

Innovative Postgraduate Education in The Field of Environment Protection: Methods and Tools



Innovative Postgraduate Education in the field of Environment Protection

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BIO Presenter



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MENVIPRO: how it happen

- FP7 project EcoArm2ERA: “EU Cooperation Capacity Building of Center for Ecological-Noosphere Studies of National Academy of Sciences of Armenia: Towards Armenia’s integration into the ERA”
- Discussion with Prof. Armen Saghatelyan about innovative postgraduate education at CENS



How we define “postgraduate education”

- “...Studies undertaken after completing a first Higher Education degree.” Oxford Languages
- Within a Bologna-compliant HE system refers to Master and Doctor studies (European Qualifications Framework Level 7 and 8)

Level	Knowledge	Skills	Responsibility and autonomy	Example
Level 7	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	<p>(UK) Master's degree, Postgraduate Certificate, Postgraduate Diploma, RQF level 7;^[2]</p> <p>(Germany) Vocational university (Fachhochschule) Master's, Geprüfter Betriebswirt (IHK) (Certified Business Administrator); (Italy) Laurea Magistrale, Laurea vecchio ordinamento, Master universitario di primo livello;^[3] (Spain) Licenciado or Máster;^[4] (Portugal) Mestrado;^[5] (Greece) NTUA Diploma^[6]</p>
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	<p>Doctorate, PhD, Professional Doctorate, RQF level 8;^[2] (Italy) Dottorato di ricerca, Master universitario di secondo livello.</p>

Principles of Innovative Postgraduate Education¹

1. Research Excellence
2. Attractive Institutional Environment
3. Interdisciplinary Education/Research Opportunities
4. Exposure to Industry and other Employment Options (incl. Entrepreneurship)
5. International networking
6. Transversal Skills Training
 - Leadership and entrepreneurship
 - IPR
 - Project management, etc.
7. Quality Assurance

















¹) EC document reflecting the Salzburg Principles of EUA, good practice in Member States and the Marie Curie experience.

How MENVIPRO addressed the principles?

- **Best practice study and SWOT analysis:** Broad consultations with international and national partners/stakeholders on curricula design, pedagogical methods and research component
- **Curricula Development:** Strong research component, practice-oriented approach in topic selection, international best practice application, significant share of independent work/study
- **Innovative teaching/learning environments:** ERLEP, teaching staff exposure to international best practice and skills development, role of CENS as a research platform for studies
- **Curricula Evaluation Trial:** Piloting new/modernized curricula, research-based training, Summer Schools with transversal skills training opportunities, innovative QA measures

Who made it possible:

Project Staff

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all colleagues
who didn't
make it into this
picture

THANK YOU !

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