



**COURSES REVISED AND NEWLY CREATED BY
PARTNER P11 (KUMAUN UNIVERSITY)**

Work Package 2



QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

Course revised 1: “Integrated Watershed Management”

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 distribution of credits among lectures, practical sessions and self-learning is not appropriate. Most part of the credits correspond to theoretical in-class sessions, whereas only a very limited number of credits is assigned to practical sessions and self-learning. Due to the high importance to acquire practical knowledge complementing the theoretical knowledge gained in-class in the watershed management field, in order to create professionals able to deal with this important topic in practice, the distribution of credits proposed should be rethought. A higher number of credits for practical sessions and self-learning is required. Strategies for improvement Practical assignments should be added to the course. This does not necessarily mean that the number of theoretical sessions should be reduced, but it would be interesting if every theoretical session was accompanied by a practical assignment. It should not be in the form of a simple theoretical question, but should enable the application in a practical case of the concepts taught. Additionally, some theoretical sessions or at least a part of them might be changed to in-class discussions. Students can prepare the contents at home and the session should be devoted to the discussion of the concepts by means of a kind of a game. It is argued that this will enable the formation of better skilled professionals and a more smoothly integration of the theoretical frameworks, as well as make the course more attractive for students. The additional practical assignments might be interrelated and of help for the writing of the short interdisciplinary dissertation foreseen in the course. However, as no descriptions in the syllabus are offered on the topics, methods, etc. that are embraced in the assignments that you suggest (questions and short interdisciplinary dissertation), no further strategies for improvement can be provided. We would like to additionally ask thus for a better description in the syllabus of the assignments different than the final exam, including the evaluation questions, so that a more accurate assessment of the quality of the course can be carried out.
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 high if a workload of approximately 60 hours is estimated. Strategies for improvement As 1 ECTS is equal to circa 28 hours, the course should either be awarded with 2 ECTS or the workload increased to approximately 120 hours. We would especially recommend to increase the workload for students, if possible. As the ratio of hours devoted to lectures is too high, increases in the workload in the form of practice-oriented activities are actually really desirable. This will for sure also imply an increase in the number of marks awarded.
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. Its positioning in the fourth semester of MSc and MA studies is deemed as appropriate, as this theme constitutes a specialised area that requires the previous provision of basic knowledge in environmental management, so that all concepts and practices can be more accurately integrated and put into practice. The specific focus on mountainous regions is justified by the location of Kumaun University in a mountain area and thus the need to train future professionals with knowledge and skills on the management of mountain environments in a wide range of topics, including the integrated management of watersheds. The degree/major of the MSc and MA students targeted should be, however, mentioned in the syllabus, in order to better be able to determine the appropriateness of the course developed. Strategies for improvement None. Everything is deemed correct.

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Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*

The designed tests and grading system is not appropriate to support transferable skills in practice. This is clearly shown by the fact that the grade that students get is almost entirely derived from the quality of the written final examination. The high relevance given to theoretical knowledge and poor evaluation made on the practical skills obtained, along with the very limited number of practice-oriented activities, makes it hard to support and evaluate the transferability of skills in practice.

- *Strategies for improvement*

Strategies for improvement are pointed out under “quality criteria 1”: they concern the provision of more practical sessions, which remain very limited in the course, and, thus, a more purposeful evaluation of the practical knowledge acquired by the students. Most part of the grade should be obtained through the evaluation of the quality of practical assignments.

Further, we would strongly recommend to mix lectures, seminars and practical sessions in the timeline. The development of seminars and practical sessions right after the lecture where theoretical knowledge on the concepts worked is provided will help students to better integrate this knowledge and clearly relate the theoretical concepts/ vision and its practical implementation. Students memory is limited and many concepts would be lost in the way before practical sessions take place, which would impact on the skills transferability. The provided structure of the course suggests that first theoretical lectures take place and afterwards the short interdisciplinary dissertation is written, whereas the questions posed on each of the units during the course seem to be theoretical. This should, however, be further clarified in the syllabus, so that strategies for improvements can be more objectively made.

The involvement of local stakeholders during the practical sessions would also be very valuable, as they have knowledge on the practicability of the theoretical concepts offered, and on the opportunities and challenges that appear in practice. The practical perspective of students might thus be widened.

