

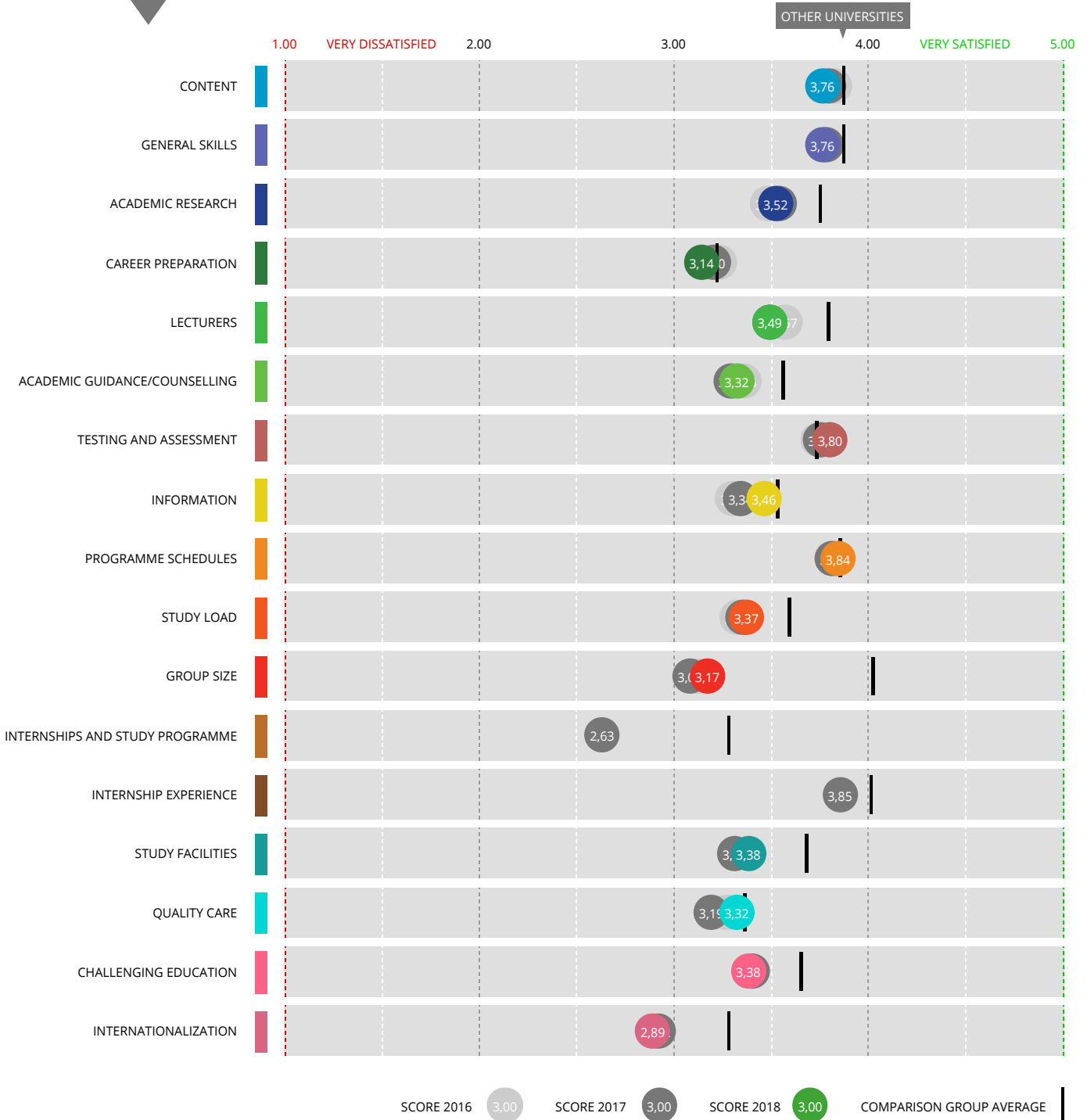
# NATIONAL STUDENT SURVEY



	THE STUDY PROGRAMME IN GENERAL	THE GENERAL ATMOSPHERE IN THE STUDY PROGRAMME	WOULD THE PROGRAMME BE RECOMMENDED TO FRIENDS OR FAMILY?
RESPONSE	2018	2018	2018
	<b>18,2%</b>	<b>4,00</b>	<b>3,89</b>
N	2017	2017	2017
	<b>382</b>	<b>3,96</b>	<b>3,92</b>
			<b>4,16</b>
			<b>4,19</b>

## 2018 B WERKTUIGBOUWKUNDE DELFT VOLTijd

VS. OTHER UNIVERSITIES



# OVERZICHT

## CONTENT

■ 4,03 ▼ 4,13	The level of your study programme
■ 3,88 ✕ 3,92	The degree to which the content of your study programme meets your expectations
■ 3,72 ✕ 3,65	The match between your prior education and your study programme
■ 3,66 ✕ 3,70	The degree to which you find your study programme to be stimulating
■ 3,52 ✕ 3,61	The match between the content of your study programme and current developments
■ 3,79 ✕ 3,80	The coherence between the various components of your programme
■ 3,63 ✕ 3,61	The methods used in your study programme
■ 3,86 ✕ 3,90	The intrinsic quality of the study materials
■ ✕	The match to your work experience
■ ✕	The degree to which you can apply what you learn in your work situation

## GENERAL SKILLS

■ 3,73 ✕ 3,79	Learning to have a critical attitude
■ 4,22 ✕ 4,25	Problem-solving skills
■ 3,74 ✕ 3,78	Substantiating conclusions
■ 3,33 ✕ 3,38	Communication skills
■ 4,07 ✕ 4,04	Collaboration with others
■ 3,44 ✕ 3,45	Argumentation / reasoning skills

## ACADEMIC RESEARCH

■ 4,21 ▼ 4,28	Analytical thinking
■ 3,60 ✕ 3,59	The critical assessment of academic research
