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Table of Contents

About TeachHy	5
Deliverable abstract	6
1 Accreditation conditions	7
1.1 Questionnaire	7
1.1.1 Obligatory steps at the university level prior to submitting an application for accreditation of a new MSc course/programme	7
1.1.2 Official accreditation authority identification.	7
1.1.3 Duration of accreditation process	7
1.1.4 Course content requirements	7
1.1.5 Incorporation of individual modules into existing courses	8
1.1.6 Financing of the course tuition	8
1.2 Accreditation procedure	9
1.2.1 Governmental authorised accreditation	9
1.2.2 University authorised accreditation	9
1.3 Common issues identified	9
2 Course accreditation	10
2.1 University Birmingham course accreditation case study	10
2.1.1 University of Birmingham accreditation due process	10
2.2 Part A, the Plan to Develop a New Programme (PDNP)	11
2.2.1 Submission to the School Education Committee	11
2.2.2 Submission to the College Education Committee	11
2.2.3 Submission to College Board	11
2.3 Part B, the New Programme Proposal (NPP)	12
2.3.1 Submission to the School Education Committee	12
2.3.2 Submission to the College Quality Assurance and Approval Committee	12
2.3.3 Submission to College Board	12
2.3.4 Submission to the University Quality Assurance Committee	12
2.4 Forms and Documentation to be Submitted Alongside Part B (the NPP)	13
2.5 Deadlines for New Programmes	13
2.5.1 New Postgraduate Taught Home Programmes	13
2.5.2 Managing Risk and Additional Recommendations	13
2.6 Consultation	14
2.7 Integrating employability and enterprise into the curriculum	15
2.8 Transferable skills to future proof graduates	15
2.9 Creating New Programmes with Collaborative Provision	16

2.10	Application forms	17
3	Conclusions and future plans	18
3.1	Status of accreditation.	18
3.2	Strategies to accredit TeachHy course at individual project partners.....	18
3.2.1	Increase interest of students in hydrogen technologies	18
3.2.2	Local language version	18
3.2.3	Guarantors qualification	18
3.2.4	Introduction FC&H as specialisation into existing accredited course	18
4	Annex I – Accreditation Questionnaire	19
5	Annex II – TeachHy Programme Proposal Set of Forms, University of Birmingham.....	23

About TeachHy

As the FCHT industry gradually emerges into the markets, the need for trained staff becomes more pressing. TeachHy2020, or short TeachHy, specifically addresses the supply of undergraduate and graduate education (BEng/BSc, MEng/MSc, PhD etc.) in fuel cell and hydrogen technologies (FCHT) across Europe.

TeachHy2020 will take a lead in building a repository of university grade educational material, and design and run an MSc course in FCHT, accessible to students from all parts of Europe. To achieve this, the project has assembled a core group of highly experienced institutions working with a network of associate partners (universities, vocational training bodies, industry, and networks). TeachHy offers these partners access to its educational material and the use of the MSc course modules available on the TeachHy site. Any university being able to offer 20 to 30% of the course content locally, can draw on the other 80 to 70% to be supplied by the project (and its successor entity that will support the platform post-project).

This will allow any institution to participate in this European initiative with a minimised local investment. TeachHy will be developing solutions to accreditation and quality control of courses, and support student and industry staff mobility by giving access to placements. Schemes of Continuous Professional Development (CPD) will be integrated into the project activities. We expect a considerable leverage effect which will specifically enable countries with a notable lack of expertise, not only in Eastern Europe, to quickly be able to form a national body of experts.

TeachHy will offer some educational material for the general public (e.g. MOOC's), build a business model to continue operations post-project, and as such act as a single-stop shop and representative for all matters of European university and vocational training in FCHT. The project partnership covers the prevalent languages and educational systems in Europe. The associated network has over 70 partners, including two IPHE countries, and a strong link to IPHE activities in education.

