

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

New course: “(LMD255) Project of Landscape Architecture II” Mongolian University of Life Sciences, School of Agroecology BSc Course

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 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 laboratory and lecture units, whereby each week the workload is equally distributed between laboratory time 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. <i>Strategies for improvement</i> No major suggestions necessary. The course is well-structured and solidly planned.
<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 course is intended to provide students with 4.8 ECTS (3 MCTS). According to the syllabus, the course is scheduled to run for 16 weeks. During that period, students will listen to lectures (32 hours) and participate in laboratory exercises (32 hours). These in-class activities are complemented with independent activities. In particular, the course plans to introduce students to an assignment in which they conduct their own spatial environment research and hence practice and plan drawings in the laboratory. The independent activities (i.e. laboratory work) are suggested to contain a total workload of 80 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 albeit correct. It would however also be possible to increase the ECTS value of the course. <i>Strategies for improvement</i> The course on landscape architecture II contains 64 hours of in-class activities and 80 hours of independent work based on laboratory exercises, hence, the total workload adds up to 144 hours. This would allow to increase the ECTS for this course from 4.8 ECTS up 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.
<p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p>

- *Evaluation*

The course is a continuation of a previous Project of Landscape Architecture I course – which is also required to follow this course. Considering that the course is advertised to all Bachelor students majoring in Landscape Architecture, its placement is perhaps questionable considering it requires a prerequisite course as well.

Considering it is a Bachelor's course, the intended goals and objectives are sensible. The course intends to impart knowledge about basic concepts of public horticulture, landscaping and planning which is very much in line with what can be expected from a BSc course.

- *Strategies for improvement*

It would be good to perhaps clearly state the positioning of the course in the student curriculum. Considering it is a BSc course but still requires the completion of Project of Landscape Architecture I, it should be made clear that this course is only open to 2nd (or even 3rd) semester BSc students.

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 attendance in the course (20%), a first assignment (20%), a second assignment (30%) and a final exam (30%). The number of tests and the fact that students will be tested periodically will allow instructors to easily gauge if students are properly following the course and its theoretical input.

- *Strategies for improvement*

While it is sensible to conduct two assignments in such a practical course, it would be good if those two assignments were described in greater detail. It would be good to state their tasks and specific learning outcomes.

Additionally, assigning 20% of the final grade to attendance in the course seems excessive, especially given how subjective the grading of attendance and participation is. It is recommended to reduce this aspect and perhaps make attendance mandatory and upscale the weighting of the assignments and final exam in turn.

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 lectures, in-class discussions, in-class assignments and group presentations as well as practical examinations. The intended structure of the course is thus well-designed to gauge student's progress and their understanding. The required courses on Project of Landscape Architecture I and Park Garden Planning are sensible and provide a good foundation for students to participate in and follow this course. The required courses seem to complement the aims of the course.

The compulsory reading list contains two entries, both of which should be helpful in preparing students for the course work. Additionally, a recommended reading list is provided for each of the lecture weeks, which is highly commendable and should provide students with an excellent possibility of preparing for each week individually.

The assignments outside of class-activities are described adequately and should provide with a meaningful exercise. Completion of the assignment on spatial environmental research and practicing their drawings are important skills to be developed this early in their study programme.

- *Strategies for improvement*

No suggestions necessary. The course is well structured and the reading list prepared for each week is an excellent addition that allows students to prepare well.

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 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 BSc level course.

- *Strategies for improvement*

No suggestions.

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