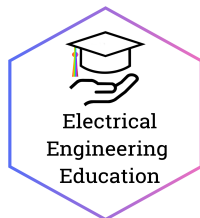


BSc EE Mentorship Programme

Student Mentor Instruction Manual

2025/2026

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Goals of the Mentorship Programme

1. Help students have a smooth transition to university life.
2. Support social bonding within your mentor group and enhance students' sense of belonging.
3. Tighten the relationship between students and the BSc EE programme at TU Delft.
4. Contribute to an inclusive, pleasant and safe (learning) environment.
5. Increase students' awareness and understanding of their own approach to studying at university.
6. Expand students' knowledge of study process and university-related matters, such as academic fraud and BSA.
7. Provide first-year students with all the important information relevant for successful participation in the programme.
8. Monitor students in the first phase of their bachelor's programme and identify early warnings of possible problems and respond to these promptly.
9. Further broaden students' view of the EE programme and the workfield of an Electrical Engineer.

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Chapter 1

The Mentors

The BSc Electrical Engineering (EE) Mentorship programme has two different types of mentors: the **Junior Mentors** and the **Senior Mentors**. Before the start of the academic year, each **Junior Mentor** will be assigned to one mentor group of approximately 25 first-year students. The same mentor group will also be assigned a **Tutor (staff member)**, so first-year students have access to various levels of help within the EE organisation.

Each mentor group will be paired up with another mentor group, forming one larger cluster group. Each **cluster** has one **Senior Mentor** who will provide assistance to the Junior Mentors and help them manage their groups throughout the academic year. Their designated roles and tasks are described below.

1.1 The Junior Mentor

The Junior Mentor is a second-year EE student, who is assigned to one mentor group of approximately 25 first-year students. The **role of the Junior Mentor** consists of three main parts:

1. **Social:** To get to know the students in their mentor group and help them get to know each other. This may include motivating them to engage in social activities throughout the year.
2. **Information:** To provide information about practical (study) matters, such as locations on campus, TUD support channels, BSA, exams, etc. The Junior Mentor essentially serves as the first point of contact for a first-year student.
3. **Study Skills:** To help the students adjust to studying at university and acquire a proactive attitude towards studying. This may include motivating them to study together with peers or helping them find a way of studying that works for them.

In essence, the overall objective is to be "another EE student" who can help the first-year students adjust and settle into their new life as an EE student.

The Junior Mentor is **responsible** for:

1. Setting up a group chat (e.g. on WhatsApp or Discord) in Week 1.1 and maintaining contact with all students here throughout the year. This may include course updates, exam support and check-ins.
2. Preparing and teaching all Mentorship sessions, which includes putting your own twist on the content if applicable.
3. Checking student attendance and registering it on Brightspace during or after each Mentorship session, as described in [2.3](#).
4. Answering student questions about their academic workload and campus life.

5. Conducting quarterly one-on-one meetings with the students in their mentor group.
6. Organising social activities (e.g. Q1 Social Activity, study sessions, lunches) to enhance team spirit and increase students' sense of belonging.

1.2 The Tutor

The Tutor is a staff member who is involved with the EE programme. The **role of the Tutor** is to:

1. Be the instructor responsible for a specific mentor group.
2. Provide another way of interaction with the EE programme for first-year students.
3. Explain what lecturers and academic staff do.
4. Make the students in their mentor group aware that they are available to help them if needed.
5. Support first-year students during the course labs.
6. Be present in the background and monitor the work of the Junior and Senior Mentor. Tutors also have to be physically present at some Mentorship sessions, but not all(!). We aim to create a safe space for first-year students in which they can share things they normally would not mention with a staff member present.
7. Attend regular meetings with the Junior and Senior Mentor to ensure and enhance first-year students' well-being and study progress, as described in [2.6](#).

1.3 The Senior Mentor

The Senior Mentor is a third-year EE student, who is assigned to two mentor groups and, therefore, two Junior Mentors. The **role of the Senior Mentor** is to:

1. Help the Junior Mentors get used to their role as a student mentor.
2. Assist the Junior Mentors in their tasks and self-reflection.
3. Get to know the first-year students in their cluster (consisting of two mentor groups).
4. Provide feedback to and help the Mentorship Coordinator when making decisions regarding upcoming Mentorship activities.

The Senior Mentor is **responsible** for:

1. Ensuring proper communication with the Junior Mentors assigned to them. This can be done through the weekly Cluster Meetings (described in [Section 2.10](#)) and online communication (e.g. Teams or WhatsApp), making sure that the Junior Mentors are always well-informed.
2. Attending the weekly Intervision Meetings (described in [Section 2.9](#)).
3. Conducting quarterly one-on-one meetings with the students in their mentor groups.

Chapter 2

Mentorship Structure and its Organisation

The **Junior Mentor** has to be present at every weekly Mentorship session, including time to set up the classroom and tidy up afterwards. The **Tutor** will only attend Mentorship sessions during certain weeks, unless discussed otherwise. As for the **Senior Mentor**, availability will be discussed amongst each cluster and in coordination with Mentorship Coordinator Riëlle.

You will be given a list of the students in your mentor group before your first meeting with them, which takes place on the first day of the academic year (1 September 2025). It is the Junior Mentor's responsibility to create a (WhatsApp) group chat with the mentor group. You can do this, for example, by sending them an invite link via email or showing them a QR code during the first session.

Groups Each Junior Mentor-Tutor pair will have about 25 students in their mentor group.

Cluster Each cluster, consisting of two mentor groups, will have a Senior Mentor.

Frequency One mandatory Mentorship session per week, excluding exam weeks and other exceptions (e.g. national holidays, Teamwork sessions taught by ITAV).

Time and Date You will have a predetermined day on which you will meet with the students. The Mentorship sessions will take place on **Thursdays in Q1**, and on **Tuesdays in Q2, Q3 and Q4**.

Location You can find the location for your group's Mentorship session in MyTimeTable, on Teams and/or on Brightspace. Although we try to book the same room every week, sometimes you may have a different room. Therefore, you need to make sure to **check the timetable beforehand**. You may also take your group outside if the programme and the weather allow it.

Language In general, the Mentorship sessions are held in English. However, most Junior Mentor-Tutor pairs have at least one Dutch-speaking mentor to make sure the students can ask personal questions in Dutch. The Dutch-speaking mentor is responsible for answering questions in Dutch.

Information Exchange Please feel free to ask or suggest anything by emailing/messaging Mentorship Coordinator Riëlle or by popping by her office (LB 01.230). Furthermore, the Senior Mentors will gather all the feedback from their groups and report this during the weekly Intervention Meetings, as described in [2.9](#).

2.1 Mentorship Sessions

All Mentorship sessions are **mandatory** to attend for all first-year students. However, in Q1 we maintain a 75% attendance rule. This means that each first-year student is allowed to miss **up to two** Mentorship sessions, with a valid reason that they need to communicate to their mentor **prior to** the start of the session. From Q2 onwards, all first-year students are expected to attend *all* Mentorship sessions, as there will be fewer sessions in these quarters in total.

It is important to inform your mentor group of the above information in Week 1.1!

In case a Junior Mentor is unable to teach a Mentorship session, the Senior Mentor is expected to step in and take over the session for that week. Alternatively, the Tutor can also step in if the Senior Mentor is not available. If no one is available and the timetable allows it, the Mentorship session may be moved to a different day. In any case, the mentor(s) should inform the Mentorship Coordinator.

2.2 Brightspace

The Mentorship Programme runs under EE1G1 in Q1, EE1L1 in Q2, and EE1L2 (IP-2) in Q4. Mentorship Q3 runs as a standalone activity, though please note that it serves as **a prerequisite for EE1L2 (IP-2)**. This means that each first-year student needs to have a pass for Mentorship Q3 in order to be able to start EE1L2 (IP-2) in Q4.

The course Brightspace pages are used for Mentorship throughout all quarters to maintain consistency. All associated Brightspace pages are accessible for both students and mentors. The Brightspace page is used:

- As a location where all Mentorship materials are published, including the Student Mentor Instruction Manual and weekly PowerPoint (also available on Teams).
- As the channel to communicate announcements to the first-year students (by the Mentorship Coordinator).
- For first-year students to review the weekly topics and tools.
- To share the weekly planning with the first-year students.
- To register student attendance.

2.3 Registering Student Attendance

All Mentorship sessions are **mandatory**. Please inform your mentor group about the mandatory attendance, including the 75% attendance rule in Q1 (that does not apply to the other quarters). If a student is late for or not present at a Mentorship session, you have to **take note of their absence** on Brightspace. In doing so, you can use the following guidelines:

- If a student is more than 5 minutes late, please register: 'Late'.
- If a student is absent **without** informing their mentor, please register: 'Absent'.
- If a student is absent **with a valid reason** (e.g. being sick, doctor's appointment, etc.) **and a message beforehand**, please register: 'Absent (allowed)'.

Please add a note to any 'late', 'absent' and 'absent (allowed)' registrations, so both the mentor(s) as well as the Mentorship Coordinator can always trace back the reasons for students' absence (or no reason, if applicable). This is specifically important for cases in which a repair assignment is needed.

2.4 Repair Assignments

The first-year students will not obtain any EC points for Mentorship specifically, but it is embedded in several courses and therefore a mandatory part of the study programme. The students **cannot graduate without completing Mentorship**. A repair assignment will be offered to students who missed more than two Mentorship sessions in Q1 or one Mentorship session in Q2, Q3, and Q4. This repair assignment will be made, announced and assessed by the Mentorship Coordinator and is *not* the responsibility of the Junior or Senior Mentor. If a student had a valid reason for missing more than 1 or 2 Mentorship sessions, the Mentorship Coordinator should be able to find more information on Brightspace. This way, an appropriate repair assignment can be arranged for the student.

Every quarter, all first-year students need to attend a **mandatory one-on-one meeting** with their Junior or Senior Mentor. More information about this meeting can be found below.

2.5 One-on-one Meetings

Near the final exam week, we would like to give all first-year students an 'official' opportunity to speak with their mentor privately. The Junior and Senior Mentors are required to free up some time slots and invite students with an open call to talk about how they are doing in the programme (whether that is good or bad). 10 minutes per student should be sufficient, though please allocate 15 minutes per student in case of any delays or to finish your notes. Notetaking can be done in the Excel file that will be shared with you by the Mentorship Coordinator by that time.

In case a student is having trouble and is in need of help, you can do the following in order of severity:

1. Talk to the student in person and ask them how they prefer to be helped.
2. Refer them to the Tutor.
3. Refer them to the [Academic Counsellors](#).

If you do not know what to do with a certain case or student, please contact the Academic Counsellor (Christian Sliker) and/or the Mentorship Coordinator (Riëlle Hondelink) for advice. It is also helpful to inform your Senior Mentor about any special circumstances. In case you are in doubt about the severity of a situation, please feel free to **anonymise** it whilst asking for advice.

Important to note: students who have obtained 0 or 5 credits in the first semester will also be actively approached by the Academic Counsellor.

To help you prepare for your first one-on-one meetings, a preparatory meeting for all mentors will take place after the Q1 mid-term exams, to provide you with more information as well as tips and tricks. See you then!

2.6 Mentor Meet-up (Students and Staff)

We will frequently meet with all mentors and some staff members, either for quarterly meetings, preparatory meetings or intervision meetings. These meetings are meant to get you started, to discuss what is going well and what could be improved, and to gather feedback. You will always be informed about these meetings as early as possible.

The first meeting, which is the BSc EE Mentor Training, will be held on Tuesday 26 August 2025. From there, the Senior Mentors will attend weekly Intervision Meetings after which they will check in with the Junior Mentors during the weekly Cluster Meetings. The Tutors will be included in regular check-ins too. More detailed information about all meetings can be found below.