■ 3,07 ✕ 3,08	Reporting on academic research in writing
■ 3,46 ✕ 3,44	Methods and techniques of academic research
■ 3,23 ✕ 3,26	Conducting academic research

## CAREER PREPARATION

■ 3,20 ✕ 3,21	Acquiring skills for professional practice
■ 3,36 ▼ 3,51	The practical focus of your study programme
■ 2,83 ✕ 2,85	The link to professional practice (e.g. work placements/internships, guest speakers)

## LECTURERS

■ 4,01 ▼ 4,13	Your lecturers' expertise
■ 3,42 ✕ 3,44	Your lecturers' didactic qualities
■ 3,47 ✕ 3,40	The accessibility of lecturers outside contact hours
■ 3,26 ✕ 3,22	The lecturers' sense of involvement with their students
■ 3,39 ✕ 3,35	The quality of guidance provided by lecturers
■ 3,36 ✕ 3,26	The quality of feedback provided by lecturers
■ 3,38 ✕ 3,33	The degree to which lecturers are inspiring
■ 3,83 ✕ 3,84	Lecturers' understanding of the field of professional practice
■ 2,99 ▼ 3,33	Lecturers' proficiency in the English language

## ACADEMIC GUIDANCE/COUNSELLING

■ 3,45 ✕ 3,45	The opportunity for receiving guidance/counselling
■ 3,42 ✕ 3,44	The quality of the guidance/counselling offered
■ 3,12 ✕ 3,03	The degree to which your study programme shows initiative in providing support or guidance

## TESTING AND ASSESSMENT

■ 3,76 ▲ 3,65	The clarity of the assessment criteria
■ 3,82 ✕ 3,80	The link between testing and assessment and the content of the study programme
■ 3,85 ✕ 3,82	The quality of assessment of knowledge and understanding
■ 3,76 ✕ 3,74	The quality of skills assessment

