

# STUDY AND RESEARCH ON THE LOWER RHINE



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*Four state-of-the-art faculties, forward-thinking courses, information on tailored study options and insights into university life – your introduction to Rhine-Waal University of Applied Sciences.*

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*The president  
of Rhine-Waal University  
of Applied Sciences:  
Prof. Dr. Marie-Louise Klotz*



# INNOVATIVE – INTERNATIONAL – INTERDISCIPLINARY

At the beginning of 2009, the task of building an international, innovative and interdisciplinary university represented a huge challenge for the president of Rhine-Waal University of Applied Sciences, Prof. Dr. Marie-Louise Klotz, yet it was also a unique opportunity to mould the university for the future.

## → What did you have when you started?

Prof. Dr. Marie-Louise Klotz: We had the bid forms of the District of Kleve and the Kamp-Lintfort Regional Development Agency for the development of a new MINT university, i.e. a university offering courses with a focus on mathematics, IT, natural sciences and technology. Otherwise we had nothing, which meant we had to come up with a totally new concept. That gave us a unique opportunity to develop a university that meets the needs of the region, industry and society using a new approach.

## → What advantages does a newly founded university have over an established one?

For example, from the outset we have considered what expertise the courses had to offer to satisfy new requirements and give our graduates the tools they need for their future careers.

## → Was that partly a response to the processes of globalisation and demographic change?

Yes, it was. We didn't want to persevere with old structures while the market and employers and entrepreneurs are forever complaining about a lack of skills. For us it was important to tailor the courses to the future needs of society and business from the outset.

## → You're referring to the three I's...

...yes, the university is innovative, international and interdisciplinary. Let's start with innovation. We've created a different blend of subjects, courses and faculties compared with traditional universities, which means we offer modern, interesting, up-to-date courses.

## → For example?

Our Faculty of Technology and Bionics. If you look at this type of faculty at an established university, it's either a faculty dedicated solely to mechanical or electrical engineering or to computer science. We've brought the natural sciences, technology and science journalism together in one faculty. Our mechanical engineers, for example, also concern



*Prof. Dr. Marie-Louise Klotz focuses on internationality, innovation and interdisciplinary work within the faculties.*

themselves with creativity studies, business administration, marketing and management accounting. Our students have time for intercultural competence, conflict management, project management...

→ ... tools they need should they opt for self-employment, to give them self-assurance when dealing with international contracts ...

Exactly. Many people did not realise how important that is until after the economic crisis had hit. For us it meant changing the mechanical engineering curriculum so that students are not only able to design state-of-the-art machines but also understand the sales process, learn marketing skills and know how to interact with other cultures.

→ How are companies responding?

When I tell companies we're a "totally mad university," they respond by saying "that's exactly what we need!"

→ Your students come from every continent. The second I – internationality.

At the moment we have students from almost 100 different countries, which means we are training future employees for companies not just across the region,

but worldwide.

→ Is that a goal?

Definitely. But there's more to being international than that. The subjects in the curricula are always set up to prompt questions such as: What's important for the region? For Germany? For Europe? And what's important for other continents? Let's take developing a machine as an example. The question I ask, of course, is how complex is the design? Will the people in the country it's being built for be able to use it? This international look at the scientific aspects of expertise is important.

→ In other words, adapted to current and future challenges?

That's right. On the Alternative Tourism course we consider both demographic change and environmental aspects, as we as people have to ensure we manage resources responsibly in everything we do. Or take the Early Childhood Education course, for example. Today we need professionals who can run nursery schools that cater for both babies and five-year-olds. They also have to understand how to involve parents, deal with ethnic minority issues and pay attention to the needs of educationally disadvantaged children.



When I tell companies we're a university with a new and very special profile, they say that's exactly what they need!

Prof. Dr. Marie-Louise Klotz



→ Besides the international outlook there's also the region. What are the people on the Lower Rhine saying?

That we're boosting the local economy and investing in the region and for the region. Academics come here, bring their families with them and have houses built, buy flats, go shopping. We're attracting employment and providing a positive impetus within society... the list is long.

→ The new campuses in Kleve and Kamp-Lintfort are open to everyone. And they are very international.

We collaborated with experts on a landscape design concept. The individual quadrangles emerging with the buildings are being planted so that you're in Tuscany at one place, Arizona at another ... to give students and locals alike the feeling that it's an international university. The concept works. And that applies to Kamp-Lintfort, too! In the middle of the new campus there, there will be islands symbolising the five continents that invite you to stay a while. The concept of internationality is thus ever-present and forms a unit, as does everything else at the university.



*The university board (from right to left):  
Prof. Dr. Anja Freifrau von Richthofen, Vice-President (Studies, Teaching and Further Education),  
Dr. Martin Goch, Vice-President (Business and Staff Administration),  
Prof. Dr. Marie-Louise Klotz, University President,  
Prof. Dr. Peter Scholz, Vice-President (Research and Development).*

# INSPIRED BY THE PASSION OF A HUNDRED NATIONS

## Mission Statement

### Our mission

#### Internationality in action

The Rhine-Waal University of Applied Sciences is both rooted in the local region and connected to the world. We promote international scientific discourse as well as value-oriented and cultural exchange. We want to use this cosmopolitan outlook to contribute to the mutual understanding of cultures in a connected world.

#### Creating modern teaching, opening up new research fields

Our method-based, application-oriented, multidisciplinary research and teaching enables us to train highly-qualified graduates. We teach, learn and carry out research in our modern, excellently equipped laboratories. We identify new interdisciplinary research areas and develop innovative products and services, aimed at addressing society's biggest challenges.

#### Shaping the region responsibly

Together with our partners, we are developing the region into an attractive centre of knowledge. We create innovative ideas and are partners in their implementation. We regard internationalisation as an opportunity. We take our responsibility to connect the region to the rest of the world very seriously.

#### Empowering people, shaping the future

We are preparing people with many differing abilities for the future. Our theoretically sound, application-based teaching enables us to train responsible, creative members of society with specialised knowledge, while at the same time placing great emphasis on judgement skills and personal independence. We



achieve this with education that emboldens our students and awakens their curiosity and enthusiasm.

### Who we are

We are ambitious. We have the courage and passion to be different! For us, finding solutions is more motivating than discussing problems. We are open to new ways of doing things, reflect upon our actions and continually improve ourselves based on our experiences. We also look for feedback from those we work with, both inside and outside the university. We are a focal point for people of all cultures and countries. To ensure respectful collaboration, we share responsibility with all those who come here. Mutual respect between students, professors and academics of all nationalities, religions, cultures and sexual orientations is the cornerstone of everything we do. Equality, inclusion and tolerance are second nature to us.

We believe that the wide diversity of people at our university enriches the teaching and research on offer here. Our university committees also reflect this diversity.

We cooperate with our partners and each other in a respectful, professional and dependable way. For us, this kind of interaction is a key aspect of a collectively developed culture within the university. We want to closely monitor, clearly present and continue to actively shape this culture.

To ensure we realise our aims and live out our values, we continually act with this mission statement in mind.

# TEN GOOD REASONS

More than 4,000 young people from almost 100 countries study on the Kleve and Kamp-Lintfort sites.



**Mariya Poryazova from Bulgaria, studying "Environment and Energy"**

*...because the lecture rooms and the laboratories are so new and full of interesting equipment. You can tell you're being prepared for the future here.*



**David Knapp from Germany, studying "International Relations"**

*...because I like looking beyond boundaries!*

**Ole Valler from Germany, studying "Bioscience and Health"**

*...because it's so close to the Netherlands and visiting the fish market in Nijmegen is fantastic. We then cook and eat together!*



**Tobias Ludes from Germany, studying "Sustainable Agriculture"**

*...because the sport and leisure offering is so good and you get to meet foreign students as well!*



**Lea Pauly from Germany, studying "Psychology"**

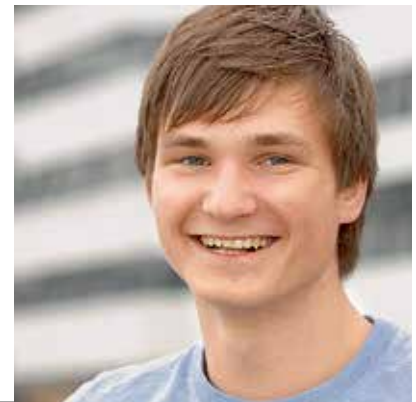
*...because I was convinced by the excellent contacts abroad that allow me to get to know the world while I'm still studying!*





**Valentin Turbin**  
from Latvia, studying  
"Mechanical Engineering"

*...because I get to meet  
some incredibly  
exciting people!*



**Sandra Ndachengedzwa** from Zimbabwe, studying "International Relations"

*...because I think it's good how the university is adapting to the labour market of the future with its course offerings in every faculty!*



**Marlies Cleven** from Germany,  
studying "Sustainable Agriculture"

*...because the university is very  
modern and forward-looking!*

**Anna Rutencrantz**  
from Germany, studying  
"Bioscience and Health"

*...because I received help and  
support from all sides  
in the first semester!*



**Antoniya Lazarova** from  
Bulgaria, studying  
"International Relations"

*...because the numerous  
projects and research groups  
teach me how to develop  
innovative ideas and  
understand how important all  
the contacts at companies are.*



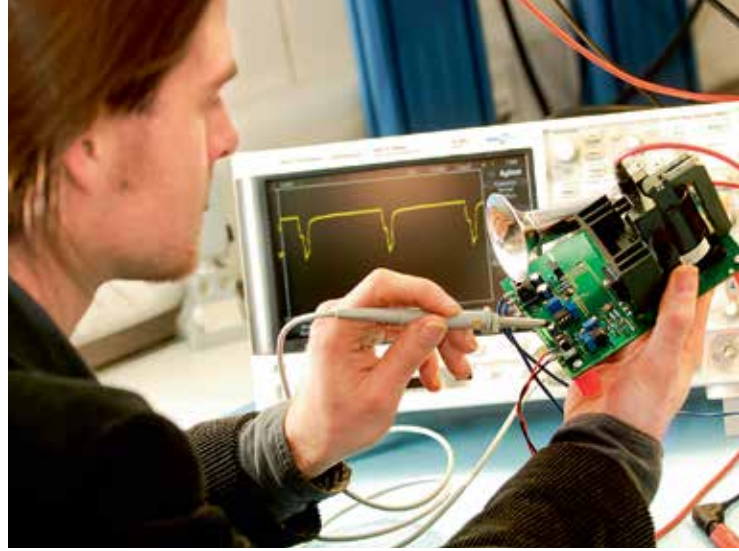
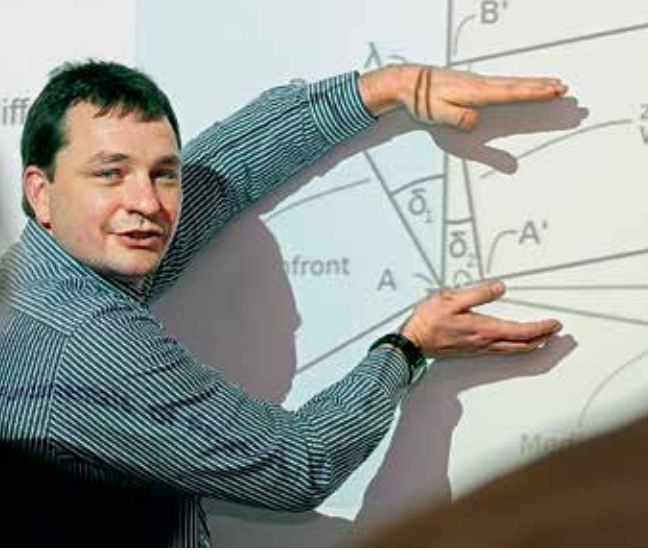
# FACULTY OF TECHNOLOGY AND BIONICS

→ **From nature to engineering.** The Faculty of Technology and Bionics at the Kleve Campus offers fascinating courses in engineering, natural sciences, bionics and scientific communication. "Nature provides the inspiration. Biological phenomena often serve as a template for solutions to technical issues. Bionic engineers transform them into products," says dean of the faculty, Prof. Dr.-Ing. Thorsten Brandt. This slightly abstract sounding concept is taught in an applications-driven context on six bachelor's courses and one master's course. Graduates have a wealth of options open to them, including management jobs at industry and research institutes, careers in marketing or the sale of engineering equipment and products, as well as opportunities in PR and specialist journalism. One reason for this is the topicality and practice relevance of the newly designed courses. Prof. Dr.-Ing. Brandt explains: "We took the opportunity to respond to the major trends, tailor the courses to them and build a dynamic team."

*The Faculty of Technology and Bionics makes use of 3D measuring equipment.*







## COURSE FACTS

### UNDERGRADUATE COURSES

#### → BIOMATERIALS SCIENCE, B.Sc.\*

This course deals with traditional engineering materials as well as biocompatible, biomimetic and naturally sourced materials. This enables advances in many applications such as the development of implants with improved biocompatibility, longer useful lives and increased functionality.

#### → MECHANICAL ENGINEERING, B.Sc.\*

A classic course geared to the future! Mechanical engineering graduates enjoy a variety of career opportunities from the development to the distribution of technical products in industry, private-sector businesses and public authorities and agencies, including management roles.

#### → MECHATRONIC SYSTEMS ENGINEERING, B.Sc.\*

Innovations emerge on the boundaries between disciplines! The course is based on the three pillars of mechanical engineering, electrical engineering and computer science. Students receive an all-round grounding in the understanding of technical products and processes as dynamic systems.

#### → ELECTRONICS, B.Sc.\*

Electronics is modern! Excellent job prospects await graduates thanks to the broad field of applications for electrical solutions in every industrial sector.

#### → INDUSTRIAL ENGINEERING, B.Sc.\*

As cross-disciplinary specialists, graduates with engineering and business skills have excellent perspectives.

#### → SCIENCE COMMUNICATION AND BIONICS, B.A.\*

The combination of science and technology with journalism presents graduates with a host of opportunities from PR jobs at leading companies to children's television.

### POSTGRADUATE COURSES

#### → BIONICS/BIOMIMETICS, M.Sc.\*

What is bionics? Over three additional semesters, students learn to understand natural phenomena and apply these to technical products.

#### → MECHANICAL ENGINEERING, M.Sc.\*

The course is aimed at developing, producing and successfully marketing technical products. Over three semesters, engineers gain additional specialist knowledge and methods in different production development roles, from product development and production to marketing and servicing.

\* Course taught in English



*From a basic understanding of physics (photo far left) to exciting experiments in the field of electrical engineering (left): students in the Faculty of Technology and Bionics not only have a wealth of complex technical equipment at their disposal, they also study and conduct research in a very practice-based way every day. Courses in this faculty are taught exclusively in English.*



→ **What is special about your faculty?**

The faculty has a very broad science and technology portfolio. Students come into contact with many different issues. We also work closely with companies and business associations, so we know what capabilities and skills our graduates need to have.

→ **And you take that into account?**

Yes, we do. Today it's increasingly about the ability to work in a team, social skills and creativity. We have therefore deliberately reserved space for soft skills in the curricula in addition to science and technology components.

→ **A very practice-based approach, then?**

Exactly. Students also write their own business plan to allow them to set out clearly the technical deliverables they have learned and ask themselves how they can market them, what the sales concept looks like and what costs they are faced with when they've finished.

**Faculty contact:**

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**Prof. Dr.-Ing. Thorsten Brandt,  
Dean, Faculty of Technology and Bionics.**

# FACULTY OF LIFE SCIENCES

→ Life Sciences is a broad field encompassing aspects such as the marketing of agricultural products, wellness and health, and the production of cosmetics, biofuels and new plant varieties. This diversity is also reflected in the range of courses the university offers in the Faculty of Life Sciences on the Kleve campus.

As different as the courses are, they also have many things in common. They are practice-based and specifically geared to the requirements graduates will need in their future careers, for example by integrating the students in national and international projects. All the courses have an international focus, be it the content of the teaching or the semester abroad that is embedded in the syllabus.

Sustainability is a key theme in the Faculty of Life Sciences and the two agricultural science courses are no exception. "The issue of sustainability is becoming more important with each passing year. The greatest challenge of our age is assuming responsibility for future generations while at the same time remaining mindful of economic and ecological concerns. We want to convey this understanding to our students," explains Prof. Dr. Matthias Kleinke, Dean of the Faculty of Life Sciences.







## COURSE FACTS

### UNDERGRADUATE COURSES

#### → SUSTAINABLE AGRICULTURE, B.Sc.\*

Sustainability is very important in the field of agriculture, both for soil quality and livestock and crop production. The Sustainable Agriculture course looks at how sustainability can be achieved. International organisations in the agriculture and environment sectors and the agricultural machinery and equipment business offer graduates a variety of career options.

#### → AGRIBUSINESS, B.A.\*

What is the best way to market agricultural products at regional, national and international level? The Agribusiness course focuses on business aspects such as these. Graduates enjoy excellent career opportunities in the booming green sector, not least thanks to the strong practice-oriented curriculum.

#### → BIO SCIENCE AND HEALTH, B.Sc.

The Bioscience and Health course prepares graduates for key roles at the interface between science and health in areas such as occupational health-care, hospitals, the chemical and cosmetics industries, and wellness.

#### → QUALITY, ENVIRONMENT, SAFETY AND HYGIENE, B.Sc.

Are hygiene regulations being met? Are the products made of the necessary quality? Are staff complying

with safety requirements? Are a company's processes environmentally sound? These are the kind of questions that experts in the field of quality, environment, safety and hygiene keep in focus. With their knowledge of directives, laws and standards, they form an interface between company personnel and divisions and coordinate cross-departmental processes. They record processes and structures, ensure procedures are transparent, organise audits and look after accreditation by external bodies. Their expertise qualifies them for numerous sectors, including manufacturing trades, research institutes and hospitals.