2.7 Quarterly Meetings

Every quarter, all mentors are asked to come together for a quarterly meeting. Here, we will reflect on the previous quarter and look ahead at the next one. It is also a perfect time for catching up and learning from each other's (mentor) experiences. You will always be informed about these meetings as early as possible.

2.8 Preparatory Meetings

The preparatory meetings are always connected to a Mentorship session or Mentorship-related activity, and are meant to help you feel prepared. For example, a preparatory meeting for the one-on-one meetings will be held after Week 1.5. It is also common to have preparatory meetings for the Ethics sessions. You will always be informed about these meetings as early as possible.

2.9 Intervision Meetings

The intervision meetings will be held by Mentorship Coordinator Riëlle and **attended only by the Senior Mentors**. These weekly meetings are meant for:

- Discussing issues that students (and mentors) may have.
- Learning from each other's experiences.
- Gathering information about the upcoming activities to pass on to the Junior Mentors.
- Providing input for upcoming Mentorship activities.

During Q1, the intervision meetings are held on Tuesdays during the break (12.45-13.45hrs) in the EEE Projectroom (LB 01.220). From Q2, the intervision meetings will take place on Thursdays - same time, same place!

2.10 Cluster Meetings

Every week, you will have **at least one** cluster meeting with your cluster. During this (online) meeting, the Senior Mentor will inform you of any updates from the intervision meeting. This includes information about the weekly Mentorship sessions. If any questions and/or remarks remain after your cluster meeting, please feel free to reach out to the Mentorship Coordinator.

2.11 Mentor-Tutor Meetings

During the academic year, tutors are occasionally involved in the Mentorship programme. In Week 1.1, all mentors will meet the tutor assigned to their group(s) **in Tellegen Hall**. Below, you can find the time slot for your **mentor-tutor introduction meeting**.

During each quarter, the tutor will be present at one or two Mentorship sessions. In addition, there will be **regular mentor-tutor check-ins** where both parties can use their own perspective and experiences to share insights related to the mentor group. This way, we aim to maintain good communication and proper monitoring.

Thursday 4 September 2025

Your mentor-tutor introduction meeting will take place during the following time slot:

Mentors of A-groups: 12:00-12:15

Mentors of B-groups: 13:45-14:00

Mentors of C-groups: 17:45-18:00

2.12 Hour registration via FlexDelft

You can declare the hours you have worked in FlexDelft. In order to do so, you need to register yourself. More information about this can be found on their [website](#). If you do not know how FlexDelft works, we advise you to check out [FlexDelft's FAQ](#) or ask your Senior Mentor for help.

Your hours, and a **short summary of your activities**, will be approved by the Mentorship Coordinator. We advise you to register and submit your hours **at the end of each week**, so you remember how many hours you have worked and what you did exactly. All declarations that are approved before Tuesday morning 09.00hrs will be paid out on that same Tuesday. Therefore, we specifically advise you to submit your declaration **before Monday 12.00hrs**, so the Mentorship Coordinator has enough time to approve all declarations. In case you have forgotten to declare your hours in time, please inform the Mentorship Coordinator via Teams or [email](#).

2.13 Social Activity

As part of the Mentorship programme, a social activity with the mentor group (outside regular class hours) will be organised by the mentor(s). The social activity that you plan with your students is meant to help them bond with their peers. Such visits and social events will only be allowed if TU Delft-wide rules are followed. The Junior Mentor should be present, though the Senior Mentor's presence as well as the tutor's presence are optional. We advise you to organise the activity at the start of the year (Q1-Q2), so students will get a chance to get to know each other in a social environment.

For the social activity, there is a budget of roughly 250 EUR per group (10 EUR per student). If the planned expenses are higher than the TU Delft budget, we suggest asking your students for a small contribution. As for claiming your expenses, please **collect your receipts** and email them, together with the information below, to [Lenny Hoek \(EEE Management Assistant\)](#).

Please include the following information in your email:

- Voorletter(s)
- Volledige naam
- Studentnummer
- Adres
- Postcode
- Woonplaats
- Land
- IBAN rekeningnummer

2.14 Code of Conduct

All first-year students need to sign a Code of Conduct on Brightspace by Week 1.2. As preparation, they will explore their own values and get to know each other's. From there, we see how their values align with TU Delft's values. This is a mandatory assignment and mentors are asked to ensure that each of their students has signed it. This can be checked via Brightspace.

In addition, we ask all mentors to use the [Social Code of Conduct](#) (also see [visual version](#)) for their contact with the students in their mentor group. This does not imply that you need to physically carry it around, but that you are up-to-date on its content and keep it in mind when you guide first-year students throughout the year.

2.15 Useful Links

During the BSc EE Mentor Training, we discussed the [Referral Guide](#). This guide includes people and places for you to possibly refer your students to. Please note that the guide can be used as part of your preparation for the one-on-one meetings.

Below, we provide another list of useful links with information that students commonly ask for. Please note that other resources may be added to the list throughout the year.

- [Q1 Mentorship Brightspace](#)
- [Academic Counsellors](#)
- [Study Tools](#)
- [MyTimetable](#)
- [Academic Calendar](#)
- [TU Delft Student Portal](#)
- [Language Courses](#)
- [EEMCS Board of Examiners Rules](#)
- [Practical Matters](#) such as tuition fee & finances, insurance & medical care, housing, etc.

Chapter 3

Quarter 1 Schedule

This chapter contains schedules for the Mentorship sessions. Each schedule starts with a short introduction, followed by an overview of (mandatory) activities/assignments and a step-by-step guide on how to teach the Mentorship session. All steps are supported by a corresponding Power-Point presentation.

Some of the topics might seem repetitive, and some might take shorter than the designated time. In those cases, please feel free to fill up the time with fun and relevant activities, or come up with your own activity. We are always curious to see your creativity unfold!

Introduction Day

On Tuesday 2 September 2025, you will meet your mentor group for the first time. Below, you can find more information about this meeting.

At 12:45hrs: Please join us for the EE1G1 and Mentorship Kick-off Meeting at Ampère. At the end of this meeting, you will be introduced to the new cohort.

From 13:15-13.45hrs: You will be guided to a spot inside Ampère or in the hallway. The students from your mentor group will then come find you. When your mentor group is complete, you can find a better spot (e.g. outside) to do the introduction. Just make sure that students can have lunch during.

For the short introduction, please make sure to:

- Introduce yourself.
- Explain that today is only a short introduction, the first actual Mentorship session will be held on Thursday.
- Discuss first impressions and experiences.
- Create a WhatsApp group chat and make sure everyone is added.
- Help students find their way on campus (including upcoming classes).
- Anything else you would like to discuss.

If you can, try to keep track of attendance by using the 'smoelenboek'. This way, we know which student did not attend the meeting and has therefore yet to meet their mentor.

See you soon!

Q1 Week 1: Getting Started

The first week is all about getting to know each other and TU Delft. You will explain all the practical matters with regards to Mentorship and the study programme. In addition, there are several (interactive) activities/assignments that will be carried out this week.

Below, you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory for students?
Attendance check	-	Yes
Short mentor introduction	Helping students get to know you a bit better.	-
Icebreaker!	Providing your mentor group with a fun, low-key way of getting to know each other.	-
<i>Reflective Engineer:</i> Culture Star	Helping students get to know each other on a more personal level.	Yes. Please make sure to collect and keep each student's worksheet + hand it in with Riëlle.
<i>Reflective Engineer:</i> Value Gathering	Exploring personal values in preparation of signing the Code of Conduct.	Yes. Please make sure to collect and keep each student's worksheet + hand it in with Riëlle.
<i>Reflective Engineer:</i> Value Shaping	Exploring personal values in preparation of signing the Code of Conduct.	Yes. Please make sure to collect and keep each student's worksheet + hand it in with Riëlle.
EE / TUD Support System	Showing students the channels of support, stimulating them to reach out if needed.	-
Survey: Sense of Belonging	Gathering student input and data to improve student life for EE students at TU Delft.	Yes
Check-in moment	Providing students with the opportunity to check in with themselves and share experiences with a peer.	-

Table 3.1: Overview week 1.1

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. **Introduce yourself** as the mentors of the group. Please feel free to get as creative as you'd like, even in slide design. **Do make sure to remove the red text or change it into black.**
4. Do an(other) **icebreaker activity**. You can find suggestions in the corresponding slide. For other inspiration:
 - Watch the video: [Ted-Ed "Birthday Problem."](#) Discuss the video. Then create a birthday calendar together: "When can we eat cake?"
 - [Name Game](#)
 - [Paper Roll Activity](#)
5. Get started with information about **the Mentorship programme**.
 - Inform students about the goals of Mentorship (social, information, study skills).
 - Ask your group what they think it means to 'contribute to a safe and supportive learning environment for everyone'. Summarise the answers and mention that you would like everyone to keep this throughout all course activities.
 - Inform students about the fact that Mentorship is mandatory and that they have to complete 75 percent of the mandatory activities/assignments in Q1. There is one repair assignment available (per quarter) for students who missed more than what is allowed.
6. Make sure that everyone is in the **WhatsApp group chat** and explain its purpose.
7. Give the students information about **practical university matters**.
 - Make sure that everyone has a NetID and access to Brightspace, TUD email, and MyTUDelft.
 - Explain mytimetable.tudelft.nl if needed.
 - Then, open the [Study Guide](#). Pick the EE programme or an EE course to show students how it works.
 - Explain how to reserve a [study space](#).
 - Explain how to [register for courses and exams](#). Click on the links in the PowerPoint presentation and go over the information on both websites.
 - Click on the link for '(extra) support)' and go over the information with your mentor group. Ask if anyone has any questions about what they're seeing and reading.
 - For **international students**: there are [free Dutch language courses](#) that the TU Delft offers. For international students it is recommended to get to know the basics of the Dutch language so that everyday life will become easier.
 - Inform students about the personal hygiene box in office LB 01.230, which is available for all EE students.
8. Click on the link in the title of the slide 'TU Delft Campus Map'. Explain which [buildings](#) are important locations that students will often have lectures in.
9. Create a group name and an avatar for **Leaderboard** (please pay attention to appropriateness of both).
10. Introduce the Reflective Engineer assignment [Culture Star](#). Give the students 5 minutes to fill in the worksheet. Once finished, create a small interactive activity for each question on the worksheet, for example:

- **Where were you born?** - tell students that one side of the classroom includes locations in the Netherlands, the other side includes locations outside of the Netherlands. Once everyone has distributed themselves, ask a few students to add some context to their answer.
 - **Do you have any hobbies?** - tell students to walk around the classroom and find one other person who has the same hobby. After a few minutes, you stop the time and ask some pairs to elaborate on their answers.
11. Let's have a 10- or 15-minute break!
 12. Introduce the Reflective Engineer assignment [Value gathering](#), with help of the corresponding PowerPoint slide. Give students 5 minutes to fill in the worksheet.
 13. Without discussing the answers to the 'Value gathering' worksheet, make a bridge to the Reflective Engineer assignment [Value shaping](#). Here, students need to form groups of four. **Please note: instead of picking three values, each group will pick only one.**
 14. Remind students of their EE / TUD Support System, with help of the corresponding slides (4). You do not have to click on the links, unless a student asks for more information. The students can explore the PowerPoint slides on their own after the Mentorship session.
 15. Introduce the survey 'Sense of Belonging' with help of the information on the slide. **Please note:** students have already filled in other parts of the total survey: 1) Before the Math Self-reflection Test); 2) During Wednesday's Python lecture.
 16. Guide students for a short **check-in moment**. After 10 minutes, you can ask the group if anyone has any questions or remarks based on the conversation with their peer(s).
 17. Answer **any other questions** that the students might still have. If you do not know the answers, you can [refer](#) the students to other people/places or advise them to ask the questions on [Mattermost](#).

