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Eco-friendly Built Environment
E C O B U I L T
Project ID: 101050081



Eco-friendly Built Environment

QA TOOLS

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1. INTRODUCTION

The current document is the ECOBUILT Quality Assurance Strategy (QAS) which sets out a quality assurance tools for the newly conceptualized study programme developed within the project "Eco-friendly Built Environment" (acronym ECOBUILT), which has received funding from the Erasmus+ Key Action 2 Programme, under the Grant Agreement reference 101050081. The document outlines the quality assurance strategy which will be performed by the study programme implementers in order to evaluate the quality of study programme and particular courses. The ECOBUILT QAS represents a document developed in the context of the Project Management and Implementation activities.

The aim of the ECOBUILT QAS is to establish **assessment framework for the quality assurance of study programme**, which will include a peer review template, student evaluation questionnaire and teacher/internship evaluation questionnaire. QA process will be linked to the annual and long-term process of the study programme at each HEI and it will be monitored by a central monitoring system of coordinating HEI with the transparent control of teaching.

The overall ECOBUILT QAS is two-fold and includes: (1) **internal tools** within self-assessment procedures by Implementers of Study Program, and (2) **external tools** within accreditation procedure by external Accreditation Bodies. Moreover, ECOBUILT QAS will include middle-out approach of **peer-review process** by external experts in the field. The focus of this document is on internal tools and tools for peer-review process by external experts; for external evaluation process implementers will be in line with the national evaluation policies and standards.

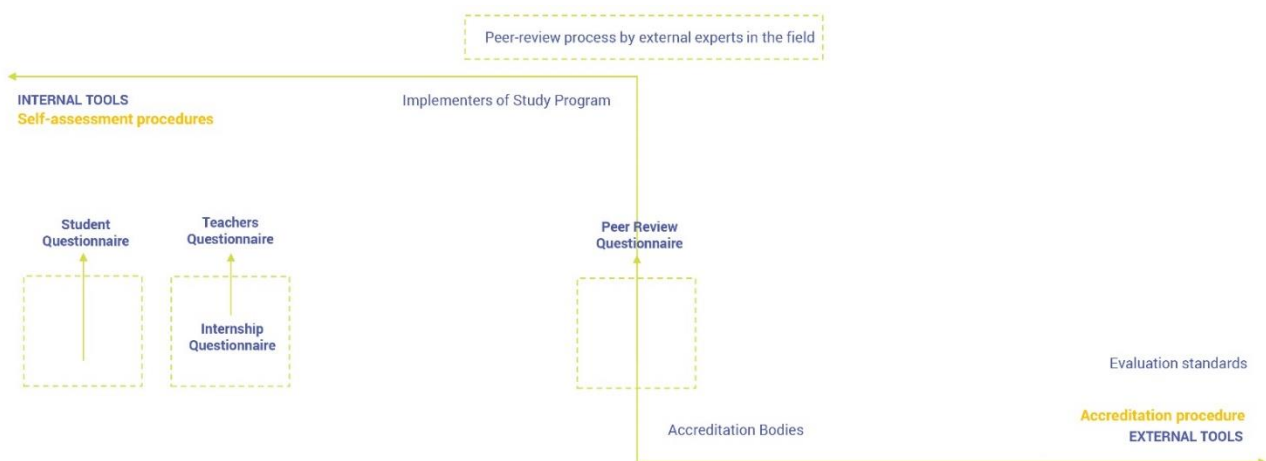


Figure 1. ECOBUILT QAS Scheme

The overall evaluation strategy will be based on following evaluation paradigms:

- *Knowledge-gain paradigm* – evaluation for the provision of knowledge,
- *Control paradigm* – evaluation for execution of control, and
- *Development paradigm* – evaluation as starting point for change.

2. STUDENT QUESTIONNAIRE

Evaluation process by students will be performed through standardized two-types of questionnaire sample: (1) COURSE EVALUATION after each semester, and (2) STUDY PROGRAMME EVALUATION after graduation cycle of one generation. The questionnaires samples are conceptualized in line with the existing questionnaires/surveys at participating HEIs.

2.1. COURSE EVALUATION SAMPLE

- *Quantitative analysis – based on claims (5-Likert scale – marking 1-5); 5 - Strongly agree / 1 - Strongly disagree*

IMPLEMENTATION ASPECT	1	2	3	4	5
1.1 – Timetables for lectures and other teaching activities are respected.					
1.2 - Study workload of the course is proportionate to the awarded credits.					
1.3 - Learning materials (indicated and available) are adequate for the study of the subject.					
TEACHING METHODS ASPECT	1	2	3	4	5
2.1 - Comprehensibility and way of presenting the course content.					
2.2 - Encouraging students to be active, think critically and be creative.					
2.3 - The teaching content helps the student to more easily master the material provided within the course.					
2.4 - The prior knowledge is sufficient for understanding the topics in the course.					
COMMUNICATION ASPECT	1	2	3	4	5
3.1 - The teacher provides useful information for the students' future work.					
3.2 - The teacher answers questions and takes care of student comments.					
3.3 - Professionalism and ethics of teachers in communication with students.					
ASSESSMENT ASPECT	1	2	3	4	5
4.1 - Objectivity and impartiality in the assessment of students' knowledge					
4.2 - Examination modalities are clearly defined.					

OPEN QUESTIONS (OPTIONAL)

What did you like about this study course?

What should be improved in this study course?