#### → BIOENGINEERING, B.Sc.\*

What can be done to counteract climate change? How can we compensate for energy and raw material shortages? And what can we do to sustain the health of an aging population? Biotechnology, or bioengineering, attempts to find answers to questions like these through the application of scientific and technical advances on living organisms. Biotechnology is already ubiquitous. It is used in the production of cheese, wine and bread, for example. Molecular biology methods in modern biotechnology also permit the production of ingredients for laundry detergents and cosmetics, active ingredients in drugs, raw materials for the chemicals industry, biofuels, new plant varieties and much more besides.

\*Course taught in English



## POSTGRADUATE COURSES

### → FOOD SCIENCES, M.Sc.

There are few commodities of greater importance in our everyday lives than food and beverages. From the production of primary raw materials to the consumption of the final product, this field incorporates a wide range of different establishments and companies, and covers not only the production, processing and refinement of foodstuffs but also the trading and sale of goods. The Food Sciences course examines the individual components of production from a primarily scientific perspective as well as their place in the value chain. Different perspectives enable students to identify connections, giving them an overall picture of the commodity of food.



*Students research background information about agriculture and horticulture in field trials and in the laboratory.*

### → What makes your faculty so practice-based?

The concept behind our courses enables us to offer companies graduates who can walk in and do their job right away. We require our students to work on practice-oriented projects in interdisciplinary teams. In doing so we cover the methods and skills needed in practice.

### → Does that include issues such as environment protection?

That is a particularly exciting issue for us because there are so many levels to it worldwide. For us it means teaching a global aspiration while also implementing it locally.

### → With local partners?

Absolutely. We're constantly establishing new contacts to ensure we are well placed to meet the needs of our students and research projects. Our aim is to be strongly rooted in the Lower Rhine region but also to pursue projects in Asia or Africa.

#### Faculty contact:

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**Prof. Dr. Matthias Kleinke,**  
Dean, Faculty of Life Sciences.

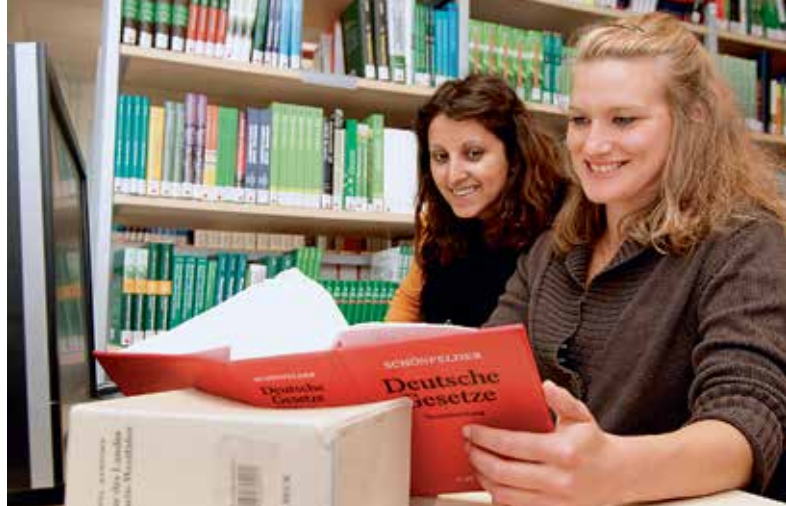
# FACULTY OF SOCIETY AND ECONOMICS

→ The knowledge imparted by the new Faculty of Science and Economics on the Kleve campus is geared towards addressing the challenges facing society today. Students approach these developments in a practice-driven, interdisciplinary way. Topics include energy and resource shortages, building the knowledge-based digital society, demographic change and how to stay competitive in a globalised world. The focus here is on networking culture, science and business with the region.

→ **Internationality is written with a capital I:** Courses held entirely in English are also attractive for international students, who in turn facilitate the process of intercultural exchange. "There are students from 60 countries in our faculty alone. Anyone who has worked in an interdisciplinary team knows that managing such teams is a slightly more complex task, but the outcomes are significantly better," says the dean, Prof. Dr. Hasan Alkas. Cooperation arrangements with leading international universities and institutions offer students and graduates exceptional prospects for their personal development.







*Accepting new challenges collectively, working in teams, discussing case studies – interdisciplinary work is the name of the game in the faculty.*

## COURSE FACTS

### UNDERGRADUATE COURSES

#### → INTERNATIONAL BUSINESS AND SOCIAL SCIENCES, B.A.\*

Business and social science subjects are taught from an international standpoint, which in addition to the fact that the course is taught entirely in English ensures graduates are prepared for the global labour market.

#### → INTERNATIONAL TAXATION AND LAW, B.A.\*

Questions relating to taxation increasingly demand answers in an international context from both a business and legal point of view. The course content therefore has a global focus to produce graduates with a qualification tailored to the job market.

#### → INTERNATIONAL RELATIONS, B.A.\*

International relations are discussed and analysed from a political, economic and social science perspective, which in the era of globalisation is taking on increasing importance. The course thus opens the door to a wide range of careers, for example in the fields of politics, administration and education.

#### → ALTERNATIVE TOURISM, B.A.

Travellers are placing increasing value on ecological, social and bespoke aspects. As well as following a traditional tourism management approach, the course therefore teaches subjects such as sustainability and development policy.

#### → EARLY CHILDHOOD EDUCATION, B.A.

Potential recognition, targeted early intervention and well-grounded didactic and organisational skills are the goals of this course. In addition to traditional education models, the course therefore includes components such as developmental psychology and education policy.

#### → GENDER AND DIVERSITY, B.A.\*

The practical application and implementation of outcomes from research on gender and diversity issues and simultaneous scientific and theoretical orientation gives graduates access to a broad spectrum of careers, for example in human resources, human rights organisations, and management and political consulting.

## POSTGRADUATE COURSES

### → ECONOMICS AND FINANCE, M.Sc.\*

This master's course builds on the knowledge acquired on a previous business degree and serves to broaden and deepen the student's understanding with a specialisation in the areas of finance and economics.



*The students' projects are as practical as possible, ranging from discussions relating to economic policy to projects on alternative tourism in the region that could also be implemented in practice.*

### → The faculty combines the areas of society and economics ...

... Yes, we have the advantage of starting from scratch and being able to explore new avenues. This enables us to integrate themes early in our curricula that will be of continuing importance for society in the future.

### → For example?

The process of demographic change and its effects on the population and the employment situation. Rapid internationalisation and its consequences for productivity. Current economic challenges and the development of potential solutions.

### → How is this approach reflected in the course?

We employ an experimental approach in our teaching. Role-play simulations under laboratory conditions, case studies and situational role play deliver very realistic insights into incentive mechanisms and human behaviour in conflict situations.

### Faculty contact:

[society-economics@hochschule-rhein-waal.de](mailto:society-economics@hochschule-rhein-waal.de)



Prof. Dr. Hasan Alkas,  
Dean, Faculty of Society and Economics.

# FACULTY OF COMMUNICATION AND ENVIRONMENT

→ The Faculty of Communication and Environment on the Kamp-Lintfort campus is impressively unique. "The faculty was originally meant to be geared to IT but it soon became clear that the offering would be more broad-based, embracing design, psychology, media communications, computer science, e-government, environmental science and the usability engineering master's degree course," says the dean, Prof. Dr. Ingeborg Schramm-Wölk. "It meant we were laying down a marker right from the start because in terms of structure and composition the faculty is unlike any other in Germany."

A wide range of successful student and research projects underscore the aspects of interdisciplinarity and internationality. One example is the German-Dutch SMART INSPECTORS project, where airborne test platforms for optical sensor are being developed for various applications. The Faculty is also a centre for the "Future Through Innovation" ("Zukunft durch Innovation - ZDI") community initiative, which aims to get young people enthusiastic about science and technology, for example in the Fab Lab, which focuses on state-of-the-art 3D printing and where computer-controlled machines can produce various products.







*Simon Poos performs a water analysis on an excursion by the Environment and Energy course (left).*

*Researching with a Stirling engine on the open day (right).*

## COURSE FACTS

### UNDERGRADUATE COURSES

#### → MOBILITY AND LOGISTICS, B.Sc.\*

Mobility and Logistics is one of the most important future growth industries and as such offers numerous career opportunities. Students graduating from this course are not only expertly qualified for logistics management but are also equipped for new activities in the field of public and private mobility.

#### → ENVIRONMENT AND ENERGY, B.Sc. \*

Our future depends on the sustainable management of resources. This course provides a broad grounding in natural and sciences and engineering as well as a sound foundation in economics and IT. Graduates are optimally prepared for global collaboration with experts from relevant disciplines.

#### → INTERNATIONAL BUSINESS AND SOCIAL SCIENCES, B.A.\*

To be successful at international level, good managers require not only specialist knowledge but also an understanding of the values and customs of other countries. The combination of business and social science from an international standpoint paves the way for a career at commercial enterprises and not-for-profit organisations.

#### → MEDIA COMMUNICATIONS AND COMPUTER SCIENCE, B.Sc.

These days it is hard to imagine a society without information technology. The lines between the traditional fields of IT, telecommunications and consumer electronics are becoming increasingly blurred, giving rise to an ever greater variety of possibilities and applications – a development that offers significant opportunities and challenges for future media communications and computer science specialists.

#### → E-GOVERNMENT, B.Sc.

E-Government involves the design of processes and organisations in the areas of business and administration and the development of fit-for-purpose software systems. Graduates enjoy first-rate career prospects in public administration and corporate enterprises.

#### → PSYCHOLOGY, OCCUPATIONAL AND ORGANISATIONAL PSYCHOLOGY, B.Sc.

Graduates of this course will shape the working world of tomorrow. The content of this fascinating course covers areas such as job satisfaction, team and management development, personnel selection and corporate culture.

\*Course taught in English



→ **INDUSTRIAL ENGINEERING, SPECIALIZATION COMMUNICATION AND INFORMATION ENGINEERING, B.Sc.\***

Networked systems are increasingly being introduced in many fields of application. As a result, there is increased demand for engineers who can plan, develop, implement, maintain and adjust such systems in various contexts. This technically-oriented course has been developed with modern industrial requirements in mind.

→ **INFORMATION AND COMMUNICATION DESIGN, B.A.\***

Communication designers convey sophisticated content and design communication that is imaginative, surprising, inspiring and occasionally moving too. Our graduates are not just limited to communicating what others have already devised but have learned to develop content, products and services themselves as part of interdisciplinary teams.



*Images from an excursion on the "Mobility and Logistics" course.*

→ **What makes the concept behind the courses so different?**

The strength of our faculty is that the courses are systematically geared towards networked and interdisciplinary teaching.

→ **What does that mean specifically?**

When we were designing the courses, we had the opportunity to take into account the challenges posed by a society in transition. The project-driven approach, high level of teamwork and integrated consideration of economic and social aspects create network competence and provide the skills required on the international job market.

→ **To what extent can the course help those looking to start their own business?**

Supra-disciplinary qualifications are highly valued. Personal development aspects and civic engagement training are stated course aims. In our subject-specific training we offer students a thorough grounding in business concepts as well as subjects such as entrepreneurship that look at all the key issues surrounding business startups.

**Faculty contact:**  
[communication-environment@hochschule-rheinwaal.de](mailto:communication-environment@hochschule-rheinwaal.de)



**Prof. Dr. Ingeborg Schramm-Wölk, Dean of the Faculty of Communication and Environment**



*A student explores  
Kamp Abbey using  
gesture-controlled  
navigation.*

## COURSE FACTS

### POSTGRADUATE COURSES

#### → USABILITY ENGINEERING, M.Sc.\*

Products that succeed on the market are always tailored to the needs of users. Students gain extensive knowledge in fields including human-machine interaction, psychology, intercultural management and visualisation, to enable them to implement their ideas in as many industrial and research fields of application as possible.

#### → DIGITAL MEDIA, M.A.\*

This Masters course prepares students for a career in which they will be able to combine design skills with the latest technical developments in digital media to develop creative digital solutions with sophisticated communication requirements.

#### → INTERNATIONAL MANAGEMENT AND PSYCHOLOGY, M.Sc.\*

This course develops both management skills and psychological expertise. Graduates can apply and embed this knowledge in a targeted manner within internal structures and have numerous career options in all fields in which human experience and behaviour interact with economic processes.

#### → INFORMATION ENGINEERING AND COMPUTER SCIENCE, M.Sc.\*

In today's society, information is a commodity that can be refined to make it more valuable, and working efficiently with big data plays an important role in this process. Graduates have a broad base of knowledge in the areas of data collection, processing and storage and are extremely well acquainted with the enormous potential of networks and distributed systems.



*Students from the Industrial Engineering  
course help to develop a circuit.*

# GENERAL COURSE DURATION DETAILS FOR BACHELOR'S AND MASTER'S COURSES

The Rhine-Waal University of Applied Sciences offers an innovative, interdisciplinary course offering in both German and English that can be completed full-time or as part of a work-study degree programme. In full-time study, all bachelor's degree courses consist of seven semesters as standard. The sixth semester is reserved for a practical placement at a company in Germany or abroad or a term of study abroad. Students write their dissertation (thesis) in the seventh semester, usually in cooperation with a company, before completing their studies with an oral examination.

Students on a work-study degree programme spend three days per week undertaking an apprenticeship with a company. They spend the remaining two days each week studying at the university for a course closely related to their apprenticeship. In order to undertake a work-study degree programme, you must first agree an apprenticeship contract with a company in addition to holding a German university entrance qualification. During their apprenticeship, students receive a training allowance from their company. After four semesters, the apprenticeship culminates with an examination in front of the chamber of commerce and industry. They then undertake three semesters of full-time study. The eighth semester is a practical placement with either the company where the apprenticeship was completed or another company.



**Graduates at their graduation ceremony.**

Alternatively, students can also complete a term of study abroad at an overseas university.

In the ninth semester, students write their dissertation, ideally in cooperation with the company where the apprenticeship was completed, before finishing their studies with an oral examination.

The master's course lasts three semesters. The first two semesters are designed to deepen specialist knowledge and focus on individual areas by selecting elective modules. Students also spend time on a related research project. In the third semester, students complete their master's thesis and finish their studies with an oral examination.

# STUDENT SERVICE CENTRE – GOOD ADVICE FROM THE OUTSET

Prospective and existing students will always have questions or require tips and suggestions. Professional advice is therefore available from the student advisory service. Here are ten of the most frequently asked questions, answered by Susanne Habers, head of the Student Service Centre.

## What courses does Rhine-Waal University of Applied Sciences offer at the moment?

Rhine-Waal University of Applied Sciences offers 25 bachelor's and eight Master's degree courses at the Kleve and Kamp-Lintfort sites in the faculties of Society and Economics (Kleve), Technology and Bionics (Kleve), Life Sciences (Kleve) and Communication and Environment (Kamp-Lintfort).

## Where can I get help during the first semester?

In addition to our student advisory service, which continues once the semester has started, specialist advice can be obtained from the deans of each faculty and personal tutors. There are also tutor programmes tailored to the individual target groups that include get to know you parties and offer intensive support. The university also has a special mentoring programme for all students (see Page 86).

## What chances do I have when I graduate?

Very good ones! The courses are innovative and tailored to the latest needs of the employment market. Thanks to its international orientation and cooperation arrangements with universities and companies abroad, the university also offers students key contacts across the world while they are still on their course. On top of that, students can prepare them-

ves for life at work in additional offerings covering subjects such as business etiquette, help with job applications and entrepreneurship.

## How can I finance my studies?

Through domestic grants ([www.bafög.bmbf.de](http://www.bafög.bmbf.de)), international grants, bursaries and student loans. Information and links to other internet offerings are available on the university website and also from the student services body ([www.studentenwerk-duesseldorf.de](http://www.studentenwerk-duesseldorf.de)).

## How do I find a suitable student job?

The university posts information on job vacancies and internships on its website and the various notice



*The most frequently asked questions are answered by Susanne Habers, head of the Student Service Centre.*



boards. There are also regular entrepreneur days and 'internship speed dating' events plus job advice sessions and company contacts organised through the university.

#### **Where can I find an inexpensive place to live?**

The university helps students looking for accommodation, be it a room in one of the new halls of residence or an apartment in town, through a dedicated network of landlords and adverts posted on the website and notice boards. It also has its own accommodation officer (see Page 65).

#### **What can I do in my spare time?**

Kleve and Kamp-Lintfort are surrounded by beautiful countryside but are also close to cosmopolitan cities such as Nijmegen, Düsseldorf, Cologne and the Ruhr conurbation. Besides attractive cultural points of interest, a host of sport and leisure options and direct proximity to the Netherlands, both sites offer a vibrant student life with a varied music, sport and culture programme in the immediate vicinity.



#### **How can I engage with the life of the university?**

You can attempt to influence policy through the student parliament (StuPa), the student union (AStA) or the relevant faculty council, for example, or organise a party or an event. You can also volunteer as a tutor for your fellow students.

#### **I don't speak German. Can I study in English?**

Rhine-Waal University of Applied Sciences is ideal for foreign students because 85% of the courses are taught entirely in English. Only five courses are taught in German. To make daily life easier, the university provides a wide range of support and has an extensive programme of German courses for students from abroad.

