Annual Education Report 2025-2026

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1 Policy Progress

General

Connecting Members Through Studying

In the policy, there were plans to incentivise making social connections through studying. This would be done by organising study evenings in Q1 and Q2. After those study evenings, the events would be evaluated, and if deemed successful, they would be organised in Q3 and Q4 as well. The study evenings were held in weeks 1.8 and 2.8 on Thursdays and were a success, so the Commissioners of Education Affairs organised them again in weeks 3.8 and 4.9. The study evening in Q4 took place on Monday of week 9 due to other activities of W.I.S.V. 'Christiaan Huygens'. This worked fine, but week 8 is preferable.

During the study evenings, the Commissioners of Education Affairs booked a few rooms for studying, set up a break room, and arranged dinner. The study rooms were divided into silent study rooms and collaborative study rooms, such that students could place themselves in an environment that best fit their study needs. In the break room, snacks, fruit, and soft drinks were provided. There were some relaxing activities, rotating between origami, puzzles, and board games, that stimulated social interaction during the study breaks and were intended to make the breaks more fun. This was done such that the breaks were effective and did not feel like a semi-break in which you scroll through social media while sitting behind a laptop.

For the first two evenings, the dinner was a choice of pokébowls, and for the last two, the Commissioners of Education Affairs arranged falafel. The meals were sold for €2.50, which is relatively cheap for such a meal, and made sure that the students did not have to cook, do the dishes or arrange food for themselves. Therefore, the students could focus on studying while still enjoying a healthy and affordable meal.

The Commissioners of Education Affairs deemed the study evenings a great success, and most students studied a lot. There was a high turnout of 60 to 80 students per evening on average, which matched the available capacity, and a lot of positive feedback. The dynamic with the break room also worked very well, and the Commissioners of Education Affairs were able to get additional funding from the Student Community Fund from Education and Student Affairs for the first three evenings, which largely covered the cost of the food.

The Commissioners of Education Affairs strongly recommend that EPA Board 70 continues organising the study evenings. To be able to evaluate their effect, it is also recommended to register the attendance per evening, including the study programme of the participants and the courses they study for.

Updating the Education Website

The policy states that the Commissioners of Education Affairs will work on the education page of the website, as it was very outdated. In Q1, the Commissioners of Education Affairs went through the education page and updated all the information where possible. These updates included changes in the names of staff and support, changes in curricula, and changes in the association, such as the discontinuation of the book sale.

For the second quarter, the policy states that the Commissioners of Education Affairs will update the exam archive on the website. *The Commissioner of Applied Mathematics Education Affairs* had a meeting with the Directors of Studies about their opinion on the exam archive. The Directors of Studies stated that they would prefer the Commissioners of Education Affairs to ask individual teachers for permission before uploading their exams to the website. However, the Directors of Studies also expressed that they are content with the existence of the exam archive, as it allows them to communicate with W.I.S.V. 'Christiaan Huygens' about how and what is uploaded, rather than having exams distributed through a network of students over which they have no control. The Commissioners of Education Affairs themselves advise against asking individual teachers for permission, as W.I.S.V. 'Christiaan Huygens' prefers to remain independent of the faculty in this matter and it saves a lot of work.

Due to the high workload in the second semester, the education website was not updated further. A couple of exams were uploaded, but more remains to be done. The Commissioners of Education Affairs will go through the process with EPA Board 70 and recommend that they update the exam archive.

Improving Visibility of the Commissioners of Education Affairs

The policy states that the Commissioners of Education Affairs will make efforts to improve their visibility. During the first semester, this was done by making posters of the Commissioners of Education Affairs and giving talks at events like Bachelor quarterly meetings, Master Information Meetings and mentorate meetings.

In Q2, the Commissioners of Education Affairs organised an event where free oliebollen were handed out in the hall of EEMCS in exchange for feedback on the study programmes. A similar event was organised in Q4, where the Commissioners of Education Affairs gave away popsicles. *The Commissioner of Applied Mathematics Education Affairs* collected a lot of feedback on AI, as it was a topic which was discussed in at the time. He also collected feedback on the master curriculum, which is discussed in the section Collecting Feedback for the New Master Curriculum.