Deliverable abstract

This deliverable aims to realize accreditation of MSc. or MEng. course prepared within the framework of the TeachHy project by respective institutions and to enable its first test run. Prior to the accreditation of the program by selected universities, detailed screening of accreditation conditions was performed. On the base of screening results, main barriers to successful accreditation were identified. Generally it may be concluded, that incorporation of the individual modules developed within the TeachHy project may relatively easily be implemented into the currently existing MSc. courses. On the other hand, new accreditation of the entire course requires to complete several administrative steps. These steps and their complexity depend on the individual national legislation. Based on this information for trial run the University of Birmingham was selected to implement the trial run of the master course as its accreditation is fastest and allows to fulfil the project requirements.

1 Accreditation conditions

1.1 Questionnaire

As the 1st step a questionnaire was created to receive input from project partners. The form is available at web address (<https://docs.google.com/forms/d/e/1FAIpQLSeMUiyZ8ZcmTm4zFclbtYIKKj50adPnh7jn9Jgz8sfxZzII0g/viewform?vc=0&c=0&w=1>).

The questionnaire word format document is attached to this deliverable as an Annex I.

To make the forms as simple as possible, and thus to promote the percentage of responses, it contains 12 questions divided into 6 groups as follows:

1.1.1 Obligatory steps at the university level prior to submitting an application for accreditation of a new MSc course/programme

All institutions need to prepare MSc. course accreditation file containing the detail information on the course, its securing by teaching personnel, teaching materials and necessary infrastructure. Usually the college or faculty has to approve the application in the first stage. Local requirements differ in how detailed information is required. Time schedule of individual modules with corresponding credits is required in all cases. Also module teachers and expected number of attending students has to be provided. Just in one case (TU Delft (NL)), it was necessary to realize external evaluation during course preparation phase.

1.1.2 Official accreditation authority identification.

Official accreditation authority strongly influences the whole accreditation process. Governmental organisations (Accreditation office, Ministry etc.) are responsible for MSc. course accreditation in most of the countries participating in this project. Only at universities from UK and at TU Delft it is possible to use for course accreditation non-governmental accreditation authority, as e.g. the Engineering Council (IChemE) (UK).

1.1.3 Duration of accreditation process

In the sense of its duration, accreditation process can be divided into the two steps: (i) preparing accreditation file at the University and internal approval process and (ii) external formal accreditation procedure. Every of these two steps may be considered to last for approximately 6 months, if no obstacles occur. So, once the course structure and content is completed, the final accreditation may be reached within one year.

1.1.4 Course content requirements

TeachHy master course is designed as an e-learning one. Only at selected universities full e-learning course is admissible. The main reason consist in strict requirements in terms of practical laboratory training, industrial practice and final thesis based on an original research work connected with their defence in a front of corresponding jury. In all cases the local guarantors are necessary. Only in few cases it is possible to use e-learning module localized on server outside the university system. All mentioned restrictions lead to the main conclusion that up to 60% of e-learning content is acceptable for new accredited course for most the partners.

1.1.5 Incorporation of individual modules into existing courses

In the case of individual modules incorporation into existing course the requirements are less strict. Only university approval or only guarantor decision is sufficient for module incorporation into already accredited course. Here the strictest conditions similar to new accreditation process are valid for UK universities.

1.1.6 Financing of the course tuition

The financing of course run is closely related to the accreditation procedure. If the course is accredited by a governmental accreditation authority, full or part of the tuition fees are covered by governmental support. If private external body is accreditation authority, the tuition fees are required from attendees. In some cases, different financing models are used. Sometimes the course provided in national language is important for governmental support.

1.2 Accreditation procedure

The accreditation procedure basic steps are almost identical at all partners. The differences are in the complexity of required information e.g CV of teachers or depth of description of the individual modules. Generally, in the first step approval at the University level is required (part 1.1.1 of this deliverable). After new course approval at the University level, the official application for new course accreditation is submitted to relevant external body.

From the questionnaire it follows that the official accreditation step proceeds typically smoother than judgement at institutional level. The main reason behind is the institutional politics not to generate many different study courses. More general courses with variable final specialisation are preferred to save the administrative and other expenses and to keep the process financially less demanding. Often reported objection represents necessity to declare number of students attending the course in future. Which is not easy to prove.