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. Improvements are needed in the learning materials used, as they seem to be limited to Power Point slides and recommended literature, as well as in the assessment methods, for the reasons stressed under “quality criteria 4”.

- *Strategies for improvement*

As we don’t have access to the e-learning materials, we don’t know whether the suggestions that we will mention here can be useful or not, as this all might have already been carried out. We would suggest adding videos and interactive online practical exercises in the e-learning platform, in order to make the learning experience more attractive and allow all those students that are really interested on the topic to learn more on it. An online chat might be also developed. It is also relevant that all courses established as a prerequisites should have taken place during a semester preceding the semester when the course is held, but we assume that this is already the case.

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

- *Evaluation*

Theory-oriented components are sufficient to cater the learning outcomes and skills development, but this is not the case with practice-oriented components. Practical sessions are missing in order to cover all relevant themes needed for the acquisition of the promised learning outcomes and skills. A more active interaction among teacher and students during the sessions should be fostered and standing lectures and presentations limited to a minimum.

- *Strategies for improvement*

The strategies suggested are pointed out under “quality criteria 4”.



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Work Package 2



QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

Course revised 2: “Natural Resource Management”

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"> <i>Evaluation</i> The number of credits devoted to lectures, practical sessions, and self-learning are not appropriate. Given the fact that such a course should aim at the empowerment of students to deal with the management of natural resources in their professional life, too much focus is placed on theory-oriented components, whereas the practical and self-learning part receive too little attention. The theoretically-gained knowledge is fundamental, but using the knowledge outcomes in a professional way (the "on the field" aspect) through the provision of practical exercises and self-learning is also very relevant. Theory and practice should be further integrated and interrelated in the course process. <i>Strategies for improvement</i> The theoretical part should be kept the way it is to allow the student to understand the theme and master the methods. However, the practical and self-learning components should be further developed. This entails the addition to the course of field trips, practical assignments, etc. During the master studies, the student should be provided with teamwork and individual assignments in order to gain the managerial and social skills needed in the professional context. Furthermore, some theoretical sessions or at least a part of them might be changed to in-class discussions. This would provide dynamism to the lecture and give the students a chance to express themselves and better integrate their already existent knowledge on the topic with the new contents taught. Finally, it would be advisable to link all the assignments to a final practical project that builds on all theoretical and practical aspects acquired. This final practical project might be the short interdisciplinary dissertation that you mention in the syllabus. However, more detailed descriptions should be offered in the syllabus on the topics, methods, etc. that are embraced in the assignments that you suggest (questions and short interdisciplinary dissertation), in order to be able to give you further strategies for improvement.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> <i>Evaluation</i> The total number of credits awarded is too high if a workload of approximately 60 hours is estimated. <i>Strategies for improvement</i> As 1 ECTS is equal to circa 28 hours, the course should be awarded 2 ECTS, or the workload increased to approximately 120 hours. We would especially recommend increasing the workload for students, if possible. As the ratio of hours devoted to lectures is too high, increases in the workload in the form of practice-oriented activities are highly desirable. This will, for sure, also imply an increase in the number of marks awarded.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
<ul style="list-style-type: none"> <i>Evaluation</i> The positioning of the course in the first semester of the MSc and MA studies is entirely appropriate. The subject of the course is an essential course-oriented component at the beginning of the master's programme. This is due to the importance to gain general knowledge on environmental management at the beginning of the master's study, in order to provide the students a solid knowledge base, before going deeper into other more specific topics. The location of Nainital justifies the specific focus on the Himalayan regions. <i>Strategies for improvement</i> No improvement needed