It is recommended that the Commissioners of Education Affairs keep a handover document for their successors, listing all occasions where they can introduce themselves and show their face, such as the events mentioned above.

Applied Mathematics

Improving Relations with the Double Bachelor's

In Q1, *the Commissioner of Applied Mathematics Education Affairs* attended the mentorate for the Double Bachelor students and was surprised to find that W.I.S.V. 'Christiaan Huygens' was not very well known among them. Even though the feedback panel for the Double Bachelors is organised by EEMCS and MaPhyA activities are shared between VvTP and W.I.S.V. 'Christiaan Huygens', Double Bachelor freshmen seem to be more active at VvTP. One explanation could be that the mentors assigned at the mentorate come from the Physics and Double Bachelor's programmes, without any mathematics students. Unfortunately, no additional efforts were made in the second semester to improve relations with the Double Bachelor students. It is recommended that EPA Board 70 discusses with VvTP how both associations can make clear to Double Bachelor students where they can go with which questions, for example by including a mathematics student among the mentors.

Collecting Feedback for the New Master Curriculum

In the policy, it was planned that *the Commissioner of Applied Mathematics Education Affairs* would make a survey to collect feedback on the master curriculum. However, as surveys usually have very low response rates and students already receive a lot of surveys, *the Commissioner of Applied Mathematics Education Affairs* decided that this was not the best approach to gather feedback. A more effective way seemed to be starting conversations with students about the master curriculum. These conversations were mostly general, with one specific question being whether students would prefer quarter or semester courses. *The Commissioner of Applied Mathematics Education Affairs* spoke with a lot of students during events like the oliebollen giveaway and ComMA events, and in the association room. This way, *the Commissioner of Applied Mathematics Education Affairs* got very accurate feedback, which proved more useful than could have been expected from a survey or an extra feedback panel.

In the second semester, *the Commissioner of Applied Mathematics Education Affairs* talked to some master students in the association room, and there was another ice cream giveaway in the central hall of EEMCS. This gave *the Commissioner of Applied Mathematics Education Affairs* very valuable insights into parts of the master curriculum that can be improved. These insights have been merged with the results of the regular feedback panels and can be found in Section 3.d.

Computer Science

Master-Thesis Support

The policy states that *the Commissioner of Computer Science Education Affairs* would work on supporting master students in finding a thesis project and supervisor. In the first semester, *the Commissioner of Computer Science Education Affairs* met with the Directors of Studies of the master's programmes and held several meetings with the programme coordinators. These conversations showed that the situation had improved compared to previous years. Where researchers used to have difficulty finding students for their projects, these positions were now filled much more easily. For this reason, *the Commissioner of Computer Science Education Affairs* decided not to spend time on this policy point for the time being. Instead, he stayed in contact with both staff and students, so that any need for assistance would be noticed in time.

In the second semester, no signals were received from students or staff that additional support was needed, so no further action was taken on this policy point. However, a matching procedure is now in place, in which students who have not found a supervisor by 1 October are matched to a project. As this may place students on a project they did not choose, it is recommended that *the Commissioner of Computer Science Education Affairs* of EPA Board 70 keeps checking with the programme coordinators and students how this procedure works out in practice.

2 General Current Affairs

The Educator of the Year event took place again this year. The Commissioners of Education Affairs organised this event together with Commissioner of Education of ETV and the faculty. They collected votes from the students on who should be this year's Educator of the Year of EEMCS.

The Commissioners of Education Affairs started by building a Google Form which collected the names of all educators from all study programmes in the faculty. This included lecturers, teaching assistants at labs and teachers at exercise classes. In the form, students were able to vote for an educator and submit a quote on why they believe this educator should be the Educator of the Year.

On the 9th of June, the Commissioners of Education Affairs, the Commissioner of Education of ETV and the faculty organised drinks in the main hall as a thank you to all educators. The Commissioners of Education Affairs, including the Commissioner of Education of ETV, made a slide for every educator for whom a quote was submitted. These were shown in a slide show during the drinks and throughout EEMCS for the rest of the week.

