OX Appendix

Appendix A

This chapter discusses the approach for the contextual interviews conducted during field research.

The list of interview questions asked to passengers at both Rotterdam Centraal and Brussel Zuid train station during contextual enquiry rounds is shown below.
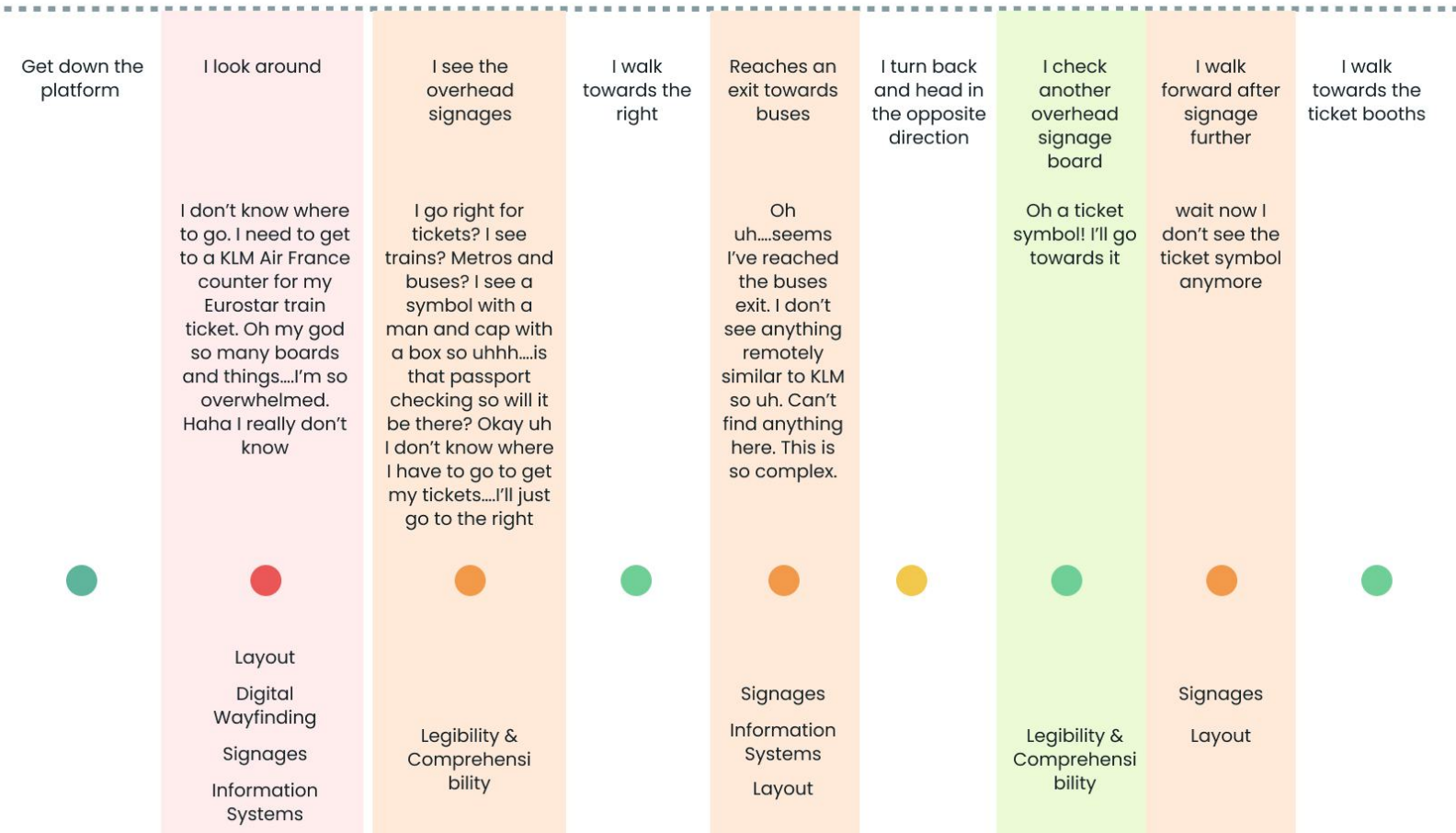
The questions were structured in such a way so as to get the most information/insights from passengers as quickly as possible. Depending on the time the passenger had for the interview, the questions that would offer the richest insights were asked first.

- *Where are you traveling to?*
- **Tell me about your experience** *using Rotterdam Central/Integrated Air&Rail Tickets*
- What would you **describe your level of expertise/skill/ability** when navigating through the station and getting to your train currently?
- **What do you think/feel about getting around** Rotterdam Central/Brussels Train Station now?
- What was **easy or difficult** about getting to the platform you wanted? Any examples?
- **Tell me** about the process **of finding your train** you wish to take currently?
- Tell me about the time you **reached the platforms/exits of the station without navigation apps**
- What do you find most **appealing/troublesome** about the process of getting to your platform & train?

- What are your **thoughts on the different guiding signs/signages of the station?**
- *Can you recall the first time you navigated through the station/took a Eurostar/ICE/Integrated Air&Rail Ticket?*
- Have you **ever missed a train or taken a wrong train?** Tell me about your experience
- Tell me about your experience **travelling between different modes of transportation.**

Appendix B

This chapter displays the full journey map of the auto-ethnographic task conducted at Brussels Zuid train station.

On entering Brussels Zuid train station, navigate to the the KLM Air France Air&Rail terminal and receive the boarding pass to catch the Eurostar train from Brussels Zuid to Schiphol Airport.

