



Renewable Energies study programme Module experimental review

Introduction

The purpose of this form is to provide an assessment of a particular module within **the RE** study programme. The study programme consists of an aggregate of modules (the curriculum) which have been developed within the SALEIE programme. In order to further improve the quality of a particular module, in terms of content (including reference to the identified key global challenges) and pedagogical aspects (including the current and emerging delivery and assessment methods), a module would be reviewed (referred to here as an **experimental review**) and the review would be captured in this form.

Definitions used

Within the SALEIE project, the following definitions are used.

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|-------------------|--|
| Curriculum | The aggregate of modules of study given in a learning environment. The modules are arranged in a sequence. |
| Syllabus | Is an outline and summary of topics to be covered in an education or training programme. |
| Programme | A plan of modules to be covered to achieve a specific degree and/or qualification. |
| Module | Lectures, labs and other activities related to one topic. |

Module details

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|-------------|---|
| Module name | Analysis and Simulation of Electrical Systems |
| Module code | RE7M1 |

Reviewer details

Note: The reviewer **personal information** will be for **internal use only** within the SALEIE project and will not be published.



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Experimental review

The module is to be reviewed according to the following criterion.

Pedagogical approach

| Aspect | Reviewer comments |
|---|--|
| Content delivery approaches Is there a broad range of content delivery methods (including at-presence teaching and learning, e-learning, lectures, tutorials, laboratories). | Yes |
| Assessment methods Are there a broad range of assessment methods adopted? Does the assessment rely on a single final exam or does it include continuous assessment? If there is group work assessment, is this suitably structured? | Yes. There are a broad range of assessment methods adopted. The assessment relies on a final exam and it includes continuous assessment too. The working groups are well structured. |
| Inclusion of team and individual project work What project work is undertaken by the students? | The students use the Power World and the PSS/E software to study a real system. |
| New pedagogical approaches Does the module consider and include contemporary and emerging pedagogical approaches which are suitable for the module? | Yes. The students are encouraged to actively participate in the lectures. |
| Student feedback Is there any student feedback on the module available? | Yes. The students fill a questionnaire that is read by the course director. Some aspects of this reports can be discussed in meetings involving professors and students. |
| Staff feedback Is there any staff feedback on the module available? | Yes. The staff filled-in a questionnaire that is read by the course director. Some aspects of these reports can be discussed in professor meetings |

Content

| | |
|--|---|
| Relevance to global technical challenges Refer to the identified challenges within the SALEIE project. Reference should be made to work package 3, deliverables D3.2 & D3.3, "REPORT ON EXISTING PROGRAMMES ORIENTATED TO KEY CHALLENGE AREAS" | Modern global technical challenges in Power Systems. New paradigms od the Electrical Power Systems. Renewable Energy. Uncertainties in the new Power System. |
| Technical aspects Are the technical aspects suitably addressed and at the right academic level? Is there any industry input and support for projects and internships within the | The different technical aspects are suitably addressed and at the right academic level There Is no any industry input and support for projects and internships within the module. |



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| module? | |
| Non-technical aspects Are there any generic and transferable competences appropriate to the industry sector? | The development of soft skills in the students is stimulated. |
| Relevance and “up-to-date” of content Is the content (including module title) attractive to industry and complements European Union (EU) economic development and employability of the graduates? Is there a good balance between the Breadth and depth of content covered | The content (including module title) is attractive to industry and complements European Union (EU) economic development and employability of the graduates. There is a good balance between the Breadth and depth of content covered. This is the first module in the Power System area where the students study the system in a global way. |
| Student feedback Is there any student feedback on the module available? | Yes. At the end of the semester the students fill a questionnaire that is read by the course director. |
| Staff feedback Is there any staff feedback on the module available? | Yes. At the end of the semester the staff fills a questionnaire that is read by the course director. |

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