

Agenda

1	<i>Coursea Discussion</i>
2	<i>Discussing apprenticeship regulations</i>

Outcomes

Faculty members will decide on the Coursea courses to be chosen for a 3 credit hour department elective equivalency at HTU.

The following articles of the apprenticeship regulation to be discussed with the deans' council:

- ❖ *Article 2.10:* Prefers consistent use of UK standards for regulation with very controlled mixing of standards from other countries;
- ❖ *article 4.4:* should be discussed with other units
- ❖ *Schedule A:* It may be best to keep the threshold as 110 credit hours for students exiting at the HND level so they will not have to return after the apprenticeship. Lowering the threshold should be reserved for bachelor degrees students as their return is expected
- ❖ *article 5.1:* should be rephrased to be clearly communicated that the responsibility of finding an employer is shared between the ILO and student.
- ❖ *article 5.2:* should be rephrased to better communicate the purpose of the article in the suggested manner:
"In the case of employers not enlisted with the apprenticeship by the ILO, , then the student must submit a request for a new employer registration to the Industry Links Office which shall be subsequently reviewed according to the employer selection criteria cited in the PATH framework. [1] All new apprenticeship employers must subsequently be approved by the School Council" [1] This is also the procedure for apprenticeships outside Jordan.
- ❖ *Article 5.5:* Suggests adding another clause regarding students providing emergency contact in the suggested manner:
"The student should provide an emergency contact in forms of a telephone number(s) and email(s) for their legal guardian(s) in their home country as well as a foreign emergency contact of the student's choosing in the employer's country using the previously stated forms."
- ❖ *article 7.9:* the student should keep a daily logbook of what activities they are doing as part of the biweekly report.
- ❖ *article 11.5:* the status report should be simple to allow for simple notifications of

- changes in student status during the apprenticeship.
- ❖ *article 11.5*: Recommended 5 meetings total, (1st is introductory and 4 others every two months).
- ❖ *article 11.5*: the regulation should be kept until the website is completed and the data can be captured from there.
- ❖ *article 11.6*: suggests a ceiling of 6 students per faculty member.
- ❖ *Article 11.6*: suggests 1 or 2 credit hours per student per term.
- ❖ *article 17*: the assessment board should include the academic mentor for the student.
- ❖ *M&E*: it should be cleared up to see who would be responsible from the faculty and clearly state the outcomes & purpose of the M&E.

Participant	Contribution
<p>Prof. Ismael Hinti</p>	<p>#1:</p> <ul style="list-style-type: none"> -started by thanking everybody for their efforts, and opened the floor to discuss the coursera integration proposal; -Presented the case for Coursera integration. -emphasized that Coursera has offered 1000 free licenses to HTU till June 2020, as well as other software vendors, and this is an opportunity to try out these course for now, and if found useful to, perhaps, consider using them in the future as additional sources for teaching -The Coursera integration is a strategic objective of HTU. One of our goals is to incentivise lifelong learning and foster self-discipline in our students through using the Coursera available courses. We want to explore this time period between now and June (license expiry) as an experiment to see if this is feasible for integration or not. -hoped HTU faculty could offer courses on Coursera themselves, and added that this experiment might not work for all disciplines, but may work perfectly for some, and we won't know until we try. -There are three potential implementation strategies for Coursera integration: <ul style="list-style-type: none"> ❖ Coursera will be used as an extra or support resource for teaching; ❖ The second approach is to use the courses for support modules for the Apprenticeship or the research project to minimise the effort needed for teaching; ❖ The third approach is to use a pool of 2 to 3 courses as an equivalency for a department elective as per agreement with the faculty and specific department. -There are three types of HTU courses: <ul style="list-style-type: none"> ❖ core ❖ department requirement ❖ department elective / special topics → these are the only eligible

courses for the Coursera equivalency;

-The 'algorithms for battery management course specialisation' is particularly interesting for energy engineers.

-A skills assessment for students upon completion can be a KPI

-The coursera course equivalency is a binary pass/fail equivalency with no influence on students' GPA. The equivalency can only be done once during their tenure. Further courses completed will not be taken into consideration as part of the equivalency;

-As seen from the results of the survey there is significant student enthusiasm towards distance learning even after the crisis ends.

