

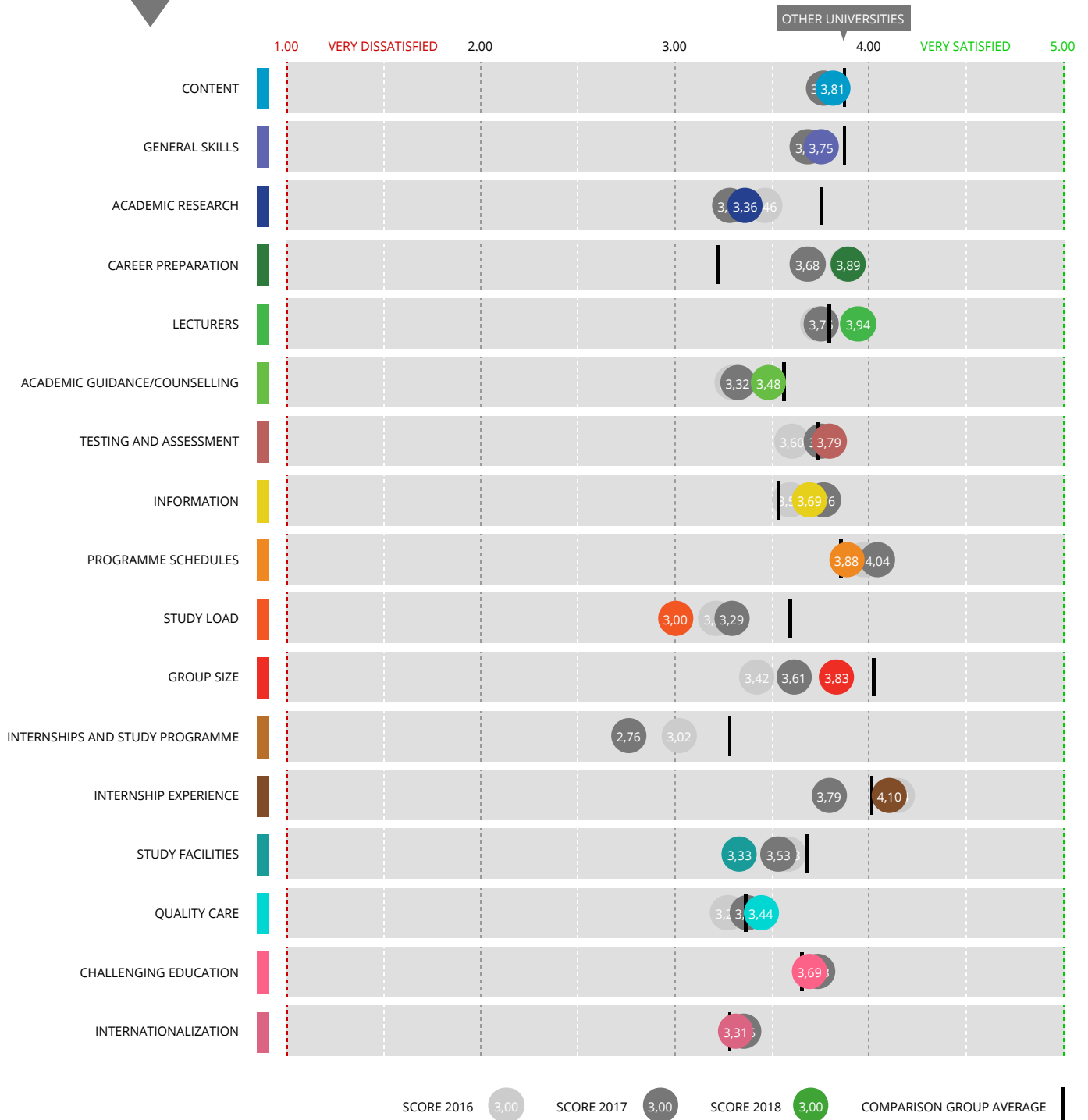
# NATIONAL STUDENT SURVEY



	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>18,6%</b>	<b>4,12</b>	<b>4,17</b>
N	2017	2017	2017
	<b>43</b>	<b>3,96</b>	<b>4,15</b>
		<b>4,15</b>	<b>4,10</b>

## 2018 M OFFSHO & DRED ENG DELFT VT

VS. OTHER UNIVERSITIES



# OVERZICHT

## CONTENT

■ 3,83	↔ 3,79	The level of your study programme
■ 4,00	↔ 3,85	The degree to which the content of your study programme meets your expectations
■ 3,73	↔ 3,67	The match between your prior education and your study programme
■ 3,70	↔ 3,82	The degree to which you find your study programme to be stimulating
■ 3,83	▼ 4,09	The match between the content of your study programme and current developments
■ 3,83	↔ 3,66	The coherence between the various components of your programme
■ 3,78	↔ 3,64	The methods used in your study programme
■ 3,78	↔ 3,58	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

■ 3,87	↔ 3,80	Learning to have a critical attitude
■ 3,90	↔ 3,97	Problem-solving skills
■ 3,74	↔ 3,72	Substantiating conclusions
■ 3,37	↔ 3,41	Communication skills
■ 3,97	↔ 3,78	Collaboration with others
■ 3,64	↔ 3,43	Argumentation / reasoning skills