#### **Can I spend some time abroad as part of my course?**

Of course, in fact it is encouraged. You can do an internship or a placement semester, for example, or spend a semester at a foreign university. We have a large network of partners on all continents for this purpose.

#### **MORE QUESTIONS?**

The university website contains a wealth of up-to-date information:

[www.hochschule-rhein-waal.de](http://www.hochschule-rhein-waal.de)

**Any other questions can be by answered by the student advisory service on**

**Tel.: +49 2821 806 73-360**

**or via email:**

**[studienberatung@hochschule-rhein-waal.de](mailto:studienberatung@hochschule-rhein-waal.de)**

# THE WORLD DESCENDS ON THE LOWER RHINE

The opening of Rhine-Waal University of Applied Sciences brought students from all over the world to Kleve and Kamp-Lintfort. In the reverse direction German students spend semesters abroad. The university has cooperation arrangements with universities and companies across the globe. For truly international education.

Norma comes from Zimbabwe, Angela from Canada, Tennison from Ghana, Mounir from Egypt, Linda from the Netherlands, Iona from Romania ... Diversity at the core of university life. These young people from around the world have come to Kleve and Kamp-Lintfort for a myriad of reasons. "Germany was always my first choice because I wanted to study engineering," explains Angela from Canada. "One of the reasons I chose Rhine-Waal University of Applied Sciences was because Kleve occupies a central yet rural location. That brings a lot of advantages."

For some, the exceptional blend of courses and strong practice orientation are what drew them to the Lower Rhine. Others have since pinpointed the social interaction between students and lecturers as a major plus point. "I began my studies at home but now I'm happy to be able to continue my education at Rhine-Waal University of Applied Sciences", says Linda from neighbouring Holland. "The togetherness is simply wonderful, everyone is understanding and nice."







*Iona, 23, from Romania studies in Kleve because she has the opportunity to further her studies in English.*

The opportunity to study in English makes Kleve and Kamp-Lintfort attractive places to learn, especially for international students. "I come from a very small town in Romania but I spent the last four years in Bucharest doing my bachelor's degree", says Iona, 23. "As I wanted to build on my knowledge and I have some friends in Germany, I decided to come here because I can study in English."

Managed by Joost Kleuters, the International Office at Rhine-Waal University of Applied Sciences is where everything comes together for German students wanting to go abroad or foreign students coming to Kleve or Kamp-Lintfort. In 2013 alone some 7,000 applications were received from abroad.

→ What makes an international office so important?

We have a lot of international students, which is down to the fact that we offer a lot of courses in English – around 85 percent! We've had lots of applications from international students from the outset and at the moment 27 percent come from abroad.

→ Is there a faculty where the number of foreign students is particularly high?

No, there isn't, it's about even.


→ It all sounds very exciting.

Yes, it is. It starts with the application process. That's when we examine the paperwork from abroad, and there's a database put out by the federal education ministers that states the requirements for the individual countries. And the requirements do indeed differ for every country.





Germany is not the same as Bangladesh or America.  
The students have to come to terms with that!

Dr. Joost Kleuters 

### OVERCOMING THE INITIAL HURDLES

Another selling point is the service. Which other university will arrange for you to be picked up from the airport, organises an international tutor programme for the first few weeks and is even on hand spontaneously to help you to find somewhere to stay? Petra Hübers and Astrid Watkins, who have looked after accommodation enquiries from the very beginning, remember one afternoon, for example, when a young man from Bangladesh suddenly appeared at their door. "He could hardly speak any German and was looking for a place to stay. Fortunately I had already built up a

network of people with holiday homes and was able to help him there and then. The owner even came to pick him up in person." Support also includes a mentoring programme, accompanying new students at the bank and the immigration office, help in furnishing accommodation and settling in on campus.

And of course, language courses provide an opportunity to learn German quickly. The course offering is international in scope, with 85% of the courses being taught in English, and our library reflects this with a wide range of English literature.

#### → For example?

Sometimes a student has to have studied for two years at home before being able to start a course at a German university. That's the case for students from Bangladesh, for example. Sometimes the relevant advanced level certificate of education from school is all you need, as for students from Romania, for example. Checking every individual criterion and keeping on top of things is a challenge for our staff.

#### → What kind of day-to-day challenges do students from abroad face?

Well, they vary a lot, of course. Germany is not the same as Bangladesh or America. The students have to come to terms with that – it starts with looking for somewhere to live, the food, the climate and the traffic and continues with opening a bank account and learning to recycle your waste properly...

#### → You also administer the periods of study abroad undertaken by German students and give them advice.

Yes, we do. We have a network of universities and companies. It's also important to have information on exchange programmes and grant options.



**Dr. Joost Kleuters,**  
Head of the International Office.



*From top to bottom right: Miriam Bressan from the US, Jan Keiffenheim from Germany, Qi Zhao from China and Nile Nyama Hossain from Bangladesh.*

### STUDENTS FROM ACROSS THE WORLD

More than 4,000 young people study at the Rhine-Waal University of Applied Sciences, including 1,000 international students from almost 100 countries as diverse as Cameroon, China, Pakistan, Turkey, India, Zimbabwe, Russia, the USA, Italy, Canada or Mexico. In this environment, students develop and practice intercultural skills from the word go and have an opportunity to discuss issues from the perspective of other cultures. Conversely, the university also offers a global network and cooperation arrangements with education establishments and major companies all over the world. Examples include universities in Dhaka (Bangladesh), Tianjin, Fuzhou and Shanghai (China), Kolkata, Mumbai and Kharagpur (India), Caen (France), Plymouth (England), Fitchburg and Florida (US), Cartagena (Spain) and Moscow (Russia), to name a few.

### RECOGNITION OF STUDY ATTAINMENT AND PERFORMANCE

The European Credit Transfer and Accumulation System (ECTS) facilitates the recognition of studies successfully completed abroad, which amount to around 30 credits per semester, with one ECTS credit corresponding to 25 to 30 hours of study.

The ECTS is used to compare the study attainment and performance of individual students across Europe. Credit points are awarded to represent academic achievement in a standard form – the number of credit points is dependent on the average amount of study completed.



A touch of adventure, interaction with other cultures, the work mentality abroad – all experiences that enhance your personal development and can even lead to you choosing a country where you would like to work at a later date or where you can make excellent contacts who will be of significant help to your career. The university therefore supports German students wishing to spend a semester abroad or add a more international dimension to their internships. Do I speak the language well enough? What are the main areas of focus of my course and how can I link them with the semester abroad or internship? What factors are important for my future career? How do I finance everything?

The university website [www.hochschule-rhein-waal.de](http://www.hochschule-rhein-waal.de) also provides information on grants, exchange programmes and any bureaucratic hurdles students may face.



*Linda from the Netherlands.*

### GERMAN STUDENTS ABROAD

German students wishing to go abroad need to start their preparations as early as possible. Non-European countries often require a visa, which due to the high level of bureaucracy involved has to be applied for four months in advance. Students also need to clarify whether their studies will be recognised, how to finance their stay, what insurance they need, whether the internship is a paid position, and what accommodation options they have. There are many options to consider when planning to go abroad, from self-funded applications to grants from the German Academic Exchange Service (DAAD) or a charitable trust or foundation. Assistance is also available for placement semesters abroad through the EU-funded Erasmus programme or – for internships outside Europe – through organisations such as AIESEC (business, humanities, social sciences) and IAESTE (science, engineering, technology). Incidentally, the first batch of students have already completed a period of study abroad!

#### Information can be obtained from the International Office:

Rhine-Waal University of Applied Sciences  
International Office  
Marie-Curie-Straße 1, 47533 Kleve  
Tel.: +49 2821 806 73-140  
E-Mail: [international-office@hochschule-rhein-waal.de](mailto:international-office@hochschule-rhein-waal.de)

### SERVICE POINTS ABROAD

Rhine-Waal University of Applied Sciences has opened offices in Bangladesh and China in order to develop contact with students, partners in business and research and potential collaborators and win them for the university:

#### South and Southeast Asia Office:

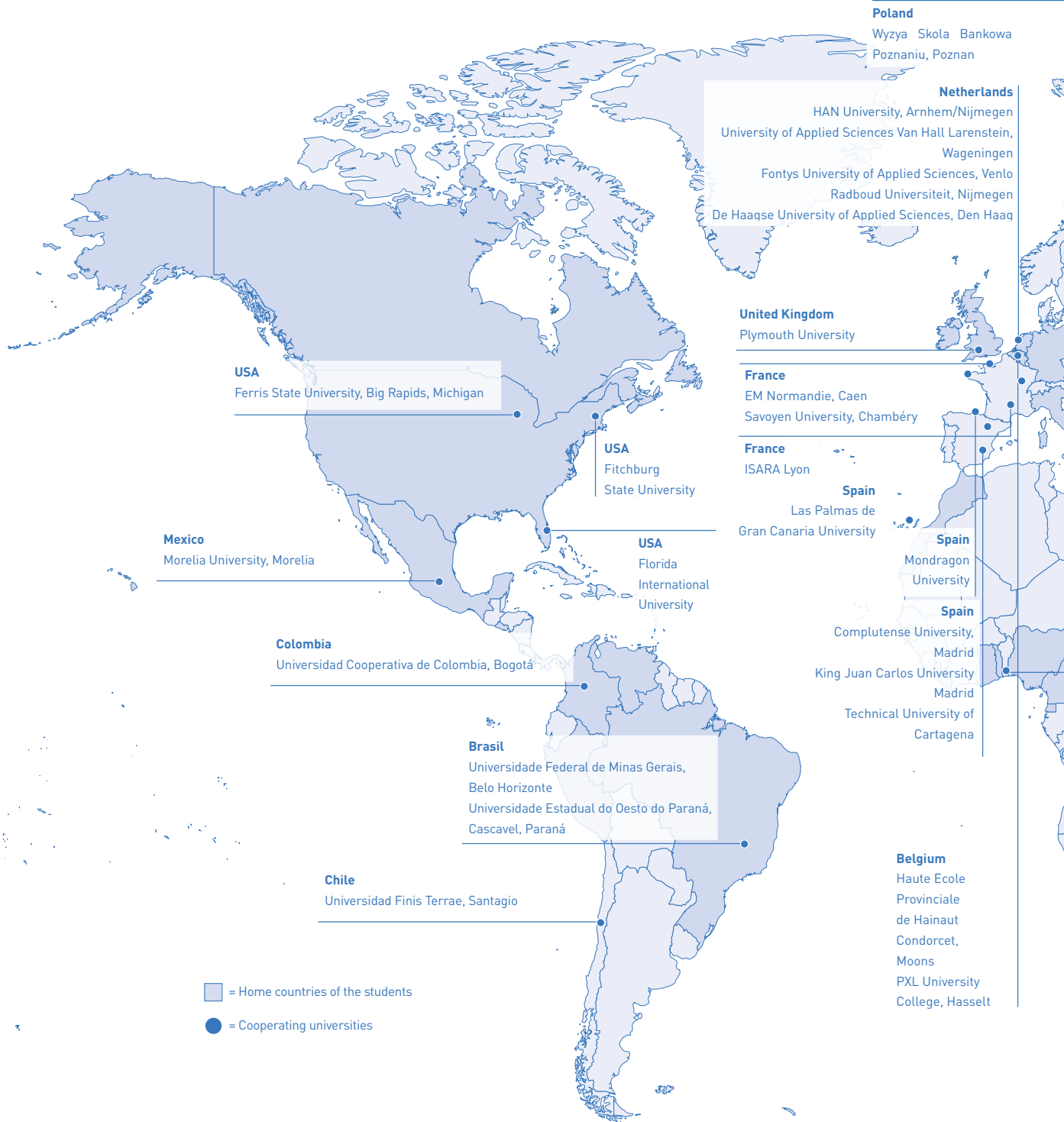
Mr. G. Saha, South & South-East Asia Office, 7 R.K. Mission Road, Dhaka 1203, Bangladesh, [info@rhein-waal-university.org](mailto:info@rhein-waal-university.org)

#### China Office:

Ms. Xing Yanrong, Tianjin Intertech Plaza/Hotel, 25 Youyi Road, He Xi District, Tianjin, China,  
[www.rhein-waal.com](http://www.rhein-waal.com)  
[beijing@hochschule-rhein-waal.de](mailto:beijing@hochschule-rhein-waal.de) oder  
[tianjin@hochschule-rhein-waal.de](mailto:tianjin@hochschule-rhein-waal.de)

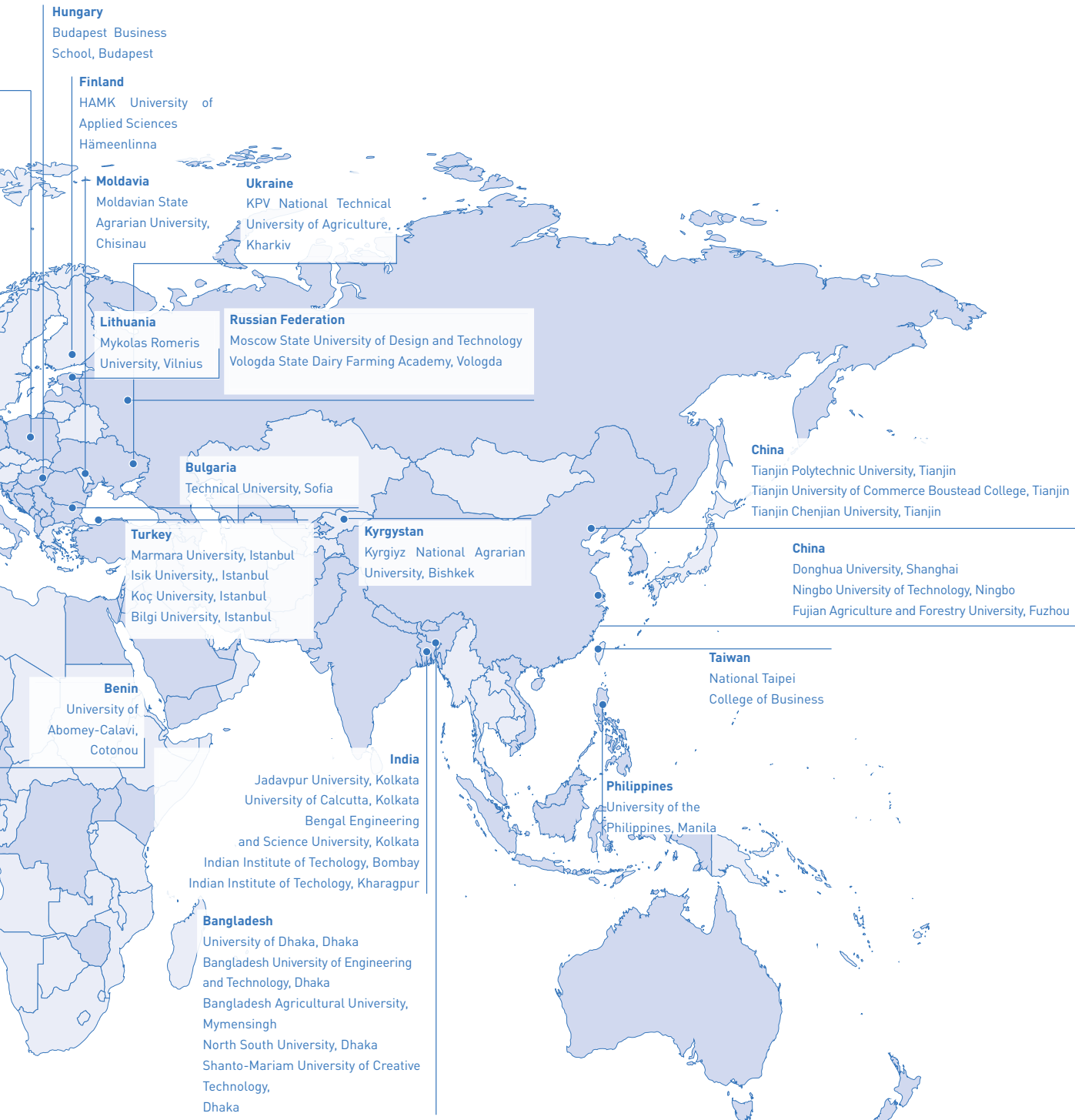
# DISTRIBUTION OF STUDENTS AND INTERNATIONAL

Afghanistan Albania Armenia Australia Azerbaijan Bangladesh Belgium Benin Bhutan Bosnia and Herzegovina  
 France Finland Germany Ghana Hungary India Indonesia Iran Iraq Ireland Israel Italy Jamaica Jordan Kenya  
 Morocco Nepal Netherlands New Zealand Nigeria Pakistan Peru Philippines Poland Romania Russian Federation  
 United Kingdom USA Uzbekistan Venezuela Vietnam Yemen Zimbabwe



# COOPERATION PARTNERS BY COUNTRY OF ORIGIN

Brazil Bulgaria Cameroon Canada Chile China(PR) Colombia Congo Croatia Egypt El Salvador Estonia  
 Korea Kyrgyzstan Latvia Lebanon Liberia Lithuania Luxembourg Macedonia Malaysia Mauritius Mexico Moldova  
 Saudi Arabia Serbia Slovakia Slovenia Sri Lanka Taiwan Togo Turkey Uganda Ukraine United Arab Emirates



# RESEARCH AND DEVELOPMENT

Innovative ideas, forward-looking projects, new opportunities at global and regional level - that is research at Rhine-Waal University of Applied Sciences. Here, research is practice-led, inventive and exciting, as the following two examples demonstrate.