At the drinks, an educator from each study programme was selected as the best of that year. In the end, Stefan Hugtenburg was elected Educator of the Year of EEMCS. The faculty hopes that he will be named Educator of the Year of all of TU Delft, and potentially even national Educator of the Year. For this, the Commissioners of Education Affairs had to provide some extra information on why Stefan Hugtenburg should be the Educator of the Year.

3 Applied Mathematics

a Current Affairs

The following topics are currently at play in Applied Mathematics:

- Two feedback panels in Q4
- Work group on AI
- Cutbacks

The first point is that there was an extra feedback panel in Q4. Normally, there is a feedback panel at the start of Q4 concerning the last part of the third quarter and the fourth quarter up until that point. This year, there was an extra feedback panel for all years of the BSc at the end of Q4. *The Commissioner of Applied Mathematics Education Affairs* considered this panel somewhat redundant, as not much had changed in the weeks between the two feedback panels.

The second point is about AI. The Executive Board will publish a set of TU-wide rules and regulations on AI in the upcoming year. The faculty itself also created a work group which will make rules, regulations and guidelines for the faculty. The Commissioners of Education Affairs of EPA Board 70 have included in their policy that they will monitor this situation closely and make sure that students are represented.

TU Delft is currently dealing with cutbacks in education. In the programme, this is felt through fewer TAs, and the faculty is also putting pressure on quality assurance and thereby on the expenses for feedback panels. The Commissioners of Education Affairs try their hardest to keep the feedback panels as they are, with free sandwiches, but this remains under pressure from the faculty.

b BSc Applied Mathematics

Currently, the new curriculum of the bachelor's is in its second year, and only the third year still follows the old curriculum. This year, it is still possible for students who follow the old curriculum to take the third-year electives and to resit the second-year courses of the old curriculum. However, after this year, the whole bachelor's programme will have transitioned to the new curriculum, and next year it will only be possible to resit the third-year courses of the old curriculum.

The new curriculum contains a few new elective courses, but fewer electives in total. The courses are no longer divided into second-year and third-year electives, but are now all at the same level. There are also no electives in the first semester, as all electives are quarter courses given in the second semester.

Furthermore, the resits of the third quarter now take place in the 'fifth quarter' during the summer break instead of in the exam week of Q4. Some students complained about this, but the reasoning of the Director of Studies is that Q4 is already very busy because of the many free days. In previous years, the feedback from students was that the workload was very high in Q4, which according to the Directors of Studies is due to those free days, so this decision was made to relieve some pressure in Q4.

Unfortunately, the percentage of students who quit before the second semester this year was the highest among all BSc programmes at TU Delft. This year, it was 25%, whereas in previous years, the rate dropped from 22% to 20%. The ambition was for these rates to drop further due to the new curriculum, and this spike is not something the faculty expected or wanted.

Lastly, the students explicitly note the pleasant contact with teachers and staff. They find them approachable and feel welcome.

Year One

The first year of the bachelor's is received very well by the students. They find the programme challenging, but they expected this. The students also explicitly note the good guidance and warm approach of the staff.

The workload did seem to increase every quarter, especially in Q3, as it only contains theoretical courses, and in Q4, because students get a lot of exercises.In Q4, there are also some small intermediate tests, which are received very well.

Year Two

This year is the first time that the second year follows the new curriculum. So far, the transition is going well, and there have been no real problems for students following old versions of courses. The new programme is received positively overall, but in Q4 it is very hard to also follow first-year courses due to scheduling. The many free days in Q4 are also experienced as difficult, as it seems that students are expected to study during them.

The students also noted an overall increase in workload compared to the first year.

Year Three

The third year is now the last year still following the old curriculum. This means that the third-year electives are given for the last time with lectures and exercise classes. In Q3, the workload was not well divided, as there were some heavy deadlines from electives and the colloquium around weeks 4 and 5. The BEP went well, and the information provision went smoothly.

Double Degree Programme

The first year of Applied Physics now follows the new curriculum, so the first year of the Double Bachelor's does as well. The first semester went well, and there were no issues with the transition regulations. For the first year, it was also noted that the second quarter was significantly harder on both the Mathematics and the Physics side. The schedules also collide more often than in the first quarter. Unfortunately, these collisions cannot be avoided completely, but the schedulers make sure that there are never two lectures or two exercise classes at the same time.