Other useful resources:

- [Practical Matters](#)
 - [DUO \(tuition fees and study loans\)](#)
 - [DUWO Student Housing](#)
 - [DigiD](#)
 - [Studielink](#)
18. Remind the students of their **weekly Grasple and Python assignments**.
 19. Tell the students what they can expect for [next week](#):
 - Homework / Assignments
 - Deadlines
 - Etc.

Q1 Week 2: What are (y)our values?

This week focuses on helping the students understand what it will mean for and require of them to be a student at TU Delft. The TU Delft Code of Conduct will be discussed and students are expected to think about the content of the Tellegen Hall Social Code of Conduct, which they will then sign. In addition, the students will receive information on how to register for exams. Finally, the Campus Cafeteria Bingo Challenge will be introduced and the schedule for the 2025 Equity, Diversity and Inclusion Week will be shared.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory for students?
TU Delft Code of Conduct and Tellegen Hall Code of Conduct	Exploring and identifying personal values in preparation of signing the Code of Conduct.	Yes
E-Sign Code of Conduct on Brightspace	Aligning personal values with TU Delft's values.	Yes
Evaluation Math Self-reflection Test	Reviewing and reflecting upon the results of the test. Helping the students look and plan ahead with regards to math skills.	Yes
Registering for exams	Providing students with guidelines surrounding exam preparations.	-
Campus Cafeteria Bingo Challenge	Helping the students explore campus and bond with each other.	-
Attendance check	-	Yes

Table 3.2: Overview week 1.2

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. Quickly check in with your group: are there any questions? Are students keeping up with everything?
4. Provide a short recap of last week's Mentorship activities. Remind students of the worksheets they filled in, and the discussions they had amongst each other. Now, we will align their personal values with TU Delft's values.
5. Introduce the [TU Delft Code of Conduct \("Gedragscode"\)](#). You can use the information on the slides:
 - Please make sure to **click on the links** in the text (not the sources, unless asked).

- Show your group the TU Delft Gedragscode by scrolling through the document.
 - Once you arrive at the list of "andere gedragscodes en regelingen", please note that you do not have to explore all the links, unless asked.
 - In the next two slides, you will elaborate on two important "regelingen".
 - Please click on the [Hulpwijzer Integriteit en Sociale Veiligheid](#) and explore the document together with your group.
 - Please click on the link "klacht indienen" to show students how they can file a complaint online.
 - Finally, show students [TU Delft's Code of Honour](#). You can read the text yourself, or ask one of your students to read it out loud. This is important since the Code of Honour specifically explains **what TU Delft offers** and **what is expected of TU Delft students**.
6. Now it's time to explore the Tellegen Hall Social Code of Conduct:
- First, all students will get **10 minutes** to write down their own answers - preferably without talking to others.
 - Then, students will work in groups. They will use the whiteboards to write down their answers together.
 - Afterwards, students will receive one hand-out per group which they will discuss amongst themselves, comparing their own answers to the actual Code of Conduct.
 - Finally, you will end the activity with a plenary discussion, with help of the questions on the slide.
7. Have students **e-sign the Code of Conduct**, by using the information on the slide.
8. Let's have a 10- or 15-minute break!
9. Help students evaluate their Math Self-reflection Test results, by means of a worksheet. Students will get **10 minutes** to fill it in.
10. Now, have a **plenary discussion** based on any student questions. If there are barely any, feel free to round off and refer students to the Math Review Lecture if they need additional support.
11. Discuss the **Exam Registration** slides and guide students in registering for their first exams.
12. Introduce the **Facultaire Studentenraad (FSR)** and refer students to FSR EWT's Brightspace page.
13. Finalise your group's **Leaderboard name and avatar** and send them to Riëlle.
14. Introduce the [Campus Cafeteria Bingo Challenge](#), e.g. by showing the document on the screen and reading it together. Try to enthuse and inspire your students!
15. Introduce the [Equity, Diversity and Inclusion Week](#) with help of the slides. Please **click on a few links** to show your group what the events are about, encouraging them to attend with peers if they'd like.
16. Remind students of their **EE / TUD Support System** again. You do not have to click on the links, unless a student asks for more information. The students can explore the PowerPoint slides on their own after the Mentorship session.
17. Answer **any other questions** that the students might still have. If you do not know the answers, you can [refer the students](#) to the right people or places.
18. Remind the students of their **weekly Grasple and Python assignments**. Refer them to the [Weekly Progress Guide of EE1G1](#). Let students check other deadlines independently, as much as possible.

19. Tell the students what they can expect for [next week](#):

- Homework / Assignments
- Deadlines
- Etc.

Q1 Week 3: Study Skills

The focus of the third Mentorship session is on study skills and specifically, improving them. You will help the students fill in a Study Skills Self-assessment. The results of the self-assessment can be used by the students to identify which areas they can improve. You will help them discover how, by discussing the topic more in-depth and offering tips and advice, perhaps even from your own experience.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?
Study Skills Self-assessment	Providing a basic self-assessment of students' study habits and attitudes. Evaluating results in order to identify which areas could be improved, and how.	Yes
TUD Essential Study Skills and Mini Courses	Providing students with support materials from TU Delft.	-
Group exercise - Study Skills	Creating a space for students to learn from peer insights and experiences.	Yes
Student Feedback Panel	Supporting the students and making them feel heard.	Yes
Social activity (aim for Q1 or Q2)	Helping the students bond with each other.	Yes
Attendance check	-	Yes

Table 3.3: Overview week 1.3

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. Inform your group about the events below. For the **GGD workshop**, please note that it's good to explore the [interactive flyers](#) yourself so you know how it works. As for the [Voice Embodiment workshop](#), please refer students to Ilke or Riëlle if they have any questions, since they are involved with the project.
 - ETV lunch lectures and excursions
 - GGD workshop
 - TU Delft Voice Embodiment workshop
4. Remind students of their **first exams** (week 1.5):
 - When exactly are the first exams? Which courses?
 - Has everyone registered for their exams?

- Students can check their registration in MyTUDelft.
 - Too late? Consult [TUD's website](#) for information and inform mentors just in case.
5. With help of the corresponding Powerpoint slide, introduce the topic of **study skills**. For the part about **common study techniques**, it is important that you conduct a short **plenary check-in**:
 - Which techniques do students recognise?
 - Which ones do they use most often?
 - Which one would they like to try?
 6. Provide your group with some study techniques to experiment with. Feel free to add your own if you know a good one!
 7. Make a bridge to the [Study Skills Self-assessment](#). **This is where you can incorporate your personal story: how did (the first half of) Y1 Q1 go for you? What did you learn about study techniques? What were your challenges and successes?**
 8. Explain how the Self-assessment works, then hand out the worksheet. Remind students that the first step is to fill in the yes-or-no statements. After about 10 minutes, you will move on to the Reflection part together:
 - Show students which questions belong to which study-related topic (see corresponding slide).
 - Ask students to count their yes-statements and complete Part A of the Reflection **individually**.
 - After another 10 minutes, introduce Part B. Small Group Reflection. Make sure that groups of 4-6 students are formed properly. Go over the instructions together and **check understanding**. This part may take 15-20 minutes, depending on your group.
 9. Let's have a 10- or 15-minute break!
 10. Now, you will introduce TU Delft's [Study Skills toolkit](#) and [Mini Courses](#). As part of this introduction, you will watch the toolkit's first video (see corresponding slide). This will allow for a smooth transition to the next exercise.
 11. Explain the exercise to your group. Ask students to write down their answers to the questions, either on paper or digitally. They will need their answers for the next part. If anyone finishes quickly, encourage them to **watch another video** - either from the toolkit or the mini courses.
 12. Introduce the next part of this exercise with help of the information on the corresponding slide. First, students will work in a group of **4-6 people**. Once they have all written down an insight on the whiteboard, all groups will **explore other groups' insights**. You can ask your students to move in groups, or you can let this happen organically. This may depend on the size of your group and room. **Please include a remark: students should only add study-related comments/questions - no weird stuff.**
 13. Round off the exercise with a short class discussion. Summarise what happened during the exercise (any observations), and ask the final questions on the slide. **With your own knowledge and experience, try to help students match study techniques with the Q1 courses.**
 14. Introduce the **Student Feedback Panel**. Pick **two representatives** for your mentor group and, if you can, gather some feedback that they can communicate at the panel already. Please inform Riëlle about the representatives for your group.
 15. Share information about the **TU Delft Meeloopdagen**, so students know they can reach out to you if they are interested in taking part. Please inform Riëlle about those who are interested, she will then provide you with contact details of our contact person within EEMCS/EWI.

16. Introduce the **Social Activity** with help of the corresponding slide. To visualise it for students, and to motivate them extra, you can use your own Social Activity from last year as an example. As for the details, it is important that you keep the following things in mind as their mentor:

- Choose a venue that is **accessible** to people with mobility, sensory, or other needs.
- Check for a variety of food and beverage options that accommodate **dietary needs** (vegetarian, vegan, halal, kosher, gluten-free, non-alcoholic, etc.).
- Plan activities that don't necessarily rely on physical ability, cost, or cultural familiarity (e.g., not everyone is comfortable with trivia or sports).
- Respect **personal boundaries**: some students may prefer not to participate in certain games, discussions, or icebreakers.
- Use **clear, inclusive language**. Avoid jargon, acronyms, or references that may exclude some students in your group.
- Be mindful of [holidays](#), fasting periods, and prayer times when scheduling.
- Share the schedule, agenda, or activity outline **in advance** so your students can prepare.

Once your plan is finalised, please share it with Riëlle.

17. Answer **any other questions** that the students might still have. If you do not know the answers, you can [refer the students](#) to the right people or places.

18. Remind the students of their **weekly Grasple and Python assignments**. Refer them to the [Weekly Progress Guide of EE1G1](#). Let students check other deadlines independently, as much as possible.

19. Tell the students what they can expect for next week:

- Study planning?
- Homework / Assignments
- Deadlines
- Etc.

Q1 Week 4: Preparing for Exams

The fourth Mentorship session focuses on the mid-term exams that will take place next week (1.5). As a mentor, your task this week is to help the first-year students understand what is expected of them when it comes to taking exams at TU Delft. This includes, for example, discussing TU Delft's Exam Policy and Fraud Policy. Moreover, you will guide the students in deconstructing trial exam questions in order to aid their exam preparation.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory for students?
Attendance check	-	Yes
Discuss TUD Exam Policy	Helping students understand what is expected of them before and during an exam.	-
Discuss TUD Fraud Policy	Informing students about the topic of fraud and providing them with helpful guidelines.	-
Social activity (aim for Q1 or Q2)	Helping students bond with each other.	Yes
Campus Cafeteria Bingo Challenge	Helping students explore campus and bond with each other.	-
Deconstructing trial exam questions (with template)	Helping students prepare for their mid-term exams, by going more in-depth.	Yes
Guess Your Grade assignment	Helping students gain more insight into their own self-reflection, whilst learning more about your students yourself.	Yes
Attendance check	-	Yes

Table 3.4: Overview week 1.4

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. Remind the students again of the dates, locations and times of their first mid-term exams.
4. Reflect on the EE1C1 and EE1D1 trial exams that took place on Tuesday (this week). For the **attendance questions**, you could ask students to raise their hand or stand up. For the **check-in questions**, feel free to have a plenary discussion or ask students to discuss in pairs/groups. If you pick the second option, make sure to ask each pair/group about the outcomes of their discussion.

