

Agenda PC - IDE

Meeting 167

Date: 23-05-2022

Time: 12:45 – 14:00

Place: Hybrid (MS Teams/ OH114)

Minutes secretary: Ilse Akkermans

CC: CES, Simone Steinmeijer

Guests:

Members	Name	Present/Absent
Teachers	Geke Ludden (chair)	
	Alberto Martinetti	
	Winnie Dankers	
	Kostas Nizamis (secretary)	
Students	Jessica Bos (in place of Rianne Hagen)	
	Beatrijs Hinloopen (vice-chair)	
	Niek Reeze	Absent
	Johan Stekelenburg	

Permanent guests	Name	Present/Absent
Programme Director	Jan Willem Polderman	
BSc. Coordinator	Hiske Schuurman-Hemmer	
MSc. Coordinator	Elora Luijkx	
S.G. Daedalus	Luna Claassen	

1. Welcome
2. Announcements
 - Chairman
[Kostas] Should we keep the meetings on campus or online/hybrid?
On campus is preferred.
 - Program Director
 -
 - Officer of Educational Affairs, SG Daedalus
 -
 - Others
[Johan] There are some misunderstandings and unclarities about the Bachelor Thesis and Mobility Online as well as there is unclarity about the graduation ceremony. There is no IDE page that gives a clarification about the graduation ceremony.
The graduation ceremony is usually announced when it is planned.
[Hiske] It was discussed last week that wanted to have it in October and this should be changed on the website. The ceremony will be announced on website of the Bachelor programme and not on Canvas. Due to COVID it was difficult to plan ahead but we planned

to do it two times a year. On the website it says October 2022 but not a final date yet. The Mobility online point can be discussed next meeting. Could help if there is an inventory of the unclarities. A lot of information is in the manual or in the start email but if the start mail is not there the contract information is not available. This point will be discussed next meeting to see exactly where information is missing.

AP Johan make a list of unclarities about the mobility online and business-bachelor assignment procedure.

3. Approve agenda

4. Approve minutes meeting 166

Are on teams, the presentation of the curriculum will be postponed to a later meeting.
Minutes are approved.

5. Action Points from previous meetings(s)

AP 3- 161 *Yearly report PC-IDE*: Alberto expects to finish it soon.

AP 1- 166 *Ask the advice of PC with regard to the new scheme for the IDE Bachelor Curriculum*: Will be postponed as well as it is associated with the presentation about the curriculum.

AP 1 -164 *Hiske and Elora are in the Program Board/Management, they might need to think of a way to comment on change/improvements in courses directly to lecturers. This in order to confirm that teachers implement changes.*: In the past, if there were severe points in the evaluation then specific people would be addressed to contact the concerning teacher. This will remain the strategy. This AP is finished.

6. Final Quartile report B1

No major changes, so can be skipped, most important points were discussed last meeting

7. EER B-IDE and M-IDE

The Program Intended Learning Outcomes (PILOs) were reformulated. Because the original PILOs were a bit too detailed and did not give enough flexibility to redesign the curriculum. In the curriculum committee, the current PILOs and their background were evaluated.

Bachelor EER

Article B 2.1 is important because it specifies what an IDEr will be after completing this program.

[Winnie] We don't see the rationale between the points which are now mentioned. I miss the IDE part. Number 1 covers it most, but most points are quite general and apply to multiple studies.

[Geke] Terminology such as 'disciplines' is used to avoid making a very long list of all disciplines and to maintain the freedom for IDERs to have most of these disciplines. Not every IDER will have every discipline.

[Winnie] It feels a bit general, it may not be a problem

[Jan Willem] I think PILO 1 is good, and if it is only one it may be a reflection of how it is. If the graduate is an engineer with a specialization in IDE the PILO should not be too narrow. The curriculum should complement the PILOs to create the complete picture.

[Geke] should we say something about design methodology in the PILOs?

[Jan Willem] Then you do already mention something about what is in the curriculum so you should be careful with that.

[Winnie] There is little styling or creativity related in the PILO, it sounds really technical at this moment. There should be some sense that it satisfies aesthetic wishes of people or end users. Should 'mass- production' be included? Or as an IDER does not always design for mass production maybe 'industrial manufacturing'? But also, not everything is about industrial production either.

Conclusion: The vision and the mission of the program should be defined before the PILOs, By putting them in the EER, the PILOs can relate to the vision better. The vision can be the scenario and the PILOs the requirements. As a whole they should clarify what an IDER is. The length of the PILOs should be looked at and seen if they should be split in multiple PILOs.

Feedback from students:

[Johan] do you have data about the workspace of the alumni, because this could maybe help you verify if the IDERs end up in where you want IDE to end up?

The workspace of an alumni is heavily influenced by the master people chose, therefore, this method will not work for the Bachelor EER.

[Beatrijs] is it on purpose that you chose the disregard the previous PILOs? They were very specific so they restricted the curriculum restriction.

[Beatrijs] I do not recognize what I learned in the past years in the PILOs. I do not recognize the design process in this list. We were really "drilled" to use specific design processes. And I agree that this list is quite general.