## ACADEMIC RESEARCH

■ 4,00	↔ 4,11	Analytical thinking
■ 3,45	↔ 3,30	The critical assessment of academic research
■ 3,08	↔ 2,85	Reporting on academic research in writing
■ 3,21	↔ 3,18	Methods and techniques of academic research
■ 3,08	↔ 3,00	Conducting academic research

## CAREER PREPARATION

■ 3,74	↔ 3,48	Acquiring skills for professional practice
■ 3,92	▲ 3,63	The practical focus of your study programme
■ 4,00	↔ 3,93	The link to professional practice (e.g. work placements/internships, guest speakers)

## LECTURERS

■ 4,31	▲ 4,07	Your lecturers' expertise
■ 3,66	▲ 3,38	Your lecturers' didactic qualities
■ 3,83	↔ 3,66	The accessibility of lecturers outside contact hours
■ 4,06	▲ 3,73	The lecturers' sense of involvement with their students
■ 3,75	↔ 3,62	The quality of guidance provided by lecturers
■ 3,75	▲ 3,43	The quality of feedback provided by lecturers
■ 3,81	↔ 3,65	The degree to which lecturers are inspiring
■ 4,28	↔ 4,18	Lecturers' understanding of the field of professional practice
■ 4,00	↔ 4,03	Lecturers' proficiency in the English language

## ACADEMIC GUIDANCE/COUNSELLING

■ 3,65	↔ 3,37	The opportunity for receiving guidance/counselling
■ 3,53	↔ 3,48	The quality of the guidance/counselling offered
■ 3,21	↔ 3,08	The degree to which your study programme shows initiative in providing support or guidance

## TESTING AND ASSESSMENT

■ 3,77	↔ 3,73	The clarity of the assessment criteria
■ 3,80	↔ 3,85	The link between testing and assessment and the content of the study programme
■ 3,80	↔ 3,78	The quality of assessment of knowledge and understanding
■ 3,77	↔ 3,64	The quality of skills assessment

## INFORMATION

■ 4,03	↔ 4,12	The information on your study progress
■ 3,60	↔ 3,71	The information on rules and procedures
■ 3,43	▼ 3,69	The information on the structure of the programme (tracks, minors, studying abroad, etc.)
■ 3,71	↔ 3,48	The timely publication of results and assessments

## PROGRAMME SCHEDULES

■ 4,09	↔ 4,15	The timely publication of the programme schedules
■ 3,89	↔ 3,91	The timely notification of schedule changes
■ 3,65	▼ 4,07	The educational feasibility of the programme schedule
■ 3,89	↔ 4,00	The number of scheduled hours of education

## STUDY LOAD

■ 3,21	↔ 3,37	The distribution of the study load over the academic year
■ 3,37	▼ 3,68	The feasibility of deadlines
■ 2,77	▼ 3,34	The degree to which credits (ECs) correspond to the actual study load
■ 2,66	↔ 2,78	The ability to take the desired course components without encountering a delay
■	↔	The possibility to combine work and education

## GROUP SIZE

■ 3,85	↔ 3,71	The group size for tutorials
■ 3,94	↔ 3,66	The group size for lectures
■ 3,79	▲ 3,37	The ratio of small-scale to large-scale teaching activities in my study programme

## INTERNSHIPS AND STUDY PROGRAMME

■	↔ 2,76	The quality of the internship supervision you received from your study programme
■	↔ 2,41	The preparation for the internship you received from your study programme

## INTERNSHIP EXPERIENCE

■ 4,10	↔ 3,76	The supervision you received at your internship company, institute or agency
■ 4,10	↔ 3,81	What you learned during your internship
■ 4,10	↔ 3,75	The link between your internships and the rest of your study programme

## STUDY FACILITIES

■ 3,69	↔ 3,59	The suitability of the classrooms
■ 3,26	↔ 3,49	The suitability of workplaces (e.g. computers, study rooms of sufficient quality)
■ 2,71	↔ 3,00	The availability of workstations (e.g. sufficient number of workstations)
■ 3,21	▼ 3,58	The library / media centre
■ 3,37	▼ 3,67	The IT facilities
■ 3,74	↔ 3,81	The digital learning environment
■	↔	The digital library/media centre

## QUALITY CARE

■ 3,74	↔ 3,72	Teaching evaluations held among students
■ 3,36	↔ 3,10	Information on the results of teaching evaluations
■ 3,36	↔ 3,16	The way your study programme uses the results of teaching evaluations
■ 3,29	↔ 3,41	The way your study programme responds to complaints and problems

## CHALLENGING EDUCATION

■ 3,80	↔ 3,75	The extent to which your education stimulates you
■ 3,89	↔ 3,98	The extent to which your education enables you to follow your interest
■ 3,49	↔ 3,55	The extent to which your education motivates you to
■ 3,60	↔ 3,60	The extent to which students inspire each other to achieve/succeed/achieve something

## INTERNATIONALIZATION

■ 3,12	↔ 3,05	The extent to which you're stimulated to study abroad
■ 3,24	↔ 3,33	The extent to which you're stimulated to become acquainted with other cultures
■ 3,50	↔ 3,72	The extent to which the study programme pays attention to international aspects
■ 3,44	↔ 3,26	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