

**Agenda for the meeting of the Programme Committee ME/VU**

Date: **Wednesday June 8, 2022**

Time: **8:45 – 10:30 hour**

Room: **Hybrid, Room Z-203**

**Present:** Genie Stoffels, Adeliën Heutink, Matthijn de Rooij, Iqbal Abdul Rasheed, Marten Topoxeus, Taha Khan, Wiering, Ilse van der Veen, Harold Steenstra, Charlotte Geuß, Nienke

Roel Schoorlemmer, Mina Shahi

**Online Participants:** Hekman Edsko, Boukje de Gooijer, Akses Harm, Lisa Gommer

**Absent:**

**Minutes:** Chrissa Manoli

**1. Opening + Introduction: 8.48**

**2. Announcements**

- Reference to the “softening the Bachelor before the Master rule”. Due to Corona, it was allowed for students to enter the Master’s with 20 ECTS instead of 30. It was applied this year, but it is going to be made a bit less easy (it will be applied the coming year).
- Michael van der Kuik (not sure about the name) is the Representative of VU in ME.
- A “Brandbrief” was sent that needs to be discussed about the increasing number of Bachelor students. The implementation of the matching activities will be discussed for this reason

**3. Minutes meeting 11-05 (Annex)**

There were a few spelling mistakes on the names of the participants at the meeting. The minute-makers were not aware of all the people that were supposed to participate and not.

Page 1: no remarks

Page 2: regarding the evaluation is the requirement percentage? The exact criterion is usually stated. There is a formula (an equation) about the specific number of people who fill in the evaluation that is sufficient.

Page 3: no remarks

Page 4: no remarks

#### **4. Action Points**

4.1) *send updated evaluation learning and adaptive control*. Erik who is a member of the evaluation committee had to update a document and send it. Erik needs to be reminded of this.

4.2) *Send an email with the recommendation to Gabriella. For cohesion between the two subjects*. It can be removed because it has been completed.

4.3) *evaluation committee should make sure this evaluation is done for the two discussed master courses*. The action point can be removed

4.4) *Discuss the Master EERs in the next meeting 08/06 (starting from page 14)*. It can be removed at the end of the meeting.

#### **5. Obligatory matching for 1<sup>st</sup> year students 2023 (Annex)**

- The matching will take more effort in the beginning of the year for the first time. There is no alternative mention if the committee does not agree to implement the matching the coming September. It has been implemented in other study programs successfully. The PC members estimate that it will take more effort than it is described (esp. in the beginning) but hope that it will be of value during the year for the smooth integration of students, especially the weaker ones who do not put so much effort.
- Participating in the matching activity is a requirement for entry into the study program. This measure will motivate students to be punctual and diligent. Students who do not participate will be rejected.
- What happens with international students? There will be a digital event for students to participate (tests that can take online, online events will be included in the digital initiative)
- Are there any numerical evidence of decreased dropout rates of study programs who implemented this measure? For advanced technology students the dropout rates decreased with the implementation of matching activities. Percentages are not indicated.
- Members express their concern for lack of resources available to teach effectively to large numbers of students. Some suggestions were bigger lecture theaters, more staff and resources are what is needed. However, there are not enough funds to support the hiring of new staff members and the number of students participating in group projects cannot change.
- If the PC gives a positive advice on the implementation of the matching does not necessarily mean that the numerus fixus is not going to be applied.
- An idea would be to implement the initiative as a pilot.
- On the student side, it is thought that new students entering the studies without exactly being aware of what they are going to study when they start their studies. Therefore, the matching

activity might be useful to make students aware of the content of studies, projects, level of difficulty, topics covered, etc.

- Some ideas about activities that should take place during the matching?
  - Presentation of cases of ME
  - Presentation, talk and Q and A about the courses and content
  - Presentation of the projects that students will be participating in (demonstrations of previous projects) and level of difficulty
  - Discussion with students about their expectations
  - Summary of what they will study
  - Discussion with senior students
- The length of the matching activity and the amount of the students participating still needs to be decided. Smaller groups students is the optimal choice.
- Is it easy to reach out to the students who have dropped out and find out what put them off ?
- They study advisors are the ones who are familiar with the reasons for which students drop out e.g. difficulties, different expectations etc.
- Even if the number of the students decreases the next year it will be useful to have the matching activities for managing the expectations of students.
- The number of applications that the ME program is about 800 students. This is not the final number however, as some of the students who apply and get accepted never attend their studies
- If the students do not complete the matching activities successfully or do not show up at all they will not be able to go ahead with their studies.

### 6. Finalizing MSc EER

- Continue from article 5
- Page 15
- Point 5.1)

Matthijn: The Master assignments cannot take place in the company where the student has done their internship. This seems a bit strange and

Adelien explains that this rule was set so that the students do not have an extension for their internship; this means that the students must first complete their internship entirely and then go ahead to continue their assignment. Also, the topic or research question of the assignment must be different from the topic of the internship. The supervisor should also be different.

5.1.3) *Qualifications of members of the graduation committee*: not clear who it refers to. The role of the members needs to be further clarified

5.1.3 c) *Supervisors may finish assignments that were already started ultimately 5 years after their retirement.*

This should not be mentioned in this section. Point c was repeated twice.

