

UNIVERSITY OF TWENTE.

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Date: 06-07-2018

Present:

Chairman: dr.ir. H.J.M. Geijselaers
OLC-members: F. Krekt, J. de Groote, ir. E.E.G. Hekman, dr.ir. M.B. de Rooij,
ir. M.E. Toxopeus, dr.ir. E.T.A. van der Weide

10 Permanent guests: dr. G.G.M. Stoffels
Minute maker: A.M. Palthe

Absent with knowledge:

Report 241th Education committee 6th July 2018

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1. Opening

The chairman opens the meeting at 12:30.

2. Concept VU-UT curriculum

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Dr. ir. P.C. Roos has provided a document on the curriculum of the VU-UT ME programme. This document provides some background on the whole idea, give a progress update and the Educational Committee is asked to give an advice. Four different aspects have been identified, to do with the bilocation, the facilities, the staffing, the educational quality and the organisational structure.

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There has to be focus on what aspects of the facilities and staffing will influence the educational quality. In the organisation the roles of the Educational Committee, Faculty Council, etc. have to be determined.

The appendices show the planning containing all the courses. Based on the curriculum, it is expected that the students will spend 25% of their time in Enschede.

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There has been a market research to investigate if students are ready to travel to Enschede for one day a week. Students are probably willing to travel if the organisation is done for them. It is also meant for the students to be included in the social life in Enschede.

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In block 17/18, the research skills appear to be the same as in block 16, this was a typo. The research skills and academic skills are not determined yet. Apart from an introduction in Mechanical Engineering in the first block. This will be similar to what the students at the UT receive. It is not the intention to change the curriculum of the UT.

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The new curriculum contains a dedicated math line, a continuous assessment and projects that run for an entire semester. Each block is formed around a theme.

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The OLC will give their advice on the content of the programme before the 14th of July. The advice is not on whether or not the programme will exist, but only on the content of the programme.

The minimum amount of students for the first year is probably 30-50, but this has not been decided yet.

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The continuous assignment at the end of the semester should also be discussed here. This has been inspired by the idea that the current students have knowledge on the separate subjects, but are not able to find the relations.

The idea is that there will be a few lectures about the relations between the subjects and also a test. If the students pass all their subjects, but fail the continuous assessment, they will probably have to redo this assessment. It will be treated as a normal subject.

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It is necessary to include the minor, to connect students to our masters. Back to the discussion about testing.

Appendix 3: Some things are combined: Math+XX=Y EC. These subjects are tested in one exam. If failed, the entire exam has to be redone. These are clustered subjects.

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It could be troublesome to cluster different courses. It is possible that students can pass the test without understanding one of the courses.