## USING EXHAUST HEAT

EcoTEG is the name of a concept for high-temperature thermoelectric generators that convert exhaust heat from motor vehicles into electricity using new materials. "Combustion engines not only generate mechanical energy to drive vehicles, they also create large amounts of unused waste heat. In principle, it is possible to convert heat into useable electrical ener-

gy using thermoelectric generators," explains Prof. Dr. Georg Bastian of the Faculty of Technology and Bionics in Kleve, manager of the project that is funded by the Federal Ministry of Education and Research (BMBF). "The physical effect has long been understood but the right ways to translate it into practice in the automotive industry are largely unresearched."



*Prof. Dr. Georg Bastian of the Faculty of Technology and Bionic in Kleve.*



*A key analytical tool for the EcoTEG project is a special infrared camera that can be used ...*

Under investigation are potential materials for thermoelectric generators, the associated raw material and production costs, production techniques, potential efficiency gains, integration in the vehicle and suitable measures for long-term stability and reliability. A special infrared camera plays a key role in this process. "It allows us to measure the surface temperature, an important analytical method for our exhaust heat management project," Prof. Dr. Bastian continues. "We have to ensure that the temperatures at the relevant components are in the desired range. As a result of the heat, the components bend, break or no longer fit. That has to be prevented by an appropriately rugged design that has been confirmed by measurements."

Additional project partners besides the university are Daimler AG, Robert Bosch GmbH, J. Eberspächer GmbH & Co. KG and the German Aerospace Centre (DLR).



*... to measure surface temperatures.*



*Prof. Dr.-Ing. Rolf Becker and his team watch the Smart Inspector (above), which can monitor entire fields from the air (left)*

## UFO SIGHTINGS DURING FIELD WORK?

It looks like an unidentified flying object. Or a rather unusual model aeroplane. But neither aliens nor children are involved. The only person looking expectantly skywards – apart from project manager Prof. Dr.-Ing. Rolf Becker from the Faculty of Communications and Environment in Kamp-Lintfort – is the farmer. Because the object circling a few metres above the field is an octocopter from the Smart Inspector project.

The Smart Aerial Test Rigs with Infrared Spectrometers and Radars project is funded through the European INTERREG IV A programme "Germany-Netherlands". The concept involves the farmer flying the Smart Inspector, a remote-controlled drone, over his field using a smartphone. This intelligent flying object is equipped with special cameras that sweep the field and send images to the in-

ternet mid-flight. The data is analysed immediately. The farmer receives the results in map form on his phone and knows which parts of his field require more fertiliser or have to be managed differently. What might sound like science fiction down on the farm is anything but tomorrow's world at Rhine-Waal University of Applied Sciences, where work on solutions of this kind is being undertaken in association with research and industry partners from the Dutch-German border region. The goal of the Smart Inspector R&D project is to develop the entire process chain, encompassing special infrared cameras and radar, aerial vehicles, data transmission equipment, and scientific analysis and presentation of results on behalf of end customers. In the long term this could also





Science is born of discussion. And it begins with spreading your enthusiasm to students from the first day of the first semester and encouraging them to tackle more challenging issues. You have to demonstrate that it is a privilege to be able to explore complex and difficult questions. For researchers, this means constantly developing your understanding and introducing the experience gained from research, in particular applied research, into the teaching process. In my experience, many students want to research, want to learn how innovations come about and want to share the experience of seeing ideas turn into reality. In this respect, research and development is a significant and crucial part of the university's thinking.

Prof. Dr. Peter Scholz, Vice-President of Research and Development



be of importance in the fields of traffic monitoring, industrial plant inspection, flood protection, and nature reserve and livestock monitoring.

**Project partners:** Rhine-Waal University of Applied Sciences (Kleve and Kamp-Lintfort), Wageningen University (Wageningen), BLGG Research (Wageningen), sceme.de GmbH (Kalkar), Landwirtschaftszentrum Haus Riswick (Kleve), IMST GmbH (Kamp-Lintfort).

The Centre for Research, Innovation and Transfer at Rhine-Waal University of Applied Sciences offers information and assistance in all aspects of research support and knowledge transfer, from services for scientists and companies to the coordination of projects or funding programmes.

**Contact:**

**Dr Gerhard Heusipp**  
Head of the Centre for Research,  
Innovation and Transfer  
Marie-Curie-Straße 1  
47533 Kleve  
Tel.: +49 2821 806 73-116  
E-Mail: [forschung@hochschule-rhein-waal.de](mailto:forschung@hochschule-rhein-waal.de)

# CENTRE FOR RESEARCH, INNOVATION AND TRANSFER

## THE HUB OF INNOVATION

Non-tenured lecturer Dr Gerhard Heusipp originally worked in the science field for many years, conducting research in microbiology. As the head of the Centre for Research, Innovation and Transfer, he therefore understands how important it is to procure government grants and funding from secondary sources to be able to finance high-quality research at the university.



**Dr. Gerhard Heusipp,**  
Head of the Centre for Research,  
Innovation and Transfer

### → What does the Centre for Research, Innovation and Transfer do?

First of all, we coordinate and give advice on various research projects and project applications, but we also inform researchers about funding options, new calls for bids and networking opportunities.

### → How much importance is attached to research?

Here at the university research is written with a capital R. We want our research to yield outcomes. The business community needs innovations and we are working on their development here. We want the results of our research to be translated into new products.

### → So you need to have an overview of the individual faculties.

Exactly. All the faculties have a very interdisciplinary approach. When a new professor starts at the university, we immediately look to see where he comes from and what he's done previously. In the network with other professors at the university or in the business world that often results in a new idea for a project that fits a current call for funding bids.

### → Do you also have projects of your own?

Yes, we do. Our projects often have a strong regional focus, particularly in this case. For example, in the INTERREG-IV A-Project 2020 Rhine-Waal Knowledge Alliance, we are working together with other universities in the German-Dutch border region to create a knowledge region and promote innovation. Other projects address the issues of regionality, regional awareness and regional products. The Kleve District cleverMINT ZDI Centre, which aims to get as many young people as possible interested in engineering and science, is also located at the Centre for Research, Innovation and Transfer. We also support students with the university's CampusTV, our editorial department, which has already produced several interesting films.

# FOCUS ON QUALITY

The working conditions at Rhine-Waal University of Applied Sciences are evaluated at regular intervals to highlight any weaknesses. This is more than just quality assurance. We spoke to Prof. Dr. Anja von Richthofen, Vice-President (Studies, Teaching and Further Education).



**Prof. Dr. Anja Freifrau von Richthofen,  
Vice-President of Studies, Teaching and  
Further Education.**

## → What kind of questions does the evaluation consider?

We want to know how our students, staff and lecturers rate the quality of the teaching and the working conditions at the university. This is done anonymously, of course.

## → Who exactly do you ask?

New and existing students, graduates, lecturers and professors. This provides various viewpoints that are invaluable for any improvements that may be required.

## → How is the evaluation conducted?

We use detailed questionnaires that can be evaluated on a computer. We're interested in finding out from new students, for example, what their prerequisites for coming here were and how well their opening few weeks of university life went.

## → What about the students who've already been here a while?

In their case we assume that they're already able to tell us something about the quality of the teaching and the courses and the conditions for studying here. We ask them to rate the quality of the course and the course offering, for example, and what skills they have already acquired. We also ask them to assess the degree of 'studyability' of their course, i.e. how well it can be completed in the intended number of semesters. This is why we also want to know how they rate the lecture and laboratory facilities and the library and its opening times. Also of importance is how students see their future development and their course workload.

## → So for graduates it's a retrospective look back.

We ask them how helpful the course was for their current job and also how quickly they found an appropriate position. When it comes to developing our course offering, it's also important, of course, to know whether our graduates are finding work regionally, nationally or internationally and what areas and sectors they are working in. Surveying our academic and non-academic staff gives us important information on how they rate the situation for students. We also discover what in their view is important for offering good tuition.

## → How often do you conduct the surveys?

The surveys I have spoken about are conducted every three years.

## → What happens after the evaluation?

We sit down and discuss our strengths in terms of best practice to allow us to continue improving our courses and faculties. Specific action points are identified to remedy our weaknesses. As graduates will be surveyed on a nationwide basis in future, we expect to learn more from the comparison with other universities.

# WORK-STUDY DEGREE PROGRAMMES – COMBINING THEORY AND PRACTICE

Two days a week at the university, three days at work. For Marvin and Carsten, a work-study degree programme is the ideal solution – and not just for them.

For 21-year-old Marvin Brand, one of the many advantages of his work-study degree programme is "following a project from the design stage all the way through to the finished product and being able to constantly improve it." After an information at his school sparked his interest, Marvin did some online research that quickly led him to a technical production designer apprenticeship at AUMUND Fördertechnik GmbH. It was here that he heard about the possibility of combining his apprenticeship with a Mechanical Engineering course at the Faculty of Technology and Bionics at Rhine-Waal University of Applied Sciences. Carsten Schmidt was another student who opted to undertake a work-study degree programme. Determination is a key attribute required to complete such a course. "This model of study is not suited to everyone," said Anne Passen, construction manager at AUMUND Fördertechnik GmbH. "We look closely for suitable applicants. You cannot expect everyone to put work ahead of many other things." However, Marvin and Carsten's attitude toward work made them well suited to the course, and both are happy with their employer: "I'm pleased to have ended up in a company that takes such good care of its apprentices," said Carsten.



## THREE DAYS AT WORK, TWO AT THE UNIVERSITY

Marvin and Carsten are now in the middle of their work-study degree programme. They spend three days a week as two of 4 trainees at Anne Passen's company and the other two at the university in classes given by the mechanical engineering Prof. Dr.-Ing. Peter Kisters, among others. Jana also attends compressed vocational training courses organised in association with the Kisters Foundation. In the first two years their university studies run in tandem with



*Practical training as part of a work-study degree programme: Carsten and Marvin at work.*



Students can quickly apply the theory they have learned in their course in areas such as our construction office.

Anne Passen, engineering technician at **"AUMUND Fördertechnik GmbH"**





*The theoretical part of the work-study degree programme: Marvin and Carsten with their professor, Prof. Dr.-Ing. Peter Kisters*

their apprenticeship, which culminates in an examination in front of the chamber of commerce and industry. Though the two are not interlinked, allowance is made for the students in terms of time. Kisters says: "When the students have completed the first two years of their apprenticeship and passed the final chamber of commerce exam, they begin to study full-time." Yet even then the students do not lose contact with the work side because both the placement during the eighth semester and the dissertation in the ninth are organised in cooperation with a company. "That gives students a unique opportunity to put the theoretical knowledge acquired at the university straight into practice," explains Prof. Dr.-Ing. Kisters. "The company benefits, too. On the one hand it gains a valuable member of staff who is able to contribute a lot of university knowledge early on and does an accelerated apprenticeship. On the other, it is protecting itself against the shortage of skilled personnel affecting the engineering sector."

### **EXTENSIVE KNOWLEDGE AND PRACTICAL EXPERIENCE**

Anne Passen, engineering technician at AUMUND Förder-technik GmbH, agrees: "Of course, we're pleased to be

training young people with practical as well as theoretical knowledge. What's more, the specialist knowledge they gain during their studies fits with the company's field of application. This means that students are ready for action as soon as they graduate from their bachelor's degree and are well equipped for working life." Marvin Brand also believes the work-study degree programme is entirely positive: "It's great to be able to make a 3D model at the company with professional support and see the result in action at the end. Working closely with a product like this gives you practical knowledge that you can also apply to theoretical study at university."

### **ADVANTAGES ALL ROUND**

The work-study concept has big advantages for the university, too, as Prof. Dr.-Ing. Kisters explains: "Practice throws up additional far-reaching questions, of course, that can be integrated very nicely in various modules. That in turn is a gain for students doing the normal course."

Marvin and Carsten had to cut down on their hobbies since becoming a student. "I don't go diving as much as I used to," explains Carsten, and Marvin has also given up volleyball, but neither of them has any regrets. "It's all worth it



*Marvin and Carsten planning with their trainers.*

for the security of having concrete job prospects and dedicating our time to our technical interests instead."

### INTERNATIONAL TRAINING

Although he was initially sceptical about the language of the course, Marvin is now pleased to be studying in English, as it means technical skills are combined with language skills developed by learning specialist vocabulary in another language. The international focus of the course is another reason why companies with overseas operations are keen to work with Rhine-Waal University of Applied Sciences. Students can complete their practical placement at an overseas subsidiary of AUMUND Fördertechnik GmbH and their bachelor's degree can also be completed abroad with the support of the company.

Various models exist for paying the trainees, says Prof. Dr.-Ing. Kisters: "Some companies pay a remuneration only during the apprenticeship phase, in other words the first two years. Others view the entire study programme as an investment in the future and co-fund it, which means the students are tied to the company for four-and-a-half years and go to work outside term time, apart from their statutory holiday entitlement." No matter which model is agreed in the contract of employment, however, the work-study programme offers numerous advantages, according to Kisters: "For the students it is the more all-round package because they experience both university and the company and are thus familiar with processes and social structures."

### THE WORK-STUDY DEGREE PROGRAMME

The work-study degree programme combines an apprenticeship at a company (in the first four semesters) and a course of study at Rhine-Waal University of Applied Sciences. It is thus a highly valued education offering with two recognised qualifications (chamber of commerce exam and university degree), which can be done in the following subjects, among other:

→ **E-GOVERNMENT, B.Sc.**

Faculty of Communication and Environment, Kamp-Lintfort

→ **INTERNATIONAL BUSINESS AND SOCIAL SCIENCES, B.A.**

Faculty of Communication and Environment, Kamp-Lintfort

→ **BIO SCIENCE AND HEALTH, B.Sc.**

Faculty of Life Sciences, Kleve

→ **QUALITY, ENVIRONMENT, SAFETY AND HYGIENE, B.Sc.**

Faculty of Life Sciences, Kleve

→ **SUSTAINABLE AGRICULTURE, B.Sc.**

Faculty of Life Sciences, Kleve

→ **INTERNATIONAL BUSINESS AND SOCIAL SCIENCES, B.A.**

Faculty of Society and Economics, Kleve

→ **EARLY CHILDHOOD EDUCATION, B.A.**

Faculty of Society and Economics, Kleve

→ **MECHATRONIC SYSTEMS ENGINEERING, B.Sc.**

Faculty of Technology and Bionics, Kleve

→ **MECHANICAL ENGINEERING, B.Sc.**

Faculty of Technology and Bionics, Kleve

→ **INDUSTRIAL ENGINEERING, B.Sc.**

Faculty of Technology and Bionics, Kleve

Any other questions can be by answered by the student advisory service on

**Tel.: +49 2821 806 73-360 or via email at [studienberatung@hochschule-rhein-waal.de](mailto:studienberatung@hochschule-rhein-waal.de)**

# KNOWLEDGE FOR EVERYONE

Rhine-Waal University of Applied Sciences repeatedly captures the interest of a broad public for new subjects with its Studium Generale and Wednesday Academy offerings.

Learning can be so exciting. No matter how old you are. No matter what the qualification. Rhine-Waal University of Applied Sciences therefore throws open its doors to a wider audience with its Studium Generale programme. "The Studium Generale is not a course of study that leads to a qualification, it's an offering for the general public," explains Dr Eugen Prömper, who developed the concept. "It's an additional way for students, guests and members of the uni-

versity to further their education without taking a final examination." Talks dealing with health, dementia, business, culture, a variety of psychological applications and a host of environmental issues have been among the most popular events. A lecture on the subject of Age, Performance and Health by the leading sports medicine specialist Dr Wildor Hollmann in the 2010 summer semester attracted some 140 people, for example. Also well received was the Healthier

*The talks in the Studium Generale programme include something for everyone, be it health, business or culture. As here, at the 'Brand Making – Design Strategies for Business' lecture by Christoph Zielke, professor of media design in Kamp-Lintfort.*







*Rolf A. Königs, Chairman & CEO of AUNDE Group and Chairman of Borussia VfL 1900 Mönchengladbach, gives a Studium Generale lecture..*



*The Studium Generale attracts a wide range of people, from students and staff of the university to guests who enjoy taking advantage of the varied offering.*

Living lecture cycle in the 2011 summer semester that put the spotlight on health and nutrition and ended with a joint cooking and dining session with a well-known chef. A series of talks on the environment in the same semester dealt with issues such as water supply, waste reuse and energy recovery. And the 2012 summer semester included talks on Goethe's view of classical antiquity, microbiology and hygiene, and aging. The 2012/2013 winter semester saw lectures in the areas of medicine, psycholo-

gy, agriculture and employment. In the 2013/14 winter semester the highlight for all sport and business enthusiasts was a talk by the chairman and CEO of AUNDE Group and president of Borussia Mönchengladbach, Rolf A. Königs, around the topics 'Internationalisation instead of Globalisation' and 'Borussia Mönchengladbach - the member club'. Each lecture lasts 45 minutes. Afterwards the audience has an opportunity to ask questions and discuss the subject under consideration.



## WEDNESDAY ACADEMY

**Run by the Faculty of Society and Economics, the Wednesday Academy also attracts a broad audience with issues addressing the challenges facing society, issues that are also of importance for the region. We put three questions to economics lecturer Wolf Gardian, who looks after the Wednesday Academy.**

→ **What's the special thing about this faculty offering?**

**Gardian:** It's a kind of community access programme, open to everyone, with lectures followed by a discussion. The ones that look at global political issues always consider their relevance for the

Lower Rhine region, which means they appeal to wide sections of the population.

