

UNIVERSITEIT TWENTE.

To: Dr. P.K. Mandal, Programme Director AM
From: Programme Committee AM (OLC-TW)

FACULTY OF ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE

FROM	DATE	PAGE
T x 31 53 489 3380	8 June 2020	1 of 2
PC-AM@utwente.nl	OUR REFERENCE	CC:
	EWI20/BOZ/9431/MvdK	--

SUBJECT
Advice concerning Bachelor EER-AM 2020

Dear Programme Director,

We have read and discussed the proposed EER for the Bachelor AM for the year 2020-21. At this point, we do not provide consent with the EER. We see that there are a few inconsistencies that have to be fixed first. We are willing to reconsider our decision if we receive an updated description, and could do this swiftly. We note that comments based on earlier discussions have been addressed in an adequate manner. The PC also supports the decision for a completely coherent bachelor curriculum.

We have remarks about module 6 and 7, and note that the ECs listed in Table 9 do not add up correctly. We have discussed the proposed course "Simultaneous Statistical Inference" in an earlier meeting. While we still have to provide our consent to that course's description, we would agree to add that to the electives of module 11.

It was the first time we could discuss a text of module 7 and as it appears to us the module is not yet described as coherent completely.

- The topic RSA now appears to be part of both Algorithmic Discrete Mathematics (ADM) and Algebra. Yet, the given schedule shows that ADM and the corresponding test do not address RSA. So, it seems better to remove RSA from the fourth learning goal. Instead, we think it should be added to the learning goals of Algebra to have a better connection between the content description and the learning goals. We also feel that the final lines in the description for ADM need to be removed, or they may be separated as a new paragraph stating how this relates to another course. It should, however, be clear that it is not part of ADM.

- For Language & Machines, we recommend to replace "had gained experience in proving statements" by "is able to prove simple statements", as the latter formulation can be tested.
- For the Implementation project, we want to see learning goal 2 "understands which data structure is good for which application." reformulated to "is able to choose an appropriate data structure for an application.", or something equivalent.
Regarding the fourth learning goal, we find this a quite general statement. While we understand the idea, we would like to know how this will be tested. If it is just the general idea of the project, we suggest to move it to the description.
- Typo's to be fixed:
In general, we suggest to write Python (with capital consistently).
ADM content: forth --> fourth
Algebra content: introduction in --> introduction to

For Numerical Mathematics, we are happy to see a proposal to include a more theoretical component. This can be part of the current course without additional ECs as students indicate they can spend more time on this easily. The proposal is vague at points though, but we are willing to see how this works out next year. We embrace the idea to add a theoretical component to the question set of the practicals. This part should simply be given to all students; the optional should not mean that students could skip this for full points.

Perhaps the learning goal can also address the efficiency or convergence properties of an algorithm as that requires theoretical understanding.

Referring to our earlier communication, we indicated that we wanted to see the proposed new reader/material, or at least an impression, to learn how the material is offering this theoretical component.

Finally, we want to state that we regret that decimals of grades in the Central UT-Part of the EER are stated with comma's ",", while the programme specific part uses dots ".".

Yours sincerely,



Hil Meijer,
Chair PC-AM