LIST OF EVALUATION CRITERIA  FOR THE CURRICULUM PEER-REVIEW
144746-TEMPUS-2008-RU-JPCR

**FOREWORD:**

The evaluation criteria presented is based upon the principles of innovative course/curriculum building provided by Matyas Szabo, components claimed in the project application form, and the Dublin Descriptors.

Remark1:
Principles of innovative course/curriculum building:

- outcomes (results) oriented
- starting from program goals/mission
- research-informed: incorporating state-of-the art in the discipline
- contextual/tailor-made: addressing local and global needs (society/labor market, academic world)
- student/learning centered
- efficient use of resources

**QUESTIONNAIRE:**

1. Is there a clear description of the profile and major goals of the Masters program? What type of degree program is this?
- Theoretical/applied/policy-oriented or a combination of any of these
- Academic or more professional

- National/regional/international

2. Is there a clear list of learning outcomes/competences to be achieved by the end of the program?(*A 'learning outcomes' table is provided giving the examples, though it should not be considered as an exhaustive list)
3. Do the learning outcomes/competences reflect the profile of the program? Do they derive from the general goal of the Master program?
4. Is there a clear division of which courses/modules are supposed to develop/contribute to the development of those program-level learning outcomes? If there is no clear division, could you draw such alignment based on your academic experience?
5. Which learning outcomes/competences are most commonly used, i.e. covered by the most of the disciplines in the plan?
6. Are there learning outcomes/competences which are not derived from any discipline or the study plan as a whole?
7. Which courses/disciplines happen to induce the maximum number of learning outcomes/competences?
8. Which courses/disciplines happen to induce the minimum number of learning outcomes/competences?

9. What is the role of the different **types of courses** in the development of these learning outcomes?
   **Types of courses:**

   - mandatory
   - elective
   - restricted elective
10. What is average proportion of contact hours (lectures/seminars/laboratory work) and students' independent work (readings, library search, home assignments)? Is this proportion adequate for Masters level (is it 80%-20% or rather 50%-50%)?
11. Is there a variety of teaching methods/assignments/individual student work that can help develop all those skills? What are they?(*A 'learning and teaching processes' table is provided giving the examples, though it should not be considered as an exhaustive list)
12. What are the assessment methods employed? Are they adequate assessment methods to measure learning outcomes? (*An 'assessment types' table is provided giving the examples, though it should not be considered as an exhaustive list)
13. Does the Master program encompass sufficient load of training on information technology (e.g. GIS)? What disciplines provide for this
14. Does the study plan reveal potential for distant learning (e.g. adjusted teaching methods, resources, number of hours)? If it does, please specify.
15. This question does not apply to evaluation of SPSU Master study plan!                                                                  Are there any Are there any elements of the study plan implemented from the "benchmark" model which is SPSU Master program as foreseen by the original project plan? What are they?
16. According to the application form "Based on EU experience, a series of educational courses will be developed and incorporated into an educational process". Which of the following courses/modules/blocks, if any, are included in the study plan? Please, tick the appropriate:
   - State of the art approaches to environmental management:
   - Ecological labelling;

- Environmental insurance;
- Integrated system of environmental management;
- International environmental activity (including: environmental loans, work in the framework of international environmental projects);
- Environmental factors, determining competitiveness of an enterprise.
• Information technologies in environmental management and protection:
- Infotainment in decision-making;
- Remote sensing of the environment;
- Environmental cartography.
• Environmental aspect of municipality activities.

