



**COURSES REVISED AND NEWLY CREATED BY
PARTNER P7 (GORNO-ALTAISK STATE
UNIVERSITY)**

Work Package 2



QUALITY ASSESSMENT CARRIED OUT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

Course revised: “Environmental Design and Expertise”

QUALITY ASSESSMENT
<p>Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents</p> <ul style="list-style-type: none"> <i>Evaluation</i> The number of credits for lectures, practical sessions and self-learning is appropriate. Due to the high importance to acquire practical knowledge complementing the theoretical knowledge gained in-class in the environmental design and expertise field, in order to create professionals able to deal with different complex situations in practice, a high number of credits for practical sessions and self-learning is required. Indeed, this is a highly practically-oriented subject. Thus, a high number of credits for practical sessions and self-learning ensures the education of highly capacitated professionals. We consider that this idea has been captured very well in the proposed course, with a high number of credits devoted to practical sessions and self-learning. <i>Strategies for improvement</i> None. Everything is deemed correct.
<p>Quality criteria 2: Total number of credit units in the course is correct and appropriate</p> <ul style="list-style-type: none"> <i>Evaluation</i> The total number of credits awarded is too low if a workload of approximately 108 hours is estimated. <i>Strategies for improvement</i> As 1 ECTS is equal to circa 28 hours, the course should either be awarded with 4 ECTS or the workload reduced to approximately 80 to 90 hours. Given that the number of credits has been very well distributed among theoretical sessions, practical sessions and self-learning, we would strongly recommend to increase the number of ECTS awarded to 4, if possible, rather than reducing the workload associated to the course. If this would not be possible, some contents from all three categories should be removed.
<p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p> <ul style="list-style-type: none"> <i>Evaluation</i> The course is appropriately positioned in the curricula. Its positioning in the last year of BSc students majoring in Ecology and Environmental Management is deemed as appropriate due to the deep knowledge provided, which requires some basic understanding on ecology and environmental management, which has to be previously acquired during the first years of the bachelor's degree. <i>Strategies for improvement</i> None. Everything is deemed correct.
<p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p> <ul style="list-style-type: none"> <i>Evaluation</i> The designed tests and grading system is appropriate to support transferable skills in practice. This is clearly shown by the weight given to each of the tests suggested: while 20% of the grade of students comes from the final theoretical test, the rest of the mark comes from practical/ self-learning assignments. The high relevance given to the acquisition of a practical perspective additionally to theoretical knowledge is very valuable to make the skills acquired transferable in practice. <i>Strategies for improvement</i> We only have some minor suggestions, as the general idea has been very well developed. Our major concern relates to the assignments proposed, as a focus has been basically put on quantitative assessments and the analysis of air and water pollution. Thus a constraint practical vision is offered to students, who might not be able in practice to deal with completely different topics also related to environmental assessment and design, such as ecological

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connectivity, visual impact, noise and light pollution. Social aspects are also extremely relevant here, like the sense of place of inhabitants. Though some of these aspects might be worked during the role play, we consider that the thematic of the assignments should be widen, in order to educate professionals capable to deal with a wider range of environmental problems in practice. Thus, a different topic might be selected for each of the three assignments, rather than 3 topics that are very close-related. This would definitely improve the way tests support the transferability of skills in practice. We must, however, say that we don't know whether these other themes are taught in other courses.

Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments helps gauge students understanding etc.

- *Evaluation*
The prerequisites set up are relevant: the knowledge obtained during all the courses established as a prerequisite will substantially help students to better follow and easily understand the contents provided. Also the provision of learning materials online, with videos, presentations, etc. is very supportive for students, when it comes to undertake the course. On the other hand, the assessment methods suggested are deemed as very appropriate to evaluate the students practical and theoretical knowledge gained while participating in the course.
- *Strategies for improvement*
The only think we would suggest (if it has not been done) is to add additional interactive online practical exercises (e.g. how to assess certain environmental issues) in the e-learning platform, so that all those students that are really interested on the topic and want to learn more can use these materials. It is also relevant that all courses established as a prerequisites should have taken place during a semester preceding the semester when the course is held, but we assume that this is already the case.

Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development

- *Evaluation*
Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development. The highly interactive sessions are to be stressed, which are very well interconnected to the theoretical sessions. Through both all relevant theoretical and practical themes are covered for the acquisition of the promised learning outcomes and skills. The only issue detected is the fairly limited thematic focus of assignments, which is expected to be, however, complemented with the topics developed during the role play and the research paper (this has already pointed out above).
- *Strategies for improvement*
The strategies suggested are pointed out under "quality criteria 4". Additionally, the provision of some knowledge on communication strategies to population on environmental design might be relevant, given the relevance of communication/ participation of populace in environmental projects, but this might be out of the scope of this course.

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