The official accreditation procedure varies for individual countries. In some cases, evaluation on site by external committee is required. Another approach represents evaluation solely of the proposed documents. In some cases the accreditation procedure can be realised within the framework of the institutional accreditation by respective University. The official accreditation focuses mainly to the quality of new course in terms of its structure and securing by personnel and infrastructure.

1.2.1 Governmental authorised accreditation

Governmental accreditation means accreditation by authority established and controlled by government. It is typical for all involved consortia partners except partners from UK and NL. If the quality (including the guarantor's qualification and other conditions) and need for new course is approved then the accreditation procedure can be faster than 6 months.

1.2.2 University authorised accreditation

Significantly different is in the case of tuition fees covered by students. The accreditation is provided by external body. Mainly the quality of new course is evaluated, but the need for new course is up to the university decision. It is more dependent on students' interest and their resolution to pay for proposed course. It doesn't mean, the accreditation procedure is easier than governmental based accreditation. But the rules and some of the stressed points are different.

1.3 Common issues identified

Several obstacles for FC&H course accreditation were identified during the screening phase at individual partners. The main issue consists in the fact, that some Universities don't support new course accreditation without clear guarantee of sufficient number of student registrations. In the case of technologies without already well established market this represents a rather critical condition.

2 Course accreditation

2.1 University Birmingham course accreditation case study

The developed TeachHy course is in the process of being accredited by the University of Birmingham. The process is rather complex and full of red tape. The regular duration of accreditation of a new programme is 18 months.

Discussions with university administration have been ongoing since May 2018. Programmes developed with external partners face considerable hurdles in implementation. This is not singular to the fact that TeachHy is an EU project but has also been experienced when the Doctoral Training Centre (DTC) in Fuel Cells, Hydrogen and their Applications was established in the year 2000. The underlying cooperation contract with Loughborough and Nottingham universities took several years to negotiate although it could have been expected that the similarities between English universities could have facilitated such an endeavour.

The process documentation for the Birmingham accreditation is attached to this deliverable as an Annex II (only in the confidential version of this deliverable).

2.1.1 University of Birmingham accreditation due process

The university has recently developed a clear process to establish new programmes. This is an advantage compared to the previous situation where processes and responsibilities might have changed without notice. In the following it will become clear why a transparent process is important and what the challenges and complexities in the development of a new programme are. All the following has nothing to do with the content development but is solely aimed at securing full College (and university) control of the teaching programme. The content is not assessed at any point in the process. External guidance is sought on the structure and intention of the programme. The main interests of the university are the market potential and value for money, the number of students to enrol and the use of resources, and the overall consistency of the programme in view of the higher-level university requirements for programmes (such as skill sets taught).

All new programmes require verification by the University before recruitment can begin, via a two-stage programme proposal process. The 'Plan to Develop a New Programme' establishes the market for the programme and rationale, with other key information. The 'New Programme Proposal' contains further details of the programme and is accompanied by additional documentation, including the programme specification.

The sections below outline the different stages of programme development and approval, including who needs to be consulted in the process and when an additional Approval in Principle form is required. The main contact is the respective College Academic Policy Partner, who guides through the process.

It is obvious that a lot of jargon is used that the applicant has to navigate and that responsibilities are not quite easy to identify. The process is very complex and hardly to be completed without administrative help. In order to reduce any friction, for example, it has been carefully avoided to declare the TeachHy course programme as 'collaborative'.

The diagram below outlines the approval routes for Parts A and B of the programme proposal. Actually, it only specifies the route for Part A or Part A & B together, which adds to the confusion.

