Pilot Evaluation Report

The COMPass pilot course has been fully attended by 54 young professionals (out of a total 91 subscriptions) who successfully attended the online course and the field practice activity.

The Overall evaluation has been carried out through the submission of evaluation questionnaires after the end of the online theoretical part and during the implementation of the field activity both to students attending the course and to teachers responsible for its contents and its execution.

The questionnaire for students was structured with multiple choice answers, single answer and open questions linked to the following five areas:

- Course contents
- Tools and Media used for the course
- Competences and knowledge acquired through the pilot
- Overall quality of the course
- Open questions

While the questionnaire for teachers included the same areas with "Feedback on students' performance" in lieu of the competences and knowledge acquired area.

1) Course contents: for this area the questions regarded the understandability and relevance of the course contents and the methodology used (e.g. "The course materials helped me understand the main topic and proved useful to learn"; "The teachers effectively presented the materials (PPTs, documents etc..) and their contents in a clear and organized manner" etc.)

2) Tools and Media used: for this area the questions regarded the learning tools, i.e. PPTs, PDFs documents, e-learning platform etc. and their efficacy for the learning process (e.g. "Which instruments did you find the most effective?"; "Was it easy and accessible to use the platform and all its functions?")

3) Competences and knowledge acquired: for this area the questions regarded the amount of specific knowledge and competences acquired through the pilot (e.g. "The course contributed to give me competences to enhance my professional profile"; "The course helped me identify the resources I need to carry out a conversion project")

4) Overall quality: for this area the questions regarded the other aspects of the course like timing and exercises (e.g. "The timeframe set for completion of all activities was appropriate" etc.)

5) Open questions: for this area we asked both students and teachers to describe the strengths and the weaknesses of the course as well as suggestions for improvements

Methodology for the evaluation:

- For close-ended answers we assessed the number of positive and negative answers.
- For open answers: we analyzed and gathered all positive and negative replies and developed a SWOT analysis.

In the following table our SWOT analysis:

Strengths:	**Weaknesses:**
Contents: ▪ Relevant, useful and understandable materials ▪ Clear and well organized PPT presentations (the videos with the voice recordings were considered really useful) ▪ Multidisciplinary approach helped gaining knowledge in different fields (especially the real-life field practice) ▪ Wide selection of links and literature suggested **Competences and Knowledge:** ▪ Students believe the course gave them the right competences to enhance their professional profile; ▪ They improved their ability to think critically about the subject; of sustainability; ▪ Skills to identify the necessary resources to carry out a conversion project. **Overall Quality of the Course:** ▪ The materials (PPTs, Links, Videos, Documents) were judged really useful to understand the topics covered by each module; ▪ The assignments and the exercises well-measured what students had learnt ▪ The course is an OER and will be	**Contents:** ▪ Lack of strong interaction and feedback from teachers to students ▪ Lack of definition of practical instruments such as "Feasibility study" or "Strategic Environmental impact assessment"; ▪ Request to implement the course with more case-studies; **Tools and Media:** ▪ E-learning platform not really "user-friendly" and easy to use; **Overall quality of the course:** ▪ Time-frame to be improved: for some materials the timeframe set was too short (more time was needed) ▪ Need for more evaluation/tests to keep track of students' performance and feedback.

Opportunities:	Threats:
• accessible to a wider audience	
• The course could be improved and implemented at University level;	• The labour market could not immediately recognize this new professional figure created through the course;
• The training course can lead the way to the creation of a recognized new specific professional figure on an International level;	• Participants could drop out of the course due to a new job opportunity
• The course can provide more job chances/positions for people interested in the subject;	• Difficulties in the cooperation of different teachers on shared modules. (respecting the quality of contents, meeting deadlines, use of same terminology etc.)
• The course answers to an increasing job market demand.	

The results of our evaluation provided us with the following lesson:

- Communication and feedback between teachers and students is crucial, especially if the course is online and is then followed by a hands-on experience;

- The timeframe set for the completion of each module should be balanced by dividing compulsory materials and (possibly) complementary materials;

- The course materials should be in a single common format suitable for any kind of device; the e-learning platform should be easy-to-use (user-friendly) and offer a quick communication tool between students and teachers;

- Frequent assessment of the students 'performance (tests) is required to keep track of their understanding;

- Frequent assessment of the training effectiveness (through questionnaires/surveys etc.) is recommended.