## INFORMATION

■ 3,88 ▲ 3,73	The information on your study progress
■ 3,46 ▲ 3,33	The information on rules and procedures
■ 3,32 ✕ 3,23	The information on the structure of the programme (tracks, minors, studying abroad, etc.)
■ 3,17 ✕ 3,08	The timely publication of results and assessments

## PROGRAMME SCHEDULES

■ 4,08 ✕ 4,06	The timely publication of the programme schedules
■ 3,74 ✕ 3,71	The timely notification of schedule changes
■ 3,76 ✕ 3,71	The educational feasibility of the programme schedule
■ 3,79 ✕ 3,76	The number of scheduled hours of education

## STUDY LOAD

■ 3,63 ✕ 3,65	The distribution of the study load over the academic year
■ 3,79 ▲ 3,69	The feasibility of deadlines
■ 3,22 ✕ 3,15	The degree to which credits (ECs) correspond to the actual study load
■ 2,85 ✕ 2,89	The ability to take the desired course components without encountering a delay
■ ✕	The possibility to combine work and education

## GROUP SIZE

■ 3,65 ✕ 3,60	The group size for tutorials
■ 2,89 ▲ 2,70	The group size for lectures
■ 3,00 ✕ 2,96	The ratio of small-scale to large-scale teaching activities in my study programme

## INTERNSHIPS AND STUDY PROGRAMME

■ ✕ 2,36	The quality of the internship supervision you received from your study programme
■ ✕ 2,83	The preparation for the internship you received from your study programme

## INTERNSHIP EXPERIENCE

■ ✕ 3,85	The supervision you received at your internship company, institute or agency
■ ✕ 4,08	What you learned during your internship
■ ✕ 3,62	The link between your internships and the rest of your study programme

## STUDY FACILITIES

■ 3,51 ✕ 3,46	The suitability of the classrooms
■ 3,29 ✕ 3,25	The suitability of workplaces (e.g. computers, study rooms of sufficient quality)
■ 2,56 ▲ 2,39	The availability of workstations (e.g. sufficient number of workstations)
■ 3,58 ✕ 3,66	The library / media centre
■ 3,53 ✕ 3,52	The IT facilities
■ 3,81 ▲ 3,63	The digital learning environment
■ ✕	The digital library/media centre

## QUALITY CARE

■ 3,56 ✕ 3,48	Teaching evaluations held among students
■ 3,21 ▲ 2,97	Information on the results of teaching evaluations
■ 3,23 ▲ 3,10	The way your study programme uses the results of teaching evaluations
■ 3,25 ✕ 3,22	The way your study programme responds to complaints and problems

## CHALLENGING EDUCATION

■ 3,65 ✕ 3,62	The extent to which your education stimulates you
■ 3,27 ✕ 3,23	The extent to which your education enables you to follow your interest
■ 3,20 ▼ 3,35	The extent to which your education motivates you to
■ 3,38 ✕ 3,40	The extent to which students inspire each other to achieve/succeed/achieve something

## INTERNATIONALIZATION

■ 2,88 ✕ 2,82	The extent to which you're stimulated to study abroad
■ 2,60 ✕ 2,62	The extent to which you're stimulated to become acquainted with other cultures
■ 2,77 ✕ 2,86	The extent to which the study programme pays attention to international aspects
■ 3,37 ✕ 3,40	The possibilities offered by your education to study or to follow an internship abroad

3,00 OBTAINED SCORE THIS YEAR  
4,00 OBTAINED SCORE LAST YEAR

■ SIGNIFICANTLY HIGHER/LOWER SCORE THAN COMPARISON GROUP

■ NO SIGNIFICANT DIFFERENCE VS. COMPARISON GROUP

▲ ▼ SIGNIFICANTLY HIGHER/LOWER SCORE THAN LAST YEAR

✕ NO SIGNIFICANT DIFFERENCE VS. LAST YEAR