5. Discuss the following topics with the students, using the PowerPoint presentation:
 - Checklist - Exam Materials
 - TUD Exam Policy - Admission to Exam Hall
 - TUD Exam Policy - Last-minute Exam Admission Procedure
 - TUD Exam Policy - Exam's Cover Page (and Learned Lessons)
 - Checklist - During the Exam
 - TUD Exam Policy - Exam Etiquette
6. Introduce the topic of **Fraud**. For the first two questions, ask for a raise of hands. Then, have students discuss what comes to their mind when they hear the word "fraud" in an academic setting. You can ask your students to do this in pairs or in groups, for example by making a word cloud on the whiteboard or by working with post-its (feel free to ask Riëlle for materials).
7. Watch the video about **Academic Fraud** with your mentor group:
 - Make sure to bring your laptop and be able to attach it to the screen. Otherwise you can log into the computer in the hall.
 - [Video: The Academic F-word](#)
 - Discuss the video, also in between if you'd like. What do the students think? What is and is not allowed? *Students often get very confused about this and worried to an unnecessary degree. Go over some examples here, e.g. copy-pasting code is fraud, but discussing concepts is okay.*
 - Explain what the [Board of Examiners](#) do, for example: determine the examination results, deal with individual requests for admission and exceptions in the study programme (e.g. course exemptions) and act as an intermediate between student and teacher.
 - Ask students to mention types of fraud during **teamwork and projects**. This will be discussed later on, so it's good if they've already thought about it themselves.
 - Discuss the use of AI tools such as Chat-GPT and Copilot for doing homework and projects. See also: [AI chatbots guidelines](#). Note that the **EE1G1 lecture in Week 1.7** addresses how to use ChatGPT effectively and ethically.
8. Discuss six statements about academic fraud as well as their answers (see below). To do this, you can play "het lijnenspel" which means that one side of the room means "fraud" and the opposite side of the room means "not fraud". Students can use the space in between to indicate their perspective, which may allow for an interesting discussion. **Please note:** always start from the middle when discussing the statement, as this is the most neutral point of view - from there, you can discuss "extremes".
 - Borrowing a calculator with pre-stored formulas. **Answer:** Fraud. Only approved calculators are allowed in exams. Anything with unauthorised notes, formulas, or memory use is considered cheating.
 - Copy-pasting from Wikipedia without citation. **Answer:** Fraud (plagiarism). Even if the text is freely available, not citing sources counts as plagiarism.
 - Working on a take-home assignment with a friend when the rules say "individual work". **Answer:** Fraud. If collaboration is not explicitly allowed, it counts as unauthorised cooperation.
 - Asking a classmate for the time left during an exam. **Answer:** Not fraud, but not allowed either. Talking in the exam hall can be considered disruptive, but it's not usually treated as fraud if it's just about time. Still, it's best avoided.
 - Using AI tools without acknowledging them. **Answer:** Fraud (misrepresentation). If the rules don't allow AI support, or if you don't make clear what was generated by AI, this is fraud.

- Forgetting to add references by accident. **Answer:** Fraud. At TU Delft, plagiarism is considered fraud even if it's unintentional. However, intent may influence the severity of the penalty.

Key take-away message: Even unintentional plagiarism or rule-breaking counts as fraud, which is why being careful matters.

9. Have a plenary discussion with help of the questions on the **Why Does It Matter?** slide. Ask students to elaborate on their answers and encourage them to respond to each other, if possible.
10. Introduce the TUD Fraud Policy. The first slide is more so to introduce the topic, the second slide provides actual introductory information as well as TU Delft consequences. For more information, students can explore relevant documents on [Brightspace](#).
11. Discuss types of fraud and its examples. These examples have been selected to match students' experiences in the first year (e.g. homework assignments, exams, projects).
12. Explain how students can avoid (un)intentional fraud with the help of [TUD tips and tricks](#).
13. Let's have a 10- or 15-minute break!
14. See where your group stands with the **Social Activity**: What is the plan? As a mentor, please make sure to double check the guidelines for this activity (see Week 1.3). Once your group's plan is finalised, please share it with Riëlle.
15. Also touch upon the [Campus Cafeteria Bingo Challenge](#). Try to enthuse the students engage, in order to get to know the campus and each other. If needed, come up with a plan together.
16. Introduce the next part of the Mentorship session: **Exam Preparation**.
17. Deconstruct [EE1C1](#) and [EE1D1's](#) trial exam questions together with the students. Use the PowerPoint slides to guide them and to help them reflect ([self-reflection template](#)). **Tip: have them work in pairs (e.g. when matching the trial exam questions to the learning objectives)**. Note: you can find the learning objectives on the next slide. The text in red contains information for the end-term exam.
18. Introduce the **Guess Your Grade assignment** and let students fill in the form during this Mentorship session. After the mid-term exams, they will be able to compare their predicted grades to their actual grades which will help them gain insight into how realistic their self-reflection currently is. This comparison is also interesting for mentors since you will also gain more insight into your students, which may prove useful for the one-on-one meetings.
19. Remind the students of **handy study tools** they can use in their exam preparation. Please feel free to add any resources (e.g. YouTube channels) you find useful.
20. Go over **tips from former students**. Please add any tips of your own!
21. Remind the students of their **EE1G1 progress**. Refer them to the [EE1G1 Weekly Progress Guide](#) and go over the list of assignments that should have been handed in so far (see PowerPoint slide). If a student misses an assignment, please direct them to Dr. Ilke Ercan and offer your support.
22. Lastly, **check in with the students** regarding this week and the two weeks ahead. What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**. Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Good luck and have fun!

Q1 Week 5: Exam Week

No Mentorship session by mentors planned.

Q1 Week 6: Plan Your Study, Boost Your Well-Being

This week's Mentorship session aims to help the first-year students reflect on their study strategies, focusing on regrets and best practices in relation to the mid-term exams, to improve their study habits for the remainder of Q1. This includes tips on how to create an effective plan of action and where to find additional (online) support within TU Delft.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?
Attendance check	-	Yes
Well-being and Studying: Line Game	Gaining more insight into students' well-being and allowing them to learn from each other's experiences.	-
Regrets and Best Practices: Group Exercise	Helping the students reflect upon their study strategies, whilst allowing them to learn from each other's experiences.	-
Information About One-on-one Meetings	Providing the students with initial information regarding the one-on-one meetings in Weeks 1.7 - 1.9.	Yes
End-term Preparation: Video and Individual Exercise	Encouraging the students to create an effective study plan, using efficient study skills and tools.	-
TUD Student Portal	Motivating the students to prioritise their well-being, possibly with the help of TUD support channels, tools, and activities.	-

Table 3.5: Overview week 1.6

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. Guide a short **check-in exercise**, with the help of the corresponding PowerPoint slide. After about 5 minutes, ask your group who would like to share what they've discussed. This is for you too see how students are doing, and if there are any **patterns** within your group. If your group is likely to stay quiet, feel free to use a different tactic: mention **prior to the start** of the exercise that you are going to ask some pairs to share. This may lead to more serious conversations between students. Of course, personal details can always be left out.

4. Introduce the **line game**: one statement will be shown per slide, and students will be asked to indicate their answers by physically moving down the line between 'agree' and 'disagree'. One side of the room represents 'agree', the other one represents 'disagree'. They do not necessarily have to pick one side, it can also be somewhere in the middle. For each statement, you can use the corresponding follow-up questions to start a short class discussion (see below, and slide notes). **Please note**: it might be good to start in the middle (=neutral), to avoid a clash of "extreme" answers.
 - (a) I found the transition to university life exciting in the first five weeks:
 - Did anything surprise you about university life compared to your expectations?
 - Are there aspects of the transition that have been less exciting or more challenging?
 - (b) Compared to secondary school / my previous studies, I find this programme more demanding than I expected:
 - What's been the biggest challenge so far?
 - How are you adjusting to these new demands?
 - (c) When I feel stressed about my study tasks, I know effective ways to deal with it:
 - Which strategies have worked for you?
 - Is there anything you'd like to try that might help with stress?
 - (d) I am actively participating in extracurricular activities or have joined a student association (e.g. ETV):
 - What motivated you to join (or not join) any activities or associations?
 - How do these activities fit in with your studies and other commitments?
 - Have you noticed any benefits from participating, like meeting people or learning new skills?
 - What kind of activities would make you feel more interested in joining?
 - (e) I've found a healthy balance between studying and taking care of myself:
 - What helps you maintain this balance?
 - What gets in the way of balancing study and self-care?
 - How do you decide what to prioritise each week?
5. Explain the **Mid-term Reflection exercise (individual)** with help of the instructions on the corresponding slide. Ask students to write down their answers digitally or on paper, as part of their preparation for the next exercise as well as their one-on-one meeting with you, their mentor(s). As for time, try to estimate how long your group needs - you can start with 10 minutes and give them more if needed.
6. Explain the **next Mid-term Reflection exercise (group)**. **Important**: Emphasise that students should make **two separate lists**, leaving some room in between post-its for the green stickers (next step). Allow students about 5 minutes to write down one regret and one best practice. Then make sure to explicitly mention that students should move to the next part, which is a short small group discussion about patterns and similarities (2-3 min.). This is to make sure that everyone stays focused and knows what to do.
7. Now it's time for the interactive part of the exercise - use the instructions on the corresponding slide to explain the steps. **Important**: you need to be the **timekeeper** and guide students during the exercise. **Walk around** and check in with the groups:
 - Are the walkers having conversations with the stayers?
 - Are the walkers using their green stickers?
8. Once the exercise has finished, and everyone is back with their small group, give the students 2-3 minutes to take a look at the green stickers on their flipover sheet and discuss what they see. Then, allow for a **short class discussion** by asking each group to share. Try to summarise their answers and find patterns and similarities yourself. **Important**: ask each group to send a picture of their sheet in the WhatsApp group chat. Please share your group's pictures with Riëlle too.

9. Inform the students about the **mandatory one-on-one meetings** that will take place in Weeks 1.7 - 1.9. Mention all the information on the PowerPoint slide and let them know that more specific information will follow next week. You, the mentors, will have a preparatory meeting on Tuesday 14 October 2025 (16:00-17:00).
10. Let's have a 10- or 15-minute break!
11. Introduce the second part of the Mentorship session, explain that you are going to **help the students plan ahead**, to ensure good preparation for the end-term exams. Theoretical part:
 - Using the PowerPoint presentation, explain why planning ahead is important and make a bridge to the [Crash Course video](#).
 - Watch the video together with the students.
 - Reflect on the content of the video with help of the questions on the next slide. Try to gain insight into students' experiences, by asking follow-up questions where possible.
 - Provide a summary of the content through key take-aways (next two slides). **Please note (and maybe even mention): not all tips work for everyone.**
12. Introduce the next exercise: **Create Your Study Plan**:
 - Encourage students to use **familiar tools** (e.g. (online) calendar) to create their study schedule.
 - Refer students to MyTimetable for exam dates and times, and to Brightspace for course information and deadlines.
 - Emphasise the importance of including **social events and blank spaces**, to maintain/create a good work-life balance. These skills will also prove useful for life after studying!
 - During the exercise (20-30 min.), make sure to **check in with students** about their progress. Do they need any support or encouragement?