Get down the platform	I look around	I see the overhead signages	I walk towards the right	Reaches an exit towards buses	I turn back and head in the opposite direction	I check another overhead signage board	I walk forward after signage further	I walk towards the ticket booths
	I don't know where to go. I need to get to a KLM Air France counter for my Eurostar train ticket. Oh my god so many boards and things....I'm so overwhelmed. Haha I really don't know	I go right for tickets? I see trains? Metros and buses? I see a symbol with a man and cap with a box so uhhh....is that passport checking so will it be there? Okay uh I don't know where I have to go to get my tickets....I'll just go to the right		Oh uh....seems I've reached the buses exit. I don't see anything remotely similar to KLM so uh. Can't find anything here. This is so complex.		Oh a ticket symbol! I'll go towards it	wait now I don't see the ticket symbol anymore	
	Layout							
	Digital Wayfinding			Signages			Signages	
	Signages	Legibility & Comprehensibility		Information Systems		Legibility & Comprehensibility	Layout	
	Information Systems			Layout				

02

I check the ticket booth screen	I keep walking straight further	I stop infront of a large digital departures board	I check for my specific Eurostar train on my phone to match it on the board	I walk further ahead	I spot the exit	I spot the Eurostar information desk infront of the ticket office	I ask the official about my air-rail ticket	Official directs me to the actual KLM Air France counter
ah definitely not for what I need haha. Let me just keep going straight	I see waiting areas. Uhh I don't knowwww. Hmmm....so many things everywhere wooh!	hmm which one will I have to take....uh idk which is mine....OH I see the Eurostar symbols. It showed the train number and then switched to the symbol	Uh 13:52 okayy...vilt says Amsterdam Centraal...umm does it go to Schiphol? Is that mine? No via....Uhh...i don't know I'll check later.	That's a big ticket office....and umm. I see a channel terminal. I don't know what that does.	Uh what. Okay now what.	OH I see a Eurostar desk! That's where I can probably get my tickets from! But it doesn't really look KLM like		Oh. I'm completely in the wrong location of the train station. The Eurostar counter isnt the same as the KLM air-rail counter. I feel stupid haha
●	●	●	●	●	●	●	●	●
Legibility & Comprehensibility Information Systems Digital Wayfinding	Legibility & Comprehensibility Digital Wayfinding		Legibility & Comprehensibility	Layout		Signages Legibility & Comprehensibility	Verbal Wayfinding	Signages Information Systems

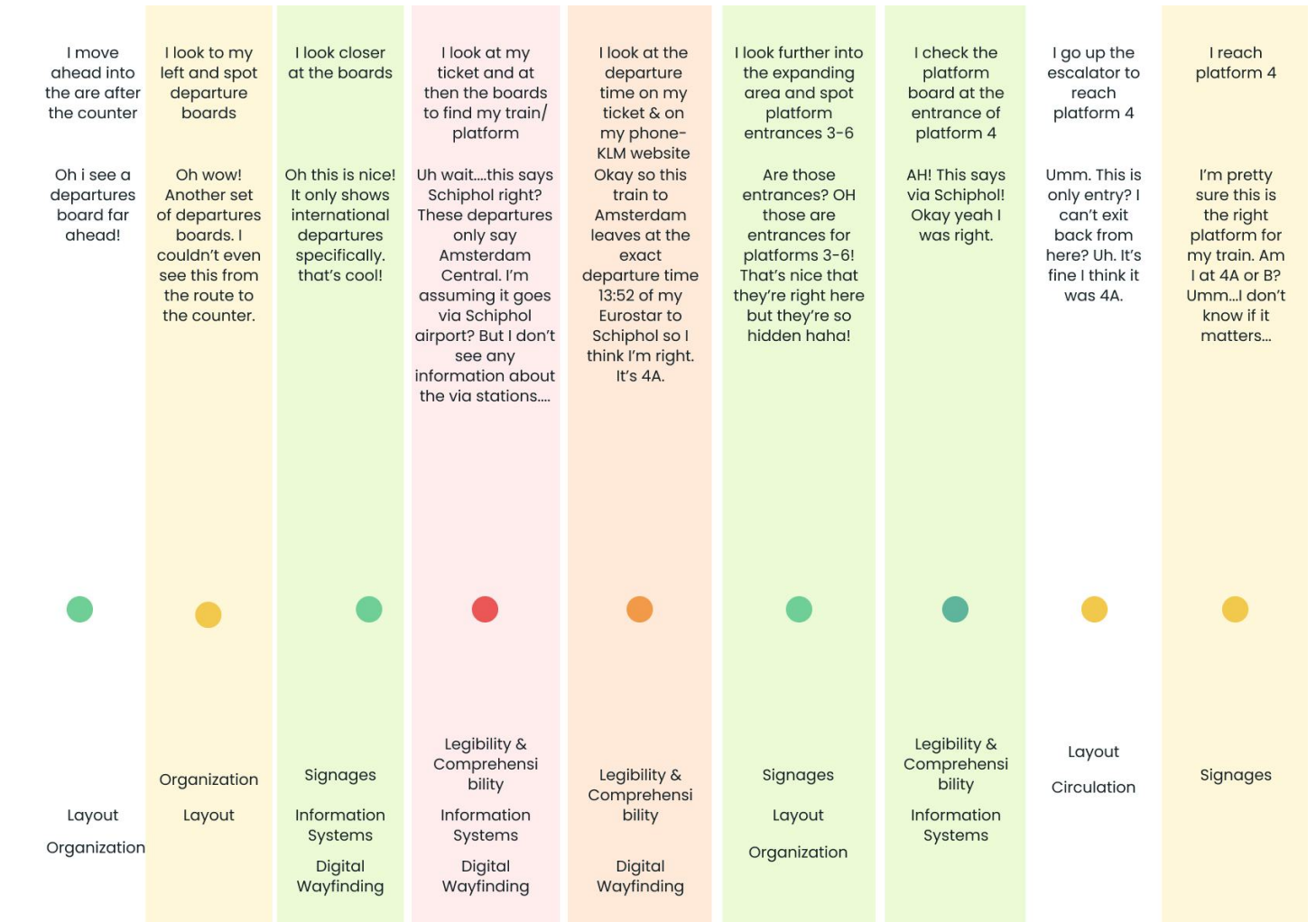| Official gestures the directions to the air-rail counter	I walk towards the exit first and take a left	I look at the overhead signages	I keep walking towards the counter	I encounter a dead end/ exit	I spot the Air-Rail KLM counter	I speak to the official there	I receive my **imaginary** boarding pass	Official directs me to check a departure board	I look around the office
"Haha it's totally okay. You're not too far from it. Go towards the exit and take a left." I was right it not look remotely close to anything KLM haha.	Haha i didn't even know this led anywhere	Umm....I don't see anything related to getting tickets? Uh idk I'll just follow her directions. OH I see a counter with a flight sign??? OHH maybe it was that. I couldn't even see this signage from there.	Its a long walk to wherever this is, okay I'm starting to feel kind of unsafe now	umm idk....I'm assuming I follow that sign. So I'll go left.	OHHHH okay, alright I see it. It's probably in the most dingiest place in this station	Oh that's super cool! I get my boarding pass here too! I didn't know that haha. The website didn't specifically mention it	oh it's on the same paper. Interesting. I get my coach number and seat number too. Let's assume coach 15 as suggested by the official	Oh. I'm expected to find my own train now. Hmm. I know the time it departs though so it should be fine	Umm...i see the waiting lounge. So many homeless people...I don't want to be here. uhh what's there behind these booths?
●	●	●	●	●	●	●	●	●	●
Verbal Wayfinding Signages Information Systems Layout	Layout Circulation	Legibility & Comprehensibility Layout	Organization Layout Circulation	Layout	Legibility & Comprehensibility Signages Layout		Information Systems	Information Systems Digital Wayfinding	Layout