One specific course was clearly still in an experimental phase, with a noticeable number of mistakes in the course material. The students brought this to the attention of the lecturer, and it will be improved for next year. The course had to be set up from the ground up this year because of the new curriculum, which results in a higher chance of mistakes. This feedback will be passed on as specific course feedback in the regular feedback cycle of Applied Physics.

In the second year, students indicated that they would like priority over the regular Applied Mathematics students when choosing groups for the PDE labs due to scheduling reasons, and the programme coordinator will look into this. The programming course of Applied Mathematics was also very similar to the physics programming course. This was not supposed to be the case on paper, but it was noticeable, and the programme will look into it.

The second-year students feel that the first year was better coordinated. In the second year, there was one clash between two lectures and one between a lecture and an exam. The two second-year courses SNS and Transportverschijnselen have a strong physics mentality and do not feel as rigorous as mathematics.

c Minors

Computational Science and Engineering

Nobody showed up at the feedback panel of CSE, and it was therefore cancelled. *The Commissioner of Applied Mathematics Education Affairs* suspects that this was partly because the coordinator did not promote it well and did not reply to the emails to *the Commissioner of Applied Mathematics Education Affairs*, but also because it was very snowy that day, which made travelling very hard. On that day, a lot of lectures and even some exams were cancelled. Therefore, not much feedback was gathered on the minor, and unfortunately there is not much of an update to give here.

Finance

The minor is seen as more difficult than other minors, but students state that they were well informed about this, so they expected the high workload. The main change that students would like to see is recordings of the lectures.

They would like recordings in every course, especially the ones with difficult material, since these help them prepare for lectures in advance and study the material more in depth afterwards. It would also generally be appreciated if courses shared some material ahead of the lecture, so that students can prepare in advance. Another suggestion from a student was to provide more

guidance on the big homework assignments in some of the courses. Moreover, the company seminars with presentations were an appreciated addition to the minor, which the students did not expect.

d MSc Applied Mathematics

At the feedback panel of the second semester, nine students were present.

At this feedback panel, the students felt that the workload was not spread evenly over the semester but was weighted heavily towards (the end of) Q4. This was similar to the first semester, where the workload was also much higher at the end of the semester than at the start. The students noted that they would be in favour of quarter courses, so that the workload is spread more evenly and there is less stress during the single exam week on which a lot depends. There were even cases where students had two exams on the same day.

The Director of Studies added that next year, there will be eight lectures in Q1 and six lectures in Q2 to lower the workload at the end of the semester, which will also give more room for the exams. This was received positively by the students present at the feedback panel.

During the ice cream session and in conversations with students, *the Commissioner of Applied Mathematics Education Affairs* noticed that many students think there is a lack of communication between teachers in the master. This results in assignment deadlines being concentrated in a short time span, and there were also some cases of courses with wrong expectations about prior knowledge. *The Commissioner of Applied Mathematics Education Affairs* pointed this out at the Board of Studies, and some members of the Board of Studies who teach in the master confirmed that there is a lack of communication. The Board of Studies notified the Directors of Studies about the courses which made incorrect assumptions about prior knowledge and also informed the Directors of Studies about the lack of communication. However, this seems to be a long-standing problem. Unfortunately, *the Commissioner of Applied Mathematics Education Affairs* did not have another meeting with the Directors of Studies, because the education coordinator had a skiing accident, which made her very busy when she came back, and there was not enough time to schedule a meeting. *The Commissioner of Applied Mathematics Education Affairs* will discuss the problem with EPA Board 70, so that next year, *the Commissioner of Applied Mathematics Education Affairs* of EPA Board 70 can look into this problem.

Regarding the curriculum change of the master's programme, no final decisions have been made yet, but there is already a concrete draft of what the curriculum could look like.

The draft contains the following changes. There will be quarter courses instead of semester courses. A system with two themes (in the style of Computer Science) instead of one specialisation is also being considered. In addition, the courses Ethics and Scientific Writing will be replaced by one course called Modern Mathematics. As ethics is now integrated into the bachelor's, Modern Mathematics will mostly replace Scientific Writing.

