URGENT

QUALITY ASSESSMENT BY EU PARTNERS (PARTNER University of Catania)

New course: "Sustainable Development"

National University of Mongolia, School of Engineering and Applied Sciences

Bachelor's and Master's course

QUALITY ASSESSMENT

Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents

- *Evaluation*

The course provides a solid foundation in key policies for sustainable development at the international level, as well as the skills needed to monitor and evaluate progress in global strategy and environmental development. The number of credit units allocated to lectures and seminars is appropriate for the content.

- *Strategies for improvement*

The current volume of lectures and seminars exceeds what is typically expected for a 3 ECTS credit course. If necessary, you can consider removing or consolidating certain lectures and seminar topics, ensuring that the overall workload remains unchanged. Lectures such as "Basic Understanding of the Environment" and "The Food Supply and Environmental Quality" could be candidates for reduction or removal. Similarly, seminar themes like "Demographic Issues for Development" and "Economic Support and International Cooperation" could be adjusted or eliminated.

Additionally, it would be beneficial to reorganize the seminar schedule to align more closely with the lecture topics. For instance, placing the seminar on "An Introduction to Sustainable Development" in the of beginning of the course might provide better continuity and coherence.

Quality criteria 2: Total number of credit units in the course is correct and appropriate

- *Evaluation*

The number of lectures and seminars exceeds the planned 3 ECTS credits. There are two options available: either increase the course volume, for example, 5 ECTS would be appropriate, or reduce the number of lectures, particularly seminars.

Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

- *Evaluation*

The new course belongs to the MSc and BSc programs. The positioning is coherent with the level of difficulty.

- *Strategies for improvement*

The lecture sections of the course at master's and bachelor's level may coincide. A certain difference in the practical work would be good. More complex tasks at master level. Also a slight difference in learning outcomes.

Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*

The assessment procedure is well described: progress assessment accounts for 40%, final assessment for 30%, and the final examination for 30%.

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•	*Strategies for improvement*

The form of the final exam is not described—will it be written or oral?

Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments help gauge students understanding
• *Evaluation*
The teaching methods are adequately described: they include video presentations, interviews, field trips, group work, project-based learning, and literature review.
• *Strategies for improvement*
Learning methods are various, no need for improvement.

Relevant reading from EU perspective:

Jennifer Elliott, 2013. An introduction to Sustainable Development". Routledge.

Pamela Matson, William C. Clark, Krister Anderson, 2016. Pursuing Sustainability. A Guide to the Science and Practice.

Margaret Robertson, 2021. Sustainability Principles and Practice.

Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development
• *Evaluation*
Theory and practice-oriented (case studies) components are properly weighted in terms of learning hours based on the course content and well connected to learning outcomes and target skills.
• *Strategies for improvement*
No additional strategies are required