I move ahead into the are after the counter

Oh i see a departures board far ahead!

Layout

Organization

I look to my left and spot departure boards

Oh wow! Another set of departures boards. I couldn't even see this from the route to the counter.

Organization

Layout

I look closer at the boards

Oh this is nice! It only shows international departures specifically. that's cool!

Signages

Information Systems

Digital Wayfinding

I look at my ticket and at then the boards to find my train/ platform

Uh wait….this says Schiphol right? These departures only say Amsterdam Central. I'm assuming it goes via Schiphol airport? But I don't see any information about the via stations….

Legibility & Comprehensibility

Information Systems

Digital Wayfinding

I look at the departure time on my ticket & on my phone-KLM website Okay so this train to Amsterdam leaves at the exact departure time 13:52 of my Eurostar to Schiphol so I think I'm right. It's 4A.

Legibility & Comprehensibility

Digital Wayfinding

I look further into the expanding area and spot platform entrances 3-6

Are those entrances? OH those are entrances for platforms 3-6! That's nice that they're right here but they're so hidden haha!

Signages

Layout

Organization

I check the platform board at the entrance of platform 4

AH! This says via Schiphol! Okay yeah I was right.

Legibility & Comprehensibility

Information Systems

I go up the escalator to reach platform 4

Umm. This is only entry? I can't exit back from here? Uh. It's fine I think it was 4A.

Layout

Circulation

I reach platform 4

I'm pretty sure this is the right platform for my train. Am I at 4A or B? Umm…I don't know if it matters…

Signages

I look up to the digital platform board

Paris? Wait what? Wait am I not on the right platform? No ah! I'm at zone B. Oops. Okay I need to go to the other end.

Signages

Legibility & Comprehensibility

Digital Wayfinding

I walk towards the opposite end of the platform to 4A

I check the overhead platform board again

Ah okay. Amsterdam Centraal? Via…..? Uh…Wait what? Oh never-mind I think this was the train. 13:52…yeah this is the one.

Legibility & Comprehensibility

Digital Wayfinding

I spot zone signages on the floor

Umm…I see zones on the floor so uh…I'll just… nothing about zones on the tickets

Information Systems

I walk further across the platform and spot another board on the side

Oh I didn't even notice this thing. Oh I can match my coach to the zone that's cool to be prepared!

Organization

Layout

Signages

Information Systems

Digital Wayfinding

I read through the board to find my specific zone

Wait..hmm. Ah okay the left side is Paris. The train stops till the centre ah! Okay so this side is Amsterdam. So mine is…15, A3?

Legibility & Comprehensibility

I wait for my train at the designated zone/coach.

Appendix C

This chapter discusses the detailed testing plan for phase 1 conducted in Chapter 5.

Goal: User Testing (how does my user feel?):
User Confidence in Interpretation: Evaluate which signage design instills the most confidence in users when interpreting the KLM Air&Rail service/message.

Goal: Usability Testing (how usable and useful the design is within context)
- User Interaction: Evaluate how effectively the signage communicates the intended message of the KLM Air&Rail service.
- Determine which signage concept is most relevant and meaningful to the my target participants.

The design criteria identified in Chapter 3.9 were used to define testable targets to help evaluate each concept against one another and compare them to the original design currently used at Brussels Zuid train station. A mix of qualitative and qualitative testing methods will be used to analyse the user experience, the interaction, and the system. Each design criteria has a usability testing method attached to it that will be most suitable to help access its performance for each concept. The data will then be used to compare each concept.

Non Target User/Regular Passenger

Non-Target User Clarity: Ensure that users who do not require the signage can easily identify that the KLM Air&Rail signage is not relevant to them and do not get confused by it.

User A: Passengers who wish to take a train from Brussels Zuid train station to an airport in another country like Schiphol Airport or Paris Charles de Gaulle Airport. They will try to buy a ticket at the station itself.

User B: Passengers who wish to take a train from Brussels Zuid train station to Brussels International Airport within the

same city. They will try to buy a ticket at the station itself.

(All other passenger types such as passengers taking an international train from one country to another are not relevant to my test since the KLM Air France terminal specifically offers a train service till an international airport and not anywhere else in the country. I can assume Eurostar passengers who are travelling from Brussels to Amsterdam for example will not mistake my signage relevant to them unless their goal is to use the Eurostar to reach an Airport.)

Testing Structure for Target Participants (KLM Air&Rail Passengers)

1. Booking Task: Each participant performs the booking task on the prototype app receiving the confirmation email.

Standardised Tasks: I will ensure each participant performs the same task (e.g., booking on the prototype app and finding the terminal) to maintain consistency.

2. Contextual Environment: Participants are placed in the mock-up environment to find the KLM terminal (no input from me, only what they remember from the booking task and email confirmation) using the signage concept for their current session.

1. Observation and Feedback: I will observe their actions, record the time taken to interpret and identify their choice of signage, and gather qualitative and quantitative feedback on user experience & user interaction using the design criteria and testable targets for further concept comparison and evaluation, after the test, I will conduct a reflective session to gain more insights and thoughts on the concept.

