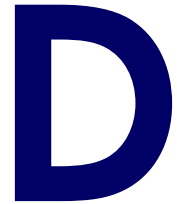


This appendix contains the requested appendices.



Requested Appendices

1. Domain-specific reference framework: see the DSFR at page 41 and the Learning outcomes of the programme in Appendix B as given in the TER [8]
2. Overview of the curriculum in diagram form: see Figure 2.1 and Figure 2.2
3. Description of the curriculum components, stating learning outcomes, attainment targets, teaching method(s), assessment method, literature (mandatory/recommended), teacher and credits.

A detailed overview of the contents of the various modules is found here:

module 1	module 2	module 3	module 4	module 5a	module 5b
module 6	module 7	module 8	minor 9, 10	module 11	module 12

4. [Education and Examination Regulations](#) [8]
5. Overview of allocated staff with names, positions, scope of appointment, level and expertise. This list is available for the committee at a password-protected website.

It is the policy of the UT and the Faculty of EEMCS that permanent staff members follow courses on educational techniques (UTQ and its predecessor DUIT). As of 1/12/20 almost all lecturers (90%) who qualify for it have obtained a UTQ or similar, are exempted or are working towards it. If they are exempted it is because they are senior lecturers and it is based on their rich experience in education.

With respect to proficiency in English: 92% of the staff have a C1 or C2 qualification on the [Cambridge English Scale](#) [120], are native speaker, or have received an exemption, or the assessment is in progress.

6. A full list of graduates for the last two completed academic years. This list is available for the committee at a password-protected website.
7. Drop-out rates, success rates and/or average duration of studies of graduates

Table D.1
Dropouts of full-time students

Cohort	2014	2015	2016	2017	2018
drop out after 1 year	23%	15%	17%	17%	14%
drop out after 2 years	29%	20%	22%	21%	
drop out after 3 years	30%	22%	23%		

Table D.2
Success rate (total intake)

Cohort	2012	2013	2014	2015	2016
Graduated after 3 years	33%	26%	23%	28%	30%
Graduated after 4 years	56%	47%	47%	63%	
Graduated after 5 years	71%	56%	64%		
Graduated after 6(+) years	77%	58%			

8. Staff-student ratio.
See Section 2.4.1 at page 17.

With regard to the graduation project supervision, each student will have a supervising lecturer responsible for the daily supervision and overall assessment of the student’s graduation work. In addition, the student’s graduation report, public presentation and defence will be co-assessed by a critical observer (academic staff member of the UT). The supervising lecturer uses the co-assessment information to finalise the assessment of the student’s graduation work. The student-supervising staff ratio for the academic years 2015-2019 can be seen in Table D.3. In general, students aim to finish their graduation project in the second semester of an academic year; hence, the student-supervising staff ratio increases because the available supervising staff remains constant.

Table D.3
Student—
supervising-staff
ratio 2017-2019

Semester	ratio	#students	#lecturers/ critical observers	ratio > 6
2017-1	1.75	14	16	0
2017-2	3.37	64	38	6
2018-1	1.87	14	15	0
2018-2	3.33	55	33	3
2019-1	1.70	17	20	0
2019-2	3.42	77	43	7

Because each student requires two supervisors for the Graduation Project, the student lecturer ratio is $\#students / (0.5 \times \#number\ of\ lecturers)$, e.g. $17 / (0.5 \times 20) = 1.7$ for 2019-1.

The last column shows that in the second semester some lecturers supervise more than 6 students.

9. Staff quality (proportion of staff holding a master’s degree and proportion of staff holding a PhD)

Table D.4
Staff quality

Degree	MSc	PhD	UTQ
Percentage	100%	79%	90%

10. Average amount of face-to-face instruction per week

Table D.5
Contact hours in
lecture hours per
week (8 weeks,
excluding exams)

Year 1	M1	M2	M3	M4
	26.1 h/week	31 h/week	31 h/week	20 h/week
Year 2	M5a M5b	M6	M7	M8
	26 h/week 25.5 h/week	24 h/week	12 h/week	27.5 h/week
Year 3	M11	M12		
	10h/week	3 h/week		

11. Institutional quality assurance assessment. See the link to the [Report on the institutional quality assurance assessment](#) [5]