The Commissioner of Applied Mathematics Education Affairs will remain a member of the curriculum committee, and *the Commissioner of Applied Mathematics Education Affairs* of EPA Board 70 will also join the curriculum committee to stay updated about the changes.

4 Computer Science

a Current Affairs

Accreditation

The Commissioner of Computer Science Education Affairs took part in the accreditation of the BSc Computer Science and Engineering, the MSc Computer Science, and the MSc Data Science and Artificial Intelligence Technology (DSAIT). As part of this process, he chaired the student panel, in which the accreditation committee questioned students on their experience with the programmes. The visit went well, and programme management was satisfied with the outcome of the process and the feedback it received.

Bachelor Curriculum Revision

The BSc Computer Science and Engineering has been revised for the first time since the major revision of 2017 and the minor revision of 2024. The aim was to keep the programme relevant as the field develops, to offer room for choice while keeping it feasible, and to minimise transition problems for current students. The revision also follows the TU Delft education vision, which states that every student should receive education both "with AI" and "in AI". *The Commissioner of Computer Science Education Affairs* was kept informed throughout the process and was able to give feedback on the plans from the students' perspective. He considers the revised curriculum a clear improvement over the current one. At the start of the third quarter, the plans were presented to all students, who generally received them well. The new curriculum starts in 2026-2027 for year one, and in 2027-2028 for years two and three.

In year one, Web and Database Technology is replaced by Human Computer Interaction and AI-Assisted Prototyping, which introduces working with AI tools. Its database part is combined with Information and Data Management into the new course Data Management. Software Quality and Testing and Software Engineering Methods are merged into Software Design and Engineering in Q3, and the CSE Project is succeeded by the Collaborative Development Project, which moves to Q4.

In year two, the variants disappear. The first semester now consists of core courses, with Operating Systems and the new course Introduction to AI added to the core, and Automata, Computability and Complexity renamed to Theoretical Foundations of Computer Science. In Q3, students follow Computer Security as a core course alongside two electives, followed by the Software Project in Q4. The electives in year two and year three are chosen from the same list.

In year three, students choose three more electives from this list in Q3 before the Research Project. The elective list includes former variant courses such as Computer Graphics, Big Data Processing and Embedded Software, as well as new courses on AI. Human Computer Interaction, Collaborative Artificial Intelligence and Algorithms for NP-Hard Problems, on the other hand, are phased out. Week 3.5 becomes an aspiration week for year one and a boot camp week for the Software Project and Research Project. Several of these changes respond to feedback from the panels, such as the heavy combination of Algorithm Design and Computer Graphics in Q2 and the difficulty of Software Engineering Methods.

For students in the current curriculum, a course that is no longer taught can be taken as an exam only for one more year, after which a designated replacement course or a free choice from the electives must be taken. It is recommended that EPA Board 70 monitors the first year of the new year one closely, and checks whether students with resits in the old curriculum are informed in time about their options, as the programme will contact them in September.

b BSc Computer Science and Engineering

Throughout the year, *the Commissioner of Computer Science Education Affairs* organised five panels for the first-year students, usually attended by around 25 students and sometimes up to 30. For the second-year students, eight panels were organised in order to also cover the variant courses in depth, with an attendance of roughly 20 students. The third-year students only had three panels, as they follow a minor in the first semester, and their attendance was also lower at around ten students.

In general, the structure of the bachelor's was well liked by most students. The workload remained high for the average student, which meant that many students still expected to need four years to complete the bachelor's.

At the end-of-year panels, students were also asked about the feedback panels themselves. They valued that the panels are chaired by a student, which makes it easier to give honest feedback, and that their input visibly leads to changes in courses. They would, however, like to hear more often from lecturers how feedback was handled, including why certain points were not changed. The free lunch turned out to be essential, as in every year around half or more of the students indicated they would not attend without it. As part of the cutbacks in education, the faculty is looking to reduce the costs of the feedback panels, which puts this lunch under pressure. However, the lunch is a small expense compared to the detailed feedback that every attendee gives on all of their courses, which makes the panels a very cost-effective form of course evaluation. It is recommended that EPA Board 70 uses these arguments in the discussion on keeping the lunch.