→ **What is the principal difference from the Studium Generale?**

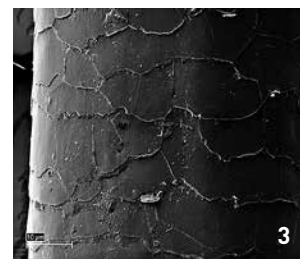
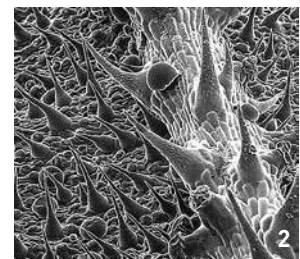
The lectures have a set theme. In the past we have had themes such as 'Social justice and economy' and 'Moral thinking and action in a social context', for example.

→ **And there are different lectures on the subject?**

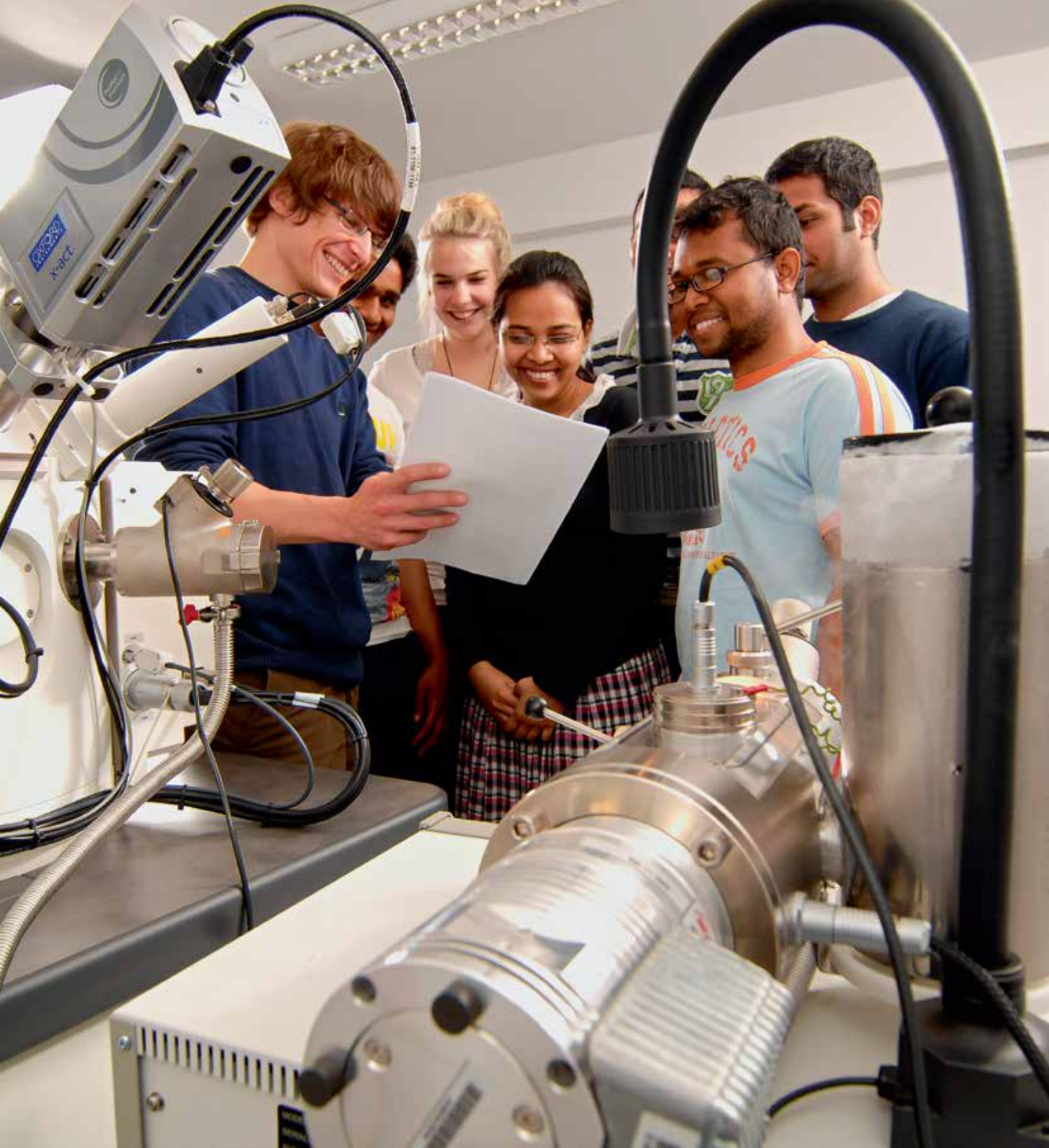
We aim to examine issues from various perspectives. To this end we invite lecturers with different specialist backgrounds to give several talks. That enables us to present and discuss the various facets of an issue.

# WELL EQUIPPED INTO THE FUTURE

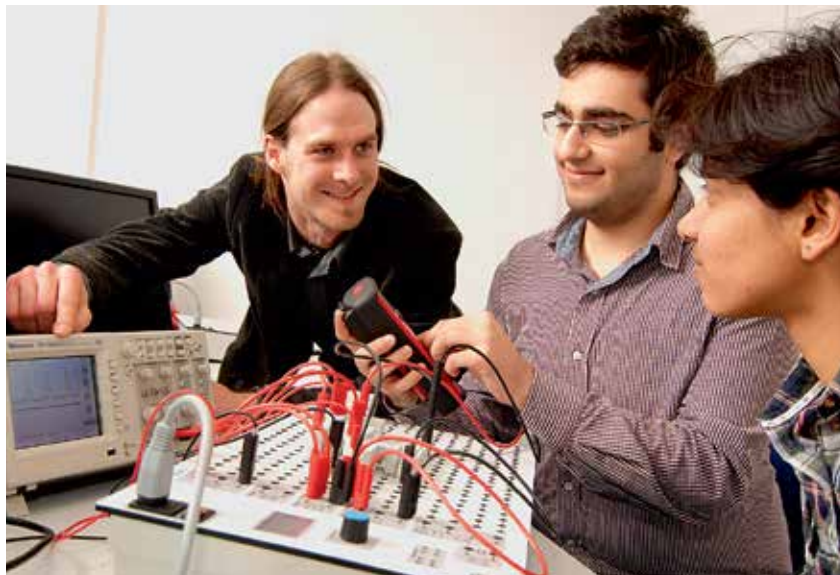
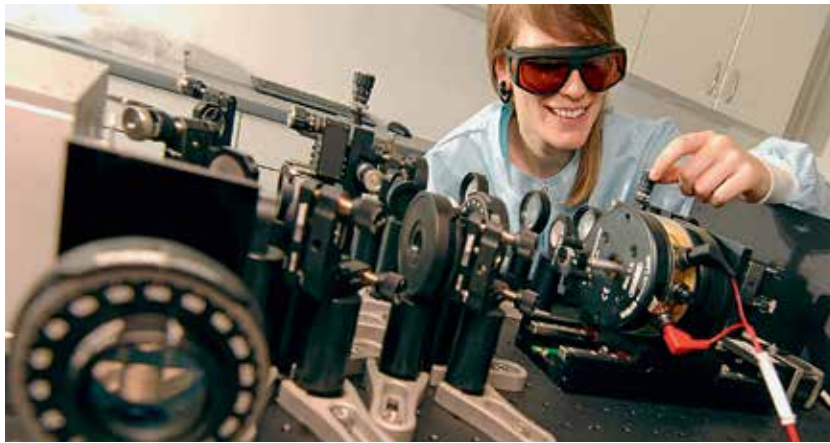
When a new university is established, it has a unique opportunity. It can buy the best state-of-the-art equipment, for example. Rhine-Waal University of Applied Sciences took this opportunity. From a field emission scanning electron microscope with cryotechnology, a library with nationwide reach, ultra-modern laboratories and robots to the latest from Apple Macintosh and Microsoft – the university put its faith in the very best equipment and facilities.



*PhD student Oliver Hagedorn freezing samples for examination under a field emission scanning electron microscope (FE-SEM). Right: SEM images of aster pollen (1), glands on a hop leaf (2) top view of highly magnified human hair (3).*



*Biologist Axel Hinnemann,  
Technical Director of the Microscopy Centre (left),  
introduces students to the technical subtleties of electron microscopy.*



*Prof. Dr.-Ing. Thorsten Brandt of the Faculty of Technology and Bionics demonstrates a standard industrial robot that can do more than just play basketball (top left). State-of-the-art lasers are used in the Faculty of Technology and Bionics (top right). Understanding electrical phenomena: students of the Faculty of Technology and Bionics (left).*



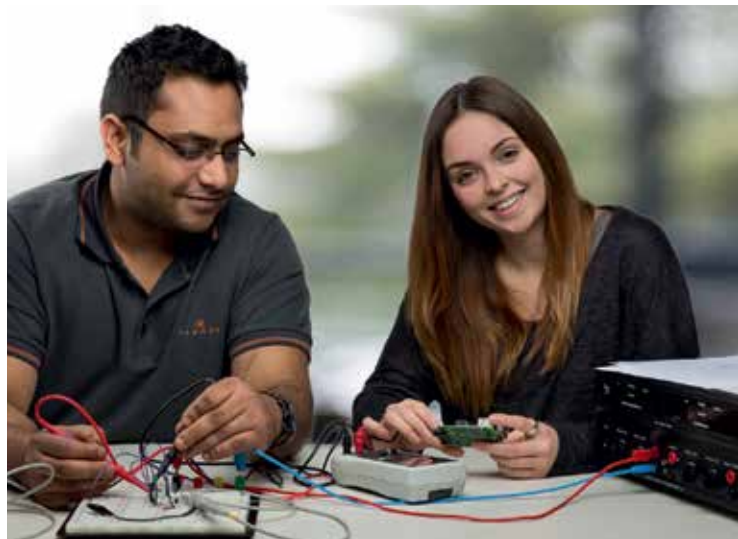
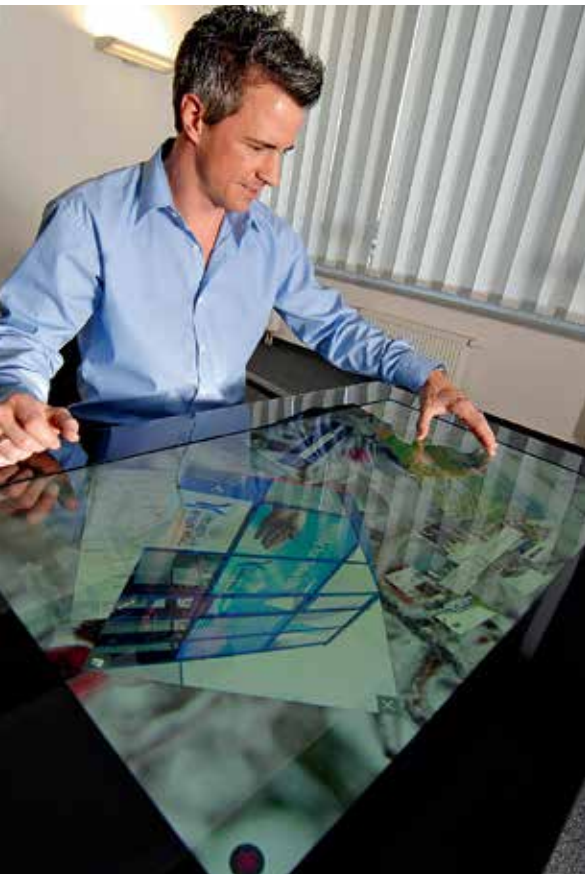
*Working in the greenhouse of the future: a student of the Faculty of Life Sciences carries out research on plants in the tropical climate. The new campus in Kleve also has a new, ultra-modern Climate House.*



*Students of the Faculty of Life Sciences conducting an experiment with Prof. Dr. Peter F W Simon, professor of organic chemistry/polymer chemistry, in the new, state-of-the-art research laboratory.*



*Test subjects are prepared for an EEG experiment in the psychophysiology laboratory in the Faculty of Communication and Environment.*



*Students measuring with an oscilloscope.*

*Prof. Dr. Karsten Nebe, professor of computer science and internet technology, in the interaction technology laboratory.*



*Children play with their teachers undisturbed in the KLEX laboratory, while students from the Early Childhood Education course are able to observe the behaviour of the children from another room using state-of-the-art camera technology.*



*Meetings such as the simulation of a UN conference can be simulated and tested in the modern rooms of the Faculty of Society and Economics.*

*Students can work on state-of-the-art technology in the PC laboratories.*



# TECHNICUM

With their production areas, laboratories and high-tech workshop, the state-of-the-art equipment and technology in the university's technology centre reflect the reality of the situation in companies today.

From a distance, it is clear to see that the technology centre at the Kleve Campus resembles a factory more than the typical laboratory, seminar or lecture buildings seen on campus. Inside, there is a production line consisting of a metal saw, a conventional and CNC-controlled lathe, a three-axis milling machine and a five-axis machining centre with dedicated tool changers and workbenches, a heavy-duty shelf full of Euro pallets and crates, a forklift, and further back a milling cutter adjustment tool and a coordinate measuring machine. In amongst all this are walkways, floor markings and a "quality point" with high top tables, communication areas and key figures, all clearly structured, labelled and designed in accordance with modern factory and lean production regulations. Universal testing stations are installed on the other side of the central aisle, allowing students to systematically test the strength of components by repeatedly placing the components under stress until they fail. The testing stations are something you would expect to find in a production centre rather than a university laboratory. The technology centre is one of several technical production laboratories where students can use a wide range of manufacturing technologies and experience machine tools in action. They can also experience the same standards you would expect to find in an ideally designed factory. At the same time, the technology centre serves as the university's workshop, where all facul-



ties can produce and test components and devices for research and teaching. External customers can also order the production or testing of components.

The technical facilities at the Kamp-Lintfort campus are divided into a technology hangar and several highly specialised laboratories such as the CAD/CAM laboratory and the ZDI FabLab (Fabrication Lab), an open high-tech workshop equipped with 3D printers, laser cutters, CNC machines and milling machines. Innovative products can be modelled and produced





*Students simulate a production line at the Kleve campus technology centre.*

with computer-controlled machines here. The ZDI FabLab was designed to be a focal point where schoolchildren, teachers, students and professors as well as representatives from business and industry could collaborate or establish companies. The upper floor is home to the Aml Lab and the logistics laboratory. In the Aml Lab, work and home environments as well as application scenarios can be simulated and made "intelligent" using technology in order to test and improve the use of technology in our everyday

lives. Much of the research undertaken in this laboratory is focused on the area of Ambient Assisted Living and demographic change. Meanwhile, factory processes are simulated, tested and optimised in the logistics laboratory.



*Students from the Faculty of Life Sciences on a visit to the new, state-of-the-art Climate House.*

## CLIMATE HOUSE

### THE UNIVERSITY'S GREEN MEETING PLACE

The "Climate House" at the Rhine-Waal University of Applied Sciences is home to a wide variety of exotic plants such as cocoa, coffee, bananas with seeds, sugar cane or baobab, making it a unique learning medium for the university's students. With flora from the temperate zones, tropics and subtropics, the Climate House offers direct access to practical content from the various courses offered by the Faculty of Life Sciences.

The Climate House is a botanic garden at the heart of the Kleve campus, but it is also a "green meeting place" for the local population. Since the Rhine-Waal University of Applied Sciences opened, more than 1,200 visitors have enjoyed the Climate House.

Located between the knowledge store and the refectory, the building measures 25 metres by 25 metres and includes a seminar room, a plant chamber and a greenhouse. The greenhouse consists of four research cubicles and a large cultivated area where a collection of crops is currently being established. The growth conditions can be adjusted to breed and cultivate different types of plants, enabling various student projects to be carried out. Plants are also provided for demonstration and display in lectures.

There are also plans to establish and create a "teaching and show garden", a "living table" and a "fruit educational trail". The 1,500m<sup>2</sup> required to complete this project is located on campus right next to the Climate House.



## THE LIBRARY – SOURCE OF KNOWLEDGE

Elvira Dörner is a qualified librarian and ran the library at the German Brand and Trademark Office in Berlin for many years. On establishment of Rhine-Waal University of Applied Sciences she assumed responsibility for the development and management of the university libraries in Kleve and Kamp-Lintfort. The libraries have been warmly welcomed not only by students but also by the general public.

→ How big are the libraries on the new campus in Kleve and the future campus in Kamp-Lintfort?

**Elvira Dörner:** In Kleve we have 1,300 m<sup>2</sup> at our disposal for a total stock of around 85,000 items of books and other materials. The Kamp-Lintfort site library covers about 750 m<sup>2</sup> and hold 45,000 items.

→ What are the library's standout features?

The library stock is heavily influenced by the interdisciplinary character of the university and reflects a broad spectrum of sciences. As the university has a strong international focus, the percentage of English-language literature is very high. That is a marked difference between us and other university libraries. We also have current literature in subjects that are available less often



Elvira Dörner, Head Librarian at Rhine-Waal University of Applied Sciences.

elsewhere. Demand for our current and English-language items from other libraries through the interlibrary loan service has therefore been strong from the outset. We also stock a very high percentage of electronic media that can also be accessed over the internet to meet the needs of users who want to be able to use our materials anywhere and anytime. Finally, the use of state-of-the-art technology guarantees a high level of user convenience. Self-issue terminals are one example. Returned items are automatically sorted according to set criteria by a sorting machine. This frees staff from routine tasks and allows them to devote more time to content-related and advisory work.