[Jan Willem] We want to get rid of 'drilling' this design process, so it is good that you mention.

[Johan] On the point of collaborative collaboration: I feel as if you experience it but you do not get trained to do so.

[Beatrijs] And point 6, is not so much present in the bachelor. There is only one lecture in the bachelor about design history.

Conclusion: Either give context or change the PILOs to specify what makes IDERs so special.

Changing the PILOs

Changing the PILOs takes time, changes can be quick by adding a design engineering stamp on it.

AP Winnie: make suggestions about changing the PILOs to make it more design engineering.

[Hiske] can we already use the new PILOs now?

The new PILOs have to be checked and approved. For now, the old ones should be put back and changed a little bit. Students should be involved in making the new PILOs, Beatrijs and Johan will be involved in the process.

Sequence and order of examination

There are too many students who change the order of modules/ prioritize 2nd year courses over first year courses. This is an attempt to prevent that. What is suggested in the EER is legally not possible probably. You can only enforce order of subjects if justified by the contents. In this formulation it cannot be enforced. This section can be taken out and placed on Canvas. As a clear warning that if you plan in such a way you will run into serious troubles at some point in time. Study advisors should stress that order of courses should not be changed. The consequences, such as half a year delay, should be stressed. This is a common phenomenon in interdisciplinary programs where some subjects are less popular than others. Courses such as statics do not have a direct connection to every IDER in the future.

Conclusion: Restricting the sequence and order of examination cannot be part of the EER and it is suggested to post a warning on Canvas and instruct the student advisors to warn students about the consequences. Also, take this into account in the design of the new curriculum. One of the requirements of the new curriculum is feasibility of passing all the courses. If there are very clear learning lines in topics that could decrease the probability of switching courses.

Master EER

There has been a proposal to change the amount of ECs available for studying abroad. The program wants to encourage students to go abroad. Article 4.5, in the current way of writing it would discourage students to go abroad. The available ECs for a semester abroad decreased from 30 EC to 10 EC. The 20 remaining EC will be on the diploma supplement. Sometimes students that do courses abroad which are of unclear academic level. Therefore, a limit was installed. If you go to a known location it will still be possible to obtain 30 EC. If it is an unknown location a supplement should be added that it can be more than 10 EC. It is chosen to not add the ECs into the ISP because this can weaken the ISP

(individual study programme). Students can go abroad and add these courses in their supplement and then the examination board will look at it afterwards.

Conclusion: the PC feels as if this structure discourages people from going abroad and that does not outweigh the rationale given. The preparation and permission need to be gotten before going abroad and otherwise it has to be evaluated. If a course is approved, based on the description the student gives (has to be official from the students) it is approved for the total amount of ECs. When unsure about the quality it can be said that max 10 EC can be given. For the final formulation the track coordinators or examination board should be consulted.

The advice needs to be given in 2 weeks.

[Winnie] may I advise you to keep some reasoning with this document because it feels as if we are going in circles with this document because we forget our reasoning.

EER master will come back on the agenda.

8. Bachelor curriculum revision

Postponed

9. Any other business / Question round

[Jan Willem] A general question: how are the intermediate BSA advices perceived?

[Johan] In my position I felt quite good about it so it was not a surprise. It made sense because I passed all the courses.

[Hiske] the advice is very general but they are instructed to contact the study advisor if the advice is neutral or negative.

[Luna] I knew what my BSA recommendation would be. I went to the study advisor and I looked at the courses I knew I was going to pass my BSA because all other courses that I had left, I knew I could pass. So getting the BSA intermediate is a good stimulus to contact the study advisor.

[Hiske] Most students will know beforehand if their BSA recommendation will be positive or negative, but we must send out the intermediate advices anyway.

[Jan Willem] The reason I asked is that the threshold in ME, Civil and IDE is different. Our threshold is at 27 EC and Civil Engineering has a threshold of 24 EC and we were discussing this and how the students experience this.

Conclusion: it is not perceived as a big deal but it is a good reminder to contact the study advisor.

10. Closure

14:00

Year Planner: [link]

PC – Open action items from previous meetings			
<i>Action:</i>	Target date:	<i>Executed by:</i>	Status/remark
AP 1 -167 make a list of unclarities about the mobility online and business-bachelor assignment procedure.	13/06/2022	Johan	
AP 2 – 167 make suggestions about changing the PILOs to make it more design engineering.		Winnie	
AP 1 – 166: Ask the advice of PC with regard to the new scheme for the IDE Bachelor Curriculum		Jan Willem	In Progress
AP 1 – 164: Hiske and Elora are in the Program Board/Management, they might need to think of a way to comment on change/improvements in courses directly to lecturers. This in order to confirm that teachers implement changes.		Hiske and Elora	Done
AP 3 – 161: Yearly report PC-IDE		Alberto	In Progress
AP 1 – 156: Re-establishing Discipline Council	September 2021	Geke and Jan Willem	In progress. <i>It would be nice to talk with Laurens van den Acker and Jonathan Bennink.</i>