## LIST OF TABLES

### L&T Processes

| | |
|------|-----|
| LT1 | lectures |
| LT2 | seminars |
| LT3 | tutorials |
| LT4 | individual assignment |
| LT5 | group assignment |
| LT6 | class debate |
| LT7 | practical, field and laboratory exercises |
| LT8 | independent study (reading) |
| LT9 | field trips |
| LT10 | public seminars |
| LT11 | academic writing and communication |
| LT12 | preparation of a written thesis |

### Assessment Types

| | |
|------|-----|
| AS1 | Evaluation of written examinations |
| AS2 | Evaluation of individual assignments |

| AS3 | Evaluation of group assignments |
|-----|--------------------------------|
| AS4 | Evaluation of group work |
| AS5 | Evaluation of exercises |
| AS6 | Evaluation of class participation |
| AS7 | Examination of Masters' thesis |

**Knowledge & Understanding Learning Outcomes**

| A1 | Acquire knowledge of current scientific theories, paradigms, concepts and principles of natural and human-induced environmental processes that are essential for formulating modern environmental policies. |
|----|---|
| A2 | Gain understanding of existing political, economic, legal, international, and social implications of human interactions with the environment. |
| A3 | Understand environmental policy processes and principles of effective environmental governance as well as main factors of environmental politics |
| A4 | Become closely familiar with European and other international environmental regimes and treaties. |
| A5 | Apply the basic principles and tools of environmental economics |
| A6 | Learn how the private sector can handle environmental issues and mainstream the environment in business strategies. |
| A7 | Understand the basic principles of environmental assessment, auditing and life-cycle assessment |
| A8 | Understand the main theories and concepts of modern environmental thought |

| A9 | Understand the purpose, scope and limitation of key methods by which environmental and related information can be gathered, processed and interpreted |
|---|---|
| A10 | Know the major sources of industrial and agricultural pollution and key treatment options |
| A11 | Understand why and how pollution damage occurs in plants, animals and humans and know how to assess such damage |
| A12 | Understand the key environmental factors associated with movement and chemistry of water |
| A13 | Understand the key approaches to manage environmental impacts of products |

## Intellectual Skills Learning Outcomes

| B1 | Critically analyse environmental issues and and their relationships with human activities, especially in light of complexity and uncertainty of this interaction |
|---|---|
| B2 | Cricically analyze and evaluate environmental policies and policy instruments in various social contexts. |
| B3 | Critically analyze and evaluate environmental protection strategies in private and public organizations. |
| B4 | Intepret and synthesise environmental and related information to develop innovative integrated policies and strategies for solving environmental problems |
| B5 | Independently design research addressing environmental problems, develop preliminary hypotheses and ideas, conduct data collection and analysis, design proper investigation procedures and prepare scientifically sound and effective reports on research outcomes. |

## Practical Skills Learning Outcomes

| C1 | Interact with expertise in environmental science, engineering, policy, law and similar specialities; provide critical analysis of environmental academic, professional and policy literature |
|---|---|
| C2 | Assess development projects, plans and policies as well as products and technologies from an environmental perspective. Prepare environmentally-relevant policy memorandums. |
| C3 | Take part in environmental assessments, environmental audits, and life cycle assessment, guided by internationally good practice. |
| C4 | Identify environmental aspects of public and private organizations' operation; develop organizational environmental policies, strategies and management systems |
| C5 | Construct simple environmental models; apply simple GIS to environmental research; design basic environmental monitoring procedures |
| C6 | Apply basic statistical tools to process and interpret environmental data |

## Transferable Skills and Personal Qualities Learning Outcomes

| D1 | Become independent and self critical learner, guiding the learning of others. Use full range of learning resources (including electronic) to advance own knowledge and skills. Acquire independent learning ability required for continuing professional study, making professional use of others where appropriate |
|---|---|
| D2 | Engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently; make written and oral presentations to specialist and non-specialist audiences |
| D3 | Effectively work in multidisciplinary, multicultural groups as leader or member. Clarify tasks and make appropriate use of the capacities of group members. Negotiate and handle conflict with confidence |

| D4 | Speak, read and write English at professional and academic level |
| D5 | Continuously improve professional skills through planning, time management, critical reflection and self-evaluation, and adoption of individual learning strategies |
| D6 | Reflect on own and others' functioning in order to improve practice |
| D7 | Acquire the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions |
| D8 | Use modern Information and Communication Technologies (ICTs) for handling environmental information |