Rotational Order:

To prevent the <u>learning effect</u> (that is, as participants progress through the test, they may become more adept at recognising and interpreting signage simply because they have become familiar with the task), I will follow a rotational order of testing. Learning effect

can affect the results by making it seem like later signage concepts are more effective, when in fact the participants are just getting better at the task.

<u>Comparative Bias:</u> Participants might compare the signage they see later to the ones they saw first, which can influence their perception and feedback.

I will design 4 mock contexts mimicking the current signage system at Brussels Zuid train station. Each context will have some signages remaining consistent across all 4. Only the original signage and the 3 redesigned concepts will be changed for each mock context.

To note: *Consistent signages across 4 mock contexts however shuffled to prevent bias over all 4 concept testing (preventing my participants from drawing their eyes solely to the position of my design concepts changing every time)*
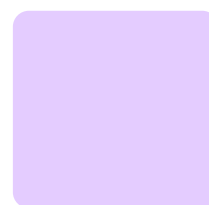
Concept O
Original Design

Concept A
Redesign 1

Concept A
Redesign 2
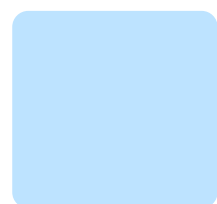
Concept A
Redesign 3

Sequential concept testing: Showing my participants my concepts one at a time. This method allows me to gather detailed feedback on each individual design without bias from comparisons with the other concepts. It reduces direct comparison bias since this was already done during the ideation iterative cycles. I need a more focused analysis of each selected concept.

Participant 1:

Session 1: Signage Concept A
Session 2: Signage Concept B
Session 3: Signage Concept C
Session 3: Signage Concept D

Participant 2:

Session 1: Signage Concept B
Session 2: Signage Concept C
Session 3: Signage Concept D
Session 3: Signage Concept A

Participant 3:

Session 1: Signage Concept C
Session 2: Signage Concept D
Session 3: Signage Concept A
Session 3: Signage Concept B

Participant 4:

Session 1: Signage Concept D
Session 2: Signage Concept B
Session 3: Signage Concept A
Session 3: Signage Concept C

Grouping

I will be grouping my concepts with similar other signages in the station to see whether grouping has an effect on how signages are interpreted. Also, analysis and design criteria has shown that grouping needs to be done to help my passengers identify signages more efficiently.

To prevent the influence of group dynamics and discussions, I will opt for individual concept testing. This approach will ensure that the feedback and performance data I gather are based on individual experiences. This approach is most useful when considering passengers who travel alone and need to find their way around the station quickly.

Post Testing, Reflective Sessions:

After each concept:
What are you overall thoughts after interacting with this concept?
How did you feel when you first encountered this signage?
What stands out to you the most about this signage concept now that you've used it? Is there anything particularly memorable?
In the context of your overall journey or task, how well did this signage fit in? Did it feel integrated or out of place? What elements exactly fit and did not fit?
Can you walk me through your thought process as you followed this signage? Why did you choose this signage particularly?
What did you like and dislike the most about this concept?

After testing all concepts:
Reflecting on all the signage concepts you tested, which aspects of this particular concept worked best for you, and which did not? Why do you think that is?

Testing Structure for Non-Target Participants

Understanding how my non-target users perceive and interact with my signage can help me ensure that it effectively communicates its intended message to KLM specific passengers while minimising confusion or misinterpretation among non-target users.

Since they are not my primary target group, I will not be conducting a detailed usability test with them.

Observational Sessions: I will sit down with my non-target users individually and observe their reactions as they interact with my signage concepts in the 3 mock-up environments. I will assign them a task that aligns with their specific role as non-target user and see how they interact with the mock environment, specifically if they interact with my concepts.

Feedback Interviews: After their interaction with the signage concepts, I will engage in a semi-structured interviews to gather their feedback and perceptions- questions about their understanding of all the signages, whether they found my concepts relevant to their needs in any way, what element was relevant to them.

After each concept:
When you encountered the signages in this mock environment, what was your initial reaction?
Which signage did you perceive as most relevant to your needs or goals? Why or why not?
Were there any specific elements of my redesigned signage that led you to believe it was relevant or irrelevant to you? Why?
Based on your experience with the signage, do you have any suggestions for how it could be altered to prevent any you from confusing it as a relevant signage for your needs and goals?

Appendix D

This chapter displays the full ranking grid discussed in Chapter 3.3.

A square & number is marked on each part of the grid. The subsequent part of the grid will be enlarged for better clarity in the following pages.

Y-Axis

Indicator affecting wayfinding performance from low to high

Signages, Landmarks, Layout, Information Systems, etc

Verbal Information, Audio Wayfinding, Integrated Services, etc

Legibility, Comprehensibility, Sensory Cues, etc

Intensity of Negative Emotion Felt from Low to High

X-Axis

1

A large quantity of signage boards and pictograms leads to overwhelming visual clutter- this could lead to confusion when trying to locate the Air&Rail signage. This leads to uncertainty when trying to determine the next move of traversal to the terminal.

Avishya Arali

There is a lack of strategically placed Air&Rail signages. This prevents KLM Air&Rail passengers from having a clear destination or route to follow once entering the station from a train platform. On exiting a train platform, there is no available Air&Rail signage.

Avishya Arali

Waiting at and realising that one is at the wrong location leads to further embarrassment and frustration.

Avishya Arali

The KLM Air France counter is currently placed in an unsafe area of the station and is further away from the main central hall of the station. The counter does not feel a part of the international facilities present in the central hall.

Avishya Arali

The arrangement of pictograms of the Air&Rail signage is ambiguous. This could lead to KLM Air&Rail passengers misinterpreting the intended message. Certain elements passengers could look for like a 'train' is missing. The arrangement currently looks like a service desk to help with airport related matters.

Its resemblance to other local signages could lead to KLM Air&Rail passengers disregarding its reliance to them.

Avishya Arali

Departure boards in Brussels Zuid train station display the final destination of the Eurostar a KLM Air&Rail passenger will be boarding for the first leg of their journey- for example, Amsterdam Centraal.

