



**COURSES REVISED AND NEWLY CREATED BY
PARTNER P6 (SIBERIAN FEDERAL
UNIVERSITY)
Work Package 2**



**QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P3: ESTONIAN UNIVERSITY OF LIFE SCIENCES)
Course revised: "Natural resource potential of territories"**

QUALITY ASSESSMENT
Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents
<ul style="list-style-type: none"> Evaluation The number of credits (3 ECTS) for lectures, moderate in-class discussions, independent work and tasks has estimated workload all together for 108 hours, which seems little bit too much for these credit points. Overall 54 hours of lectures and in-class discussions can give good practical knowledge and practice of understanding theories, concepts and methods. In order to create professionals able to analyse and interpret data and deal with different situations 54 hours individual and group assignments ensures high number of practical sessions and self-learning to complement theoretical knowledge. There is right amount of balance between theoretical and practical work. Strategies for improvement Rethink whether credit points and workload is in balance.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> Evaluation The total number of credits awarded is too low if a workload of approximately 108 hours is estimated. Strategies for improvement Average ECTS workload in Europe for 1 ECTS is between 25 to 30 hours of work. This course has 1 ECTS equal to 36 hours. Therefore the course should either be awarded with 4 ECTS or the workload reduced to approximately 75 to 90 hours. Given that the number of credits has been very well distributed among theoretical and practical sessions and self-learning, we would recommend to increase the number of ECTS awarded to 4.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
<ul style="list-style-type: none"> Evaluation The course is appropriately positioned in the curricula. BSc students majoring in Ecology and Environmental Management is deemed as appropriate due to the deep knowledge provided, which requires some basic understanding on ecology, geography, hydrology, environmental protection etc., which has to be previously acquired during the studies. Strategies for improvement None. Everything is deemed correct.
Quality criteria 4: Tests are suitable and appropriate to support transferable skills
<ul style="list-style-type: none"> Evaluation The overview of tasks grading system is appropriate to support transferable skills in practice. While 50% of the grade is based on participation in classes and seminars, other 50% is divided between group assignments (20%) and individual work (30%). Listed different types of tasks (participation in theoretical and e-courses, working with case-studies, data analyses and generalization etc.) should give very good support to develop appropriate transferable skills for students. Strategies for improvement It is brought out in the overview of sessions and teaching methods that students will be awarded for each assignments (test, interactive lecture, exercise, case analysis), so there are listed different types of assignments. Meanwhile in course assignments overview in syllabus there are shown one group assignment and three individual assignments, which all seem to end up submitted as presentation message. Therefore we suggest to give maybe more diverse submission tasks (for example essays etc.). Also concerning listed different types of assignments, to be more clear, is there any theoretical tests to reflect student's knowledge of theoretical, practical and self-learning skills.

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Quality assessment

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Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments helps gauge students understanding etc.

- *Evaluation*

The prerequisites set up are relevant: the knowledge obtained during all the courses established as a prerequisite will substantially help students to better follow and easily understand the contents provided. Also mentioned learning materials (guidelines, scientific papers, cartographic material, databases, video sessions) are very supportive for students. The assessment methods suggested are deemed as appropriate to evaluate the students practical and theoretical knowledge gained while participating in the course, meanwhile some more diversity in individual assignments and their assessment could be done.

- *Strategies for improvement*

Suggestions mentioned in quality criteria 4.

Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development

- *Evaluation*

Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development. All relevant theoretical and practical themes are covered to accomplish the promised learning outcomes and skills. Both individual and group assignments give diverse skills to cater needed learning outcomes.

- *Strategies for improvement*

Hopefully up-to-date literature, including scientific papers, will be involved into different parts of learning processes and being analysed and discussed by students, as listed literature in syllabus is little short.