5.1.2.6 "*late*" is not clear. Should be changed to two weeks

- Page 17

If the student is dyslexic? The study advisor has to give an official form with a diagnosis. Needs to be clarified on the EER

- Page 18

Point 7.7) “hardship”? This should be more clearly defined. External factors? e.g. financial problems or academic factors like difficulties with the course itself. It is very hard to determine the word hardship. No further clarification is needed.

It depends on the examination board to define the term and identify the special circumstances during which a student may be granted a re-sit or a slight improvement of their grades.

- Page 20

Point 2.2) there should a clarification about the members. It probably refers to guest members. A description of the roles of the member and their responsibilities could also be added.

- Page 21

2.3) point 3 Instead of the word enthusiasm it is better to use the word engagement because enthusiasm sounds subjective

- Page 22

2.4) Profiles of final grading. Regarding the grades the word “amply sufficient” sounds a bit strange and awkward. An alternative suggestion would be “pass” or “satisfactory”

- Page 25

*Students may not leave the exam hall in the first thirty minutes.* The reasons for leaving should be clearly stated. This does not make a lot of sense because for some exams students only have 45 minutes.

Maybe instead the amount of time that students should spend in the exam hall could be indicated with a percentage

- **The remaining pages are about the examination board. The meeting should continue with the BSc EER**

### 7. BSc EER

Boukje noticed that the capitalization of the headings is not the same in all sections. There are also some full stops missing at the end of the sentences. The improvement of the layout will take place in the next stage to improve the cohesion of the document

- Page 5: no remarks
- Page 6: no remarks
- Page 7

The competencies and the skills that are practiced are not in line with the academic competencies described in the EER and should be more aligned. The practice of presentation skills for example is not added in the document.

Section 6-point G: what is related to lifelong learning here? The skills related are not clear. The sub-point is not very much related because peer feedback does not correspond directly with lifelong learning. The point should not just refer about the second project but that the skills are practiced per project (the overall way of working on projects).

Point E: teaching methods use, and it is not clear why this point is not in the definition list

Add the definitions in the general EER? Have a list of definitions about the EER? or make a new definition list specific to the study program? A decision needs to be made on the topic

It is not important not to duplicate the definition list. Most agree that it is better to add the definitions in the general EER. If there are study-specific definitions, then they should be added in the ME-specific EER. Point E is considered to be removed completely.

- Page 8

In section G

First paragraph: "*The core program (major) consists of ten coherent modules1 / 6 semesters*": It should be changed to "five semesters" because the way it is described now the minor is not included.

Second paragraph: "*The grades of all study units and parts of study units mentioned in table 1 are registered in Osiris and remain valid indefinitely*".

How is the word indefinitely defined? The type of an exam might change and thus be irrelevant. However, the grades that have been registered on Osiris (in case of returning students) as long as the course content and theory are still offered.

Section 7: in the learning techniques the term "construction" is missing however it is used and is necessary to be added in this section. The term is mentioned only in the Master list.

- Page 12

The block division of the semester is missing. It is not clear why the reference to blocks is not mentioned in the document. Every semester is sub-divided in the three blocks (total of 18 blocks). It is probably left out because it is part of the system of the VU program.

The term coherent semesters are not clear. It is a term used by the UT.

- Page 13

"Additional requirements". It is decided to be removed

Section H) b) *For some study units, it is not possible to achieve the learning objectives without the use of a laptop*. It should be a windows laptop because some applications cannot be used without a laptop compatible with Windows. The operating system should be specified.

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## MECHANICAL ENGINEERING (ME/VU)

Section J) The title "*binding recommendation*" seems a bit contradictory but is a term used university-wide and therefore will stay as it is.

"*For the next three years*" should be removed

"*Second end of August*" should change to "Second half of August"

- Page 14

Section K: should change to "validated by the study advisor and supervisor"

Section L: The second sentence of the first paragraph is not clear

- Page 15

The assessment plan and schedule is the same. It should be clarified.

Section N point a) it is not clear what is meant by mentorship. It is not coherent with the previous section where advisors and supervisors are mentioned. It was mentioned that every student is assigned to a study advisor. However, here the term mentor is used. The term can be used as long as it is defined

- page 16

Section P point b *Use of the computer and network facilities for non-study-related purposes may be seen as misuse*. The term misuse should be defined. Is it something not work-related considered to be a misuse? something inappropriate is considered to be a misuse. It should be made clearer.

- Page 18

Add the definition for the term study advisor, mentorship, Master coordinator

- Page 22

Rule 9.2 → the student is allowed to have a grade of 5 or 5.4

Are the students allowed to have two compensations? They are allowed to have a compensation in the first year and another one during the second to third year.

### **8. Any other business**

Are the EERs of the other programs comparable to the ones used for the ME? It would be useful to have a unified document for all the EERs to avoid doing double work

### **9. Closure: 10.35**

## **Action Points**

	<b>Action:</b> <b>(Agenda point)</b>	<b>Introduced</b> <b>on:</b>	<b>To be</b> <b>completed</b> <b>on:</b>	<b>To be</b> <b>completed by:</b>

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[illegible]