-We have enough time to decide upon the proposal for Coursera integration.

-We are also open to suggestions from other platforms other than Coursera as long as the faculty sees them fit.

**Prof. Amjed
Fahoum**

-welcomed the faculty to meeting

-encouraged the faculty to work with students and not to overload them with assignments.

#1:

-Opened the floor to discussion of the coursera integration proposal.

-courses are described by three attributes:

- ❖ course content
- ❖ level (beginner, intermediate, advanced)
- ❖ duration

Courses to be considered for the energy department:

- ❖ Introduction to Battery management systems
- ❖ Power Electronics specialisation;
- ❖ Global Warming I : Science and modeling of climate;
- ❖ Energy Production and safety specialisation;

-The chosen course will be an added department elective not a replacement during equivalency. These courses should be above 45 contact hours to meet the MoHE requirements for credit hour equivalency. There preferably should be a single choice per department.

-Faculty have until tomorrow morning to submit suggestions and review suggested courses

#2:

-Agrees that faculty making should be involved in the decision making of the apprenticeship & that the academic load should be adjusted;

Discussion of the regulations:

- ❖ *article 4.4:* should be discussed with other units
- ❖ *article 5.1:* should be rephrased to be clearly communicated that the responsibility of finding an employer is shared between the HTU and student.
- ❖ *article 5.2:* should be rephrased to better communicate the purpose of the article in the suggested manner:
"In the case of employers not enlisted with the apprenticeship by the ILO, , then the student must submit a request for a new employer registration to the Industry Links Office which shall be subsequently reviewed according to the employer selection criteria cited in the PATH framework. [1] All new apprenticeship employers must subsequently be approved by the School Council" [1] This is also the procedure for apprenticeships outside Jordan.
- ❖ *article 5.3:* the student should have a voice in choosing the competencies to choose his trajectory and reflect his strengths.
- ❖ *article 11.5:* the status report should be simple to allow for simple notification of changes in student status during the apprenticeship.
- ❖ *article 11.6:* suggests a ceiling of 6 students per faculty member.
- ❖ *article 17:* the assessment board should include the academic mentor for the student.

Prof. Mousa Habib

#1:

-The 'motors and sensors specialisatio' & 'power electronics specialisation are of a high level diploma calibre;

#2:

-The comments have been addressed such as giving decision making power to department consortiums and deans especially when the student is the one that has connected with an outside employer.

-faculty visits to employers have been decreased from 8 to 5 (1 introductory and 4 others every two months).

-does not recommend the heavy academic load of 9 students per faculty member.

Discussion of the regulations:

	<ul style="list-style-type: none"> ❖ <i>article 11.5</i>: the regulation should be kept until the website is completed and the data can be captured from there.
<p>Dr. Feras Kafieh</p>	<p>#1:</p> <ul style="list-style-type: none"> -Given personal experience, the assessments for courses are slightly trickier than usual where you have to revise all the material to pass; -What needed 3 weeks to complete, was done in 3 days; this is an indication of learner-driven pacing. -Advocates use a logbook diary as a method of internal assessment for equivalency. -Modern robotics and digital manufacturing are of satisfactory level for the mechanical department; <p>#2:</p> <ul style="list-style-type: none"> -There has been some pushback by international employers regarding using NOS as it is a British system which caused friction with European partners. -It is rather difficult to engage employers with student projects in courses such as lean manufacturing so we have to make sure that we can swiftly communicate to ensure that there are no delays. <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>Schedule A</i>: the 110 credit requirement may be looked into as some students may be very close to the threshold. IT may be better to lower the threshold. ❖ <i>article 11.5</i>: Recommends 5 meetings total, (1st is introductory and 4 others every two months). ❖ <i>article 11.5</i>: what is the nature of the monthly report to be submitted? Suggests that the online platform can be used to collect the data automatically. ❖ <i>article 11.6</i>: suggests that 0.5 is too low for the whole apprenticeship and should be adjusted to 0.5 credit hour per semester or higher per semester.
<p>Dr. Mohammad Abdel Rahman</p>	<p>#1:</p> <p>Raised the following questions:</p> <ul style="list-style-type: none"> ❖ Do we have to set assessments for students who finished Coursera specialisation? ❖ Should the choices be limited to an equivalency of 1 credit hour if the course is below 45 hours? <ul style="list-style-type: none"> -Will review the 'Introduction to Internet of things programming for fitness -suggests a basket approach to credit hours where the faculty sets several courses that have a sum of 3 credits; -Suggests that EdX is stronger; -Suggests extra time for deciding upon the department choices.