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<p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p> <ul style="list-style-type: none"> <i>Evaluation</i> The tests and grading system are not appropriate to support transferable skills. This is shown by the fact that 75% of the grade that the students get is based on the successful completion of a single final written examination. The usage of one final exam is not a suitable way to evaluate the level of understanding and skills gained by the students on the subject. <i>Strategies for improvement</i> Strategies for improvement are pointed out under “quality criteria 1”: they concern the provision of more practical sessions, which remain very limited in the course. Most part of the grade should be obtained through the evaluation of the quality of practical assignments. Further, we would strongly recommend to mix lectures, seminars and practical sessions in the timeline. The development of seminars and practical sessions right after the lecture where theoretical knowledge on the concepts worked is provided will help students to better integrate this knowledge and clearly relate the theoretical concepts/ vision and its practical implementation. Students memory is limited and many concepts would be lost in the way before practical sessions take place, which would impact on the skills transferability. The provided structure of the course suggests that first theoretical lectures take place and afterwards the short interdisciplinary dissertation is written, whereas the questions posed on each of the units during the course seem to be theoretical. This should, however, be further clarified in the syllabus, so that strategies for improvements can be more objectively made. Practical assignments should include tasks involving workgroup, and the grade be a mix of written assignments, oral presentations, discussions and the final exam. The involvement of local stakeholders during the practical sessions would also be very valuable, as they have knowledge on the practicability of the theoretical concepts offered, and on the opportunities and challenges that appear in practice. The practical perspective of students might thus be widened.
<p>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.</p> <ul style="list-style-type: none"> <i>Evaluation</i> The prerequisites set up are relevant: the knowledge obtained during all the courses established as a prerequisite will substantially help students to follow better and easily understand the contents provided. However, the lecture materials should not be limited to a listing of recommended publications. <i>Strategies for improvement</i> As we do not have access to the e-learning materials, we do not know whether the suggestions that we will mention here can be useful. It might be the case that some of our suggestions have actually already been implemented. First of all, we would suggest providing videos on the theoretical sessions in the e-learning platform, to let the student re-listen and review the contents as a means to enable a better understanding and encourage self-working at home. Furthermore, interactive online practical exercises and an online chat should be developed: to make the learning experience more attractive and allow all students interested in the topic to learn more about it, on the one hand, and to easily interact and discuss with the professors and other students via the chat, on the other hand.
<p>Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development</p> <ul style="list-style-type: none"> <i>Evaluation</i> Theory-oriented components are sufficient to cater the learning outcomes and knowledge development, but this is not the case with practice-oriented components. The practice-oriented components should be developed in the course planning and evaluation process to value the student work. <i>Strategies for improvement</i> The strategies suggested are pointed out under “quality criteria 1 and 4”.

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Work Package 2



QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

New course 1: “Climate Change, Impacts and Adaptation in Himalaya”

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"> <i>Evaluation</i> The number of credits devoted to lectures, practical sessions, and self-learning do not suit the course's primary goal. The goal is to empower the student to deal with this big and foremost issue in their future professional career. However, most part of the course is in the form of theoretical lectures, whereas the practical and self-learning part receive little attention. The theoretically-gained knowledge is fundamental, but using the knowledge outcomes in a professional way (the "on the field" aspect) through the provision of practical exercises and self-learning is also very relevant. Theory and practice should be further integrated and interrelated in the course process. <i>Strategies for improvement</i> Theoretical knowledge is required to work on this topic, thus we would recommend that the number of theoretical sessions offered is not reduced. However, to gain professional skills, practical sessions should be developed and fully integrated into the course planning, such as excursions, working with local actors on different topics, etc. This improvement will allow the student to use their knowledge in the field and gain skills by working with real professional cases for more operational outcomes. Furthermore, some theoretical sessions or at least a part of them might be changed to in-class discussions. In-class discussions aim at the provision of dynamism to the lecture and give the students a chance to express themselves and better integrate their already existent knowledge on the topic with the new contents taught. Finally, it would be advisable to link all the assignments to a final practical project that builds on all theoretical and practical aspects acquired. This final practical project might be the short interdisciplinary dissertation that you mention in the syllabus. However, more detailed descriptions should be offered in the syllabus on the topics, methods, etc. that are embraced in the assignments that you suggest (questions and short interdisciplinary dissertation), in order to be able to give you further strategies for improvement. In any case, both teamwork and individual assignments should be offered to the student.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> <i>Evaluation</i> The total number of credits awarded is too high if a workload of approximately 60 hours is estimated. <i>Strategies for improvement</i> As 1 ECTS is equal to circa 28 hours, the course should be awarded 2 ECTS, or the workload increased to approximately 120 hours. We would especially recommend increasing the workload for students, if possible. As the ratio of hours devoted to lectures is too high, workload increases in the form of practice-oriented activities are desirable. This will, for sure, also implies an increase in the number of marks awarded.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
<ul style="list-style-type: none"> <i>Evaluation</i> The positioning of the course in the third semester of MSc and MA studies is deemed as not appropriate. This subject is of high societal relevance and a fairly general topic. Thus, it is relevant to learn and gain knowledge on it before going more in-depth into other aspects in the following semesters. The location of Nainital justifies the specific focus on the Himalayan region. <i>Strategies for improvement</i> The course's positioning should be earlier (second semester of master's degree) to be appropriate. This course is a pivotal point in understanding and gain knowledge and skills for environmental management. Giving the students the opportunity to learn earlier this subject will provide them the basic knowledge required in environmental