Students of the third year, looking back on the whole bachelor's programme, found it manageable and appreciated getting an overview of all fields of Computer Science before choosing their own focus. Points of concern were the difficult start for students without programming experience and the heavy combinations of Algorithms and Data Structures with Calculus and of Algorithm Design with Computer Graphics, which the revised curriculum addresses. Students also noted that Machine Learning and AI-related research projects required more mathematics than the first-year courses provide, and suggested adding a course on how to use AI. Feedback per year can be found below.

Year One

The first quarter was generally well received, as the teachers put considerable effort into the design of their courses. The main remarks were that students would prefer a language other than Java in Introduction to Programming, that fewer bonus points could be earned with the gamification system of Computer Organisation, and that opinions on the mandatory mentorate sessions varied strongly. The second quarter received more comments, as students felt much less guided than in Q1. For Calculus, the lectures of the few teachers considered good were overcrowded. The CSE Project was criticised as in every year, and since it now falls before the unenrolment deadline, some teams lost members halfway through.

The third quarter was experienced as better organised. Linear Algebra was received well, apart from the short-answer exam. Algorithms and Data Structures was the most demanding course, and its implementation endterm was much harder than the practice material and the midterm had suggested. For Information and Data Management, students asked for more practice material. In Q4, Probability Theory and Statistics felt scattered after its content was reordered, while Software Quality and Testing and Computer Networks were generally received well.

Year Two

Students found the first quarter of the second year more difficult than any quarter in year one. Machine Learning was well liked, but Software Engineering Methods was experienced as vague and heavy on deadlines, and its resit had a low pass rate. *The Commissioner of Computer Science Education Affairs* discussed this with the responsible teachers, but it was decided not to award bonus points. In the variants, Signal Processing and Big Data Processing were well received, while Digital Systems was considered disorganised. The second quarter had the highest workload of the bachelor's so far, with an exam week of five three-hour exams in five days. Algorithm Design was liked, but the new programming exam of Computer Graphics was hard to prepare for. Among the variants, Image Processing had many mandatory components, Embedded Software had an exam focused on small details with limited exam review, and Data Mining had unclear assignments.

The third quarter was considered much more feasible and better organised. Automata, Computability and Complexity, and Concepts of Programming Languages were well liked for their practice material and assignments. Among the variants, Multimedia Analysis was received very positively, while Computational Intelligence suffered from a broken autograder and harsh grading. In Q4, students appreciated forming their own teams and choosing their own company for the Software Project, but complained about unclear expectations, such as the missing presentation rubric and differing expectations among coaches. Looking back, students found the second year harder but more interesting than the first, and would like a wider choice of minors, as many are only offered in Dutch.

Year Three

As third-year students follow a minor in the first semester, feedback on the third year only started in Q3. Students enjoyed choosing their own electives and found the workload manageable. Functional Programming and Introduction to Quantum Computer Science were well liked, although for the latter the short time between the Thursday lecture and the Friday tutorial left little time to prepare. Computer Security started with lectures that repeated much of the content of earlier courses, and its assignment rubrics were unclear. Algorithms for NP-Hard Problems was called "one of the most interesting courses" by several students, but felt like three disconnected parts and had a much harder exam than in previous years.

In the fourth quarter, students appreciated the freedom to choose or propose a topic for the Research Project, as well as the academic writing lectures. Points of attention were the boot camp, where students would like more writing practice, the many deadlines, and the midterm presentations, which felt unorganised as no teacher was present. In addition, the exam reviews of two electives only took place in week 5, leaving little time to prepare for the resits.

c Minors

Computer Science

The feedback panel for this minor was poorly attended, with only three students present: one member of W.I.S.V. 'Christiaan Huygens' and two Nanobiology students. Despite the low attendance, these students gave good and constructive feedback. The Computer Science minor is generally seen as valuable and representative, particularly due to its strong emphasis on programming and project-based work. In the first quarter, Intermediate Python Programming and Algorithms and Data Structures were well received for their clear structure and quality of teaching. Students did note a high difficulty, stressful midterms and unclear expectations regarding exams and assignments. Replacement courses were sometimes experienced as poorly aligned with the backgrounds or learning goals of students. In the second quarter, the project courses were regarded as the most valuable part of the minor, offering clear organisation, frequent feedback and meaningful experience in collaboration. Data Analytics and Visual Data Processing, on the other hand, were perceived as demanding and less coherent, with insufficient guidance and unclear expectations. Across the minor, students pointed out workload peaks and overlapping deadlines, especially in combination with the projects, and expressed a wish for better coordination and a stronger focus on practical programming.