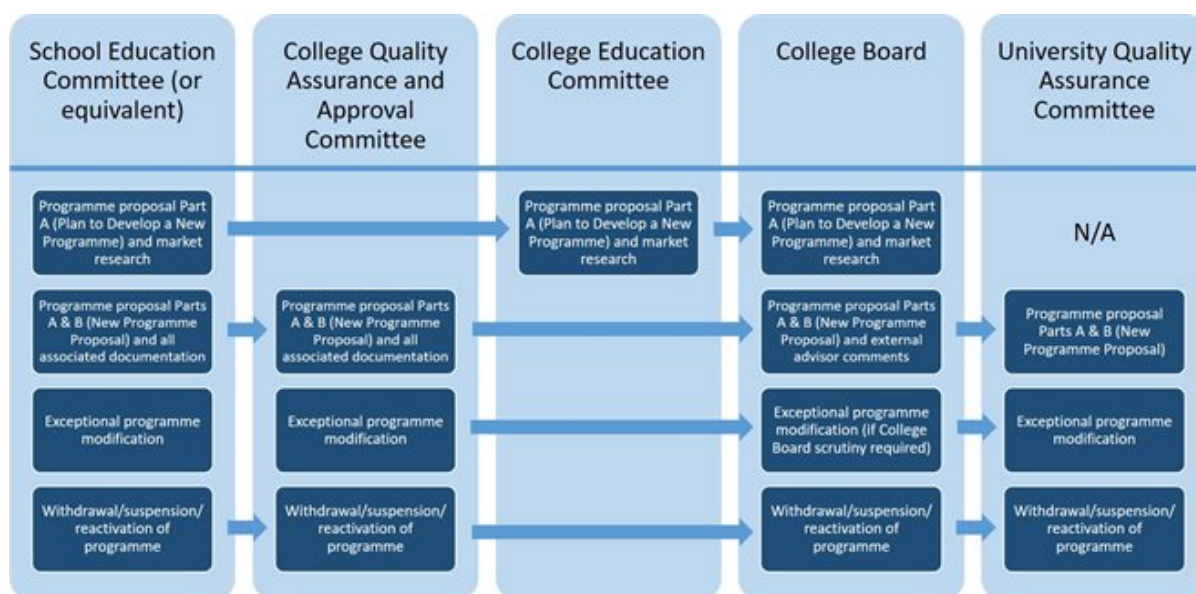


Fig. 1: University of Birmingham approval process for new programmes.

2.2 Part A, the Plan to Develop a New Programme (PDNP)

2.2.1 Submission to the School Education Committee

Before College approval, Part A must be approved by the School Education Committee or School Head of Education. The role is to:

- Consider/approve Part A, ensuring it is accompanied by a full market research report. This is to determine unequivocally whether or not a viable market for the programme exists at the first stage of planning a new programme. The College Marketing and Communications team will undertake this research on behalf of programme proposers. The Part A should also include details of the proposed external adviser.
- Ensure that the Head of School is aware of the proposal before it is submitted for College approval.
- Consider whether there has been appropriate engagement with internal stakeholders, including the Planning and Finance business partners, who should have been given an opportunity to complete their relevant part of the form.

2.2.2 Submission to the College Education Committee

As a change for the academic year 2019/20, Part A (the PDNP) should be approved by the College Education Committee (CEC). This is to ensure that the planned development fits with the College's strategic aims.

CEC should ensure that the College Director of Education is aware of Part A before it is submitted to College Board, as well as that any feedback on Part A is communicated to the department/area proposing the programme, via the Head of Education.

2.2.3 Submission to College Board

It is the role of College Board to:

- Consider/approve the PDNP form (and accompanying market research report) in terms of its fit with the College's strategic aims and priorities. College Board will

generally consider the following strategic matters: market, resources, financial implications, size and shape of portfolio, fit with Compact.

- Communicate the decision to the College Academic Policy Partner.

2.3 Part B, the New Programme Proposal (NPP)

Part B of the form, the NPP, must be completed once Part A has been approved by College Board. It should be completed alongside any required documentation (see below) and submitted, along with Part A, to the below committees.

2.3.1 Submission to the School Education Committee

It is the role of the School Education Committee (or equivalent) to:

- Consider/approve Part B and associated documentation.
- Ensure that any new module proposals associated with the form are in progress as appropriate.
- Ensure that the Head of School is aware of the proposal before it is submitted to the College.
- Consider whether there has been appropriate engagement with internal stakeholders, including Finance, Planning, Marketing and Recruitment, Library Services, and other colleagues in Academic Services.

2.3.2 Submission to the College Quality Assurance and Approval Committee

The role of the College Quality Assurance and Approval Committee (CQAAC) is to:

- Consider Part A and all its associated documentation, including new module proposals.
- Ensure that the College Director of Education is aware of the proposal before it is submitted to College Board.

