



**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)

New course 2: “Waste Management”

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 waste management field, in order to create professionals able to deal with this important topic in practice, a high number of credits for practical sessions and self-learning is required. Moreover, practical knowledge is especially important in master’s degrees. 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. We would especially recommend to increase the number of ECTS awarded, if possible. Otherwise, the number of hours should be more or less equally reduced for lectures, practical sessions and self-learning, in order to keep the high ratio of hours devoted to the acquisition of practical knowledge. As the number of hours devoted to lectures is low, however, a major reduction in the other two categories would still be acceptable.
<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 first year of MSc students majoring in Ecology and Environmental Management is deemed as appropriate, as this theme constitutes one of the basic thematic pillars in environmental management. Thus, knowledge on this basic topic needs to be offered already during the first semesters of the master, so that most specialised courses building on the contents of this course can be provided during the following semesters. The acquisition of all basic knowledge required to follow the course needs to have already been offered to students during 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 fact that the grade that students get is entirely derived from the quality of practical/ self-learning assignments. The high relevance given to the acquisition of a practical perspective is very valuable to make the skills acquired transferable in practice. <i>Strategies for improvement</i> The structure of the course suggests that all theoretical lectures will first take place, followed by seminars, practical sessions and the development of individual projects. While this is a reasonable way to proceed, we would strongly recommend to mix lectures, seminars and practical sessions in the timeline. The development of the corresponding

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<p>seminars and practical sessions right after the lecture where theoretical knowledge on the concepts worked is provided will help students to better integrate this knowledge and clearly relate the theoretical concepts/ vision and its practical implementation. Students memory is limited and many concepts would be lost in the way before practical sessions take place, which would impact on the skills transferability.</p> <p>We don't see clear that the individual project is devoted to the exploration of the best location, etc. of a solid wastes landfill, even though we understand this example might be the best example for the practical application of all concepts learned during the course. However, we consider that the construction of solid wastes landfills should be considered the last option in waste management, due to its environmental impact. Thus, as we also want to provide sustainability values to our students and that skills for more sustainable approaches are transferred into practice, we would suggest changing the kind of installation evaluated in the individual project. Maybe a recycling plant or an organic waste composting plant could be appealing alternatives.</p>
<p>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.</p>
<ul style="list-style-type: none"> <p><i>Evaluation</i></p> <p>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. Moreover, all knowledge set up as a prerequisite for the participation in the course is considered as necessary for any students wanting to attend a master in Ecology and Environmental Management, of which the course is part. 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 knowledge gained while participating in the course. While no test is foreseen specifically for the evaluation of theoretical knowledge, the suggested evaluable activities allow assessing whether the theoretical concepts have been assimilated or not by the students.</p> <p><i>Strategies for improvement</i></p> <p>As we don't have access to the e-learning materials, as a passport is required to access them, we don't know whether the suggestions that we will mention here can be useful or not, as this all might have already been carried out. Again, everything looks really well thought and prepared. The only think we would suggest is to add additional complementary literature and interactive online practical exercises 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.</p>
<p>Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development</p>
<ul style="list-style-type: none"> <p><i>Evaluation</i></p> <p>Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development. The highly interactive sessions are to be stressed. Through both theoretical and practical sessions all relevant theoretical and practical themes are covered for the acquisition of the promised learning outcomes and skills. The only issue detected is a certain low level of attention from a practical perspective to the methods for reducing the negative impact of production and consumption waste to the environment.</p> <p><i>Strategies for improvement</i></p> <p>The strategies suggested are pointed out under "quality criteria 4" and especially relate to the interconnection among practical and theoretical sessions. In order to solve the low level of attention from a practical perspective given to methods for reducing the negative impact of production and consumption waste to the environment, one of the assignments suggested can be exchange, so that this so important aspect in practice is also worked.</p>

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