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Work Package 2



management and climate change, in order to better follow and integrate the contents of the following courses in the master's degree.

Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- Evaluation*

The tests and grading system are not appropriate to support transferable skills. This is shown by the fact that 75% of the grade that the students get is based on the successful completion of a single final written examination. The usage of one final exam is not a suitable way to evaluate the level of understanding and skills gained by the students on the subject.
- Strategies for improvement*

Strategies for improvement are pointed out under “quality criteria 1”: they concern the provision of more practical sessions, which remain very limited in the course. Most part of the grade should be obtained through the evaluation of the quality of practical assignments.

Further, we would strongly recommend to mix lectures, seminars and practical sessions in the timeline. The development of seminars and practical sessions right after the lecture where theoretical knowledge on the concepts worked is provided will help students to better integrate this knowledge and clearly relate the theoretical concepts/ vision and its practical implementation. Students memory is limited and many concepts would be lost in the way before practical sessions take place, which would impact on the skills transferability. The provided structure of the course suggests that first theoretical lectures take place and afterwards the short interdisciplinary dissertation is written, whereas the questions posed on each of the units during the course seem to be theoretical. This should, however, be further clarified in the syllabus, so that strategies for improvements can be more objectively made.

Practical assignments should include tasks involving workgroup, and the grade be a mix of written assignments, oral presentations, discussions and the final exam. The involvement of local stakeholders during the practical sessions would also be very valuable, as they have knowledge on the practicability of the theoretical concepts offered, and on the opportunities and challenges that appear in practice. The practical perspective of students might thus be widened.

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 follow better and easily understand the contents provided. However, the lecture materials should not be limited to a listing of recommended publications.
- Strategies for improvement*

As we do not have access to the e-learning materials, we do not know whether the suggestions that we will mention here can be useful. It might be the case that some of our suggestions have actually already been implemented. First of all, we would suggest providing videos on the theoretical sessions in the e-learning platform, to let the student re-listen and review the contents as a means to enable a better understanding and encourage self-working at home. Furthermore, interactive online practical exercises and an online chat should be developed: to make the learning experience more attractive and allow all students interested in the topic to learn more about it, on the one hand, and to easily interact and discuss with the professors and other students via the chat, on the other hand.

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

- Evaluation*

Theory-oriented components are sufficient to cater the learning outcomes and knowledge development, but this is not the case with practice-oriented components. The practice-oriented components should be developed in the course planning and evaluation process to value the student work.
- Strategies for improvement*

The strategies suggested are pointed out under “quality criteria 1 and 4”.

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Work Package 2



QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

New course 2: “Integrated Mountain Development with Special Reference to the Indian Himalayan Region”