2.3.3 Submission to College Board

College Board does not need to scrutinise all of the associated documentation that is submitted alongside Part B. The whole proposal form (Parts A and B) should be submitted to College Board with only the external adviser comments, as these documents will enable a strategic decision to be made. This means that the College Board does not actually have any competence of its own or takes responsibility for decisions referring to proposals. Rather it uses an External Adviser (chosen by the programme developers) to deliver any feedback on a submission and its merits to then decide on whether or not to accept the proposal.

College Board's decision is then communicated to the College Academic Policy Partner.

2.3.4 Submission to the University Quality Assurance Committee

Part A and B are subsequently submitted to the University Quality Assurance Committee (UQAC), via the College Academic Policy Partner, for verification by the Chair. This ensures that University-level oversight of the approval process is maintained, while enabling Colleges to make the key decisions regarding their portfolio.

The College Academic Policy Partner conveys the decision to the relevant colleagues in the College and the paperwork is then submitted to the Curriculum Management Team for action.

2.4 Forms and Documentation to be Submitted Alongside Part B (the NPP)

All NPP forms must be accompanied by:

- A programme specification.
- External adviser comments (there is related guidance on the use of external advisers).
- Assessment methods matrix.
- Curriculum map.
- Skills audit.

It may also be necessary to complete:

- Documentation relating to the collaboration in the case of a collaborative programme.
- A Distance Learning checklist in the case of a Distance Learning programme.
- A placement proposal form if the new programme includes a placement.

2.5 Deadlines for New Programmes

The timelines below are best practice rather than strict deadlines, and provide new programmes with the optimum chance of success in terms of meeting student recruitment targets. The guidance outlines the rationale behind these timelines and additional considerations, in order to ensure approval bodies (namely College Boards) are aware of the potential impact of the timing when programmes are approved, in order to appropriately manage any risks involved.

2.5.1 New Postgraduate Taught Home Programmes

Advised Deadline for Final Approval: 13 months before planned delivery of programme (e.g. August 2020 for September 2021).

Meeting this deadline would allow the programme to be included in the PGT prospectus, which is finalised in August, and at the PG Open Days in November and March.

2.5.2 Managing Risk and Additional Recommendations

The risks are correlated to the resource required to run the proposed programme. There could be a lower risk if the deadlines are not met if there is less resource associated with running the proposed programme, e.g. if it:

- has shared modules with other programmes and very few bespoke modules (this has been exploited in setting up the TeachHy programme proposal in that several existing modules, from the Centre for Doctoral Training in Fuel Cells and their Fuels – which are also offered to 4th Year students – and from the MSc in Global Energy Systems, have been included in order to demonstrate that risks have been minimised).
- does not require the recruitment of additional members of academic staff (this is the case for the TeachHy course due to the combination of using existing face-to-face modules with online delivery).
- is intended to recruit small numbers and/or only requires small numbers to be financially viable (in every year or in the first year) (this will be the case for TeachHy due to the online character and the synergies with existing programmes; nevertheless, higher student numbers are expected and not detrimental).

It is strongly recommended that all new programmes have threshold student numbers, by which their success can be measured.

In addition, Colleges should consider:

- how the programme fits with Compact (the business planning document of the Academic Services).
- whether students on the new programme will be eligible to apply for funding or scholarships.
- the risk of withdrawing programmes that do not recruit as planned but that have applicants, in which case the Student Protection Plan may need to be triggered.

2.6 Consultation

In the development of any new programme(s), engagement with the relevant professional services colleagues (both in the College and beyond) is required.

Part A (the PDNP) requires comments from the College Marketing and Communications Manager, College Planning Partner, and College Accountant, in addition to the Head of Collaborative Provision (if a Collaborative programme is being proposed, see below also) and a representative from a partner College/School/Institute (if a joint programme is being proposed). These consultations should take place before Part A is submitted to the School Education Committee, and ideally at the earliest possible opportunity.