	<p>-Research review lecture will be held on Thursday in conjunction with Dr. Muhannad.</p> <p>#2:</p> <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>Article 2.03:</i> suggest that regulation 2.03 is to encourage students to finish all their courses so if they have an opportunity for employment they can take it without returning to the university; ❖ <i>Article 11.6:</i> suggests 2 credit hours per student like the research project. ❖ <i>M&E:</i> it should be cleared up to see who would be responsible from the faculty and clearly state the outcomes & purpose of the M&E
<p>Dr. Mohannad Tarifi</p>	<p>#1:</p> <p>Raised the following questions:</p> <ul style="list-style-type: none"> ❖ What are the key performance indicators for the Coursera experience at HTU? <p>-Concerned about student plagiarism and falsification of work for the third approach</p> <p>-Recommends the 'active optical electronics' course as a top-up year course;</p> <p>#2:</p> <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>Schedule A:</i> It may be best to keep the threshold as 110 credit hours for students exiting at the HND level so they will not have to return after the apprenticeship. Lowering the threshold should be reserved for bachelor degrees students as their return is expected. ❖ <i>Article 5.1:</i> suggests that it should be the ILO's responsibility to find a suitable apprenticeship opportunity within the means available to them. ❖ <i>M&E:</i> we discussed this article with the SEMTA representatives, we came to the conclusion that monitoring should be done as is as the three main stakeholders will already be engaged (student, academic mentor and employer), however that article should highlight the evaluation process.
<p>Dr AbdelRahman Atilli</p>	<p>#1:</p> <p>-Concerned about the assessment and quality control;</p> <p>-Concerned about the content level of courses;</p> <p>Sees no problem with the first two approaches (complementary to teaching or supplementary to the apprenticeship) but is concerned</p>

	<p>about the third approach. -Does not support adding the embedded sensor course as it is <i>redundant</i> across the 'instrumentation and control' and 'industrial power, electronics and storage' units.</p> <p>#2:</p> <p>-There have been some difficulties with approaching the employers such as Hikma.</p> <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>Article 2.10:</i> Prefers consistent use of UK standards for regulation with very controlled mixing of standards from other countries; ❖ <i>Article 11.6:</i> suggests 1 credit hour per student per term.
<p>Dr. Zeina Rawashdeh</p>	<p>#1: -No problem with courses chosen for the mechanical department</p>
<p>Dr. Emad AbdelSalam</p>	<p>#2: -Recommends that priorities should be restructured given the circumstances.</p> <p><u>Discussion of the regulations (In Absentia):</u></p> <ul style="list-style-type: none"> ❖ <i>article 2.10:</i> suggests looking into article 2.10;
<p>Eng. Imad Yared</p>	<p>#2: -We have to think about the sustainability of the apprenticeship since Jordanian technology related industries are immature in comparison to european countries such as Germany.</p> <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>article 7.9:</i> the student should keep a daily logbook of what activities they are doing as part of the biweekly report.
<p>Eng. Laith Abu Omar</p>	<p>#2:</p> <p><u>Discussion of the regulations:</u></p> <ul style="list-style-type: none"> ❖ <i>Article 5.5:</i> Suggests adding another clause regarding students providing emergency contact in the suggested manner: "The student should provide an emergency contact in forms of a telephone number(s) and email(s) for their legal guardian(s) in their home country as well as a foreign emergency contact of the student's choosing in the employer's country in the previously stated forms.

-
- ❖ *article 5.5.7*: suggests moving the 'provides lodging and workplace information' to an earlier point;
 - ❖ *M&E*: Quality assurance outcomes should be cleared up, especially when it comes to feedback that may affect future regulations such as the data capture used to evaluate employer criteria or fitness.
-