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QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P4 Martin-Luther University Halle)

New course: "(ARCH707) Landscape Design"

Mongolian University of Life Sciences, School of Agroecology

MSc 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 is split into two main units: in-class activities and independent work, both of which are further split into smaller activities. Overall, the course has a balanced approach between seminar and lecture units, whereby each week the workload is equally distributed between seminars and lectures. Moreover, students have to opportunity to deepen their knowledge on the theoretical inputs with independent activities outside of the lectures and seminars. The number of credits allocated to the units is correctly designed. • *Strategies for improvement* No major suggestions necessary. The course is well-structured and solidly planned.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
• *Evaluation* The course is intended to provide students with 4.8 ECTS (3 MCTS). According to the syllabus, the course is scheduled to run for 8 weeks. During that period, students will listen to lectures (18 hours) and participate in seminar exercises (18 hours). These in-class activities are complemented with independent activities. In particular, the course plans for two assignments related to a multi-part project. The independent activities (i.e. assignments) are suggested to contain a total workload of 108 hours. As such, the total workload of the course would be 144 hours. Given that one ECTS is valued at ~25-30 hours of workload, the ECTS calculation is conservative. It would be possible to increase the ECTS value of the course. • *Strategies for improvement* The course on landscape design contains 36 hours of in-class activities and 108 hours of independent group assignments, the total workload adds up to 144 hours. This would allow to increase the ECTS for this course from 4.8 ECTS to 6 ECTS (expected workload ~150 hours) if so desired. This would be in line with the accepted ECTS calculations and would help to make the course more attractive to students. Similarly, if instructors wish for the course to not provide more than 4.8 ECTS, then the calculation of 1 ECTS = 30 hours is also in line with accepted ECTS calculations.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

- *Evaluation*

The course seems to be adequately positioned in the curricula. Considering it is a Master's course, it seems acceptable for this course to focused on providing advanced knowledge on landscape design and planning. The intended level of difficulty as described in the syllabus is in line with what can be expected from MSc students

- *Strategies for improvement*

No improvements necessary

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

- *Evaluation*

Individual and group assignments are well described and framed within the course. Grading is based on quizzes (30%), Discussions and active participation (40%) and a final exam (30%). This seems adequately sufficient to test students' knowledge and judge how much they learned during the course period. Each grading unit is described in detail in the syllabus and is clear in its intent. The number of quizzes, tasks during discussions and time period of the final exam is properly denoted.

- *Strategies for improvement*

Distribution of grade weighting is sensible and no adjustments are necessary.

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*

Teaching and learning methods are mixed and include taught classes, in-class discussions, field assignments, group presentations and practical assignments. The intended structure of the course is thus well-designed to gauge student's progress and their understanding. A course on Landscape Design Combinations is required in order to take this course on landscape design. The required courses seem to complement the aims of the course and their knowledge should help students in grasping the taught concepts easily. It is however unclear in which way this course (landscape design) builds upon the foundation of the required course (Landscape Design Combinations).

The compulsory reading list contains five entries, all of which should provide a good foundation for students and should ideally be provided to students at the beginning of the course (if not prior to course start).

The assignments outside of class-activities are well described and should provide an excellent exercise for students. Completion of these assignments should help clarify if the students understood the theoretical input taught during in-class activities.

- *Strategies for improvement*

It would be good to mention how this course builds upon the foundation provided to students in the prerequisite course. Both seem to be quite similar in their focal topic, hence it would be necessary to explain how this course differs and in which way the prerequisite course is required to participate in this course. The connection between the two courses is obvious, but it is unclear how they complement each other.

Some interesting references that could perhaps help to deepen the theoretical knowledge are listed below, but their use ultimately depends on the instructors.

- Filor, S.W. (1994). **The nature of landscape design and design process**. *Landscape and Urban Planning 30:3, 121-129.*

- Urech, P.R.W., Dissegna, M.A., Girot, C. and Gret-Regamey, A. (2020). **Point cloud modelling as a bridge between landscape design and planning.** *Landscape and Urban Planning 203, 103903*
- Chen, X. (2016). **An Analysis of Climate Impact on Landscape Design.** *Atmospheric and Climate Sciences 6, 475-481*

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

- *Evaluation*

Both the theoretical and practical components of the course are excellently described in detail and the skills to be developed are mentioned in detail as well. The intended learning outcomes and skills development are very much in line of what can be expected of a MSc level course.

- *Strategies for improvement*

No suggestions.