Please note: The next slide contains a weekly study schedule template that students may want to use.
13. Go over the **pie charts** in the corresponding PowerPoint slide. Emphasise that it's common to feel overwhelmed by all the study tasks and stimulate students to find out *why* things (such as procrastination) actually happen. It's important to self-reflect to understand how you can reach your best potential.
14. Touch upon the **TUD Student Portal**. Emphasise the importance of a healthy mind and body, and provide the students with tips regarding well-being and studying.
15. End on a positive note: we (mentors and staff) believe in them!
16. Remind students of TU Delft's [Equity, Diversity and Inclusion Month 2025](#), specifically Friday's event hosted by the EEMCS Student Diversity and Inclusion Team.
17. Inform students about the **Ethics lecture and assignment** of Week 1.7, with help of the corresponding slide. Here, you can explicitly mention that the Mentorship session will help them progress on the assignment.
18. Lastly, **check in with the students** regarding the past two weeks and the week ahead:
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Please note that there are some **hidden slides** in this week's PowerPoint presentation. If they apply to your Mentorship session, please feel free to use them. If not, feel free to leave them out. Wishing you the best of luck!

Q1 Week 7: Reflection and Ethics in Engineering

The focus of the Mentorship session in Week 1.7 is on self-reflection and ethics. You will guide a short group exercise where students will discuss their study progress with peers. Moreover, you will provide them with final information regarding the one-on-one meetings. Last but not least, you will guide the students in progressing on their EE1G1 Ethics assignment.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?
Attendance check	-	Yes
Homework Assignment	Encouraging students to self-reflect, in preparation for their one-on-one meeting.	No
Short Group Exercise	Helping the students reflect upon their study strategies, whilst allowing them to learn from each other's experiences.	Yes
Final Information About One-on-one Meetings	Clarifying the one-on-one meetings: how to sign up, what to prepare, etc.	Yes
EE1G1 Ethics assignments	Helping students understand and experiment with Ethics in Engineering.	Yes

Table 3.6: Overview week 1.7

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. Provide students with an **individual homework assignment** (see PowerPoint slide).
4. Guide a short **group exercise**, with the help of the corresponding PowerPoint slide. For this exercise, **mix the students up** so new small groups are created and students can get to know others in their mentor group. For example: you could give each student a number (1, 2, ...) and create groups this way.
 - Let students discuss for 10-15 minutes.
 - Once finished, ask groups to share a short summary of what was discussed.
 - Next slide: show students the top 5 regrets and top 5 best practices gathered from all the mentor groups.
 - Make a bridge to the one-on-one meetings, where students will get the chance to discuss their individual study progress and well-being.
5. Provide final information about the **Q1 one-on-one meetings** (e.g. how to sign up, what to prepare). The one-on-one meeting is **mandatory** - it counts as the 8th Mentorship session as no Mentorship will take place in Week 1.9.

6. Introduce the topic of **Ethics in Engineering**. Refer back to Tuesday's lecture from Dr. Steffen Steinert. Here, you can ask what students remember from the lecture.
7. Introduce and discuss the **EE1G1 Ethics assignment** with the help of the corresponding PowerPoint slide:

- Ask the students to sit in their Ethics assignment groups (6 students).
- Open the file [Instructions Ethics Assignment EE1G1](#) on the screen so you can **read it together** with the students.
- Emphasise **important matters** such as: self-enrolment, planning, **one** submission per group, minimum of 7 ChatGPT questions, Reflection part.
- During their group work, please be available for questions and support.

8. Introduce the **second part of EE1G1 Ethics**: the [Arguments in Debate assignment](#). Please make sure to divide the **"for"** and **"against"** groups in Week 1.7 - two for each position - so the students can prepare for the debate accordingly.

Depending on your group's pace, they can already start their debate preparations during the Mentorship session in Week 1.7. If your mentor group needs the entire session to work on the written assignment, then they will have to do their debate preparations **in their own time**. Each mentor group will get some time at the start of the Mentorship session in Week 1.8 to re-discuss their debate preparations.

9. If applicable: see where your group stands with the **Social Activity**. What is the plan?
10. Touch upon the [Campus Cafeteria Bingo Challenge](#). Try to enthuse the students engage, in order to get to know the campus and each other. If needed, come up with a plan together. The deadline is next week, Friday 24 October 2025, 22:00hrs!
11. Remind the students of their **EE1G1 progress**. Refer them to the [EE1G1 Weekly Overview](#).
12. Lastly, **check in with the students** regarding the past week and the week ahead:
 - Reminder: Register for **Week 1.10 exams**.
 - **Ethics assignment deadline** on Friday 24 October, 22.00hrs.
 - **In-person Python assignment** on Monday 20 October.
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Q1 Week 8: Ethics, ECTS and Exam Preparation

This week's Mentorship session focuses on the EE1G1 Ethics 'Arguments in Debate' assignment, study progress evaluation, end-term exam preparation and some gentle reminders.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?
Attendance check	-	Yes
EE1G1 Ethics 'Arguments in Debate' assignment	Helping students experiment with their research skills, teamwork skills, and debate skills, in light of 'ethics in engineering'.	Yes
IP-1 Enrolment	Helping students prepare for Q2 by reminding them of the mandatory IP-1 enrolment form.	Yes
End-term Preparation: TUD Facilities, Study Sessions, etc.	Reminding students of useful tools and resources for exam preparation.	-
Remind students of the Campus Cafeteria Bingo Challenge: deadline this week!	Helping the students explore campus and bond with each other.	-

Table 3.7: Overview week 1.8

During this week's Mentorship session:

1. Register student attendance via [Brightspace](#).
2. Discuss this week's content and session goals.
3. For the EE1G1 Ethics 'Arguments in Debate' assignment, please use the additional **mentor instructions document** (see Teams).
4. Remind the students of the dates, locations and times of the Q1 end-term exams.
5. Discuss the **First ECTS checklist**, so the first-year students gain more insight into their current study progress as well as the requirements for passing the Q1 courses. Please allow some time for questions, if the students have any.
 - For the second slide, please mention that all courses are **intertwined** one way or another. Add **examples** if you can.
6. Inform students about the mandatory enrolment form for IP-1, and provide some time for them to submit it. **Important to note: Mentorship will be part of IP-1 in Q2.**
7. Based on a question about **audio materials**, please inform students about what is available for Digital Systems A and Linear Circuits A. If students share any specific questions or needs with you, please feel free to reach out to Riëlle and/or Christian.

8. Remind students of useful **exam preparation tools and resources**. This includes [TUD Campus Facilities](#) (see next slide), amongst which [activities to help students relax](#).
 - Please gather all your mentor group's pictures and ask one student to hand in your group's filled bingo card via [Brightspace](#).
9. Mentorship in Week 1.9:
 - Inform students about the **Mentorship Study Sessions** on Tuesday 28 October and Thursday 30 October.
 - Please encourage students to **make use of the halls** to study alone or together.
 - Inform students about **ETV's Pizza Study Evening** on Monday 27 October.
10. Remind students of the **Q1 feedback forms**, specifically the one for Mentorship. Provide some time for students to fill it in now.
11. Discuss the [Campus Cafeteria Bingo Challenge](#): the deadline is Friday 24 October at 22.00hrs!
12. Remind students of their **EE1G1 progress**. Refer them to the [EE1G1 Weekly Overview](#). If a student misses an assignment, please direct them to Dr. Ilke Ercan and offer your support.
13. Lastly, **check in with the students** regarding the past week and the weeks ahead:
 - How did their **Python exam** go?
 - Did they register for **Week 1.10 exams**?
 - **Ethics assignment deadline** on Friday 24 October, 22.00hrs.
 - **Campus Cafeteria Bingo deadline** on Friday 24 October, 22.00hrs.
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Wishing you the best of luck and lots of fun!

Q1 Week 9: Exam Preparation

No Mentorship session by mentors planned.

Monday 27 October: ETV Pizza Study Evening (17:00-22:00).

Tuesday 28 October: Mentorship Study Session (12:45-13:45).

Thursday 30 October: Mentorship Study Session (12:45-13:45).

Q1 Week 10: Exam Week

No Mentorship session by mentors planned.

Chapter 4

Quarter 2 Schedule

This chapter explains the schedule for the Mentorship sessions in Q2. Some of the topics might seem repetitive and some might take shorter than the designated time. In those cases, feel free to fill up the time with fun and relevant activities, or come up with your own activity!

Q2 Week 1: Kick-off Meeting

In the first week of Q2, a Mentorship and IP-1 kick-off meeting will be held on Monday (08:45-10:45hrs). You, the mentors, are **not** expected to be present during this meeting.

Q2 Week 2: Teamwork Session by ITAV

No Mentorship session by mentors planned.

Q2 Week 3: Ethics Session

In Week 2.3, you will teach the Ethics session according to the Ethics Student Mentor Instructions. These can soon be found on the EE1L1 Brightspace page.

Q2 Week 4: Exam Preparation

This week's Mentorship session focuses on the mid-term exams that will take place next week (2.5). As a mentor, your task this week is to remind the first-year students of relevant TUD Study Skills and Campus facilities. Moreover, you will guide the students in deconstructing exam topics in order to aid their exam preparation. Last but not least, you will introduce Week 2.6's Potluck party and Pub quiz!

Below you will find an overview of this week's (mandatory) activities and assignments.

Note: this overview can also be used as a checklist. Please inform your Senior Mentor about your weekly progress.

Activities/Assignments	Goal	Mandatory?	Checklist
Remind students of relevant TUD Study Skills and Campus facilities	Providing students with extra tools to improve their studying and well-being.	-	
Guide students in their exam preparation	Helping the students prepare for their mid-term exams, by going more in-depth.	-	
Introduce Week 2.6's Mentorship session	Helping the students bond with each other.	-	
Inform students about one-on-one meetings in Q2	Stimulating attendance, in order to monitor students' study progress and well-being.	-	
Plan social activity	Helping the students bond with each other.	Yes	
Attendance check	-	Yes	

Table 4.1: Overview week 2.4

Before the Mentorship session, please go over the PowerPoint presentation and adjust it to your session/mentor group.

During this week's Mentorship session:

1. Discuss this week's content and session goals.
2. Remind the students of the dates, locations and times of their **Q2 mid-term exams**.
3. Remind the students of the [TUD Essential Study Skills](#) as well as the Study Techniques discussed in [Week 1.3](#) and relevant [TUD Campus Facilities](#), including [activities to help students relax](#).
4. Guide students in their **exam preparation**. **Please note that this part of the Mentorship session is for you to devise!** For tips, please see the PowerPoint presentation.
5. Introduce **Week 2.6's Mentorship session content** to the students:
 - Start by explaining what a 'potluck' is. You can ask if anyone has ever attended one and would like to share their experience.

- Explain that you will create a **shared document** in which each student can indicate what they are going to bring for the potluck party.
 - Provide students with **ideas**: baking/cooking their favourite dish, bringing a drink/snack from a culture that they grew up with, etc.
 - Please ensure **fairness** (all students bring something), but **be mindful** of students' personal situation. If two students take care of something together, this is perfectly fine.
6. Inform the students about **one-on-one meetings** at the end of Q2. The planning and execution are similar to Q1, though the focus of the one-on-one meetings in Q2 is more on study progress and possible drop-out.
 7. See where your group stands with the **Social Activity**: What is the plan?
 8. Remind the students of their **EE1L1 progress**. Refer them to the [EE1L1 Brightspace page](#) and advise them to check their own progress. If a student has any questions or misses an assignment, please direct them to Dr. Seyedmahdi Izadkhast and offer your support.
 9. Lastly, **check in with the students** regarding this week and the two weeks ahead.
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Please note that there are some **hidden slides** in this week's PowerPoint presentation. If they apply to your Mentorship session, please feel free to use them. If not, feel free to leave them out. Wishing you lots of fun and the best of luck!

Q2 Week 5: Exam Week

No Mentorship session by mentors planned.

Q2 Week 6: Potluck party and Pub quiz

External instructions provided by the Mentorship Coordinator (planning, Teams messages, etc.)

