

## COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome - ie the students' actual results, course completion, and conditions for course implementation such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

### Background information (To be completed by the course administrator)

Course LADOK code: MV244E	Scope (hp): 7,5
Course title: Environmental Management Systems	
Course coordinator: Joseph Strahl	Number of registered students: 23
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SGMVP22h1	

### Administration's perspective (To be completed by the course administrator)

The administration's views:
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### Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed) N/A	<b>Number of students who participated in the course evaluation:--</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation: 8</b>
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group) Program Canvas page	

### Student's perspective (To be completed by the course coordinator)

<p><b>Summary of the students' course evaluations:</b> (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <ul style="list-style-type: none"> <li>• <b>Eight of eight students think that they have achieved the learning objectives of the course to a large to very large extent. One student comment: Lack learning how to construct an EMS in an organization. Perhaps the course could be complemented with such an assignment.</b></li> <li>• <b>Seven of eight students think that the working methods/learning activities on the course have reinforced their learning and their ability to achieve the learning objectives to a large to very large extent and two to less large extent. Two students comment: Liked the</b></li> </ul>
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exercises that we did in the classroom as they were help at the exam. Natural resource management (NRM) was great.

- Six of eight students think that the methods and forms of assessment gave them the possibility to demonstrate that they have achieved the learning objectives to a large to a very large degree and two to a less large degree.
- Things the student particularly appreciated: Exercises with cases during lectures, natural resource management lecture and case. The critical part of ISO and EMS lectures. Lectures. Risk assessment.
- Things the students think can be improved until next time: More lectures on nature resource management. Slides to read on the recorded lectures on work environment and these could be better cut (Teacher comment: they are not cut at all, but recordings of live presentations during the pandemics).
- Eight of Eight students think that the course in the entirety fulfilled their expectations to a large to a very large extent. One student comment: Expected to be able to do EMS which is not fulfilled but on other hand above my expectations with the NRM.

### **Teacher's perspective (To be completed by the course coordinator)**

**Summary of the teacher's views/Results:** (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

**One comment from one student was that he/she did not feel confident in being able to create an EM if employed by an organization to do so. However, as talked about amply during lectures and in reading through the ISO 14001, the students have been told that each organization is unique. There is no cookie-cutter kind of one size that fits all EMS, it is a question for each organization to make an EMS that makes sense to the organization and conforms to ISO 14001 if that is one of the goals of the organization.**

**This comment from the student demonstrates that this student has fundamentally missed or decided to ignr a key message in the course.**

**Th lecture and exercises and readings in the course conform to goals 5-7. There is no goal of create an EMS from scratch. Goal 6 is the setting of the process to make an EMS.**

**There are no short cuts to making a good EMS other than learning the organization inside and out to understand the aspects and impacts. Therse is no way a student could write meaningful routines and decisions that would be part of an EMS based on some case that provides a list of aspects and impacts.**

**Conducting an initial environmental review is essential to laying that foundation for a good EMS.**

### **Analysis and action plan (To be completed by the course coordinator)**

#### **Analysis:**

As with all digital course questionnaires at MAU the response rate from students the response was var below 40 % which means that the sampling from the population is too small to draw hard conclusions. How representative are the responses? My experience is that most courses, even with those with fewer than 40 students have at least two populations and if on population if dominant in response, then the MAU digital course evaluation process with the "mandatory questions" provides at times a very incomplete material to work with.

Some of the suggestions from students are appreciated but would require the course be longer than 7.5hp for example doing realistic complex cases and with EMS and that would require that

other program courses would give up HP to this course, clearly beyond the remit of the instructor in charge of the course.... Additionally, some of the comments, despite that they rather more reflect some students lack of understanding about EMS, would require more resources to create “a new” course.

The OHS comments will be taken into consideration.

**Action plan:**

If some of the comments, based on students demonstrating faulting understanding of EMS, were to be followed-up, (despite this faulty understanding) then this requires changes in not just this course but a review of the program, beyond the remit of this instructor.

The OHS comments would require recording or reducing the volume of this content but keeping within the learning outcomes of this course.

The OHS comments will be taken into consideration.

### **Publishing and archiving (To be handled by the course administrator)**

The course report is published and archived according to the university's instructions.

The students are informed about the publication.

The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.