Additionally, a range of other colleagues offer expertise at an early stage of programme design and engagement with them is strongly encouraged as early as possible. The College Marketing Team was contacted as early as Jan 2018 but appeared to be very reserved about the prospects of being able to compete internationally due to the high UK tuition fees. The College Academic Policy Partner is to ensure that Part A of the proposal is shared with key colleagues in External Relations, Planning, and Academic Services, and Part B with a wider pool of colleagues.

Colleagues who should be consulted during the development of a new programme, and given an opportunity to offer their expertise, include:

- Careers Network.
- Higher Education Futures institute (the College's Educational Development lead and the College's Partnership and Development Manager from Birmingham Digital Education).
- Library Services (Library Engagement Advisors).
- International Student Team (if the programme intends to recruit international students).
- Taught Student Administration (this is essential if the programme contains non-standard elements).
- Admissions Manager for the College (before the submission of Part B).

The following two sections concern aspects of a programme that relate to additional skills ('soft skills') useful to students and potentially boosting their attractiveness to employers. They do not refer to any content of the TeachHy course but should be illustrated here in the sense of displaying what additional considerations have to be taken into account when developing a university programme, and what the context of the university mindset is in this respect.

2.7 Integrating employability and enterprise into the curriculum

Employability and enterprise can be contextualised within degree programmes in many different ways, which will be different for each programme. Some ideas, questions, and issues to consider are:

- What transferrable skills and/or enterprising behaviours will students develop through the programme? Information on transferrable skills are listed in the QAA Quality Code Subject Benchmark Statements; further information on enterprising behaviours can be found in the QAA Guidance for UK HE providers on Enterprise and Entrepreneurship Education.
- How will students know that they have developed these transferable skills and/or enterprising behaviours? How can it be ensured that skill development is explicit – rather than tacit – for students (e.g. opportunities to reflect, building reflection into assessment at relevant points)?
- Where are there opportunities to complement the discipline-specific content of the programme through contextualised experiential learning (e.g. on-campus activities with employers, off-campus placements), and/or enterprise education (which includes the capacity to generate ideas and attributes to make them happen)?
- Where are there opportunities to broaden students' horizons by showcasing the range of career options available to them?
- Are there opportunities to utilise 'authentic assessment' within the programme? ('For ideas on 'authentic assessment' see Gulikers, J.T.M., Bastiaens, T.J., and Kirschner, P.A., (2004) 'A five-dimensional framework for authentic assessment', *Educational Technology Research and Development*, 52 (3), pp. 67-86).
- Looking at the programme as a whole, how can it be ensured that all students have the opportunity to engage in some or all of the above activities at some point?

Careers Network supports programme applications in a number of ways, including by consulting on ways that contextualised employability and enterprise can complement a programme, ideas for 'authentic assessment', and examples of how these approaches have been implemented at the University of Birmingham and elsewhere. Matt Edwards is the Learning Development Consultant to discuss this further with.

2.8 Transferable skills to future proof graduates

- **Communication & Interpersonal** (relationship building, customer handling/service orientation; responding to concerns, motivating people, resolving conflict, persuading, influencing or selling, networking, public speaking, translating, writing, editing, written comprehension, reading comprehension, speech clarity, making speeches, presentation, oral expression, oral comprehension, active listening).
- **Complex Problem-Solving** (critical thinking, analysis, sourcing, retrieving and evaluating primary and secondary information, intuition, financial literacy).
- **Creativity, Enterprise & Innovation** (ideas generation, fluency of ideas, originality, opportunity recognition, pursuit and evaluation, taking calculated risks, learning from failure, resourcefulness, intuition, reviewing networks, co-ordinating and collaborating with others, benefiting others by adding value e.g. social, cultural, environmental, technological, operational, economical).