The boards do not show the 'via' route. Since KLm Air&Rail passengers expect their 'final' destination to be Schiphol Airport, this could lead to a feeling of uncertainty and fear since the departure boards do not match the travel details received by KLM.

Avishya Arali

KLM Air&Rail passengers lack a service that offers real time updates & notifications- accessible wayfinding.

Due to a lack of this service, passengers need to rely on audio wayfinding announcements, verbal guidance, and frequent checking of **boards**. In a situation where boards and announcements are not accessible due to the **complex layout** of the station, this could lead to missing trains, important track change updates, delays etc.

Avishya Arali

2

The only available Air&Rail signage is not visible from the central hall & main circulation path, it can only be seen when looking further into the right hand side of the main entrance.

Avishya Arali

Some signages for different facilities such as international & national ticketing facilities types cannot be differentiated

Avishya Arali

The zoning boards on platforms are not immediately visible and are not accessible due to its smaller size and UI.

This prevents passengers from effectively planning their waiting location and coach entrance on the platforms. This results in multiple short journeys coach to coach as train officially offer verbal guidance.

Avishya Arali

If KLM Air&Rail passengers are in a rush, especially to catch a train that is leaving soon, the zoning board cannot be looked at prior and could possibly lead to them frantically running coach to coach as they finally reach/find their allocated one.

Avishya Arali

Platform departure boards placed on the tracks do not display the stations via which the trains travel through.

For KLM Air&Rail passengers travelling to Schiphol Airport with a Eurostar, the board displays the final destination as Amsterdam Centraal. They will feel anxious for a few seconds and as they can only reaffirm their train by matching the departure time to their ticket details.

Avishya Arali

The entrances to platforms on the right most corridor (the corridor the Air&Rail terminal is located in) of the station only allow a one-way entry into Zone B of tracks 3-6.

The length & structure of the tracks prevents KLM Air&Rail passengers from being able to see further ahead possibly missing their specific Eurostar. They may be on the right platform however they might be unintentionally waiting on the wrong zone for the wrong Eurostar.

This is especially stressful when the window to catch a train is small.

Avishya Arali

KLM Air&Rail passengers need to remember the platform number and zone while navigating to the Eurostar platform after inspecting the departures board.

It is possible to forget the specific zone the train is coming to due to cognitive load.

Avishya Arali

3

Directional & Confirmational signages of some facilities such as Tickets, are irregular. Leading to passengers feeling lost and unable to move ahead.

Avishya Arali

The international departures board is smartly placed near the vicinity of the KLM Air&Rail terminal. However, it is not visible immediately. It can easily be missed by passengers.

Avishya Arali

Zoning on the international platforms cannot be differentiated without looking at the overhead platform departure boards.

The platforms for the Eurostar to Paris (via Paris Airport) and Amsterdam (via Schiphol Airport) for example look the same.

This leads to confusion as Paris Air&Rail passengers run towards the Amsterdam/Schiphol Airport Eurostar and vice-versa.

Avishya Arali

Entrances for the international platforms- mostly used for the Air&Rail high-speed trains are made accessible nearby the counter however they cannot be seen immediately from the terminal.

The lack of strategic placement for these platform signages could lead to KLM Air&Rail passengers missing these entrances and taking a longer routes. This is specially unhelpful during time crunches.

Avishya Arali

KLM Air&Rail passengers need to remember the platform number and zone while navigating to the Eurostar platform after inspecting the departures board. It is possible to forget the specific zone the train is coming to.

Avishya Arali

Since the visual stimuli of floor signages displaying the sub-zones for coaches coach the attention of the eyes first, it leads to some confusion as passengers try to search for anything related to zoning on their tickets.

Avishya Arali

1

Some passengers with social anxiety will not actively seek verbal information and thus spend more time trying to navigate through the station relying mostly on digital wayfinding or intuition.

Avishya Arali

It is inefficient, lengthy, and complex, to navigate to the Air&Rail terminal without verbal guidance currently.

Avishya Arali

Brand/company specific integrated apps such as Eurostar and SNBC help their passengers navigate more smoothly due to an dynamic, accessible, and personalised experience.

KLM Air&Rail passengers lack this experience.

Avishya Arali

The station is a complex structure. For KLM Air&Rail passengers who are unfamiliar with the **layout** of the station, there is no system or service to help Air&Rail passengers plan their route to the terminal.

Avishya Arali

2

Passengers feel confident about their train and platform when cross referencing the departure boards with a or related service company app.

In this case, since KLM only offers the travel details & itinerary, there is no way to cross reference or verify the Eurostar train on the departure boards specific to the Air&Rail ticket.

Avishya Arali

Due to the Air&Rail terminal at Brussels Zuid using a physical boarding pass instead of an e-ticket, tracking, and managing a journey is made inaccessible & inefficient.

Due to the Eurostar service & KLM service operating differently, passengers need to manually type in their Eurostar train reference online to track their train if they'd like and use the KLM app/website to track the flight.

Avishya Arali

3

There is a lack of well curated & organised information source online regarding the KLM Air-France Air&Rail services.

Avishya Arali

The physical Air&Rail boarding pass for both train and flight is slightly inaccessible and unconformable to use

Avishya Arali

1

There is a feeling of uncertainty when the expected terminal does not match the visual branding expectations- in this case, KLM.

Avishya Arali

The arrangement of pictograms of the Air&Rail signage is ambiguous. This could lead to KLM Air&Rail passengers misinterpreting the intended message. Certain elements passengers could look for like a 'train' is missing. The arrangement currently looks like a service desk to help with airport related matters.

Its resemblance to other local signages could lead to KLM Air&Rail passengers disregarding its reliance to them.

Avishya Arali

Departure boards in Brussels Zuid train station display the final destination of the Eurostar a KLM Air&Rail passenger will be boarding for the first leg of their journey- for example, Amsterdam Centraal.

The boards do not show the 'via' route. Since KLm Air&Rail passengers expect their 'final' destination to be Schiphol Airport, this could lead to a feeling of uncertainty and fear since the departure boards do not match the travel details received by KLM.