- 65 It is hard to come up with questions which cover all of the math topics. However, it will enable students to understand the correlation of different courses.
It is challenging to combine courses in one exam without interfering with the freedom of the teachers to give their course in the way they prefer.
It is hard to make an exam including all of the topics of both subjects. The OER states that the exams cannot be longer than three hours, which might also be a problem.
- 70 However, it is already possible for students to continue their programme without understanding everything of every course. When they pass with a 5,5, they only understand a little over half of the subjects.
- 75 The teachers or project coordinators should be able to have the freedom to determine the need for intermediate tests etc.
- 80 The division of the subjects taught by UT and VU teachers will start as 75/25 and will gradually shift to 60/40. It is expected that in the beginning the UT teachers will teach a lot at the VU.
- 85 For now, 8,5 ECs are reserved for academic skills, even though the content is not yet determined. This seems to be a lot. For now, it is important to determine the content for the first year, some things can still be shifted. In the current plan it is very unclear, so it might also be a good idea to fill in the content of the UT academic skill, to get a clearer picture. This might also make it easier to determine if the 8,5 ECs are a good approximation.
- 90 This meeting was meant to show what has already been done, but not all details have been determined yet. Overall looking, when the gaps are filled up, this curriculum seems to be a valid plan for a mechanical engineering programme.
- 95 The only thing missing is technical drawing. Including this in a project without a separate course might provide some problems. Either the drawing is done by only part of the group, which means that not all students learn technical drawing. Or all of the students have to spend a certain amount of time at technical drawing, which greatly decreases the time available for the rest of the project.
- 100 It appears that now there are too many subjects involved in the group projects.
- 105 Block 3: The students are at the UT for the most of the time and they will probably need a lot of time at the workshop. However, not all students will be able to work in the workshop at the same time. To spend their time more efficiently, this block should also include a theoretical course.
Furthermore, the space available at the workshops is limited, especially in the first semester, which is also a problem for the UT students.
- 110 Block 4: The days at the UT are different because of the Bedrijvendagen.
- 115 If there will be some intermediate testing in the projects, this will have to be done at the VU, though it would be a good idea to do this in collaboration with the UT students, so that they can learn from each other. This also means that the UT teachers have to travel to Amsterdam for this.
- 120 Now it is scheduled such that the students are not bothered with travelling, but the teachers are. UT teachers will have to grade projects at the VU. Their schedules should also be taken into account.
- Facilities and staffing: It is claimed that none of the UT courses will be affected. It cannot be said how this will be guaranteed, which is a major concern for the Educational Committee. Not only for the teachers, but also for the UT students.
- Organisational structure: The UT will provide the educational director, will this be drs. E.M. Gommer?
- 120 This Educational Committee will also assess this combined programme, which also means that VU students and teachers will have to be included in this Educational Committee. The Educational Committee evaluates the overall programme, not the individual courses.

125 It is desired to start this programme in September 2019. New project supervisors are needed at the VU, who will have to be integrated at the UT in September 2018 to educate them. This might be hard to realise.

130 Is there an exit plan in case things do not work out the way it is planned? This is part of the business plan, in which dr. ir. P.C. Roos is not involved. This is an important point of interest. It should also be thought about whether the enrolled students will transfer to the UT.

Dr. ir. P.C. Roos leaves. Dr. G.G.M. Stoffels can stay.

135 **3. Advice**
Overall advice: Start in September 2020 instead of September 2019. Otherwise there will be a large problem with staffing and facilities. For now there are too many loose ends, many questions cannot be answered clearly.

140 **Curriculum**
The curriculum is developed quite well already. The overall opinion is positive, it is an interesting programme, well balanced, modern and the integrated math line is a strong point.

145 It is desired to include people from CELT on the educational content. There are still 8ECs to be filled in.
CELT was not aware that there was already a curriculum. Some professionals should look into the organisation etc.

150 For students it will not be doable to spend several weeks at a time at the UT, for they will be unable to have a social life if they are away for several weeks at a time. If the students will be here for several days at a time, appropriate accommodation should be provided.

Off-topic: It is a big concern for current students that the teachers will probably be less available.

155 *13:52 M.P.A. van Bergen leaves.*

160 The testing is a concern, as well as its consequence for the BSA. Also if it agrees with the OER, this cannot be changed easily.
Did they consider if there are regulations against not having four quartiles?

165 The combined testing should be reconsidered, either choose for individual testing or group testing.
It is conflicting with the concept of testing plans in relation to learning objectives per course. Now the UT programme has a test plan per module. Will the VU have a test plan per course or per test?

170 There is no connection between some themes. For example, in energy transition there is no smart manufacturing, also no technology health care. In the maintenance block, there is no maintenance course. Biomechanics is also not really a part of the curriculum of the UT.
However, it seems to be misleading.

14:01: Dr. G.G.M. Stoffels leaves.

175 The Educational Committee wonders if the themes are represented clearly enough within the programme.
It could be helpful to include people from the themes involved. Even if there is not a course on biomechanics, it could be helpful to include an expert in that subject in the project. They should try to contact people that did not have time yet to be able to give their opinion.