- **Digital & Data** (interpreting information, compiling reports and statistics, social media, technical writing, coding and programming, online safety and data protection, creating websites and digital magazines)
- **Leadership** (evaluating, decision-making, initiating, self-direction, visioning, complex problem-solving, team-building, planning, mobilising others, spotting and pursuing opportunities)
- **Planning, Organising and Management** (follow-through, task prioritising, multi-tasking, setting and attaining goals, meeting deadlines, time-management, monitoring and measuring performance, mathematical reasoning, basic numerical skills, managing up).
- **Resilience & Adaptability** (coping with ambiguity, uncertainty and risk [this is really comic, thinking of Brexit ...], iteration, responding positively to change, flexibility).
- **Self-Awareness** (self-reflection, integrity, emotional intelligence, judgement and decision-making, responsible & ethical).
- **Team-Work** (relating well to others, responding to concerns, motivating people, assisting others, handling the feelings of others, organisation and SMART objective setting).
- **Understanding of the sector/industry (also known as Commercial Awareness & Business Acumen)** (understanding and awareness of how an industry, sector or organisation operates; general knowledge of business to understand what makes an organisation successful which serves its customers well).

2.9 Creating New Programmes with Collaborative Provision

A collaborative arrangement is an arrangement whereby learning opportunities are provided to students in collaboration with another party, and which leads to an award of the University of Birmingham. Before engaging with the programme approval process, a collaborative arrangement needs to be approved in principle by the Collaborative Provision Committee, by completion of an Approval in Principle (AiP). This must be approved by the Collaborative Provision Committee in advance of the submission of a new programme proposal. Completion of the AiP form should be undertaken following conversation with Collaborative Provision.

The aim of the AiP is to ensure that the new arrangements contribute to the strategic development and goals of the School, College, and University, that the academic standards and the quality of learning opportunities for students are maintained and that the potential financial, legal, academic, and reputational risks are appraised.

The AiP requires comments and sign-off by College and non-College staff and approval at School and College level.

Some arrangements follow a different approval process and are approved via Chair's action, including doctoral training arrangements, collaboration with Universitas 21 (U21) institutions, European Joint Doctorates and any other arrangements that, following consideration by the Collaborative Provision team are deemed to be suitable for the alternative approval process.

The reason for not declaring the TeachHy programme as 'collaborative' should have become clear by the aforesaid.

2.10 Application forms

Annex II (only included in the confidential version of this Deliverable for confidentiality reasons) contains the full set of forms that were submitted in the context of the programme development:

- Plan to Develop a New Programme PDNP, 'Part A' of the application;
- New Programme Proposal NPP, 'Part B' of the application;
- Assessment methods matrix;
- Curriculum map;
- Skills audit;
- Distance Learning checklist.

For every module in the programme (course) the following was supplied

- Module Proposal Form, or a
- Module Modification Form for 're-use' of existing modules, which specified the changes to be made to the existing module – largely the addition of students from a new MSc course; and a
- Module Specification Form.

A complete set of documents was sent to the External Adviser (Prof Anthony Kucernak of Imperial College) for comment upfront, so that the External adviser comments could be included in the submission to College.

The amount of work to be spent preparing all these documents and supplying the high level of detail required in the forms is excruciating.

On the up side it has to be said that once the details are decided and documented, delivering the course becomes smoother since all communication of such details to the students is covered by university administration. Therefore the risk of forgetting to communicate deadlines or assessment requirements is lowered and the reliability of delivery increased.

On the down side, apart from the amount of work involved, the high level of detail makes the programme inflexible since any change would have to be communicated – essentially through the same procedures as documented above. In fact, this is not quite so and the stages of approval are much reduced for modifications. Nevertheless, this process is again 'red taped' and intransparent. Upon submitting a Module Proposal or Modification Form there will be no feedback as to a module code assigned or any approval of the changes proposed.

In fact, some of the above has been recognised by Academic Services in that they discourage entering too much detail on module content in the forms. This would require continued processing of modification forms which no one is interested in. Entries are encouraged to be sufficient vague to be able to accommodate for any changes in the teaching programme from year to year.

3 Conclusions and future plans

3.1 Status of accreditation.

Due to the legal requirement on content and structure of MSc course the accreditation of new developed TeachHy course as fully e-learning based one is possible at selected universities only (University Birmingham and Ulster University). As mentioned in previous part, it is necessary to fulfil these local conditions. Thus certain modification of TeachHy course according to the local conditions will be necessary.