Q2 Week 7: IP-1 session

No Mentorship session by mentors planned.

Q2 Week 8: IP-1 session

No Mentorship session by mentors planned.

Q2 Week 9: Exam preparation

The focus of this week's Mentorship session is on the end-term exams that will take place next week (2.10). As a mentor, your task this week is to guide the students in tackling difficult exam topics in order to aid their exam preparation. Moreover, you will remind them of the support system they have at Electrical Engineering / TU Delft.

Below you will find an overview of this week's (mandatory) activities and assignments.

Note: this overview can also be used as a checklist. Please inform your Senior Mentor about your weekly progress.

Activities/Assignments	Goal	Mandatory?	Checklist
Remind students of the mandatory one-on-one meetings in Q2	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Guide students in their exam preparation	Helping the students prepare for their end-term exams, by tackling difficult topics with peers.	-	
Remind students of their EE/TUD Support system	Showing students the channels of support, stimulating them to reach out if needed.	-	
Attendance check	-	Yes	

Table 4.2: Overview week 2.9

During this week's Mentorship session:

1. Discuss this week's content and session goals.
2. Remind the students of the **mandatory** one-on-one meetings in Q2. Here, please repeat the "mandatory set-up" of Mentorship in Q2 and encourage them to sign up. At the end of Week 2.9, please make a list of students who did not sign or show up for the one-on-one meeting and share this list with Riëlle via Teams. An inventory of students who may qualify for a **repair assignment** will be made.
3. Remind the students of the dates, locations and times of their **Q2 end-term exams**.
4. Then, explain the **exam preparation activity**:
 - The activity is called 'Teach each other'.
 - Read the activity description out loud.
 - **Before** the students make groups, read the steps together and check if everyone understands the activity.
 - Ask the students to pick the course that they find most difficult and to find 3-4 others who picked the same course. They can now sit together and follow the steps of the activity.
 - Hand out A4 papers to the groups, which they can tear into smaller pieces and divide amongst themselves.

- At the start of the activity, make sure to set a timer of 15-20 minutes (for yourself), depending on the exact planning of your Mentorship session.
 - During the activity, please make rounds and check how every group is doing. Note that any materials (e.g. whiteboard) may be used. In case a group seems to finish quickly, encourage them to dive into another question/challenge or help another group.
5. Now it is time to **evaluate the exam preparation activity**. With the help of the questions on the slide, ask each group to share the results of their discussions. This is helpful for the whole class, as they will hear new questions/challenges **or** recognise them. Other groups may be able to help them out.
 6. End the evaluation by asking your mentor group what their **take-away messages** are. What have they learned?
 7. Remind the students of their **Electrical Engineering/TU Delft support system**. In doing so, please emphasise the importance of reaching out for help **in time** in order for the support system to provide the appropriate support.
 8. Inform the students about **extra Calculus lectures** at the start of Q3. Emphasise the importance of these lectures and try to encourage students to attend.
 9. Remind the students of their **EE1L1 progress**. Refer them to the [EE1L1 Brightspace page](#) and advise them to check their own progress. If a student has any questions or misses an assignment, please direct them to Dr. Seyedmahdi Izadkhast and offer your support.
 10. Lastly, **check in with the students** regarding the past two weeks and the week ahead.
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Do they know who to contact if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Wishing you the best of luck and lots of fun!

Q2 Week 10: Exam Week

No Mentorship session by mentors planned.

Chapter 5

Quarter 3 Schedule

This chapter explains the schedule for the Mentorship sessions in Q3. Some of the topics might seem repetitive and some might take shorter than the designated time. In those cases, feel free to fill up the time with fun and relevant activities, or come up with your own activity!

Q3 Week 1: Kick-off Meeting

In the first week of Q3, a Mentorship kick-off meeting will be held on Monday (12.45-13.45hrs). You, the mentors, are **not** expected to be present during this meeting.

Q3 Week 2: Optional lab visits

No Mentorship session by mentors planned.

This week's lab visits:

Bioelectronics (BE), Biosonic lab - 08.45-10.45hrs.

Terahertz Sensing (THz), XG lab - 09.00-10.00hrs.

Q3 Week 3: Mentorship session and Lab visits

This week's Mentorship session is about reflecting on Q2 and looking ahead at Q3. As a mentor, your task this week is to guide students' reflection process as well as inform them on Q3 Mentorship matters and activities.

Below you will find an overview of this week's (mandatory) activities and assignments.

Note: this overview can also be used as a checklist. Please inform your Senior Mentor about your weekly progress.

Activities/Assignments	Goal	Mandatory?	Checklist
Guide students in their reflection process	Helping the students reflect on their 'first semester' experiences through sharing them with peers.	-	
Remind students of the mandatory one-on-one meetings in Q3	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Re-inform students on Q3 Lab visits logistics	Helping the students understand the logistics of the Q3 Lab visits.	-	
Guide students in their preparation for the Q3 Photoshoot	Encouraging students to participate and helping them come up with a personal motto.	-	
Guide students in their mid-term exam preparation	Providing the students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	-	
Attendance check	-	Yes	

Table 5.1: Overview week 3.3

During this week's Mentorship session:

1. Discuss this week's content and session goals.
2. Now it's time for a 'recap and looking ahead' activity. Explain the activity:
 - The students will do this activity in pairs, as this will allow them enough time and space to share their experiences with a peer.
 - They will get 15 minutes for their discussion.
 - Go over all questions and ask if anything is unclear.
 - Set a timer for yourself.
 - Make rounds and check how everyone is doing, some students may need a bit of guidance to start the discussion.

- When the time is up, have a plenary discussion by asking some pairs to share a summary of their answers. Here, you can ask anything you would like to help students reflect on a deeper level.
 - **Suggestion:** after 15 minutes, have each pair share a summary of their answers with another pair (groups of 4). Then have the plenary discussion.
3. Remind the students of the **mandatory** one-on-one meetings in Q3. Here, please repeat the "mandatory set-up" of Mentorship in Q3 and encourage them to sign up. At the end of **Week 3.8**, please make a list of students who did not sign or show up for the one-on-one meeting and share this list with Riëlle via Teams. An inventory of students who may qualify for a **repair assignment** will be made.
 4. Re-inform the students about the Q3 Lab visits logistics. Please note that students can use Ctrl+F to search their name in the [updated document on Brightspace](#). Furthermore, it is important that:
 - Students check **all their selected labs** for their name.
 - Students communicate a cancellation or delay to the Mentorship Coordinator (mentor in cc) via [email](#).
 - Students keep an eye on their email, as they might be on the **waiting list** (5 students) for a lab visit.
 5. Re-inform the students on the details of the **Q3 Photoshoot**. Guide them in creating a personal motto (I shall...), with use of the instructions on the PowerPoint slide. They can submit their motto by filling in the MS Forms (see QR code).
 6. Remind the students of the dates, locations and times of their **Q3 mid-term exams**. Please note that students may have to **double check the NS app**, as train tracks surrounding The Hague and Rotterdam are currently under construction.
 7. Explain to the students that EE staff members are having (increasing) difficulty reading students' handwriting. Due to this, it takes much more time to grade exams. **An important reminder for first-year students: take the time to write clearly and legibly during your exams!**
 8. For the remainder of the Mentorship session, students can catch up on their work or continue studying for their exams. A few study and support tips are mentioned on the PowerPoint slide. During this time, you can answer any questions that the students may have. Moreover, you can provide them with your own study tips (e.g. helpful books, YouTube channels, etc.).
 9. Lastly, **check in with the students** regarding the past two weeks and the weeks ahead.
 - What does their **study schedule** look like? Remind them of the importance of **taking (fun) breaks**.
 - Do they know who to contact if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Wishing you the best of luck and lots of fun!

This week's lab visit:

Microwave Sensing, Signals and Systems (MS3), Radar labs - 09.00-10.45hrs.

Q3 Week 4: Optional lab visits

No Mentorship session by mentors planned.

This week's lab visits:

Bioelectronics (BE), Biosonic lab - 08.45-10.45hrs.

Terahertz Sensing (THz), XG lab - 09.00-10.00hrs.

Q3 Week 5: Exam week

No Mentorship session by mentors planned.

Q3 Week 6: Photoshoot and Lab visits

No Mentorship session by mentors planned. The photoshoot takes place during lab hours in Tellegen Hall on Thursday 20 March 2025. You, the mentors, are welcome to join for your personal professional portraits at any point during the time slots mentioned below.

Time slots for the photoshoot:

A-groups: 10.30-12.30hrs.

B-groups: 13.30-15.30hrs.

This week's lab visits:

Electrical Sustainable Energy (ESE), High Voltage lab - 08.45-10.45hrs.

Electrical Components, Technology and Materials (ECTM), Wafer-scale Characterisation lab and EKL - 08.45-09.45hrs.

Q3 Week 7: Mentorship session and Lab visits

This week, the focus is on reflection through play as well as some TU Delft exploration and general reminders. Moreover, you are there to provide (exam) support and answer any questions the students may have. **Please note that you will have to pick up materials from the office on Monday.**

Below you will find an overview of this week's (mandatory) activities and assignments.

Note: this overview can also be used as a checklist. Please inform your Senior Mentor about your weekly progress.

Activities/Assignments	Goal	Mandatory?	Checklist
The Reflection Dice - reflection exercise	Helping the students reflect on a question/situation and contribute to healthy group dynamics through a playful group activity.	Yes	
Remind students of the mandatory one-on-one meetings in Q3	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Inform students about current TU Delft activities/events	Helping the students explore campus as well as their personal interests.	-	
Guide students in their mid-term exam preparation	Providing the students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	-	
Attendance check	-	Yes	

Table 5.2: Overview week 3.7

During this week's Mentorship session:

1. Discuss this week's content and session goals.
2. Remind the students of the **mandatory** one-on-one meetings in Q3. Here, please repeat the "mandatory set-up" of Mentorship in Q3 and encourage them to sign up. At the end of **Week 3.8**, please make a list of students who did not sign or show up for the one-on-one meeting and share this list with Riëlle via Teams. An inventory of students who may qualify for a **repair assignment** will be made.
3. Remind the students of the **lab visits** that are scheduled for next week (3.8). Here, please go over the group divisions together with your mentor group, possibly pointing out which students from your mentor group were selected for the lab visits.
Although the lab visits as a whole were optional, "once you **sign up** it is expected that you **show up**". In the event that a first-year student cannot attend one of their lab visits, they should inform the Mentorship Coordinator (mentor in cc) of their absence in advance.

4. Inform the students about **TU Delft activities and events** that will take place in March. Click on the links in the text and explore the websites together with your mentor group. In doing so, you can promote the events and motivate students to go (with peers, friends).
5. Now it's time for **The Reflection Dice** activity! Explain the activity with the information provided on the corresponding PowerPoint slide. When you introduce the symbols and their corresponding phrases, you can already show the students the actual dice.
6. After presenting the instructions, please make sure to **check understanding**: Does everyone know what to do?
7. **Check in** with the groups:
 - Do they have a facilitator?
 - Do all participants contribute equally?
 - Are follow-up questions being asked?
8. Let the groups decide how many rounds they would like to do.
9. Once a group says they're finished, sit down with them and discuss the activity:
 - How did it go?
 - What was difficult?
 - What did you learn from others' answers/perspectives?
 - What did you learn about yourself?
10. If possible, have a plenary discussion about the activity. Here, you can ask each group to share a summary of their experiences with the whole mentor group. This way, students get the opportunity to learn from students outside of their subgroup.
11. For the remainder of the mentorship session, students can catch up on their work or continue studying for their exams. A few study and support tips are mentioned on the PowerPoint slide. During this time, you can answer any questions that the students may have. Moreover, you can provide them with **your own study tips** (e.g. helpful books, YouTube channels, etc.).

