

QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P03: University of Catania)

Revised course: “(ECOL 462) – LANDSCAPE ECOLOGY AND PLANNING”

Pondicherry University

Master Degrees

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 5 foreseen units give to the students a good background about basic concepts of Landscape ecology and how these concepts can be integrated in planning processes. The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning. • Strategies for improvement The units about Landscape Planning can be increased, as they are currently limited to 1 week only (week 14). For example examples about landscape planning in India and EU can be added. References are suggested below.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> • <i>Evaluation</i> In general the number of hours for lectures (50 hours), practical exercises and self-study (100 hours) is well designed and adequate for the content of the course (total of 150 hours). <i>Strategies for improvement</i> Given the overall workload of the course (150 hours in total), the total number of ECTS can be increased up to 4-5 ECTS.
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 course is properly positioned in the Curricula. It correctly requires some prerequisites in terms of basic understanding of ecology and environmental science, strong English language skill and basic computer operation. • <i>Strategies for improvement</i> No strategies are required
Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*

A take-home exam follows each unit and serves as a didactic tool to apply and transfer the knowledge acquired into real world problems and practical case study. Other assignment and group/individual projects are as well integrated to form the whole grading system, which is properly structured and suitable if referred to course contents and general learning outcomes. On the contrary, the evaluation method is unreasonably intricate.

- *Strategies for improvement*

Evaluation might follow a more simple approach based on weighted mean of scores.

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

- *Evaluation*

Teaching and learning approaches encompass different methods, appropriate to the various contents and skills and adjusted based on theory/practice oriented components of the course

- *Strategies for improvement*

No strategies are required

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

- *Evaluation*

Theory/Practice-oriented components are well balanced. Referring to the learning outcomes and skills developments, the course components focused on “planning” are less developed than those on “landscape ecology”

- *Strategies for improvement*

Add more units related to landscape planning, merging some contents of the other topics about Landscape Ecology.

New reference about landscape planning to be used:

Rega C (ed). (2104). Landscape Planning and Rural Development. Key Issues and Options Towards Integration. Springer, ISBN: 978-3-319-05759-0

M. Luc, U. Somorowska, J.B. Szymańda (eds). (2015). Landscape Analysis and Planning. Geographical Perspectives. Springer, ISBN: 978-3-319-13527-4

von Haaren C., Lovett A.A., Albert C. (2019). Landscape Planning with Ecosystem Services. Theories and Methods for Application in Europe. Springer, ISBN: 978-94-024-1681-7