

Students do not complain about the absence of a study advisor as staff can easily be approached. The impression of the panel is that there is a strong feeling of family-like cohesion in VKI.

### *Conclusion*

The panel assesses the standard 4.2 'Study counselling' as **satisfactory/unsatisfactory**.

### **Involvement of Actors in the Internal Quality Assurance System (standard 5.2)**

*Staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system.*

### *Outline of findings*

In the application and in a presentation during the site visit the actors involved with quality assurance and their tasks were explained. The actors, tasks and instruments presented are:

- students elect a student representative per department who meets regularly with the head of department,
- one student delegate meets regularly with the director,
- the dean is responsible for organising the course schedule, exams, PET meetings, the information booklet and respecting rules for examination,
- the assessment committee consists of the heads of department, the dean and the director (chair). They periodically evaluate all faculty members regarding their scientific performance, their education performance and their contract work,
- the educational committee is composed of the director, the dean (chair) and one honorary professor. They evaluate faculty members periodically on educational matters. For this purpose enquiries will be organised for every course by means of a questionnaire and for the academic year after the master thesis,
- the alumni association and an alumni questionnaire (the 2006 questionnaire showed that the VKI experience is of great influence on careers, the value of the lecture series, the need to adapt to changing economical and social requirements and the importance of a strong interaction between experimental and numerical research),
- the technical advisory committee (TAC) which is established by NATO-RTO and is composed of senior professors and leaders of large research centres. The TAC makes a yearly audit of the performance of VKI regarding education and research. In 2008 the TAC concluded: "The Committee is unanimous in its recommendation of the Institute for providing excellent training and research programs of high value to NATO nations".

The flow chart presented during the site visit shows a great number of mutual relations between the actors involved including the board of directors.

### *Considerations*

In principle all important actors are involved with internal quality in one way or another, although not always systematic. As argued earlier the panel suggests strengthening the internal critical reflection. Nevertheless the panel noticed active involvement of staff, students, alumni and professional field. It also noticed a remarkable willingness to contribute to quality assurance processes.

### *Conclusion*

The panel assesses the standard 5.2 'Involvement of actors in the internal quality assurance system' as **satisfactory/unsatisfactory**.