3.2 Strategies to accredit TeachHy course at individual project partners.

The main aim of TeachHy project is to provide complex course applicable at all technical universities. To enable course incorporation to offered portfolio of specialisations despite identified differences in the accreditation requirements it is necessary to solve following points:

3.2.1 Increase interest of students in hydrogen technologies

Student interest is general requirement necessary for universities to introduce new study program. Despite the future expectations regarding EU job market, the promotion of hydrogen technologies is crucial to attracts course attendees. It is a part of TeachHy project activities included in WP8. Besides, all consortium members are active in this field for long period preceding the TeachHy project.

3.2.2 Local language version

In selected cases, the governmental support (tuition fees coverage) is limited to the courses provided in national language. The translation of courses to the national languages is therefore important to get keep financial support equal to the students attending different courses. The translation of study materials is planned in final phase of TeachHy project. It also allows to the Universities to 'build their own' courses based on the material produced within TeachHy project.

3.2.3 Guarantors qualification

As already mentioned, almost all universities require local guarantors of teaching content in all modules. Especially if no previous history in hydrogen and fuel cell technology exist at university, proving the qualification of local guarantor can become an issue. Therefore, composition of the local teams available at the individual universities represents an important factor.

3.2.4 Introduction FC&H as specialisation into existing accredited course

Several involved universities already have accredited courses (e.g. chemical engineering) including selected parts related to FC&H course. As the universities are typically authorised to provide modifications of the existing courses in limited extend, TeachHy course materials can be used as one of the possible specialisation within such course. The graduated students will not be specialised in FC&H exclusively, but their background and competences gained will be in accordance with the TeachHy course.

4 Annex I – Accreditation Questionnaire

TeachHy

Questionnaire

MSc course accreditation conditions at individual project partners

This questionnaire aims at understanding the conditions at individual project partner institutions in introducing a new MSc/MEng course as a regular part of the offered educational programme.

1. Partner identification

Partner name:

Contact person:

Country:

2. Accreditation procedure of new MSc course/programme

1. Who approves the application for accreditation of new/modified MSc courses?

- ☐ University/Faculty/College, Executive board or Senate
- ☐ No permission needed
- ☐ Other body. Specify:

2. What information does the MSc course application need to contain?

- ☐ Time schedule of individual modules/classes must be properly designed with corresponding credits
- ☐ Course teachers must be specified along with their qualifications
- ☐ Expected number of students attending course
- ☐ Proof that there is a need/market for this qualification on the labour market
- ☐ External evaluation of prepared course for quality assurance
- ☐ Other:

3. Which institution is authorised to accredit the MSc course?

- ☐ University
- ☐ Governmental/Public organisation, specify:
- ☐ Other external body:

4. How long does the accreditation procedure take?

Internal evaluation before application:months

Official accreditation:months

5. Are e-learning modules provided by external organisation (e.g. TeachHy consortium) acceptable as a regular part of the MSc course for the accreditation body?

- ☐ No (internal teachers are necessary). TeachHy materials can be used to support regular courses provided by local teachers
- ☐ Yes. What is the maximum acceptable part of the course, which can be e-learning based%

6. Is there any specific information not mentioned already which are requirements for accreditation?

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3. Accreditation procedure of new postgraduate taught/ requalification/ vocational courses

1. Is the accreditation procedure for extension/requalification/vocational courses similar to the MSc courses?

- ☐ Yes
- ☐ No
- ☐ Other specify.....

2. If no, is the course offered only on the basis of institutional approval?

- ☐ Yes
- ☐ No

What degree does the student receive upon completing such a course?

- ☐ Certificate
- ☐ BSc/BEng degree
- ☐ MSc/MEng degree
- ☐ Other specify.....

4. Financing of the course tuition

How are the tuition fees financed at your institution?

- ☐ Tuition fees from participants are used to cover all expenses
- ☐ Tuition fees and institutional budget cover all expenses
- ☐ Institutional budget covers all expenses
- ☐ Governmental/public organisation support covers all expenses
- ☐ Other specify.....

5 Annex II – TeacHy Programme Proposal Set of Forms, University of Birmingham

information only included in the confidential version of the Deliverable