Avishya Arali

A large quantity of signage boards and pictograms leads to overwhelming visual clutter- this could lead to confusion when trying to locate the Air&Rail signage. This leads to uncertainty when trying to determine the next move of traversal to the terminal.

Avishya Arali

2

Since the Eurostar leg of the air-rail ticket journey is specifically said to be operated by a separate service, the large Eurostar office placed at the entrance of the station can be mistaken as the KLM Air-France counter.

Avishya Arali

3

The UI of the departure/arrival boards is slightly inaccessible and confusing to comprehend.

Avishya Arali

The zoning boards on platforms are not immediately visible and are not accessible due to its smaller size and UI.

This prevents passengers from effectively planning their waiting location and coach entrance on the platforms. This results in multiple short journeys coach to coach as train officially offer verbal guidance.

Avishya Arali

Zoning on the international platforms cannot be differentiated without looking at the overhead platform departure boards.

The platforms for the Eurostar to Paris (via Paris Airport) and Amsterdam (via Schiphol Airport) for example look the same.

This leads to confusion as Paris Air&Rail passengers run towards the Amsterdam/Schiphol Airport Eurostar and vice-versa.

Avishya Arali

IDE Master Graduation Project

TUDelft

Project team, procedural checks and Personal Project Brief

In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

STUDENT DATA & MASTER PROGRAMME
Complete all fields and indicate which master(s) you are in

Family name	
Initials	
Given name	
Student number	

IDE master(s)	IPD DfI SPD
2nd non-IDE master	
Individual programme *(date of approval)*	
Medisign	
HPM	

SUPERVISORY TEAM
Fill in he required information of supervisory team members. If applicable, company mentor is added as 2nd mentor

Chair		dept./section	
mentor		dept./section	
2nd mentor			
client:			
city:		country:	
optional comments			

! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.

! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.

! 2nd mentor only applies when a client is involved.

APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in **by the Chair** of the supervisory team

Sign for approval (Chair)

sicco santema

Digitaal ondertekend door sicco santema Datum: 2024.02.23 11:19:05 +01'00'

Name	Date	Signature

CHECK ON STUDY PROGRESS
To be filled in **by SSC E&SA** (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair.
The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total _____ EC

Of which, taking conditional requirements into account, can be part of the exam programme _____ EC

	YES	all 1st year master courses passed
	NO	missing 1st year courses

Comments:

Sign for approval (SSC E&SA)

Name _____   Date _____   Signature _____

APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES		Supervisory Team approved
NO		Supervisory Team not approved

Comments:

Based on study progress, students is …

	ALLOWED to start the graduation project
	NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Name _____   Date _____   Signature _____

Name student _____   **Student number** _____

Project title _____

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)
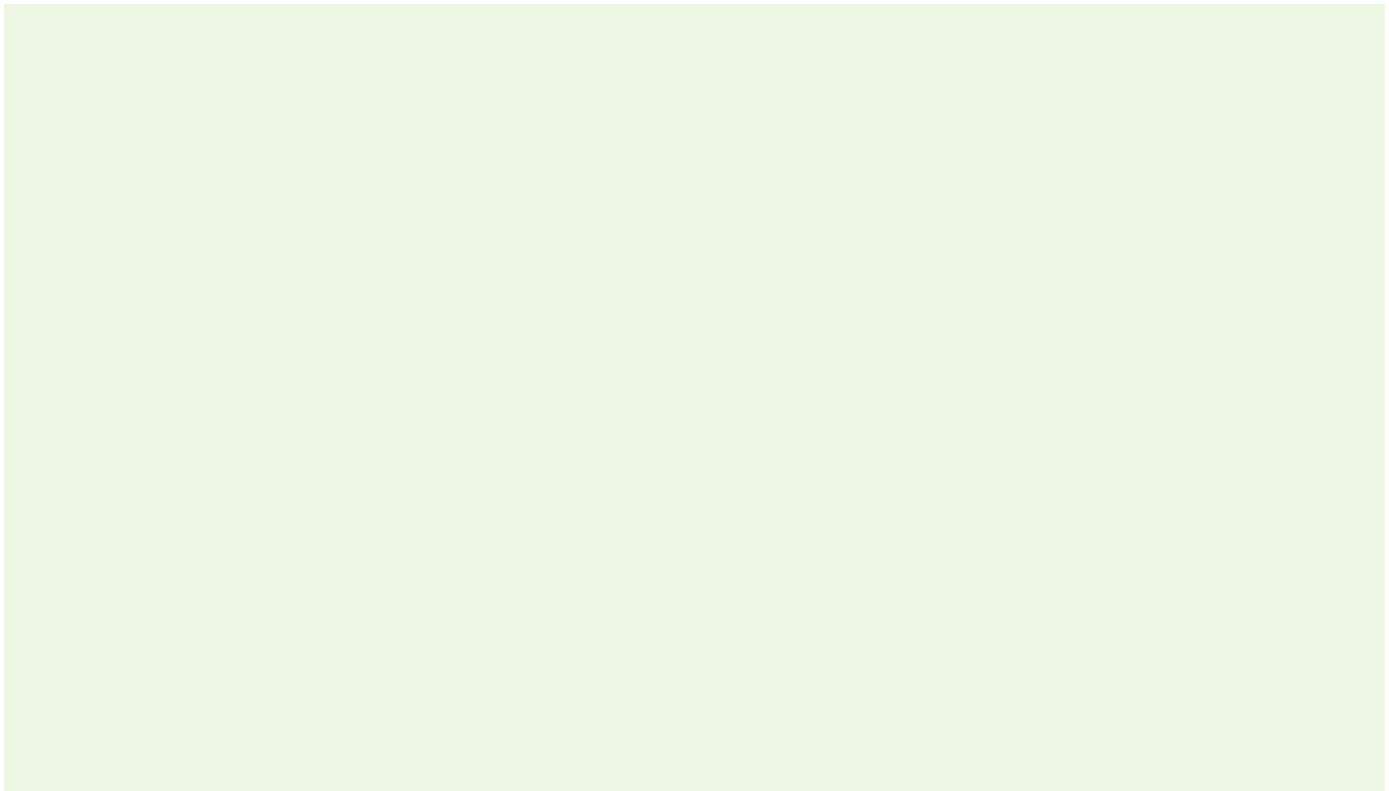
➔ *space available for images / figures on next page*