Please note that the exam preparation is followed by one **TUD Support System** slide.

12. Lastly, **check in with the students** regarding the past two weeks and the weeks ahead.
 - Are they **up-to-date**? If not, how are they planning to **catch up**?
 - Do they know **who to contact for support** if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Wishing you the best of luck and lots of fun!

This week's lab visits:

Electrical Components, Technology and Materials (ECTM), Wafer-scale Characterisation lab and EKL - 08.45-09.45hrs.

Signal Processing Systems (SPS), 30-min talk about research activities - 12.45-13.15hrs.

Q3 Week 8: Mentorship session and Lab visits

This week, the focus is on looking ahead, including a creative exercise and exam preparation, as well as some TU Delft exploration and general reminders. Moreover, you are there to provide (exam) support and answer any questions the students may have. **Please note that you will need the post cards for this session.**

Below you will find an overview of this week's (mandatory) activities and assignments.

Note: this overview can also be used as a checklist. Please inform your Senior Mentor about your weekly progress.

Activities/Assignments	Goal	Mandatory?	Checklist
Remind students of the last Q3 Lab visit + form of evaluation	Stimulating attendance and motivating students to leave feedback, in order to improve the Q3 Lab visits.	-	
Inform students about current TU Delft activities/events	Helping students explore campus as well as their personal interests.	-	
A Letter to Tomorrow: A Message for Your Future Self	Stimulating self-reflection, goal-setting and personal growth.	Yes	
Guide students in their end-term exam preparation (note that this requires preliminary preparation from your end)	Providing students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	Yes	
Attendance check	-	Yes	

Table 5.3: Overview week 3.8

During this week's Mentorship session:

1. Discuss this week's content and session goals.
2. Remind the students of the **SPS visit** that is scheduled for upcoming Friday (4 April). Here, please go over the group division together with your mentor group, possibly pointing out which students from your mentor group were selected for the lab visits.

Although the lab visits as a whole were optional, "once you **sign up** it is expected that you **show up**". In the event that a first-year student cannot attend one of their lab visits, they should inform the [Mentorship Coordinator](#) (mentor in cc) of their absence in advance.

3. Inform the students about the **Q3 Lab visits: Evaluation surveys**. Please stimulate them to check their email and fill in the short, anonymous surveys.
4. Inform the students about **TU Delft activities and events** that will take place in April. **Click on the links** in the text and **explore the websites together** with your mentor

group. In doing so, you can promote the events and motivate students to go (with peers, friends).

5. Now, students are going to **write a letter to their future self!** Introduce the activity with the information provided on the first corresponding PowerPoint slide.
6. The second corresponding PowerPoint slide includes **instructions** on what the message on the post cards needs to contain, text wise. Please read the information out loud.
7. Then, you will explain more about the **SMART method** of **goal setting**. Please go over all the information on the slide and **check for understanding** in between the criteria mentioned.
8. After explaining the SMART method, there is a fourth corresponding slide that **repeats the instructions** and asks students to **hand in their post cards** with you once finished writing.
9. After presenting the instructions again, please make sure to **check understanding** again: Does everyone know what to do?
10. **Check in** with the students during the activity:
 - Does the message contain a personal goal?
 - Does the goal meet the SMART criteria?
 - Does the message contain motivational words?
 - Does the post card contain an address?
11. Once (almost) everyone has handed in their post card, have a **plenary discussion** about the activity (fifth corresponding slide). Here, you can ask students to share a bit about their **train of thought** whilst writing their message. This way, students get the opportunity to learn from other students and possibly get to know them a bit better.
12. Remind the students of the dates, locations and times of their **Q3 end-term exams**. Please note that students may have to **double check the NS app**, as some train tracks may be under construction.
13. Now it's time for a **plenary exam preparation** activity! Please note that all students are expected to participate, as time for self-study will be provided afterwards.

The idea is that you, as a mentor, will gather an old EE1M2 exam and an old EE1P1 exam **prior to the Mentorship session**. You will select **3 questions** from each exam, which will be answered by the students according to the instructions on the corresponding PowerPoint slide. Please fill in the **amount of minutes** students will get for step 1. Feel free to **adjust the time** for step 2 if needed. For step 3, you can **present the questions on the screen and dissect them** in front of your mentor group one by one. You can also use the two slides in the PowerPoint presentation for your explanations - **it is up to you if you use them or leave them out**. During step 3, please include **time for questions and possibly discussion**.

14. For the remainder of the mentorship session, students can catch up on their work or continue studying for their exams. A few study and support tips are mentioned on the PowerPoint slide. During this time, you can answer any questions that the students may still have. Moreover, you can provide them with **your own study tips** (e.g. helpful books, YouTube channels, etc.). Also feel free to add your tips to the PowerPoint presentation.

Please note that the exam preparation is followed by one **TUD Support System** slide.

15. Lastly, **check in with the students** regarding the past week and the weeks ahead.
 - Are they **up-to-date**? If not, how are they planning to **catch up**?

- Do they know **who to contact for support** if needed?
- Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Wishing you the best of luck and lots of fun!

This week's lab visits:

Electrical Sustainable Energy (ESE), High Voltage lab - 08:45-10:45hrs.

Quantum Circuits, Architectures and Technology (QCAT), cryo-CMOS lab - 08:45-10:45hrs.

Signal Processing Systems (SPS), 30-min talk about research activities - 12:45-13:15hrs (Friday April 4th).

Chapter 6

Quarter 4 Schedule

This chapter explains the schedule for the Mentorship sessions in Q4. Some of the topics might seem repetitive and some might take shorter than the designated time. In those cases, feel free to fill up the time with fun and relevant activities, or come up with your own activity!

Q4 Week 1: Kick-off Meeting

In the first week of Q4, a Mentorship kick-off meeting will be held on Tuesday (08:45-10.45hrs). You, the mentors, are **not** expected to be present during this meeting. In addition to the kick-off meeting, the first-year students will have a Teamwork session with colleagues from [ITAV](#).

Q4 Week 2: Teamwork session by ITAV

No Mentorship session by mentors planned.

Q4 Week 3: Mentorship session for A-groups only

This week, the focus is on Teamwork Assignments 2 and 3 as well as the Campfire Talk game. Additionally, you will go over some important reminders and TU Delft activities/events. Finally, you are there to provide (exam) support and answer any questions the students may have. **Please note that you will need the Campfire Talk game and Teamwork hand-out for this session.**

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?	Checklist
Conduct a short well-being check-in	Stimulating self-reflection and creating a space for students to ask for support.	-	
Inform students about current TU Delft activities/events	Helping students explore campus as well as their personal interests.	-	
Remind students of Q4 exams and Mentorship as a mandatory part of EE1L2	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Teamwork Assignment 2: TOPOI video	Providing students with structure and support during their execution of a Teamwork assignment.	Yes	
Introduce and promote the Campfire Talk game	Stimulating participation for deeper self-reflection amongst peers.	-	
Teamwork Assignment 3: TOPOI video	Providing students with structure and support during their execution of a Teamwork assignment.	Yes	
Guide students in their mid-term exam preparation	Providing the students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	-	
Remind students of their EE/TUD Support system	Showing students the channels of support, stimulating them to reach out if needed.	-	
Attendance check	-	Yes	

Table 6.1: Overview week 4.3

During this week's Mentorship session:

1. Discuss this week's content and session goals. Here, you can mention that it's a session with a full programme which is why you will maintain a strict time schedule.
2. Have a short **well-being check-in** with the students, according to the instructions on the corresponding PowerPoint slide. This check-in can be brief; the goal is to stimulate self-reflection which may serve as a starting point for deeper reflection for some.
3. Inform the students about **TU Delft activities and events** that will take place in May. Ask your group which events sound interesting to them and **explore these websites together**. In doing so, you can promote the events and motivate students to go (with peers, friends).

A specific event that we would like to highlight is the **EEMCS Study Collection lunch meeting** (12:45-13:45) on Monday 26 May. We are hoping to hear students' thoughts on the collection - therefore you, the mentors, are obviously invited too!

4. Remind the students of the dates, locations and times of their **Q4 mid-term exam(s)**. Please note that students may have to **double check OV apps**, as some train and tram tracks are currently under construction.
5. Remind the students of the **Mentorship Resit Exam**, according to the corresponding PowerPoint slide. Here, please mention the last **mandatory** one-on-one meetings in Q4 that you will schedule with them soon. At the end of Q4, please make a list of students who did not sign or show up for the one-on-one meeting and share this list with Riëlle via Teams. An inventory of students who may qualify for the Mentorship Resit Exam, which includes Mentorship Q3 and Q4, will be made.
6. Now, the students are going to work on **Teamwork Assignment 2: TOPOI video**. Introduce the activity with the information provided on the corresponding PowerPoint slide. **Please note that you may want to use the mentor hand-out for this part.**

During this assignment, please make sure to **keep good track of time**. After **±40 minutes**, you should wrap up and move on to the next part of the Mentorship session. **Any remaining work is for students to finish in their own time.**

7. After presenting the instructions for Teamwork Assignment 2, please make sure to **check understanding**: Does everyone know what to do?
8. **Check in** with the groups during the activity:
 - Have they all read the theory?
 - Have they chosen a scenario? (priority, especially timewise)
 - Do they have a clear task division?
 - Is everyone taking it seriously and pulling their weight?
9. Round off the activity by **checking in with every group**: Has everything been handed in (correctly)? Is there any work left to do? Who is going to do what?
10. Then, it's time to introduce the **Campfire Talk game**. The students have heard of it during the Kick-off meeting, but you are going to go more in-depth with your introduction. In doing so, you will:
 - Read the text on the corresponding PowerPoint slide.
 - Read the **"Read this out loud!" introduction page** that comes with the game.
 - **Enthuse the students** to play a round, perhaps using your own experiences with the game.

- You can choose to join as a player or as a spectator. Either way, have fun!

Please note that here, you may give the students the choice to work on Teamwork Assignment 3 first (see next slide). You are free to use the slides whichever way suits your mentor group best. You could promote the Campfire Talk game by offering to play it after Assignment 3. Somewhat as a reward!

11. Now, the students are going to work on **Teamwork Assignment 3: Feedback**. Introduce the activity with the information provided on the corresponding PowerPoint slide. **Please note that you may want to use the mentor hand-out for this part.**

During this assignment, please make sure to **keep good track of time again**. After **±30 minutes**, see if you should wrap up and move on to the next part of the Mentorship session or if they have some time left. **Any remaining work is for students to finish in their own time.**

12. After presenting the instructions for Teamwork Assignment 3, please make sure to **check understanding**: Does everyone know what to do?
13. **Check in** with the groups during the activity:
 - Have they all read the theory?
 - Have they come up with a compliment and feedback? Does anyone need any help?
 - Have they started the discussion? How is this going?
14. Round off the activity by **checking in with every group**: Has everything been handed in (correctly)? Is there any work left to do? Who is going to do what?
15. For the remainder of the Mentorship session, students can **play the Campfire Talk game**, catch up on their work or continue studying for their exam(s). A few study and support tips are mentioned on the PowerPoint slide. During this time, you can answer any questions that the students may still have. Moreover, you can provide them with **your own study tips** (e.g. helpful books, YouTube channels, etc.). Also feel free to add your tips to the PowerPoint presentation.

Please note that the exam preparation is followed by one **TUD Support System** slide.

16. Lastly, **check in with the students** regarding the past weeks and the weeks ahead.
 - Are they **up-to-date**? If not, how are they planning to **catch up**?
 - Do they know **who to contact for support** if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can **refer the students** to the right people or places.

