

TU Delft's duty of care is to organize education and the educational environment in such a way that they support student well-being. TU Delft is responsible for creating an open, safe & inclusive environment that enables students to flourish in their academic & personal development and for providing guidance to students who need it to successfully start, follow and complete a TU Delft study.

Future Vision & Primary Principles

TUD provides proactive and professional student guidance which contributes to students' success. It helps students to navigate through their journey at TUD and fosters their growth; enabling them to become proactive, resilient and responsible engineers.

With a preventive focus, the guidance and support system at TU Delft is inclusive and multi-dimensional such that students easily find the appropriate support and guidance based on their personal needs and requirements. Students play an integral part in actively supporting their peers. Specialized experts and lecturers advise, coach, and guide students to embrace and overcome challenges. They foster students' motivation and train them in specific (personal, social, academic) competences. Thus forming a strong community where all stakeholders share responsibility and are perceptive of each other's needs and behaviours; embracing diversity and vulnerability (in turn, reducing the reliance on specialist (curative) guidance and support over time).

Student Guidance

Is informing, advising, coaching and supporting students in developing the skills, knowledge and mindset they need to deal with study related challenges*.

*Study related challenges include all challenges (like academic, personal and practical) that relate to studying at TU Delft.



Proactive and Preventive student guidance means focusing on improving and increasing resilience. Students are coached and supported in specific academic, personal and social competences in order to develop a growth mind-set. It also includes fostering students' intrinsic motivation through a sense of autonomy, competence and relatedness.



Professional student guidance means stakeholders have a clear and common understanding of roles, duties and responsibilities. They are equipped with the requisite knowledge, competences and tools to support (collaborate in supporting) each other and they act with integrity and mutual respect.



Accessible and Approachable student guidance means it is inclusive and available to all students and is easily findable in terms of information and help. It also includes fostering a culture where people are perceptive to each other's problems, challenges, situations, (unusual) behaviours and actively support each other (in finding the required help).

Chain & Supporting Definitions

An overview of the current scenario around student guidance at TU Delft was developed in the form of a Chain, including looking into student needs and the role interpretations, expectations and handovers between stakeholders.

CATEGORY 1
Study and development (knowledge, skills, mindset development)



Categories students need information, coaching, guidance, support for throughout their journey at TU Delft.

CATEGORY 2
Study and Career Path Planning (and associated practicalities)



CATEGORY 3
Facilitating life at (TU) Delft (and associated practicalities)

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. (APA Dictionary of Psychology)

Growth mind-set includes believing that intelligence and talent are qualities that can be developed over time; embracing challenges, risks and possible failures and viewing others as a source of inspiration and learning.

Coaching involves facilitating learners in achieving their fullest potential. It is a conversational activity with students focused on their learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the students through questioning, active listening, and appropriate challenge in a supportive and encouraging climate” (van Nieuwerburgh, 2012).

Basic psychological needs:

- o **Autonomy:** the need to self-organize your experiences and self-regulate your behaviour
- o **Competence:** the need to feel effective in interacting with the environment
- o **Relatedness:** the need to establish meaningful relationships with others, to care for others and be cared for, a sense of belonging

Student success is looked at as a holistic concept which entails that students proactively create and are in charge of their own study path, study effectively, graduate in a timely manner whilst having the opportunity to personally develop themselves, with due attention to their well-being.

Student Wellbeing is the state of physical, mental and emotional health where a student is able to engage meaningfully in learning and contribute to their community. It is personal and multifactorial, which typically includes that every student can realize their own potential, have a sense of direction and belonging, can cope with stresses of life, work productively and fruitfully and are satisfied with their personal achievements.

These definitions are in line with and link to how we at TU Delft see and fulfill our ‘Duty of Care’.