Zones/Nodes

image / figure 1

Perception   Interpretation   Memorization

Mental/Cognitive Maps
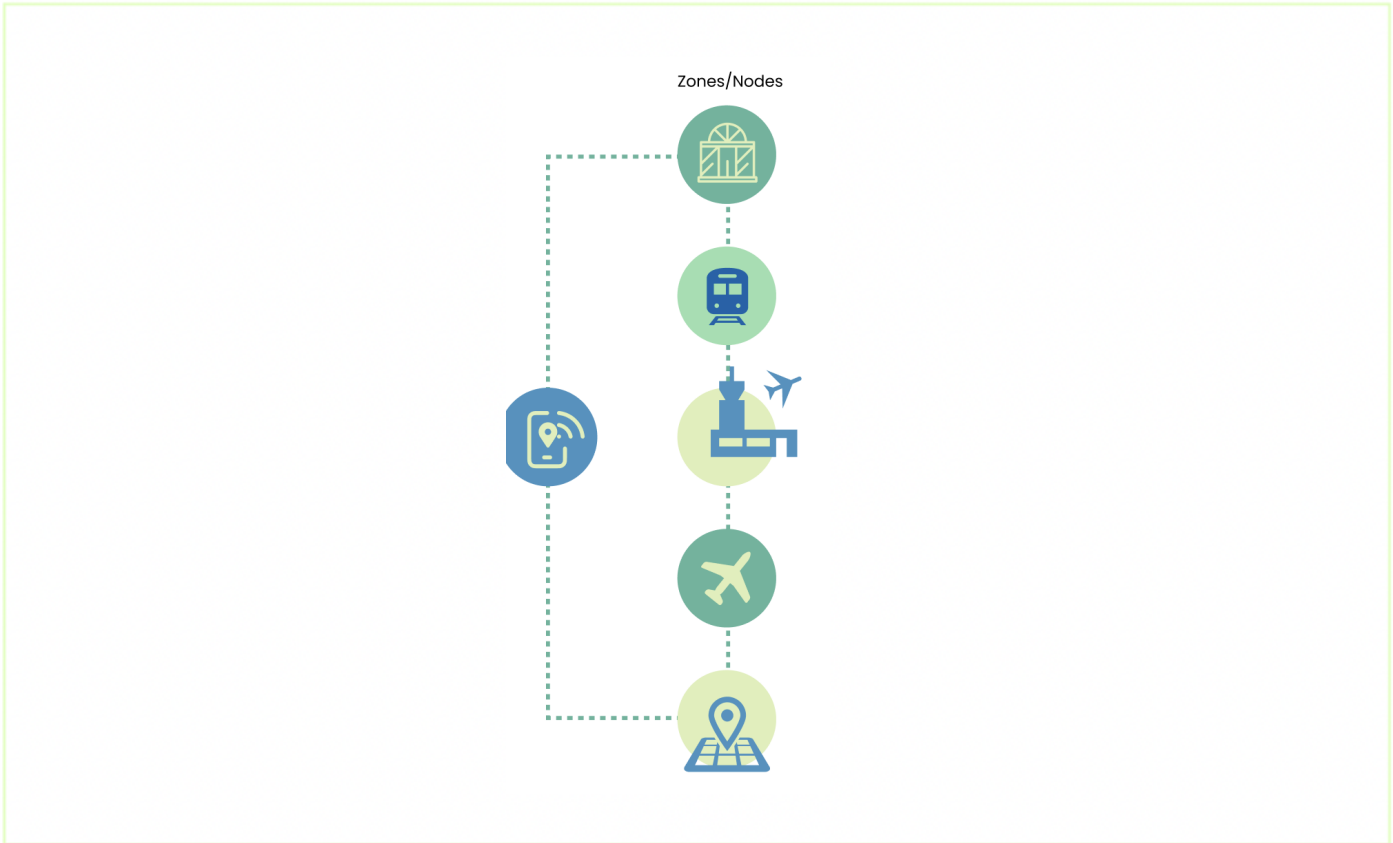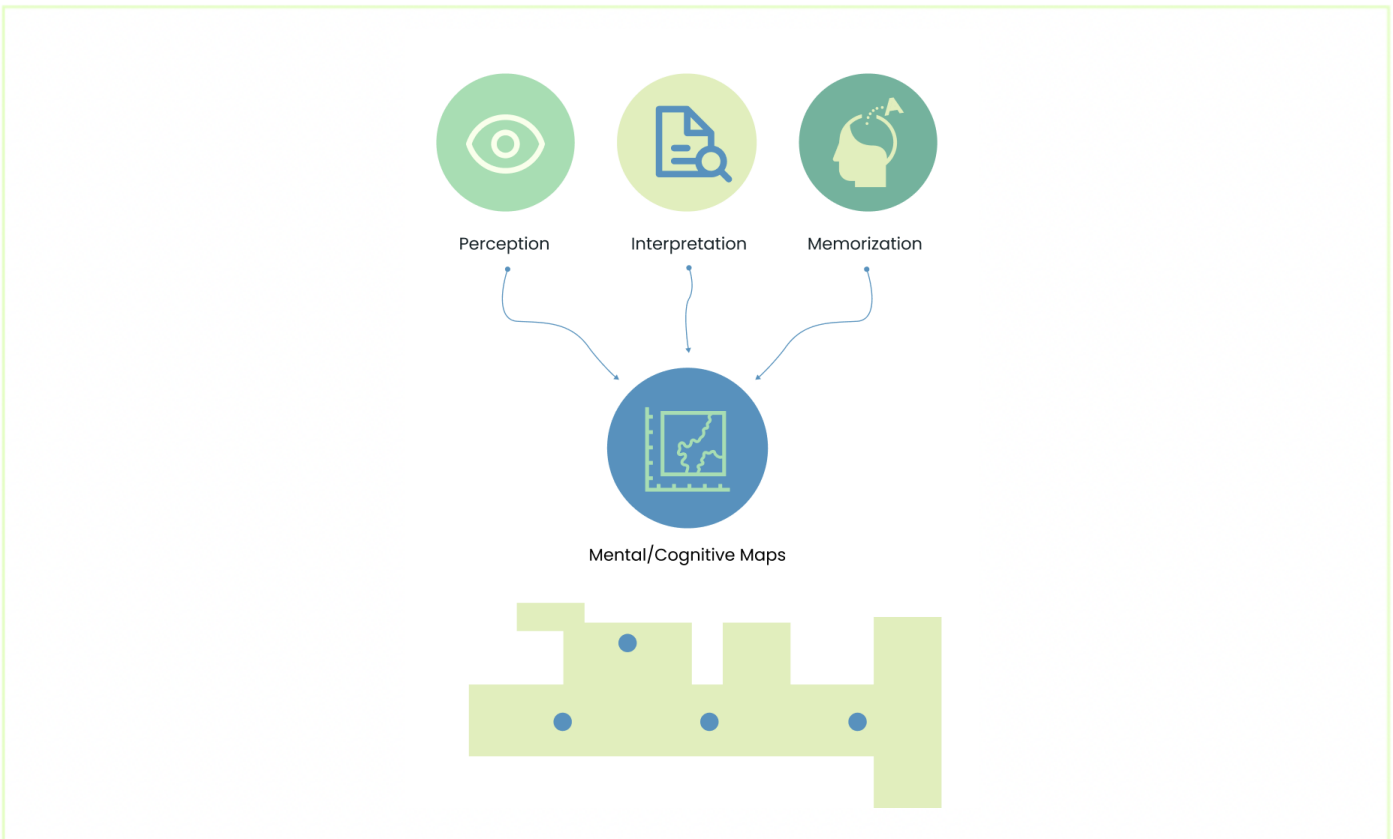
image / figure 2