Wishing you the best of luck and lots of fun!

Q4 Week 4: Mentorship session for B-groups only

This week, the focus is on Teamwork Assignments 2 and 3 as well as the Campfire Talk game. Additionally, you will go over some important reminders and TU Delft activities/events. Finally, you are there to provide (exam) support and answer any questions the students may have. **Please note that you will need the Campfire Talk game and Teamwork hand-out for this session.**

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?	Checklist
Conduct a short well-being check-in	Stimulating self-reflection and creating a space for students to ask for support.	-	
Inform students about current TU Delft activities/events	Helping students explore campus as well as their personal interests.	-	
Remind students of Q4 exams and Mentorship as a mandatory part of EE1L2	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Teamwork Assignment 2: TOPOI video	Providing students with structure and support during their execution of a Teamwork assignment.	Yes	
Introduce and promote the Campfire Talk game	Stimulating participation for deeper self-reflection amongst peers.	-	
Teamwork Assignment 3: TOPOI video	Providing students with structure and support during their execution of a Teamwork assignment.	Yes	
Guide students in their mid-term exam preparation	Providing the students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	-	
Remind students of their EE/TUD Support system	Showing students the channels of support, stimulating them to reach out if needed.	-	
Attendance check	-	Yes	

Table 6.2: Overview week 4.4

During this week's Mentorship session:

1. Discuss this week's content and session goals. Here, you can mention that it's a session with a full programme which is why you will maintain a strict time schedule.
2. Have a short **well-being check-in** with the students, according to the instructions on the corresponding PowerPoint slide. This check-in can be brief; the goal is to stimulate self-reflection which may serve as a starting point for deeper reflection for some.
3. Inform the students about **TU Delft activities and events** that will take place in May. Ask your group which events sound interesting to them and **explore these websites together**. In doing so, you can promote the events and motivate students to go (with peers, friends).

A specific event that we would like to highlight is the **EEMCS Study Collection lunch meeting** (12:45-13:45) on Monday 26 May. We are hoping to hear students' thoughts on the collection - therefore you, the mentors, are obviously invited too!

4. Remind the students of the dates, locations and times of their **Q4 mid-term exam(s)**. Please note that students may have to **double check OV apps**, as some train and tram tracks are currently under construction.
5. Remind the students of the **Mentorship Resit Exam**, according to the corresponding PowerPoint slide. Here, please mention the last **mandatory** one-on-one meetings in Q4 that you will schedule with them soon. At the end of Q4, please make a list of students who did not sign or show up for the one-on-one meeting and share this list with Riëlle via Teams. An inventory of students who may qualify for the Mentorship Resit Exam, which includes Mentorship Q3 and Q4, will be made.
6. Now, the students are going to work on **Teamwork Assignment 2: TOPOI video**. Introduce the activity with the information provided on the corresponding PowerPoint slide. **Please note that you may want to use the mentor hand-out for this part.**

During this assignment, please make sure to **keep good track of time**. After **±40 minutes**, you should wrap up and move on to the next part of the Mentorship session. **Any remaining work is for students to finish in their own time.**

7. After presenting the instructions for Teamwork Assignment 2, please make sure to **check understanding**: Does everyone know what to do?
8. **Check in** with the groups during the activity:
 - Have they all read the theory?
 - Have they chosen a scenario? (priority, especially timewise)
 - Do they have a clear task division?
 - Is everyone taking it seriously and pulling their weight?
9. Round off the activity by **checking in with every group**: Has everything been handed in (correctly)? Is there any work left to do? Who is going to do what?
10. Then, it's time to introduce the **Campfire Talk game**. The students have heard of it during the Kick-off meeting, but you are going to go more in-depth with your introduction. In doing so, you will:
 - Read the text on the corresponding PowerPoint slide.
 - Read the **"Read this out loud!" introduction page** that comes with the game.
 - **Enthuse the students** to play a round, perhaps using your own experiences with the game.

- You can choose to join as a player or as a spectator. Either way, have fun!

Please note that here, you may give the students the choice to work on Teamwork Assignment 3 first (see next slide). You are free to use the slides whichever way suits your mentor group best. You could promote the Campfire Talk game by offering to play it after Assignment 3. Somewhat as a reward!

11. Now, the students are going to work on **Teamwork Assignment 3: Feedback**. Introduce the activity with the information provided on the corresponding PowerPoint slide. **Please note that you may want to use the mentor hand-out for this part.**

During this assignment, please make sure to **keep good track of time again**. After **±30 minutes**, see if you should wrap up and move on to the next part of the Mentorship session or if they have some time left. **Any remaining work is for students to finish in their own time.**

12. After presenting the instructions for Teamwork Assignment 3, please make sure to **check understanding**: Does everyone know what to do?
13. **Check in** with the groups during the activity:
 - Have they all read the theory?
 - Have they come up with a compliment and feedback? Does anyone need any help?
 - Have they started the discussion? How is this going?
14. Round off the activity by **checking in with every group**: Has everything been handed in (correctly)? Is there any work left to do? Who is going to do what?
15. For the remainder of the mentorship session, students can **play the Campfire Talk game**, catch up on their work or continue studying for their exam(s). A few study and support tips are mentioned on the PowerPoint slide. During this time, you can answer any questions that the students may still have. Moreover, you can provide them with **your own study tips** (e.g. helpful books, YouTube channels, etc.). Also feel free to add your tips to the PowerPoint presentation.

Please note that the exam preparation is followed by one **TUD Support System** slide.

16. Lastly, **check in with the students** regarding the past weeks and the weeks ahead.
 - Are they **up-to-date**? If not, how are they planning to **catch up**?
 - Do they know **who to contact for support** if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can **refer the students** to the right people or places.

Wishing you the best of luck and lots of fun!

Q4 Week 5: Exam week

No Mentorship session by mentors planned. On Thursday 22 May (12:45-13:15), we will meet with Steffen Steinert via Teams to prepare for Week 4.6's Ethics session.

Q4 Week 6: Ethics Session and Mentor Look-Back Session

In Week 4.6, mentors will be teaching the Ethics session according to the Ethics Student Mentor Instructions, to be found on [Brightspace](#).

All mentors are invited to attend the **Mentor Look-Back Session on Tuesday 27 May 2025**. Here, you will reflect on the year with your fellow mentors and provide feedback for improvement of the Mentorship programme. Moreover, you will receive more information about the **End-of-Year Mentorship Activity** that will take place on **Friday 27 June (16:30-19:00)**.

Q4 Week 7: Last Mentorship Session of Year 1

For the last Mentorship session of the year, you will give a short Presentation Skills Training. Additionally, you will go over the last TU Delft activities/events of the academic year, some general reminders and last but not least, the End-of-Year Mentorship Activity! Finally, you are there to provide final (exam) support and answer any questions the students may have.

Below you will find an overview of this week's (mandatory) activities and assignments.

Activities/Assignments	Goal	Mandatory?	Checklist
Conduct a short well-being check-in	Stimulating self-reflection and creating a space for students to ask for support.	-	
Remind students of Q4 exams, Mentorship as a mandatory part of EE1L2, and last 1-on-1 meetings	Stimulating attendance, in order to monitor students' study progress and well-being.	Yes	
Inform students about current TU Delft activities/events	Helping students explore campus as well as their personal interests.	-	
Inform students about the details of the End-of-Year Mentorship Activity	Stimulating attendance for a fun, closing event of Year 1.	-	
Remind students of the ETV Feedback Panel and have them fill in the Mentorship DAKI Feedback Form.	Stimulating attendance/submissions, in order to collect feedback for improvement of the curriculum.	-	
Presentation Skills Training	Providing students with structure and support, helping them improve their presentation skills.	Yes	
Guide students in their final end-term exam preparation	Providing the students with adequate support surrounding their exam preparation, to foster confidence through understanding of the content.	-	
Remind students of their EE/TUD Support system, available throughout the entire Bachelor's programme.	Showing students the channels of support, stimulating them to reach out if needed.	-	
Attendance check	-	Yes	

Table 6.3: Overview week 4.7

During this week's Mentorship session:

1. Discuss this week's content and session goals. **Note: a slide about June 10th's national strike has been added in between the opening slide and content slide.**
2. Have a short **well-being check-in** with the students, according to the instructions on the corresponding PowerPoint slide. This check-in can be brief; the goal is to stimulate self-reflection which may serve as a starting point for deeper reflection.
3. Remind the students of the dates, locations and times of their **Q4 end-term exam(s)**. Please note that students may have to **double check OV apps**, as some train and tram tracks are currently under construction.
4. Remind the students of the **Mentorship Resit Exam** and the last one-on-one meetings, according to the corresponding PowerPoint slide. At the end of Q4, please make sure to **double check your attendance registration on Brightspace**: is anything still missing? An inventory of students who may qualify for the Mentorship Resit Exam, which includes Mentorship Q3 and Q4, will be made by Riëlle.
5. Inform the students about **TU Delft activities and events** that will take place in May. Ask your group which events sound interesting to them and **explore these websites together**. In doing so, you can promote the events and motivate students to go (with peers, friends).
6. Inform the students about more details of the **End-of-Year Mentorship Activity**, according to the corresponding PowerPoint slide.
7. Inform the students about the **Feedback Panel** organised by the ETV.
8. Have students fill in the **Mentorship DAKI Feedback Form** during this Mentorship session (or on the spot for 5-8 minutes). This way, we can collect as much feedback as possible.
9. Now, it's time for the **Presentation Skills Training**. There is no need for you to create any content, the corresponding slides speak for itself. What *is* advised, is that you think about your own challenges/best practices in order to be able to share these with your mentor group.

As for the **Presentation Skills Checklist**, please note that this document is available for students on [Brightspace](#). Riëlle will provide you with printed copies before the start of your Mentorship session. **Please hand these out now.**

10. Now, students will have time to practise in **the Workshop part** (± 20 minutes). Please explain the exercise according to the corresponding PowerPoint slide. Groups of 4 students are preferred, since the students will have to divide 4 parts of the PowerPoint presentation amongst themselves.
11. After explaining the exercise, make sure to **check understanding**: Does everyone know what to do?
12. **Check in** with the groups during the activity:
 - Do they have a clear task division?
 - Are they using the Presentation Skills Checklist?
 - Is everyone taking it seriously and pulling their weight?
13. After 20 minutes, call the groups to the front of the class one by one and have them present. For this part, it's more about layout and delivery than it is about content. To assess this, please use the **Evaluation slide** after every presentation. **Tip: use it as a self-assessment tool!** By asking students to answer the questions on the slide themselves, they will reflect upon their own performance - identifying strengths and weaknesses.

14. Round off with a **plenary reflection** based on the Training/Exercise. Please pass on any interesting feedback to Riëlle, for further improvement of the Training.
15. If there's any time left, students can use it to study or you can have a fun, final mentor group get-together!
16. Please note that the exam preparation slide is followed by one **TUD Support System** slide based on **available support AFTER Year 1**.
17. Lastly, **check in with the students** regarding the past weeks and the weeks ahead.
 - Are they **up-to-date**? If not, how are they planning to **catch up**?
 - Do they know **who to contact for support** if needed?
 - Answer any questions they may have and provide support where needed. If you do not know the answers, you can [refer the students](#) to the right people or places.

Dear mentors, thank you for a great year!

Q4 Week 8: Strike!

No Mentorship session by mentors planned due to a national strike against budget cuts in higher education. Join us!!

Q4 Week 9: Individual Exam Preparation

No Mentorship session by mentors planned.

Q4 Week 10: Exam week and End-of-Year Activity

No Mentorship session by mentors planned. More information about the End-of-year Mentorship Activity will be shared with you via Teams.