Engineering with AI

The students of the Engineering with AI minor were also difficult to reach, and only four students attended the feedback panel. The minor was received very positively and was considered challenging but well balanced. Students felt they learned what they expected and were well informed about the workload in advance. In the first quarter, the combination of Intermediate Python Programming, Machine Learning and Natural Language Processing was valued for its clear organisation, representative exams and strong link between theory and practice. Students did note some misalignment between the practice material and the exam content, and a need for clearer guidance at times. The workload in the second quarter was experienced as lighter, with the deep learning course being the most demanding but also a very interesting course. The ethics course required much less effort and was considered less impactful. The capstone project was regarded as a strong part of the minor, offering a clear structure, good supervision and a logical progression from the earlier courses. Overall, students appreciated the coherent build-up from Python to machine learning, deep learning and the final project, while suggesting minor adjustments to the workload balance and the order of the courses.

d MSc Computer Science

In the first semester, no dedicated feedback panel took place, but feedback was gathered during the Master Information Meeting in January. Students appreciated the freedom to choose themes within the programme, and noted that several Brightspace pages were clearly structured, with weekly formative exercises mentioned as a positive example. Compared to the bachelor's, however, students experienced less clarity about what was expected for exams, projects and other assessments, and in several courses the study guide, the practice material and the actual assessment did not match. Organisation and information provision varied considerably between courses, with issues such as dense lecture content, late or unclear project announcements, inconsistent lab scheduling and limited guidance during assignments. Overlapping lectures and labs between themes and core courses significantly restricted which themes students could combine, and these overlaps were not communicated sufficiently before the start of the programme. While students value the thematic structure and academic depth of the programme, they stressed the need for better coordination between courses, clearer assessment criteria, earlier and more transparent communication, and more consistent course organisation. As these points mainly concern the organisation of the programme, they will be passed on to the programme coordinator.

At the start of the third quarter, a feedback panel was held on the Q2 theme courses, attended by eight students. Students noticed a clear coherence within the themes and found that most matched their expectations, although some would prefer to choose individual courses instead of full themes. The organisation varied strongly between courses. Well-organised courses stood out through clear deadlines, assignments available from the start and representative exams, while in other courses the assignments were out of sync with the lectures, requirements changed during the course, or the exam differed strongly from the practice material. Group work was a recurring concern, as several students had problems with group members who did not contribute or who submitted AI-generated code without understanding it. Students also noted that the difficulty of some themes could be communicated more clearly beforehand.

Low attendance at the master feedback panels is a recurring problem that previous boards have reported as well, and repeating the general recommendation to increase attendance has not led to improvement. As Education and Student Affairs does not allow any compensation, such as a lunch, for master students attending these panels, it is recommended that EPA Board 70 considers other ways of collecting feedback from master students, such as the informal conversations at events and in the association room that proved very effective for the MSc Applied Mathematics this year.

e MSc Data Science and Artificial Intelligence Technology

The Commissioner of Computer Science Education Affairs was unable to attend the Master Information Meeting in January, where general feedback on the programme was discussed, and the summary of this meeting was not obtained from the programme coordinator. As no complaints reached *the Commissioner of Computer Science Education Affairs* through other channels, this was not pursued further.

At the start of the third quarter, a feedback panel on the themes was held, but with only two students attending, little feedback was gathered. Students appreciated the small-scale lectures and the interaction with lecturers in the theme courses. In some courses, however, the assignments and labs were poorly connected to the lecture content, which led students to fall back on generative AI to get started. Programme management will look into how these panels can be made more attractive for master students.