180 *14:06: F. Krekt leaves.*

Concerns staffing: Is it possible to get enough new teachers on time? Is it possible to train them on time? Will they have the right level?

- 185 Current teachers have only 40% time for teaching and 60% time for research etc. Hiring 100% teachers is probably not an option. It might be easy to find them, but the UT will probably not want that.
The VU was quite vague on this subject and should provide a more detailed plan. Also, what happens to the newly hired teachers and other personnel if the programme does not work out as planned?
- 190 Staffing is a serious concern. Not only the new staff coming in, but also the organisation of the current staff. How will they divide their time?
It is probably not possible for the staff to work during their two-hour train journey.
- 195 How will it be guaranteed that this programme will not affect any of the UT courses? Who will monitor this and who will act upon this?
The plan concerning adding to the available lab space is not very clear. It seems that probably temporary lab space will be used. This needs to be clarified, including what will happen if problems occur.
- 200 W.S.G. Isaac Newton will start an additional committee for the VU students.
There will be a study advisor at the VU.

Organisational structure

- 205 A lot of things still have to be filled out, which makes it difficult to give an advice on this.
There will probably not be another Educational Committee for the VU, this OLC will just have to double their effort and include some VU members.
- 210 The advice will have to include the criteria for success, the thresholds to continue and the exit strategy, both for students as for staff.
- 215 The advice of the Educational Committee will be to the dean. The exit strategy is not something for the Educational Committee to advice upon, but it will be advised that this needs to be determined. Some decision making is unclear.
- 220 Some students and staff members from the VU should be included in the Educational Committee. This should include one student from each year, so eventually three students. The bachelor coordinator from the VU could also be a permanent guest.
- 225 It is very important that the project supervisors will be trained at least one year before the start of the programme.
- 225 This is enough for the advice!
The general advice is to postpone it another year, although the Educational Committee is enthusiastic about the general idea of the programme. The main concern of current students is the availability of the teachers.

4. Announcements

- 230 Dr. ir. H.J.M. Geijselaers will be absent during September/October. F. Krekt will be the chairman in the meantime and will confer with ir. M.E. Toxopeus regarding the agenda.
Dr. ir. H.J.M. Geijselaers should also indicate a clear deadline for feedback on the advice letter.

5. Closure

- 235 The chairman closes the meeting at 14:26.

Faculteit Engineering Technology
Opleiding Werktuigbouwkunde
Opleidingscommissie (OLC)

<i>Action points</i>				
	Action:	Introduced on:	To be completed on:	To be completed by:
41	Ask for FR minutes from FR	08-06-2016		BOZ
1	Door evaluatiecommissie de vakevaluaties laten bespreken (n.a.v. OLC-377)	01-11-2001		
69	Find someone to assist the evaluation committee in rewriting the evaluation manual.	07-02-2018	Not done yet	Drs. E.M. Gommer
70	Contact J. Kemna to ask if the evaluation reports can be put on the intranet.	07-02-2018		Drs. E.M. Gommer
78	Talk to Prof. Schippers about improving the tribology dcourse which has had the same recommendations for the last few years	14-03-2018		Drs. E.M. Gommer
79	Talk with dr. ir. E.T.A. van der Weide about the prerequisite knowledge for NMME and the hours required for each task.	14-03-2018	Done	Drs. E.M. Gommer
80	Invite M. Dohmen to the next OLC meeting.	14-03-2018	Done	Dr. ir. H.J.M. Geijselaers
81	Present results of the research on cumulative testing.	14-03-2018		E.M. Gommer
82	Set up a canvas site for the OLC (some members still missing from sharepoint)	25-04-2018	Done	Dr. ir. H.J.M. Geijselaers
83	Send feedback on the master renewal to drs. E.M. Gommer.	25-04-2018		OLC (student) members
84	Write a letter of advice and send it to the OLC members to give feedback.	06-07-2018	Done	Dr. ir. H.J.M. Geijselaers