### THE LIBRARY

In addition to sourcing and obtaining books and other materials, the development of information literacy skills is a prime library task. The electronic library management system permits the use of an online library catalogue and online borrowing. State-of-the-art RFID technology is used to secure the materials. The library has numerous PC workstations and wireless network connectivity allows students to work online using their own notebook. Group study rooms and carrels are also available. There are photocopiers on every floor.

#### Contact:

**Elvira Dörner**

**Head Librarian**

**Tel.: +49 2821 806 73-114**

**E-Mail: [elvira.doerner@](mailto:elvira.doerner@hochschule-rhein-waal.de)**

**[hochschule-rhein-waal.de](mailto:hochschule-rhein-waal.de)**

**[bibliothek@hochschule-rhein-waal.de](mailto:bibliothek@hochschule-rhein-waal.de)**

## LANGUAGES – THE KEY TO SUCCESS

### LANGUAGE LEARNING

Internationality means flexibility, especially as far as languages are concerned. This applies to students from abroad, who even though the university has many courses taught in English still have to learn German to settle in here.

It also applies to German students who want to go abroad, for whom there is a broad portfolio of languages they can learn in addition to their course. Learning a new language is important and can be fun, too, believes language centre head Vera Nikovska-Conrads.

→ Your offering is a response to the international character of the university.

Vera Nikovska-Conrads: Yes, it is. Most of our courses are taught in English. We all know how important it is to be able to speak English. Nevertheless it isn't always the case that students have reached B2 level [vantage or upper intermediate]. This is a gap we have to close because this is the level you need to be able to follow a lecture properly.

→ English isn't your only interest, however. What about German courses for students from abroad?

They're important, too! Not for studying, but for everyday things, the life of international students in Germany. They have to be able to work as well as study, go shopping and hold a conversation.



Vera Nikovska-Conrads,  
Head of the Language Centre.

Integration plays a decisive role in this. Not everyone you meet in Kleve or Kamp-Lintfort will be able to speak English to you.

→ The third group is languages for students who go abroad. What do you have to offer them?

In addition to English and German as a foreign language we offer the 'traditional' languages such as French, Spanish, Italian and – because of the close proximity – Dutch, of course, as well as Japanese and Chinese as well as Russian among the 'exotic' languages. Many of these languages are needed by our students during their semesters abroad. In the 2013/14 winter semester, we expanded our offering to include Portuguese in response to student feedback.



*Left: Learning German is important for many students to ensure they can cope with their studies and daily life.*

*Right: The language centre encompasses not only classroom teaching but also the entire spectrum of language learning. Students can expand and refresh their knowledge working alone with the latest language software.*

→ **What are the most popular courses?**

It varies. Chinese and Japanese are very popular and sometimes we have very large Russian groups. Spanish is always very popular. On average we run about 60 to 70 language courses every semester, and that number is increasing.

→ **Your courses aren't just taught in groups, are they?**

No, we have an extensive range of computer programmes in our language laboratory that students can use independently to build on what they have already learned. The lab also has software for specialist types of English, such as business English. There's definitely a demand because our students have to know specialist terminology for courses taught in English. We also offer conversation courses for students to practice speaking.

### **GERMAN STUDENTS ABROAD**

As well as the option of learning one of a variety of languages, the language centre offers students the opportunity to reinforce the study process through self-instruction in a web-based learning environment.

Self-paced computer-based training can be undertaken as backup for a course or independently. On successful completion of a language course, students are presented with a certificate containing details of the course content and standard that can be attached to job application documents.

**For further information contact:**

**Vera Nikovska-Conrads M.A.,  
Head of the Language Centre  
Tel.: +49 2821 806 73-158  
E-Mail: vera.nikovska-conrads  
@hochschule-rhein-waal.de**

# FAMILY-FRIENDLY UNIVERSITY

Rhine-Waal University of Applied Sciences supports young families by providing tips on how to balance work, family and studies, helping them find accommodation and looking after children in the in-house nursery.

Bente, 3, digs around in the sand on the new campus in Kleve. His father, Jörn Haas, works in the university admin department and is delighted to know that in all probability Bente will soon be looked after in the on-site day nursery rather than having to attend a facility elsewhere. "A day nursery at the university would be great as it allows you to combine everything," says Haas. "A nursery that opens at 7am would be ideal because I prefer to start work early so I can be back with my family early in the afternoon."

A range of childcare options must be considered before a nursery can be constructed near campus. In the meantime, the university is working on further measures to support parents studying and working here. These efforts are being led by the university equal opportunities officers, who are working closely with a local personnel management company. This company specialises in at-work childcare and offers advice on the different types of day care and day care places, provides information on childminders and nannies, and helps families to find an au pair.

*University staff member Jörn Haas and his young son Bente are looking forward to the new day care options at the Kleve campus.*



# EQUALITY



The university's equal opportunities officers do even more, both for individual students and entire families. We spoke to Prof. Dr. Nele Wild-Wall, the university's equal opportunities officer.

→ **Equality isn't just about families, is it?**

Prof. Dr. Nele Wild-Wall: No, it isn't, it's important to consider the varying needs of very different groups - such as women and men, German and international students, staff on permanent or temporary contracts - and assist them if they are disadvantaged in any way. The compatibility of work or study and family life is an important aspect, of course.

→ **In what specific ways is the university supporting parents?**

For example, from 2014 there will be a holiday programme on the Kleve campus during the Easter and summer holidays for children of university staff and students to address the fact that school holidays often overlap with university lectures.

## EQUALITY

If you would like to learn more about balancing the needs of work, study and family or have a question for the equal opportunities officer, please visit [www.hochschule-rhein-waal.de](http://www.hochschule-rhein-waal.de) or send an email to

[gleichstellung@hochschule-rhein-waal.de](mailto:gleichstellung@hochschule-rhein-waal.de)



**Prof. Dr. Nele Wild-Wall,**  
Equal Opportunities Representative at the  
Rhine-Waal University of Applied Sciences.

## PARENT-CHILD ROOM

The Rhine-Waal University of Applied Sciences is committed to making the university a family-friendly place. To reflect this, a parent-child room has been introduced at the Kleve and Kamp-Lintfort campuses.

This can be used by university staff and students when required or in case of emergency if they need to bring their children to work with them once in a while. Both parent-child rooms are equipped with a computer workstation, a cot, a changing mat and a play area with toys for various age groups.



### BIKE SHOP

Students often use bicycles to get around while studying at university. It allows them to save money, increases their flexibility, keeps them fit and removes any issues in finding a parking space. The university's scenic location on the Lower Rhine makes it well suited to exploration by bike. Therefore, students at Rhine-Waal University of Applied Sciences have the opportunity to hire bicycles. There is no charge to hire the bikes; students simply need to provide a deposit.

*The Bike Shop team are happy to help students at any time.*

## STUDENT SUPPORT

### WELCOME CENTRE

Welcome to Rhine-Waal University of Applied Sciences! The Welcome Centre is a central contact point for all students. New students, in particular, can receive support, assistance and information from qualified tutors, who are happy to help with any questions about living in Germany, everyday organisation and getting to know the local area. New arrivals can get ideas and suggestions for making the most of their student life, the cultural and educational offerings in the region and, of course, where the next party is happening. **Contact:** [welcome-centre@hochschule-rhein-waal.de](mailto:welcome-centre@hochschule-rhein-waal.de)

### CAREER SERVICE

Whether a student is looking for an internship, student job or seeking to enter the world of work after completing a bachelor's or master's degree, the Career Service at the Rhine-Waal University of Applied Sciences offers comprehensive support. Students receive individual career advice based on up-to-date information about labour market trends and possible career pathways upon graduation. The university's close links with business and industry both in Germany and overseas help to ensure a seamless transition from study to work. The university gives its students the opportunity to learn about potential employers and establish contacts with companies at a wide range of job fairs and networking events such as intern speed dating. **Contact:** [career-service@hochschule-rhein-waal.de](mailto:career-service@hochschule-rhein-waal.de)





*Experienced students are on hand to show the new arrivals around and get them off to the best possible start.*

### **TUTOR PROGRAMME**

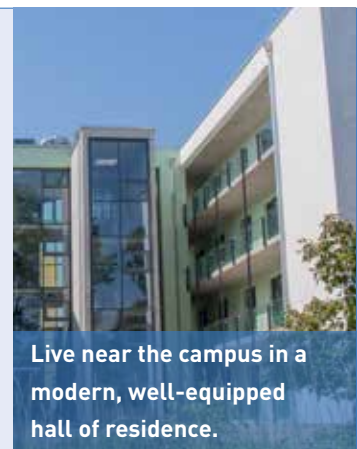
The tutor programme at the Rhine-Waal University of Applied Sciences is tailored to suit the students, offering information events, an introductory week and providing a regular point of contact.

### **APARTMENT HUNTING**

New arrivals in Kleve and Kamp-Lintfort are faced with many challenges. One of them is finding somewhere to live. Students can therefore study the local housing market in the accommodation section of the university website. Landlords can also advertise current vacancies there. **Contact:** [wohnung@hochschule-rhein-waal.de](mailto:wohnung@hochschule-rhein-waal.de)

### **FINDING AN INTERNSHIP**

Completing an internship or practical placement at a company, either in Germany or overseas, is an important part of any prospective graduate's degree. They help students to familiarise themselves with the world of work, give a practical insight into the area in which they wish to work, help to establish important contacts and make it easier to adapt to working life later on. The university supports its students with their search by providing an internship exchange on the university homepage.



**Live near the campus in a modern, well-equipped hall of residence.**

# STUDENTS – A GREAT TEAM

Joining in, getting involved, sharing experiences and exploring new avenues. Students have the opportunity to do just that from the outset – in the student parliament (StuPa), the student union (AStA), the faculty bodies or at regular meetings between students and professors.

"We have made it our mission to improve communication in and between the faculties. In addition to our function as an interface between students and teaching staff, we want to bring the students together by organising parties and events," says Modei Blank from the Life Sciences Faculty Council. "It's great fun." Savina Lobina, chair of the student union executive committee, explains: "I am trying to establish new structures together with other Student Union Committee members to ensure that many activities are offered to students away from university life, creating a feeling of community and giving students an opportunity to get to know one another, strike up friendships and generally feel at home here." Timothy Smith from the Student Parliament adds: "It's a bit like politics in miniature and it's excited me from the beginning."

*Members of the Faculty Councils at the Kleve campus in the 2013/14 winter semester.*



### STUDENT PARLIAMENT

The highest decision-making student body. Elects and controls the student union committee and decides the constitution and budget.

[stupa@hsrw.org](mailto:stupa@hsrw.org)

### STUDENT UNION COMMITTEE (ASTA)

The executive student body. A kind of 'government' elected by the student parliament and made up of the president and committee members with various remits.

[asta@hsrw.org](mailto:asta@hsrw.org)

### FACULTY COUNCILS

The body representing students of a course or faculty. Made up of a specific number of elected representatives.

Life Sciences Faculty Council:

[fsr-life-sciences@hsrw.org](mailto:fsr-life-sciences@hsrw.org)

Technology and Bionics Faculty Council:

[fsr-technologie-bionik@hsrw.org](mailto:fsr-technologie-bionik@hsrw.org)

Society and Economics Faculty Council:

[fsr-gesellschaft-oekonomie@hsrw.org](mailto:fsr-gesellschaft-oekonomie@hsrw.org)

Communication and Environment Faculty Council:

[fsr-kommunikation-umwelt@hsrw.org](mailto:fsr-kommunikation-umwelt@hsrw.org)



The student union executive committee consists of: Savina Lobina, Sanelisiwe Mpofu and Lennard Bunge

Many students are active on behalf of their colleagues. There are many ways to get involved in university politics and make a difference, be it tabling motions, organising festivals, attending to the needs and problems of students or taking part in negotiations between university officials and the student body.

### PARTIES, NEW ROOMS, APARTMENT HUNTING

"We organise parties to balance the stress of studying and plan excursions in the local area to allow students to get to know each other better and make them feel at home. We also offer seminars and help students to find

accommodation. We work hand-in-hand with students on projects from the departments on issues such as sustainability or culture. We warmly welcome anyone who wants to get involved with us," explains Savina Lobina, chair of the student union executive committee, adding: "Our members and those of the Student Parliament see themselves, without exception, as a strong voice for the student body and a link to university management."

# STUDENT LIFE



*Whether it's basketball, snowboarding or windsurfing – the university has something for you.*

Nothing but studying? No way! There's more to being a student than just learning, as the leisure activities on offer at Rhine-Waal University of Applied Sciences go to show. Sport and competitions, music and song. Making university life even more fun.

## UNIVERSITY SPORT

When your head is spinning from too much studying, you need something to take your mind off things. Rhine-Waal University of Applied Sciences therefore offers a wide range of sporting activities for students and, of course, members of staff at both Kleve and Kamp-Lintfort. From swimming, basketball, table tennis and volleyball to badminton, indoor football, mountain biking, modern dance and chess, all the way to various fitness courses, running and triathlon training. Unusual sports such as snowboarding, waterskiing, wakeboarding, windsurfing, stand-up paddling and cricket or combat sports such as kung fu, fencing, tai chi, krav maga, aikido and self-defence are also on offer.

"The most important thing is doing sport, having fun and getting to know other students, where possible from other faculties," explains Dr Stefan Weber, sports coordinator at the university. Over and above the permanent offerings there are also regular sports meetings and even major events such as the German University Futsal Championship or the German University Triathlon Championship. Many university athletes also regularly take part in external events. The futsal team and the cricket team regularly take part in their respective leagues and have already celebrated major successes.

**For more information on sport at the university, please contact:  
Dr Stefan Weber at [Hochschulsport@hochschule-rhein-waal.de](mailto:Hochschulsport@hochschule-rhein-waal.de)**





*Singing and making music is not only a nice hobby, it also helps to develop your personality.*

### **MUSIC - MORE THAN JUST A HOBBY**

With sport already having warmed up, it is now the turn of music to expand its offering in the form of instrumental music and, in particular, the voice as an instrument for speaking and singing.

Manfred Hendricks and student Alexander Blöching, who coordinate the university's music activities, know that music is the perfect accompaniment to studying.

#### **→ What is planned exactly?**

We're planning ensembles, bands and choir groups, for example, including in project work, plus training in the area of self-presentation, which can be very important for students, in particular.

#### **→ When they are required to present their own voice?**

That's right. Speaking in front of large groups and using the power of your own voice is not usually a skill that is mastered perfectly. But precisely this is a huge head start for anyone.

#### **→ Bands, choirs, ensembles ... in view of the international makeup of the student body it could become very interesting.**

Young people who come here from all over the world have the opportunity to build a genuine network instead of being left to their own devices, and in so doing feed their own identity, their ideas and the music of their countries into the new contexts of the university..

#### **→ Which in turn will also shape the university.**

Exactly. The students are to become shapers of life at the university through music.

**For more information on music at the university, please contact: [musik@hochschule-rhein-waal.de](mailto:musik@hochschule-rhein-waal.de)**

In addition to the offerings in sport and music, Rhine-Waal University of Applied Sciences has numerous clubs where students can meet and spend their free time, including a [Photography Club](#), a [Debating Club](#), an [Acting Club](#) and a [Tourism Club](#). All events are organised by the students themselves.

# EXPLORING THE WORLD WITH YOUNG RESEARCHERS

The ZDI Centre sparks enthusiasm for science and technology, discovers young talent and creates networks.

„What's a steam engine? Let's play the fool..." In the cult German film "Die Feuerzangenbowle" ("The Punch Bowl"), Professor Bömmel uses these words to catch his students' attention, but nowadays it takes a little more effort to get children and young people interested in technology. How can you get young people interested in science and technology?

The answer is Future through Innovation, or ZDI [Zukunft durch Innovation], a community project of the state of North Rhine-Westphalia aiming to get as many children and young people as possible interested in science and technology. With more than 2,600 partners from the fields of business, science, education, politics and social groups, the project is the largest of its kind in Europe. The Rhine-Waal University

of Applied Sciences has founded two ZDI Centres - the Kamp-Lintfort ZDI Centre and the Kleve District cleverMINT ZDI Centre. The ZDI partners offer joint activities along the entire education chain from kindergarten right the way through to university education and entry into the world of work. The ZDI Centre is therefore the regional point of contact for nursery and primary schools seeking to introduce children to energy and environmental themes through play or secondary schools wishing to give pupils practice-relevant insights into study and career options in the area of science and technology.

One of the projects is a collaboration with the nationwide House of Young Researchers foundation, which brings science and technology into day nurseries to encourage a natural enthusiasm for scientific and technological phenomena among children aged three to ten. The Centres also work closely with the Federal Employment Agency on measures intended to incre-





*Schoolchildren with the robot they built as part of the ZDI Roberta project.*



*A Children's University session about Leonardo's bridge. Prof. Dr.-Ing. Peter Kisters demonstrates the principles of mechanics with the help of a huge model.*

ase the number of young people working in and studying MINT subjects.

Although it was only founded in 2013, the Children's University at the Rhine-Waal University of Applied Sciences is already firmly established in the region. It offers children between the ages of 8 and 12 the opportunity to develop an interest in the world of science through specially-developed lectures. Just like proper students, the children receive a student ID, sit in lecture theatres and can bombard real professors with questions.

The ZDI Robot Competition is particularly aimed at girls and involves programming a Lego Mindstorm robot. At the ZDI Roberta Centre at Geldern Vocatio-

nal School, robotics courses and workshops are offered. The ZDI partners support school lessons by lending experiments and materials, as well as the corresponding teacher training, to schools for free.