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 number of credits devoted to lectures, practical sessions, and self-learning do not suit the course's contents. Most part of the course is in the form of theoretical lectures, whereas the practical and self-learning part receive little attention. The theoretically-gained knowledge is fundamental for the provision of basic knowledge on mountain development, but using the knowledge outcomes in a professional way (the "on the field" aspect) through the provision of practical exercises and self-learning is also very relevant. A lack of interaction is detected with local stakeholders, governance institutions, etc. Theory and practice should be further integrated and interrelated in the course process. <i>Strategies for improvement</i> The theory-oriented component allows the student to understand the theme. However, to let the students better integrate the contents and experience the existent hurdles and opportunities for their practical implementation, several practical sessions involving field trips and individual and group practical work should be developed in the lecture plan. This might include work with local stakeholders (during both the excursions and the carrying out of practical exercises), which would be very desirable. For example, a practical exercise might be incorporated in unit IV “Mountains Institutions and Environmental Governance”, through which the students had to work with the different tools and indexes presented during the theoretical session for the resolution of a real-life problem. This will enable the students to also get knowledge on the practical implementation of the theoretical concepts learned. Furthermore, in-class discussions should be an essential component of the theory-oriented sessions. Finally, it would be advisable to link all the assignments to a final practical project that builds on all theoretical and practical aspects acquired. This final practical project might be the short interdisciplinary dissertation that you mention in the syllabus. However, more detailed descriptions should be offered in the syllabus on the topics, methods, etc. that are embraced in the assignments that you suggest (questions and short interdisciplinary dissertation), in order to be able to give you further strategies for improvement.
<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> The total number of credits awarded is too high if a workload of approximately 60 hours is estimated. <i>Strategies for improvement</i> As 1 ECTS is equal to circa 28 hours, the course should be awarded 2 ECTS, or the workload increased to approximately 120 hours. We would especially recommend increasing the workload for students, if possible. As the ratio of hours devoted to lectures is too high, increases in the workload in the form of practice-oriented activities are desirable. This will, for sure, also imply an increase in the number of marks awarded.
<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 positioning of the course in the first semester of MSc and MA is entirely appropriate. This is due to the fact that general knowledge on environmental management is gained through the participation in this course, which is required before going deeper into more specific topics in the following semesters. The location of Nainital justifies the specific focus on the Himalayan regions. <i>Strategies for improvement</i> No improvement needed

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Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*

The tests and grading system are not appropriate to support transferable skills. This is shown by the fact that 75% of the grade that the students get is based on the successful completion of a single final written examination. The usage of one final exam is not a suitable way to evaluate the level of understanding and skills gained by the students on the subject.

- *Strategies for improvement*

Strategies for improvement are pointed out under “quality criteria 1”: they concern the provision of more practical sessions, which remain very limited in the course. Most part of the grade should be obtained through the evaluation of the quality of practical assignments. Working on practical cases will improve the students' motivation and interest and allow the lecturers to better evaluate if the theoretical knowledge has been correctly understood. Practical assignments should include tasks involving workgroup, and the grade be a mix of written assignments, oral presentations, discussions and the final exam.

Further, we would strongly recommend to mix lectures, seminars and practical sessions in the timeline. The development of seminars and practical sessions right after the lecture where theoretical knowledge on the concepts worked is provided will help students to better integrate this knowledge and clearly relate the theoretical concepts/ vision and its practical implementation. Students memory is limited and many concepts would be lost in the way before practical sessions take place, which would impact on the skills transferability. The provided structure of the course suggests that first theoretical lectures take place and afterwards the short interdisciplinary dissertation is written, whereas the questions posed on each of the units during the course seem to be theoretical. This should, however, be further clarified in the syllabus, so that strategies for improvements can be more objectively made.

Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments help 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 follow better and easily understand the contents provided. However, the lecture materials should not be limited to a listing of recommended publications.

- *Strategies for improvement*

As we do not have access to the e-learning materials, we do not know whether the suggestions that we will mention here can be useful. It might be the case that some of our suggestions have actually already been implemented. First of all, we would suggest providing videos on the theoretical sessions in the e-learning platform, to let the student re-listen and review the contents as a means to enable a better understanding and encourage self-working at home. Furthermore, interactive online practical exercises and an online chat should be developed: to make the learning experience more attractive and allow all students interested in the topic to learn more about it, on the one hand, and to easily interact and discuss with the professors and other students via the chat, on the other hand.

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

- *Evaluation*

The theory-oriented components are sufficient to cater the learning outcomes and knowledge development, but this is not the case with the practice-oriented components. The practice-oriented components should be developed in the course planning and evaluation process to value to the student work.

- *Strategies for improvement*

The strategies suggested are pointed out under “quality criteria 1 and 4”.