



**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: “Sustainable Development”

QUALITY ASSESSMENT
<p>Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents</p> <ul style="list-style-type: none"> <i>Evaluation</i> The course includes 12 hours for lectures, 12 hours for seminars, 6 hours for e-learning and 42 hours for preparation for discussions and presentations. The arrangements of lectures, seminars, group work and independence work are reasonable and balanced. In order to create professionals able to deal with different complex situations in practice, a high number of credits for practical sessions and self-learning is required. We consider that this idea has been captured very well in the proposed course, with a high number of credits devoted to practical sessions and self-learning. A reflective way of thinking is much better developed through in-class discussions, assignments for group work and presentations, than lectures, thus, a higher number of practical sessions and self-learning ensures the education of highly capacitated and critical thinking professionals. <i>Strategies for improvement</i> No more suggestions. Everything is deemed correct.
<p>Quality criteria 2: Total number of credit units in the course is correct and appropriate</p> <ul style="list-style-type: none"> <i>Evaluation</i> If the estimated overall workload is 72 hours, the total number of credits awarded is a little bit low. <i>Strategies for improvement</i> According to the European Credit Transfer System, 1 ECTS can be acquired to 26 academic hours. As the study schedule of the course plan shows, participants should be awarded 3 ECTS, or the overall workloads should be reduced to about 52 hours. As all the topics are very important and some of them are missing, we recommend increasing the number of ECTS to 3 instead of reducing the workload related to the course.
<p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p> <ul style="list-style-type: none"> <i>Evaluation</i> The course is appropriately positioned in the curricula. Its positioning in the last year of 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 and environmental management, which has to be previously acquired during the first years of the bachelor's degree. <i>Strategies for improvement</i> None. Everything is correct.
<p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p> <ul style="list-style-type: none"> <i>Evaluation</i> The course learning outcomes are the following: (1) know the backgrounds of establishment of sustainable development concept; (2) know how to deal with environmental problems integrally taking into account inseparable interrelations with general development problems at the global, regional and local levels; (3) know the basics of the sustainable development concept; (4) know the development and implementation status of



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sustainable development ideas in different countries and Russia in particular; (5) know how to discuss and to develop solutions to modern issues of sustainable development. Additionally, the course set the following assignments weights: 20% for participation in class discussions and seminars; 20% for contribution to seminar group assignments, 10% for interactive e-course lectures; 10% for control testing; 20% for the quality of the individual presentation; 20% for contribution to common project presentation.

- **Strategies for improvement**

The structure of the course suggests that theoretical lectures and seminars are mixed in the timeline, which is the most reasonable way to proceed, it will help students to better integrate this knowledge and clearly relate the theoretical concepts and its practical implementation. The final exam at the end of the course should be reasonable to assess the number of transferred skills, in comparison with the skills before the course.

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 course's prerequisites are Economic Theory, Ecology, Social Ecology, Environmental Economics, Environmental Management and Environmental Impact Assessment. These topics are relevant as background for the studies of sustainable development. The recommended literature includes both well-established material and recent discussions about the topic. The assessment strategy and TLM are helpful and relevant for gauging students' understanding.

- **Strategies for improvement**

As we don't have access to the e-learning materials, we don't know whether suggestions that we will mention here can be useful or not, as this all might have already been carried out. We would suggest to add additional complementary literature and interactive online practical exercises in the e-learning platform. Brief description of content: Concepts of sustainable development and sustainability. Governance of sustainability. Global views and sustainability. Pillars of sustainability: economic, social, institutional and ecological sustainability. Sustainability indicators and indicator frameworks. Sustainability analysis. Sustainability assessment. Sustainable tourism: principles, practice, programmes, products and services. Best practice. Case studies. The subject introduces different approaches to sustainability and the basic principles of sustainable development. Practical cases will be used to identify risks threatening sustainability and to look for ways to avoid them.

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

- **Evaluation**

Theory /independent work-oriented components are sufficient to cater the learning outcomes and skills proposed by the course. Some of the lectures are excessively overload in terms of content for the given time. The only issue detected is the limited literature available and the amount of content given in 2 ECTS.

- **Strategies for improvement**

The strategies suggested are pointed out under the previous quality criteria. SDG should have more attention.