The "Energy" school laboratory is currently under construction at the Kleve campus as a place of extracurricular learning, and there is also the ZDI FabLab, an open high-tech workshop, at the Kamp-Lintfort campus where children can produce a wide range of products using computer-controlled machines. The centre contains a state-of-the-art 3D printer.

The Kleve and Wesel districts are gradually building a network of universities, kindergartens, schools, businesses, employment agencies, policymakers, chambers of commerce, associations and managers. The common goal is to inspire more young people to undertake a MINT degree or apprenticeship to help ensure the long-term future of technical specialists across the region.

"We want to nurture the talents of as many young people as possible, and in doing so contribute to educational equality," agree ZDI coordinators Martina Bracht-Nienaber and Dr Martin Kreyman. "What's more, jobs in technology and science not only have a future, they are the future! That's why ZDI wants to introduce young people to socially relevant issues such as resource conservation, climate change, energy supply and the fight against poverty as early as possible."



*At the Children's University, Prof. Dr. Joachim Fensterle explains cancer in the human body through practical experiments.*

# PROJECTS FOR THE REGION

Virtual abbey tours and adventures on the Lower Rhine – students at Rhine-Waal University of Applied Sciences are supporting the region in several projects.

## GOOD IDEAS FOR TOURISM

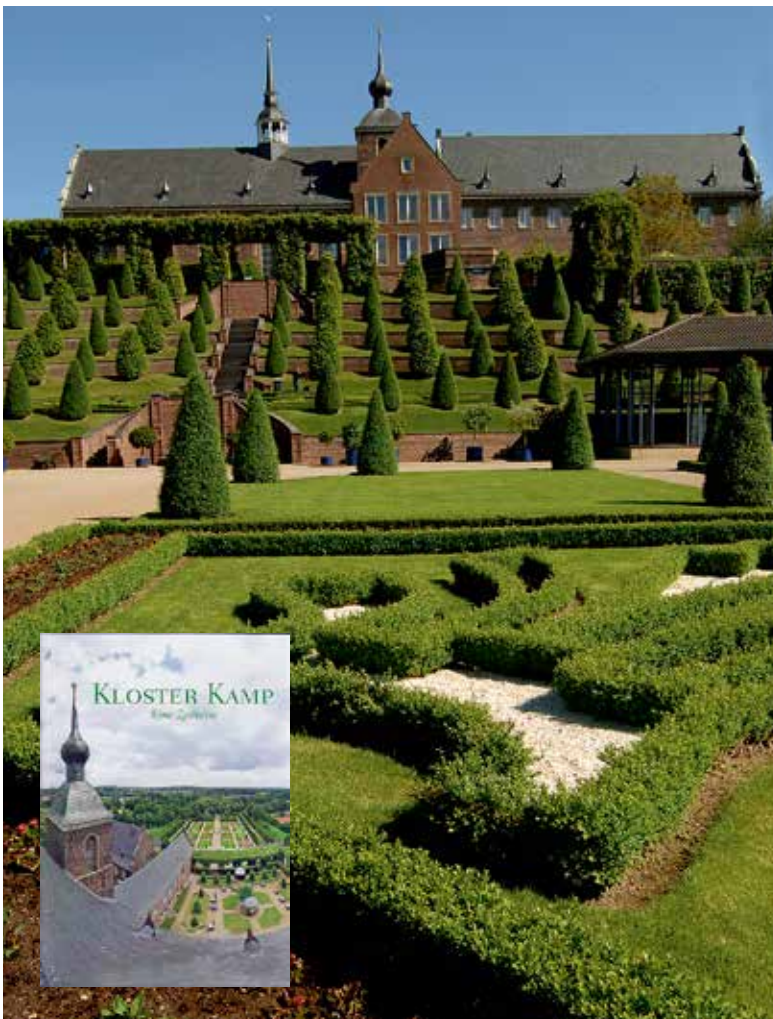


*Adventure on the River Niers.* Though the Niers is not exactly what you would call a raging torrent, Nicole Weber would still like to build a canoe and test it to see if it survives the trip. The student of Alternative Tourism in the Faculty of Society and Economics developed the idea as part of her Adventure Tour on the Niers project. She would like to host a campfire barbecue for tourists during which they build a raft and spend the night in tents before floating down the Niers from Goch to Kessel the following morning. On arrival the group take a meal at a restaurant and then make the return journey by bicycle. As Nicole explains: "Here on the Lower Rhine there are lots of offerings you can combine to create an adventure tour." Other project ideas include concepts for a crime-themed scavenger hunt, garden campsites, GPS bridle routes, a cycle rickshaw, a country hotel and a leisure map. Ideas just waiting to be put into practice. **Information:** Faculty of Society and Economics, [gesellschaft-oekonomie@hochschule-rhein-waal.de](mailto:gesellschaft-oekonomie@hochschule-rhein-waal.de)





## VIRTUAL JOURNEY OF DISCOVERY



How did the first Cistercian abbey in the German-speaking world come about? What was life like in the abbey and its magnificent gardens? Students from the Faculty of Communication and Environment on the Kamp-Lintfort campus resurrected the famous Kamp Abbey and its rich and varied history in 3D digital form. "The project was an interdisciplinary undertaking in which students from different courses worked hand in hand to show the abbey as it was in its Baroque heyday," explains Prof. Dr. Frank Zimmer, vice-dean of the faculty. "They researched archives, pored over old plans, spoke to contemporary witnesses, among them Father Georg Geisbauer, who lived at the abbey for almost 40 years, and wrote a script." An additional project has already started. In association with the local colliery, Bergwerk West in Kamp-Lintfort, the students want to recreate the town's second cultural property in virtual form when it closes.

The free Kamp Abbey DVD is available from the Dean's Office, Rhine-Waal University of Applied Sciences, Kamp-Lintfort Campus, Südstrasse 25, 47475 Kamp-Lintfort.

# A GOOD PLACE TO STUDY – AND MUCH MORE

Fresh air, ancient abbeys and castles, unhurried towns and large cities close by. There is plenty to discover in the region around Kleve and Kamp-Lintfort. Two students showed us their favourite places.

"In Kleve everywhere's just a short bike ride away, whether you're going to the university in the morning or for a relaxing beer in town in the evening," says Jan Keidel, who cycles past the Baroque gardens and amphitheatre every day on his way to the university. An idyllic route. Keidel, who studies Quality, Environment, Safety and Hygiene in the Faculty of Life Sciences, has an apartment right in the centre of Kleve. Everywhere you go there are small shops, homely pubs and views of the Schwanenburg, the symbol of the town, a castle that towers over its surroundings. "The Rhine, with its meadows and dykes, is also very close," says Jan. "Plus there's the Rhine Promenade in the neighbouring town of Emmerich, which is a great place to wind down after a day at the university."

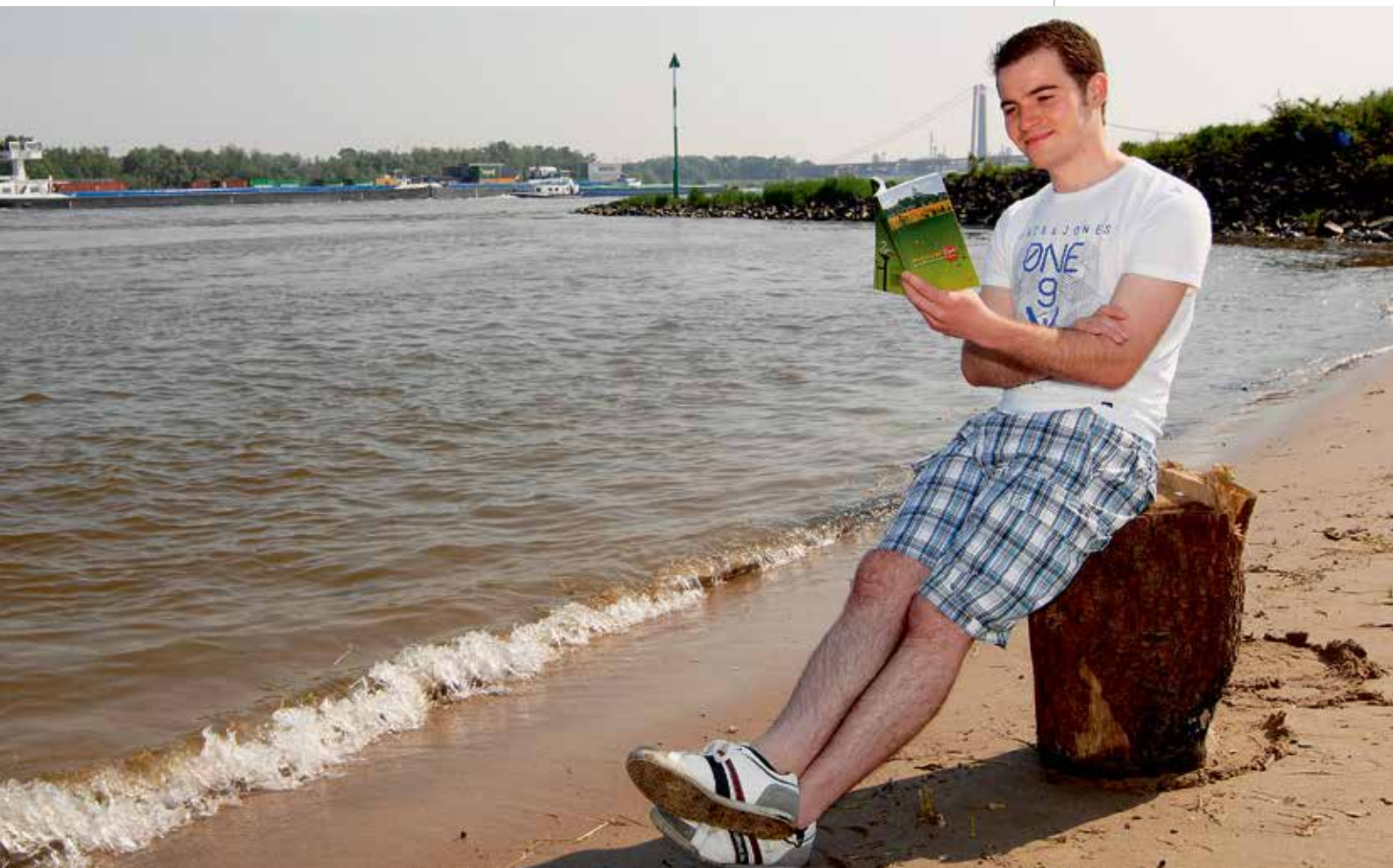
The Lower Rhine is more than just a region bordering on the Netherlands. The countryside is ideal for cycling, horse riding, canoeing and walking. It occupies a central and attractive location close to the Dutch cities of Arnhem, Nijmegen and Venlo and the German conurbations of Düsseldorf and the Ruhr.

The same goes for Kamp-Lintfort, where Rebecca Schneider is in the sixth semester of the E-Government course in the Faculty of Communication and Environment. She has not regretted her decision to study on the university's Kamp-Lintfort site. "It's neighbourly in Kamp-Lintfort," she says. "The shops are close together. I like Kamp Abbey and the woods opposite best, and if you want you're in the Ruhr very quickly." As the new campus is being built on the site of the former Friedrich-Heinrich Colliery, which once dominated the regional economy, the university is also a symbol of structural transformation. In addition, the new Pappelsee swimming complex demonstrates that Kamp-Lintfort is focused on the needs of young people.





*Rebecca in the gardens of Kamp Abbey and Jan by the Rhine between Kleve and Emmerich.*





Jan cycles past the Baroque gardens on his way to the university.

## KLEVE

The town of Kleve is situated in the Lower Rhine region some 100 kilometres from the capital of North Rhine-Westphalia, Düsseldorf, and the cities of the Ruhr, and very close to the Dutch cities of Nijmegen and Arnhem (25 and 40 kilometres respectively). Kleve has a population of just under 50,000.

Sights include the 11th century Schwanenburg Castle, the Baroque gardens and a host of neoclassical and Gründerzeit villas.

### Information:

[www.hochschule-rhein-waal.de](http://www.hochschule-rhein-waal.de)

[www.kleve-tourismus.de](http://www.kleve-tourismus.de)

## KLEVE AND THE BORDER REGION

### SIGHTS

- Schwanenburg Castle is the symbol of Kleve. Its tower is home to a geological museum and offers unrivalled views as far as the Netherlands. **Contact: Schlossberg 1, 47533 Kleve, Tel.: +49 2821 228 84**
- The Lower Rhine has lots of windmills. Alte Mühle Donsbrüggen, with a museum, baking events and delicious windmill products, is one of them. **Information: [www.muehle-donsbrueggen.de](http://www.muehle-donsbrueggen.de)**
- Kleve Gardens (Tiergartenstrasse 74), with its waterways, islands and amphitheatre, served as a source of inspiration for the park at Versailles. **Information: [www.kleve-tourismus.de](http://www.kleve-tourismus.de)**

### CULTURE

- "Museum Kurhaus has housed contemporary art since the 1950s.  
**Information: Tiergartenstraße 41, 47533 Kleve, Tel.: +49 2821 750 10, [www.museumkurhaus.de](http://www.museumkurhaus.de)**
- The Dutch landscape painter Barend Cornelis Koekkoek commissioned the building of a villa around 1848. Today, the BC Koekkoek House is a museum with interesting temporary exhibitions.  
**Information: Koekkoekplatz 1, 47533 Kleve, Tel.: +49 2821 76 88 33, [www.koekkoek-haus.de](http://www.koekkoek-haus.de)**
- Moyland Castle Museum at Bedburg-Hau near Kleve is home to the Joseph Beuys Archive. It is also one of the most important neo-Gothic buildings in North Rhine-Westphalia. Features an impressive park and gardens.  
**Information: Am Schloss 4, 47551 Bedburg-Hau, Tel.: +49 2824 95 10-60, [www.moyland.de](http://www.moyland.de)**



Jan in front of the symbol of Kleve: Schwanenburg Castle.

#### LEISURE

- Rail-cycle draisines are an exciting and novel way to explore the local area. **Information:** [www.grenzland-draisine.eu](http://www.grenzland-draisine.eu)
- Kleve Zoo houses around 300 animals, including many old domesticated animal breeds.  
**Information:** Tiergartenstraße 74, 47533 Kleve, [www.tiergarten-kleve.de](http://www.tiergarten-kleve.de)
- Indoor and outdoor swimming facilities ensure Kleve has more than just the Rhine to offer when it comes to water-based sport and recreation.  
**Information:** Freizeitbad Sternbusch (outdoor), Am Freudenberg 32, 47533 Kleve, Tel: +49 2821 406 30 and Hallenbad Kleve (indoor), Königsgarten 46, 47533 Kleve, Tel: +49 2821 715 47 70



#### REGION

- Archaeological park, Roman settlement and Siegfried epic. A walk round Xanten is a journey into the past.  
**Information:** [www.xanten.de](http://www.xanten.de)
- Once you have visited all the churches in Emmerich and strolled along all the town's shopping streets, you will have more than deserved your break on the elegant Rhine promenade. **Information:** [www.emmerich-am-rhein.de](http://www.emmerich-am-rhein.de)
- Fancy a trip to another country? The Dutch cities of Nijmegen and Arnhem are very close by.  
**Information:** [www.vvvarnhemnijmegen.nl](http://www.vvvarnhemnijmegen.nl)



*Rebecca tests the new Pappelsee swimming complex in Kamp-Lintfort.*

### KAMP-LINTFORT

Kamp-Lintfort is situated at the southern end of the Lower Rhine, a good 40 kilometres from the capital of North Rhine-Westphalia, Düsseldorf, just 23 kilometres from Duisburg and some 40 km from the Ruhr metropolitan region. It has a population of around 38,000. Sights include the Cistercian monastery Kamp Abbey and its terraced gardens or the abbey museum on Kamp Hill.

