

Visit Minutes of the Secretary During Interviews

Management Team

Q: What is the current position of research in the programme? What foundations exist?

- These past years, it became clear to us that we were behind on the academic demands. The reason for this was the lack of accurate profiles among the staff. That's why we decided to recruit someone especially aimed to improve that.
- It was a deliberate choice to have our staff complete a Ph.D. programme.
- The research policy focuses on investing in staff.

Q: How are contacts with the relevant professional field running? Are they systematically involved in the programme?

- We are working on that, but it does happen. We have contacts with big companies such as Procter & Gamble and Philips.
- We invite them for guest lectures and involve them in brainstorming sessions on the future of our programme during our 'Innovation Week'.
- We have no (work) field advisory board. There is no formalisation of those contacts, but we do plan on organising an advisory board in the near future.
- We have a well-functioning alumni society, which also helps to stay in touch with new developments in the professional field.

Q: What place do research skills have in the programme?

- Those still have to be expanded. The students must gain these competences during their study to a more significant degree than they do know.
- We are convinced that we have improved this significantly over the past 2-3 years, particularly in the bachelor programme. Our efforts have to be reinforced in the master curriculum.

Students

Q: Do you, as students, notice that lecturers make efforts to provide research-driven education?

- The students have a course on market research, in which they learn to conduct interviews and analyse those data.
- In the third year, we get a course on statistical data processing, processing and the analysis of data.
- If we write a paper, we have to pay attention to correct referencing in our texts.
- In some courses, we are asked to look up and analyse scientific articles.
- Every engineering assignment has to include a study on the existing systems and techniques.

Q: Do you know the assessment criteria for your assignments and exams?

- Some lecturers provide us with some information on their exams and assignments during the very first classes, but not all of them do that.
- Also, it is not always clear in what way you will be assessed. Particularly when we are assigned project work. This can be a problem because you'll start working on something not knowing if you are doing it the right way.
- Some lecturers do pay more attention to the assessment, e.g. some lecturers provide us with a checklist of criteria that will be looked at/for during the evaluation. It would be useful if more professors could pay attention to this.

Representatives of the professional field

Q: Are some of you involved / consulted concerning the goals of the programme and the curriculum? Do you think students get sufficient opportunities to 'taste' the professional world they will work in once they have graduated?

- Lecturers do make an effort to organise guest lectures, company visits etc. but they wait quite long to involve students in these kinds of things. We have the impression that students only get more in touch with the labour market towards the end of their education; although it would be a good idea to learn from it earlier on.
- There are also some informal contacts with the programme coordinator who sometimes consults people from companies when, for instance, a part of the curriculum is renewed or adjusted. But this is not structural or organised. We were told that there are plans to organise some kind of advisory board. That would be a good initiative according to us.

Q = question of the panel, asked to the interview group