Other comments

2.2. STUDY PROGRAMME EVALUATION SAMPLE

- *Quantitative analysis – based on claims (5- Likert scale – marking 1-5); 5 - Strongly agree / 1 - Strongly disagree*

QUESTION/STATEMENT	1	2	3	4	5
1 The ECOBUILT study programme is in line with the general Program Statement					
2 I am satisfied with the acquires theoretical knowledge					
3 I am satisfied with the practical skills					
4 The proportion of lectures and practical classes was optimal					
5 I am satisfied with the tracks schedule and mobility scheme					
6 I am satisfied with the learning environment where the classes took place					
7 The study literature required for the acquisition of the study programme was available					

3. INTERNSHIP AND EMPLOYERS QUESTIONNAIRE

Internship and employer's questionnaire sample is related to the evaluation of the three aspects: (1) evaluation of professional competences, (2) evaluation of knowledge and skills, and (3) evaluation of personal competences.

This questionnaire will be distributed and engaged in two situations:

- Evaluation of the Student performance during internship (optional according to the Study Program) after the completion of the internship. The evaluation will be done by one of the professors who will be responsible for the monitoring of the student during internship implementation.
- Evaluation of the ECOBUILT Graduates after the employment in professional practice (at least 2 years after graduation). The evaluation will be done by the representative of employer who directly collaborate with the graduate.

INTERNSHIP AND EMPLOYERS' EVALUATION SAMPLE

- *Quantitative analysis – based on claims (5-Likert scale – marking 1-5); 5 - Strongly agree / 1 - Strongly disagree*

PROFESSIONAL COMPETENCE		1	2	3	4	5
1.1	Skills in using professional tools regarding eco-design.					
1.2	Skills in using computer software for assessment and simulation.					
1.3	Skills in using professional terminology related to ECOBUILT scope.					
1.4	Skills in putting theoretical knowledge into practice.					
1.5	Knowledge and competence in different aspects of eco-design.					
1.7	Skills to identify design problems and contextual framework.					
1.8	Skills to analyze design problems and contextual framework.					
1.9	Skills to solve design problems within design process.					
1.10	Intern's professional development from the commencement to the completion of internship.					
1.11	Based on the professional competence required to work for your organization, please rate the level of professional competence that you believe the intern will attain by the time of his/her graduation.					
SKILLS AND KNOWLEDGE		1	2	3	4	5
2.1	Awareness raising of eco-built paradigm.					
2.2	Interdisciplinarity.					
2.3	Managerial admin.					
2.4	Presentation and communication.					
2.5	Technical Competences					
2.6	Restoration skills					
2.7	Specialist environmental design skills					
2.8	Practical experience					
2.9	Analytical tools and methods					
2.10	Local context					
2.11	International context					
2.12	State of the art					
PERSONAL COMPETENCE		1	2	3	4	5
3.1	Being organized and having effective time management skills.					
3.2	Ability to think independently.					
3.3	Ability to defend her/his ideas and proposals.					
3.4	Oral communication.					
3.5	Written communication.					
3.6	Self-confidence.					
3.7	Ability to develop her/himself, using the knowledge gained in the work place.					
3.8	Aptness for teamwork.					
3.9	Ability to think creatively.					
3.10	Ability to think critically.					

4. PEER-REVIEW QUESTIONNAIRE

Peer-review process by external experts in field will be performed after each academic year through standardized questionnaire sample consists of two parts: (1) PART 1: Open Questions on programme structure, assessment process, academic standards, and (2) PART 2: Closed Questions on Programme/Course Information, Coursework and Practical Assessments, Marking Examination Scripts, the standards attained by the students and Learning Environment.

The selection of the External Evaluators will be made for each year and External Evaluation Committee will be confirmed by ECOBUILT Project Management Team. The External Evaluation Committee will include at least 3 members from different EU countries with the intention to have the experts from different professional backgrounds (academia, practice, policy making etc.)

Following Questionnaire Sample for the Peer-Review by External Experts is provided:

PART 1

PROGRAM STRUCTURE

Curriculum design, programme structure, and level, methods of teaching and learning

THE ASSESSMENT PROCESS

Enabling achievement of aims and learning outcomes; stretch of assessment

ACADEMIC STANDARDS

Achievement of students

YEAR-ON-YEAR COMMENTS

PART 2

Programme/Course Information	Yes (Y)	No (N)	N/A
1.1 Did you receive sufficient information about the Programme and its contents, learning outcomes, and assessments?			
1.2 The standards of course/courses meets internal and external threshold benchmarks, including professional body requirements?			
1.3 The content and structure of course/courses is appropriate.			
1.4 Courses are up to date with current thinking in the discipline?			
1.5 Do courses consistently demonstrate high-quality teaching standards?			
Coursework and Practical Assessments			
2.1 All learning outcomes are assessed appropriately?			
2.2 Were you afforded access to an appropriate sample of coursework and/or practical assessments?			
2.3 Were the method and general standard of assessment appropriate?			
Marking Examination Scripts			

-
- 3.1** Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?
-
- 3.2** Was the general standard and consistency of marking appropriate?
-
- 3.3** In your judgment, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?

The standards attained by the students

- 4.1** The standards of our students meet threshold benchmarks, internal, and external, including professional body requirements/standards
-
- 4.2** The subject knowledge of students is comparable to their peers at other institutions
-
- 4.3** The standard of academic skills of our students is comparable to their peers at other institutions
-
- 4.4** The failure rates of students are comparable to their peers at other institutions

Learning Environment

- 5.1** Appropriate resources are in place to help students succeed?
-
- 5.2** The learning environment is stimulating for students, providing the right level of challenge?
-
- 5.3** Do opportunities exist for students to engage in activities that benefit their personal development?
-
- 5.4** Do opportunities exist for students to engage in activities that benefit society?

Comments

If applicable, for any answer of 'No'
