



TAMTE Programme Quality assessment Meeting summary

Programmets namn: Master Programme (Two Year) in Textile Engineering and Technology	Ladok Code: TAMTE
Extension: 120 credits	Admission round 2022HT
Programme Coordinator: Junchun Yu	Date: 10:00-12:00 2 nd June, 2023 09:30-11:30 5 nd June, 2024
Attendance: Two students admitted from 2022HT attended the meeting. They finished the whole program	

The courses from 1st year in the program.

- Polymer technology (7.5 hp):

General reflection
Student Authority and Involvement
The students believe that it is better for the lecturer to give lectures in the course. The students' lecturing don't deliver the same quality to the audience as standard lectures.
Content, Forms of Teaching, Examinations and Progression
The students believe that the course content is similar as the other 'polymer technology' course in the Textile technology bachelor's program. There are a lot of repetition in the course content. The course takes long time to deliver exam result.
Resources
The students would like to have more labs in the course. However, one of the labs such as tensile testing, the students had it many times in both polymer technology and Advanced Fibre and Yarn Technology at P1
Miscellaneous

- Advanced Fibre and Yarn Technology (7.5 hp):

General reflection
A good course in general
Student Authority and Involvement
The students believe that the communication of course content is a little confusing. The course content changed during the teaching period.

Content, Forms of Teaching, Examinations and Progression

The students suggest more content and deeper knowledge regarding yarn modelling During evaluation meeting, students mention that the staple fiber spinning content are too basic, but that comment seems background/region dependent

Resources

Miscellaneous

- **Textile Chemistry (7.5 hp):**

General reflection

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

The students mentioned that the colloid and surface content in the course has no clear course material available at the online course learning platform.
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The students mentioned that they received only grading but no comments/feedback in some part of examination steps.
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The students believe that the written exam is too heavy content-wise. There are 4 lecturers giving questions for the example. The questions and points in the exam is not balanced. Sometimes it is too much to answer for 1 point. The students believe that they needs 4 hours or more time to just write down all the answer.
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The students believe that the grading in the written exam is not clear. It happens that some questions are not graded. Furthermore, the points owned for each question is not clearly visible.
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The course takes long time to deliver exam result. That is problematic for the students to make planning such as re-exam.

There is no previous exam questions available for students' reference.
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Resources

Miscellaneous

The students believe that the communication and organization of the course is confusing. There are many lectures in the course, but It is not clear who is responsible for what. It is not clear who is responsible for lab session, who is responsible to correct lab report. The lab technician involved in the course get confused as well.
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The students believe that a lot of time is spent on communication in the course. The course routine should be decided before course starts.

- **Ethics in the Textile Value Chain (1.5 hp):**

General reflection

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

The students believe the course content is rather heavy compare to 1.5 hp. Due to heavy content, the lecturer has to stress the content and speak very fast.
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Resources

The students mentioned that there are three courses running in parallel in that period. It is better to have only two courses running at the same time.

Miscellaneous

- **Textile Product Development (6 hp)**

General reflection

A good course in general

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

Resources

The students believe that content such as academic writing/lab report writing is essential to have to support the report writing.

Miscellaneous

- **Advanced Textile Structures (7.5 hp)**

General reflection

A good course in general

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

There are a lot of teachers get involved in the course. The students believe that there are communication issues as different teachers like to do things differently.

The students mention that it is helpful to get examples of the exam questions.
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The students think that there are good practical sessions in the course. They get the opportunity to try out and learn different machines.
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Resources

The students mention that sometimes there is heavy load of course activity in a week, e.g., ca.28 hours. It became difficult to balance other activities. It could be better to spread the course activity all over.
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Miscellaneous

- **Textile and Wearable Electronics (7.5 hp)**

General reflection

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

There is problem in communication of the course content, some parts are missing from the course planning.

The students believe that they should be more content in the course for the electronics part. In general the students would like to have more lectures in the course.

The course takes long time to deliver exam result.
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Resources

A guest lecturer from external university gave most of the lectures

Miscellaneous

Project Course in Advanced Textiles (15 hp)

General reflection
A good course in general
Student Authority and Involvement
Content, Forms of Teaching, Examinations and Progression
The students believe that it is a good course for the students to practice and prepare them for future thesis work.
Resources
The students believe that content such as academic writing/lab report writing is essential to have to support the report writing.
Miscellaneous

General comment to the program after first year:

a. The students believe that establish of a common ground for academic writing/lab report writing in the program is essential. Students from different parts of the world have different vision and experience regarding academic writing. Therefore It is important to define how the academic writing should be for both domestic and international students. A small course like 1.5 hp, teaching basic knowledge about scientific writing, how to find literature, reference, structure of the lab report could be very beneficial at the beginning of the program. The course could be a compulsory/elective module for everyone.

b. The students would like to have more study visiting at the Swedish companies.

The courses from 2nd year in the program.

- **Advanced Textile Chemistry (7.5 hp):**

General reflection
Student Authority and Involvement
Content, Forms of Teaching, Examinations and Progression
The students mentioned that the lab session needs to be organized in a better way. Some of the extra actives such as color measurement is required from lab, but the lab is not booked in the course activity. The Chromojet lab is somewhat overlapped with the course content in Advanced Finishing and Printing, which is unnecessary
Resources
Miscellaneous

- **Textile-based Composite Technology and Additive Manufacturing (7.5 hp):**

General reflection
A good course in general
Student Authority and Involvement
Content, Forms of Teaching, Examinations and Progression

Resources

<i>Miscellaneous</i>

- **Advanced Finishing and Printing (7.5 hp):**

General reflection

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

The students mentioned that they would like to have more content regarding the advanced finishing technologies in the labs, for example inkjet printing. They also mentioned that the 3D printing is repeated as in Project course in Advanced Textiles.
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Resources

<i>Miscellaneous</i>

The students mentioned it is rather heavy to have two project courses in the P4. If it is possible to have one project course and one written exam course in one period. P4 is a rather short period.

- **Smart textiles (7.5 hp):**

General reflection

A good course in general

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

The students mentioned that there is extra course content given which complimented some missing content from Textile and Wearable electronics course.

There are good lectures and labs in the course
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Resources

<i>Miscellaneous</i>

- **Thesis project (30 hp)**

General reflection

Student Authority and Involvement
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Content, Forms of Teaching, Examinations and Progression

The students mentioned that they would like to have earlier thesis topic pitching, maybe within first two weeks in Oct.

Some typos in the thesis manual, which needs to be updated.

Video production should be planed earlier.
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The students would like to have more time to prepare start-up seminar in the beginning of the semester when thesis period starts
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Resources

<i>Miscellaneous</i>

General comments and remarks from students finished the 2-year full program:

a. **Smart textiles** part has approx. 30 ECTs (including Project course in advanced textiles) in the program, which is a little on the more side.

b. **Textile chemistry** part has 22.5 ECTs in the program, the courses have appropriate level to students

c. **Textile fiber, yarn, polymer and composite** part has 30 ECTs in the program, which is appropriate. But polymer technology, fiber and yarn technology have some overlap with BSc program in Textile Engineering.

d. Other content such as **Product development** is good. The Ethics course has a lot of content about gender equality. However, the audiences in the course are mostly women. It is better to complement some contents about supply chain.

e. Small course module regarding scientific writing

The students think it is very important to have a methodology course in the program, otherwise seminars, workshops or free-standing courses for international students about searching literatures, refencing and lab report and scientific writing

f. If possible, students would like to have more study visiting to the Swedish companies