

Annual Report Board of Studies MSc CME 1/9/2020 – 31/8/2021

Faculty CEG, TPM & ABE, Delft University of Technology

This annual report of the Board of Studies MSc Construction Management and Engineering (CME) provides an overview of the actions of the Board during the academic year 2020-2021. This review serves to inform people and bodies within Delft University of Technology concerned with the CME programme about the status of recent and ongoing items within the CME Board. This document also gives new members of the CME programme insight into recent and ongoing items, and it supports the progress of actions in the coming year.

The CME Board of Studies is a committee that actively, and in a constructive-critical manner, works to ensure the highest quality of education in the CME programme. The Board interacts regularly with CME teachers, students, the Board of Examiners, Education & Student Affairs, and the CME Programme Coordinator and CME Director of Studies. The Board consists of 6 members: 3 staff members and 3 student members. In 2020-2021 the Board consisted of:

Dr. F.A.M. Hobma, LL.M.	staff member and chair (ABE)	
Dr. M. Leijten	staff member (TPM)	
Dr. E.J. Houwing	staff member (CEG)	
Daniel Dingelstad	student member	until October 2020
Skip de Metz	student member	until March 2021
Frédérique Batelaan	student member	until March 2021
Jason Beck	student member	since October 2020
Robert de Nie	student member	since March 2021
Menouschka Baldew	student member	since March 2021

The Board of Studies was supported by Ms E. van der Kruk (Secretary to the Board) and Mr J. Dawar (Secretary to the Board). In 2020-2021, the Board had seven meetings.

The CME Board of Studies has performed its lawful roles and responsibilities:

- Provide advice on the establishment of the Teaching and Education Regulations (TER) and Annex
- Assess the implementation of the TER
- Provide advice – solicited and unsolicited – to the Dean, the Directors of Education and the Director of Studies concerning the programme and all associated teaching-related affairs.

Important items 2020-2021

In 2020-2021, the Board of Studies focussed on the CME programme, education quality and Corona measures.

1. *CME Programme*
 - 1.1 CME Curriculum
 - 1.2 Graduation Committees

- 1.3 Graduation projects for students
- 1.4 Advice on MSc CME TER and Annex 2021-2022

2. *Education quality*

- 2.1 Course evaluations
- 2.2 CEG Assessment Policy

3. *Influence of Corona measures on education and examinations*

Elaboration on items

1. CME programme

1.1 CME curriculum

The first cohort of students of the new CME curriculum started the MSc in September 2020. In the new curriculum, students need to choose a specialisation after the first semester. The three specialisations are Projects & People, Design & Integration and Engineering & Systems. One of the action items for the Board for 2020-2021 was the monitoring of the new curriculum. The student members of the Board reported on the experiences of the first year students. Overall, the responses to the new curriculum were positive. The study load was well-balanced, the compulsory courses of the first semester were considered good courses to start the programme, and the students felt they were sufficiently informed about the three specialisations. In 2020-2021, 50 students chose the specialisation of Projects & People, 26 students chose Design & Integration and 16 students chose Engineering & Systems.

1.2 Graduation Committees

A new requirement for the composition of the assessment committee Master thesis was added to article 23 of the Rules & Guidelines Board of Examiners 2020-2021, which had a significant impact on the composition of CME graduation committees. This new requirement states that at least two of the three members must have a UTQ, UTQ equivalent, or must be in the process of acquiring a UTQ or equivalent. A number of lecturers teaching in the CME programme do not meet that requirement, for example because they only work part-time at TUD and therefore do not have a UTQ. In some cases the result was that a proposed graduation committee could not be approved because the members did not meet the UTQ requirement. The Director of Studies asked for an exemption to this rule for a number of lecturers who regularly take part in graduation committees, but who do not meet the requirement yet. The Board of Examiners has granted this exemption to a few lecturers, which solved the problems with the graduation committees for the short term. A long term solution can be found in a shortened version of the UTQ course for part-time lecturers.

1.3 Graduation projects for students

Some students struggled to start the graduation phase of their MSc programme, as it was difficult to get into contact with lecturers about graduation topics. The Board suggested some form of Q&A sessions or consultation hours, where students could ask questions. From January onwards there were weekly information sessions with the graduation coordinators where students could ask general questions about

graduation. Some students also struggled to find graduation projects at companies and to solve this problem the CME staff was asked to prepare “in house” graduation topics for students. International students sometimes have a hard time finding graduation projects at companies because they do not speak Dutch, which some companies have as a requirement. A solution to this problem would be to allow international students to do a graduation project at a foreign company in their home country.

1.4 Advice on MSc CME TER and Annex 2021-2022

The Board reviewed the draft Teaching and Examination Regulations and Annex 2021-2022 in May. Birgid Zaaijer, Secretary to the Board of Examiners, joined the meeting to introduce the TER 2021-2022 and explain the changes made to the TER because the Educational Management Team of the CEG faculty decided to follow the model TER as much as possible, in order to have one TER for all four MSc programmes. The TER 2020-2021 had a “Corona addendum” but the provisions of this addendum were incorporated in the TER 2021-2022. The Board formulated advice on the draft TER and Annex and a new version of the TER was shared with the Board before the meeting in June. During the meeting in June the Board approved the TER and Annex 2021-2022.

2. Education quality

2.1 Course Evaluations

The CME dispuut evaluates courses based on Evasys/Qualtrics responses. The commissioner of internal affairs shares the results of these quarterly evaluations with the Board. The Board can use these results to advise the Director of Studies on the content and quality of the CME programme, especially if evaluated courses receive criticism from students. The CME study association will finish its evaluation of the first year of the new curriculum in 2021-2022.

2.2 CEG Assessment Policy

In 2020-2021, the educational advisors of the CEG faculty wrote a new assessment policy. CME is an interfaculty programme, therefore it is important to note that the new assessment policy only applies to CEG courses, so courses with either a CIE or CME course code. Two educational advisors joined a meeting of the Board in December 2020 to introduce the new assessment policy. The Board members were asked to give feedback on the assessment policy. In June 2021, the definitive version of the assessment policy was discussed in the Board. The Board considers the assessment policy an important part of the programme but the implementation of the assessment policy should be monitored. The educational advisors also wrote an assessment manual for lecturers to use. This manual was approved by the Educational Management Team of the faculty in October 2021.

3. Influence of Corona measures on education and examinations

The Corona pandemic continued to have a significant influence on education and examinations in 2020-2021. At the start of the academic year, the Corona measures made it possible for the faculty to organise one day of on campus education per week, so students were able to follow some courses in person, but the remainder of the courses were taught online. A new lockdown was imposed from December 2020 onwards, and the faculty had to go back on an online education only scenario, which lasted until April.

The Board regularly discussed the topic of online education. The student members gave feedback on how students experienced the online courses and the Board discussed ideas for improving the online courses.

All examinations in 2020-2021 were online as a result of the Corona pandemic. The educational advisors of the CEG faculty advised lecturers on how to organise online exams and in some cases changes needed to be made to a course to accommodate online exams. In those cases, the Director of Studies had to give permission for the changes, and the online study guide was updated. Even though it was possible to organise on campus exams, many lecturers preferred online exams and in fact almost all CEG exams were online exams in 2020-2021. For on campus exams an online alternative was always required for students who were not able to come to campus, so organising an on campus exam meant extra work for lecturers.

Actions for 2021-2022

In 2021-2022 the CME Board of Studies will focus on:

- The intended learning outcomes for the CME programme
- The contents of the three CME specialisations