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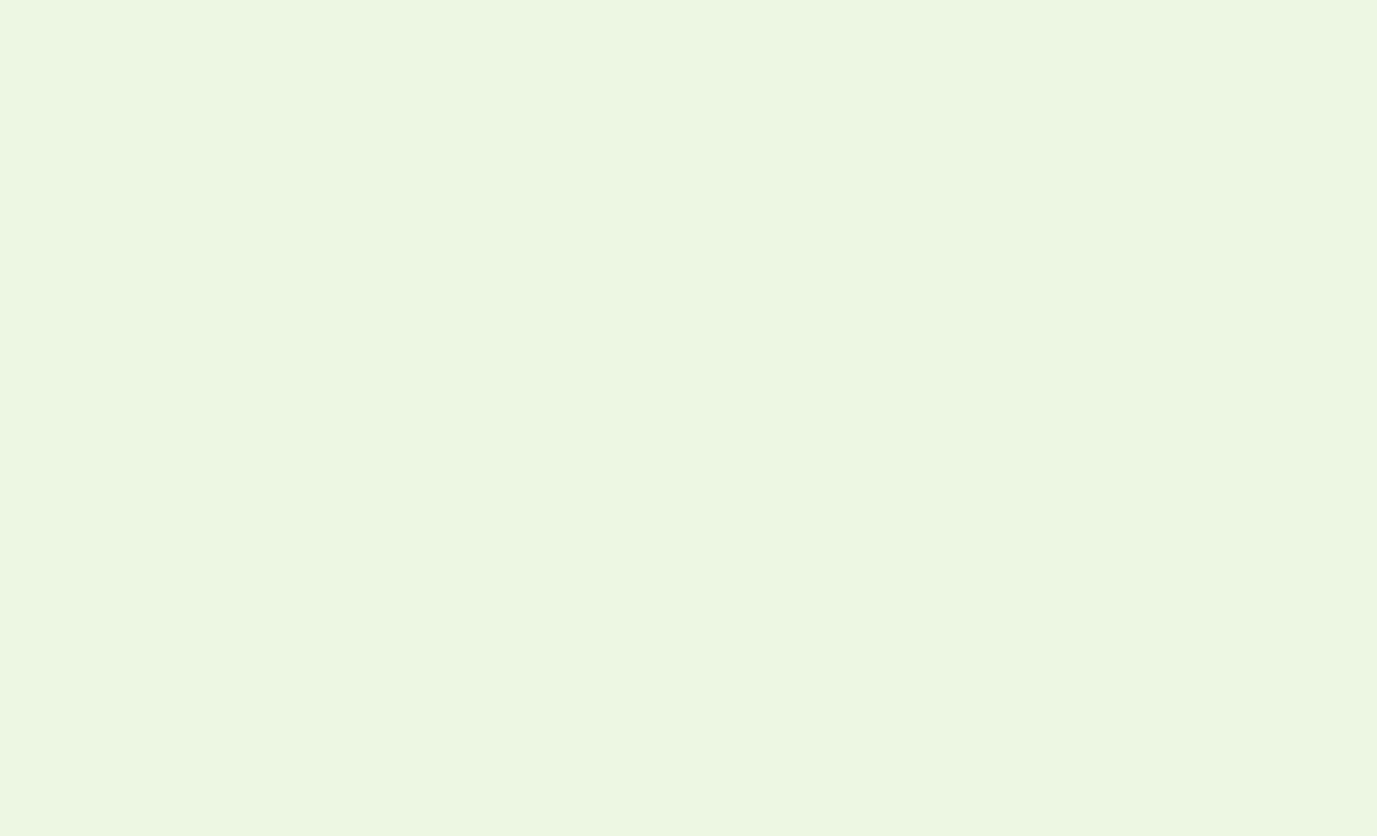
Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.
(max 200 words)

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for.
Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)
As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

Project planning and key moments

*To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting, mid-term evaluation meeting, green light meeting** and **graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).*

Make sure to attach the full plan to this project brief.
The four key moment dates must be filled in below

Kick off meeting _____

Mid-term evaluation _____

Green light meeting _____

Graduation ceremony _____

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	
For how many project weeks	
Number of project days per week	

Comments:

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.
(200 words max)