#### Information:

[www.hochschule-rhein-waal.de](http://www.hochschule-rhein-waal.de)

## KAMP-LINTFORT: COAL, CYCLE ROUTES AND CULTURE

### SIGHTS

- Kamp Abbey, the first Cistercian monastery in the German-speaking world, offers a rich history and impressive landscaped gardens. **Infos:** [www.kloster-kamp.eu](http://www.kloster-kamp.eu)
- The 2.3 km Wandelweg, a trail that documents the transformation of the town over the course of its history, starts right outside the abbey church.
- Hoerstgen protestant church, with its famous organ and regular concerts, is an old parish church.  
**Address:** Dorfstraße 24, 47475 Kamp-Lintfort

### CULTURE

- The Stadthalle boasts a broad cultural offering, including theatre, musicals and cabaret.  
**Information:** Stadthalle Kamp-Lintfort, Moerser Str. 167, 47475 Kamp-Lintfort

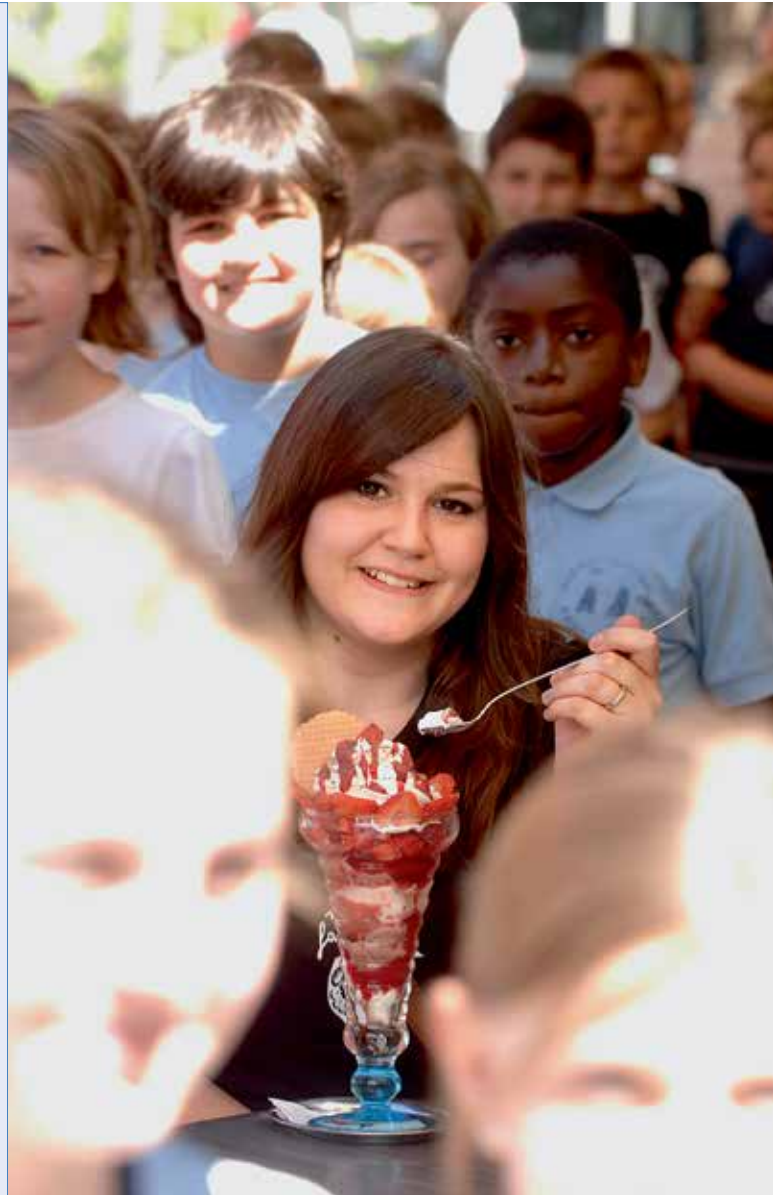
Information can be obtained from Kamp-Lintfort Council: Tel.: +49 2842 912-0

## LEISURE

- The Pappelsee swimming complex is brand new.  
**Information:** Bertastraße 74, 47475 Kamp-Lintfort,  
**Tel.:** +49 2842 816 40, [www.panoramabad-pappelsee.de](http://www.panoramabad-pappelsee.de)
- The Plastic Model Centre (PMC), with its Carrera slot-racing exhibit, rekindles childhood memories.  
**Information:** Oststr. 31, 47475 Kamp-Lintfort,  
**Tel.:** +49 2842 101 31, [www.plastikmodellcenter.de](http://www.plastikmodellcenter.de)
- Kamp-Lintfort has a wide range of facilities for sports enthusiasts, some of them newly built.  
**Infos:** [www.sport-in-kamp-lintfort.de](http://www.sport-in-kamp-lintfort.de)

## REGION

- The state capital, Düsseldorf, entices visitors with up-market Königsallee shopping, the Old Town and the Media Harbour.  
**Information:** [www.duesseldorf-tourismus.de](http://www.duesseldorf-tourismus.de)
- Duisburg, the gateway to the Ruhr conurbation, with magnificent industrial culture and the largest inland port complex in Europe.  
**Information:** [www.duisburgnonstop.de](http://www.duisburgnonstop.de)
- Essen, Bochum, Dortmund... The exciting industrial cities of the Ruhr conurbation are just around the corner, have a huge culture offering, thriving industry and are surprisingly green.  
**Infos:** [www.ruhr-tourismus.de](http://www.ruhr-tourismus.de)
- Kamp-Lintfort is also close to the Dutch border. And thus to the shopping paradise that is Venlo.  
**Infos:** [www.shoppeninvenlo.info](http://www.shoppeninvenlo.info)



*Rebecca enjoys an ice cream  
in Kamp-Lintfort's relaxing town centre.*

## MORE ON THE INTERNET

- Further information on the region can be found at [www.niederrhein-tourismus.de](http://www.niederrhein-tourismus.de)
- For zoos, riding stables and bridle paths, the best scenery and much more besides, go to [www.kuhpfad.de](http://www.kuhpfad.de)
- For those coming from afar, both university sites are close to two airports:  
**Düsseldorf International Airport** ([www.duesseldorf-international.de](http://www.duesseldorf-international.de)) and **Airport Weeze** ([www.airport-weeze.de](http://www.airport-weeze.de))
- Need to get about by bus or train? Nothing could be easier. For information on routes and fares, visit [www.vrr.de](http://www.vrr.de)
- Getting around the Lower Rhine region by bike is child's play. If you don't have one of your own you can hire a Lower Rhine Bike [NiederrheinRad] at various docking stations in Kleve and Kamp-Lintfort: [www.niederrheinrad.de](http://www.niederrheinrad.de)

# SYMBOLS OF PERFORMANCE AND ENJOYMENT

## KLEVE CAMPUS

It is not simply a university complex. Covering a total area of 48,000 square metres, the 19 attractive snow-white buildings along the bank of the Spoy Canal seek to build bridges, not just between the more than 4,000 students from around 100 countries, but also between the new university and the people of Kleve. Not for nothing are the buildings on the six hectare former harbour site within walking distance of the town centre. The quayside promenade draws not only students, but also the citizens of Kleve, who from January 2010 began to gather along the two kilometre building site fence to marvel at the speed at which the new university sprang up, with as many as eight cranes in operation simultaneously. The developer is the District of Kleve.

Towering above the white campus buildings is an old, red-brick listed warehouse. Today it serves as a 'knowledge store', with 3,000 shelf metres of books and online access to countless databases and internet publications containing the knowledge of the world, and houses the Student Service Centre on the ground floor and the Language Centre on one of the upper floors. The new Kleve campus is also dominated by the elegant lecture building with its huge outside staircase. The Campus Forum, 20 metres high and measuring almost 40 by 40 metres, is the marquee harbourside building. The main lecture hall alone holds 500 people. Besides the lecture centre on the east of the site and the 'knowledge store' with its library and language centre, the refectory by the canal turning basin, featuring an outdoor dining area and walk-on roof, is the third focal point on the campus. The site also contains a multistorey car park and, of course, a bridge over the canal linking the two sides of the campus.





The entire complex was designed by the Hamburg architect Ekkehard Voss, who describes the project as follows: "The outcome is an elongated campus – like a small town. The warehouse library symbolises the 'town hall in the town', while the rotated lecture centre to the east is a

The brilliant white buildings on the new Kleva campus by the side of the Spoy Canal. Inset: At the docks, a crane provides a reminder of a time when ships still used to moor here.





meeting point and special place of communication with a very public face.”

The new campus is state of the art in practical terms, too. Its 144 ultra-modern laboratory rooms are just one example of the excellent technical facilities on site.

In addition to the construction costs of 120 million euros, a total of 20 million euros was consciously invested in the latest equipment and fittings. The campus has internet connectivity on both sides of the canal, with full data, video and voice services delivered through the network. Almost 160 km of network cabling and 5,000 sockets have been installed inside the various buildings. Anyone out of reach of a socket can log in via one of 350 wireless access points dotted about the site. “The entire university will have a 200 Mbps internet connection, and the two sites will be interconnected via a 600 Mbps service,” explains IT and com-

munications manager Marcus Proest. “This also allows us to make the best possible use of the equipment in the lecture rooms. All the large lecture rooms will have a video conferencing facility that makes it possible for students to follow a lecture in a different room on the same campus or on the other campus.”

#### ISLANDS OF COMMUNICATION

Communication is a core theme right across the Kleeve campus. “We have set up central contact points all over the campus so that the members of the university move around the campus and meet, thus enabling communication to take place,” explains university vice-president Dr Martin Goch. “This applies inside the buildings as well as outside because this is where the various subject fields come together within the



*The new Kleve campus at the Rhine-Waal University of Applied Sciences. The Schwanenburg, the symbol of the city, is visible in the background. A total of 19 buildings covering an area of 48,000 square metres were put up at rapid speed between January 2010 and September 2012 – a huge project for the region. For the students this meant a move from their interim location to the new campus. The students of the Faculty of Life Sciences vacated their interim building in Kleve (An der Landwehr 4), while those of the faculties of Technology and Bionics and Society and Economy moved from the former Moritz von Nassau Barracks in Emmerich.*

individual faculties – through the joint use of laboratories, for example. We attached importance to creating semi-open areas to ensure no one sits in their office behind a closed door. The architecture is designed to allow communication to occur." Open workspaces, and plenty of space to engage in conversation. "Science comes about through conversation and personal encounters, after all. This is why we have tried to arrange everything so that precisely that can happen," Dr Goch adds.



It is an extremely transparent campus. Many of the buildings on either side of the Spoy Canal are open from all sides. This is also a signal to the region. In Kamp-Lintfort it will be exactly the same. There the way into town will run straight through the university. That was done deliberately so that local residents and businesses come into contact with the university, the students, the staff and the lecturers.



**Dr. Martin Goch, Vice-President,  
Business and Staff Administration**



## KAMP-LINTFORT CAMPUS

What is happening in Kamp-Lintfort has happened several times before in the neighbouring Ruhr region. In Bochum, for example. Or Dortmund. Former collieries are making way for university buildings. A symbol of transformation, of the future and new structures. While the campus in Kleve has already been completed, in Kamp-Lintfort the ground-breaking ceremony for the 50 million euro project did not take place until December 2011.

The Kamp-Lintfort campus opened in April 2014. Part of it occupies the site where West Colliery, which was formerly the Friedrich Heinrich mine, is closing its doors forever. New jobs are being created to replace ones that are lost. A station will also be built if the

wish of the parties involved is heard, and with it new infrastructure. The campus will have space for 2,000 students. The main lecture room alone will seat 300. Total effective campus floor space: 15,599.51 square metres.

The bright, open and communicative atmosphere is the result of a competition for architects launched in 2010 and won by pbr, an Osnabrück-based architectural firm. The developer is the buildings and estates agency of the state of North Rhine-Westphalia (BLB NRW) and the project has a total volume of around 50 million euros. Five buildings are under construction on the 19,054 square metre site, including the centre-piece, the main lecture hall. Besides seminar and





*December 2011: University president Prof. Dr. Marie-Louise Klotz at the ground-breaking ceremony to mark the start of the construction phase in Kamp-Lintfort.*

lecture rooms the campus will have state-of-the-art laboratories, a technical centre, a refectory, a library and generously sized technical areas. And as at Kleve, the campus will feature a central square where lecturers and students of all nationalities and faculties can meet and members of the public are most welcome.



*One of the new buildings opened in April 2014.*

*Students familiarise themselves with their new surroundings.*



*The new buildings of the Kamp-Lintfort campus designed by the general planner pbr AG.*

# LOCAL SUPPORT FOR STUDENTS

The university mentoring programme matches local people with students to help them settle in on arrival.

Where's an inexpensive place to go shopping? What do I have to do when dealing with authorities? How can I avoid feeling homesick? Students in the first semester are faced with a host of questions. It is the same whether they come from the neighbouring town or from a country thousands of miles away. To make it easier for new students to adjust to campus life, the university has launched a scheme in Kleve and Kamp-Lintfort under which local people can provide support as mentors over and above the many activities offered by the university itself.

Angelika Röth from Kleve is one of them. "The programme was called Sponsors for Foreign Students when I first heard of it," she recalls. For some, the start to life abroad is something of a culture shock. "They don't know where the supermarkets are, how to find somewhere to live or where to buy a second-hand bike." The first meeting filled her with enthusiasm. Lots of locals turned up and mustered the young people with excited anticipation. "There was an incredible amount of students there and it was fantastic to see how many different countries were represented. We all introduced ourselves briefly and then the students stood there and picked someone they felt drawn to for whatever reason." In her case it was two young men from Bangladesh, Md. Monjurul Huda and Mahmudul Hasan, who soon got to know her entire family. They remain in regular contact to this day.

## MD. MANJURUL HUDA: "LOTS OF FUN WITH A GREAT FAMILY"

*"My name is Md. Monjurul Huda and I'm studying Sustainable Agriculture. My friend is called Mahmudul Hasan and he studies International Business and Social Sciences. We come from Bangladesh. The mentoring programme was a big help because it introduced us to the Röth family. They invited us to their home straight after the first meeting and we spent Christmas with them. After that we met them regularly at home or went for a meal together. They helped us with lots of problems, for example when we had to find somewhere to live. When we finally found a place we invited them over for a traditional Bangladeshi meal and we talked about the history and culture of our countries and how the people in Germany and Bangladesh live."*





University president Prof. Dr. Marie-Louise Klotz was thrilled with the response from the people of Kleve and Kamp-Lintfort. "The very first meeting was attended by about 30 mentors and more than 70 students. It was very moving. And it remains so today. People come and show an interest. Some of them even start learning English again, others study the countries their mentees call home or tell us they were given assistance themselves as young people abroad and now wish to give something back."

#### **ANGELIKA RÖTH: "I'D LIKE TO GIVE SOMETHING BACK"**

*"As a young girl I spent some time in France and Spain – not exotic countries but I was from abroad and alone. Almost without exception the people were so friendly and helpful towards me that I still make positive associations whenever I hear either language or come into contact with one of the two countries, no matter what form it takes. I'd like to do my bit to ensure foreign students get the same or a similar impression of Kleve."*

*Mentor Angelika Röth with Monjurul Huda and Mahmudul Hasan, her mentees from Bangladesh.*

#### **NEW MENTORS ARE ALWAYS NEEDED**

There are no specific conditions for becoming a mentor. It would be an advantage, however, if applicants were able to converse in English. Interested locals are more than welcome. Please get in touch!

Point of contact

**for Kleve und Kamp-Lintfort:**

**Carina Pelargus**

**Tel.: +49 2821 806 73 111**

**or via E-Mail**

**[mentor-kleve@hochschule-rhein-waal.de](mailto:mentor-kleve@hochschule-rhein-waal.de)**

**[mentor-kamp-lintfort@hochschule-rhein-waal.de](mailto:mentor-kamp-lintfort@hochschule-rhein-waal.de)**

# SUPPORT FROM THE FRIENDS ASSOCIATIONS

Three friends associations support the university and the Kleve and Kamp-Lintfort sites through the formation of networks.

"All three friends associations have the same objective and that is to make the university stronger," explains Dr Stefan Dietzfelbinger, CEO of the Lower Rhine Chamber of Commerce and Industry and chairman of the Rhine-Waal University of Applied Sciences Friends Association (FHRW). This is important for students, especially when specialist professionals are in short supply. "It's also in the interest of companies to support the university to ensure it will be successful. It's important for all of us that students find employment when they graduate. The young people benefit, and so do the companies. In our friends association we have the region's leading business representatives and key politicians – a network of multipliers who serve as advocates of the university and spread its good reputation across the world."

## RHINE-WAAL UNIVERSITY OF APPLIED SCIENCES FRIENDS ASSOCIATION

The object of the friends association is to provide financial and non-material support for Rhine-Waal University of Applied Sciences through cooperation in the areas of science, society, business and politics.

Information: [www.foerdereverein-hrw.de](http://www.foerdereverein-hrw.de)

Peter Wack, former board member of the industrial fibre manufacturer Acordis and chairman of the Rhine-Waal University of Applied Sciences Friends Association – Campus Cleve, takes a similar view.

## RHINE-WAAL UNIVERSITY OF APPLIED SCIENCES FRIENDS ASSOCIATION – CAMPUS CLEVE

The goal of the association is the promotion of science, research and teaching and the advancement of student interests.

Information: [www.campus-cleve.eu](http://www.campus-cleve.eu)

He sees his task as building contacts with local businesses and ensuring that "the Kleve district is an attractive university location for both lecturers and students. For me Kleve's appeal is the direct link between a town that is not all that big and a university that is at its heart. I therefore expect the town centre to develop very strongly as a result of student life and the many young people."

An objective that is also being monitored by Andreas Kaudelka, general manager of the Kamp-Lintfort public utility and chairman of the Campus Kamp-Lintfort Friends Association. "The main issue occupying the town at the moment is structural





*Peter Wack, Dr Stefan Dietzfelbinger and Andreas Kaudelka, the chairman of the three friends associations, are key supporters of Rhine-Waal University of Applied Sciences.*

transformation. The last working coal mine is closing at the end of 2012 and building this university in the heart of the town, exactly where the colliery stood, is an outstanding concept. It has symbolic character and incorporates new themes that will move the town forward, in particular the promotion of young talent." Kamp-Lintfort already has lots of amenities. "The golf course, our new swimming complex and the new sports facilities also have something to offer students. We're also close to a motorway intersection and 30 minutes from Düsseldorf, Duisburg and the Ruhr conurbation with all the events that take place there."

All three friends association chairmen say their own time as students was very different, much less inter-

national. They therefore see their engagement as a response, offering support, creating networks and giving students from home and abroad the best possible start.

**CAMPUS CAMP-LINTFORT FRIENDS ASSOCIATION  
- RHINE-WAAL UNIVERSITY OF APPLIED SCIENCES  
FRIENDS ASSOCIATION, WESEL DISTRICT**

The friends association promotes science and research at the university and works for the development, regional integration, expansion and long-term preservation of the university location.

Information: [www.campus-camp-lintfort.de](http://www.campus-camp-lintfort.de)

# IN THE CENTRE OF EUROPE





