

MST Industry Practitioner Involvement and Industry-Linked Learning Note

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1. Purpose and scope

This note explains how industry practitioners and industry-linked learning may contribute to student learning within the MST programme. It is intended as a public programme document for students, applicants, faculty members, and external readers.

The scope covers selected formal teaching formats and academic activities in which external practitioners may contribute to learning, including guest lectures, case-based sessions, project juries, project supervision, and thesis-related input where appropriate.

2. Industry-linked learning in MST

MST is an applied engineering programme with project-based and practice-oriented learning elements. In particular, the Scientific / Industry Project forms a compulsory practical study element of the programme and may be carried out in an industrial company, a research institute, or a suitable research group within the approved programme framework.

Within this framework, practitioner-linked learning may occur through project supervision, project presentations involving company representatives where applicable, external technical input, and selected practitioner contributions to taught modules.

3. Programme approach

The programme seeks to integrate practitioner input in a structured, academically appropriate, and reviewable manner. Practitioner participation is intended to complement the curriculum by strengthening applied learning and professional relevance without replacing academic responsibility for module design, assessment, or quality assurance.

4. Typical practitioner-linked formats

- practitioner guest lectures within selected modules;
- case-based teaching sessions linked to module learning outcomes;
- project jury participation or structured external feedback in the Scientific / Industry Project;

- external practitioner input for industry-linked thesis topics where academically suitable and compatible with VGU rules;
- other structured practitioner-linked learning activities documented within the approved programme framework.

5. Academic responsibility and review

External practitioners contribute professional expertise, but academic responsibility for module design, assessment, and final academic decisions remains with VGU. Practitioner-linked learning formats may be reviewed periodically as part of programme quality review and academic planning.