

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

Revised course: “(EVNS 413) – ADVANCED SUSTAINABLE DEVELOPMENT”

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
<p>Evaluation</p> <p>This interdisciplinary course offer an overview of the broad Sustainable Development concept from the origin in the 70ies concept to the United Nations 17 Goals of Sustainable Development, offering the different perspectives of SD (economic, ecological, political). The course is structure into 5 units, with equal length.</p> <ul style="list-style-type: none"> • <i>Strategies for improvement</i> <p>Week 15, 16 and 17 have the same topics.</p>
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> • Evaluation <p>In general the number of hours for lectures (30 hours), practical exercises and self-study (100 hours) is well designed and adequate for the content of the course (total of 130 hours).</p> <p>However: Workload reported in the breakdown of class activities (30 hours) is different than the one reported in the description of the units (5x8h=40) Weeks reported in the course outline (17) do not match with those reported in the summary table (18)</p> <ul style="list-style-type: none"> • Strategies for improvement <p>Fix the errors in the syllabus, reported above</p>
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> <p>The course correctly requires some prerequisites in terms of basic understanding of ecology and environmental science, and English language skills.</p> <ul style="list-style-type: none"> • <i>Strategies for improvement</i> <p>No strategies are required</p>

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

- *Evaluation*

The assessment is based on exercises, homework, group assignments and the final examination. The grading system is properly structured and suitable if referred to course contents and general learning outcomes.

- *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, which are potentially appropriate to the various contents and skills but are not explicitly related to course contents or its theory/practice oriented components

- *Strategies for improvement*

I would suggest to include on lecture about Environmental Justice, an emerging and important topic in the broad frame of SD. This can be done in week 15 or 16.

Further relevance readings can include:

Sustainable Development Book series, <https://www.springer.com/series/15486>. Chapters in books of these series can be used as further reading, according to teacher's need.

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

- *Evaluation*

The course is framed based on Theory -oriented components.

- *Strategies for improvement*

Rework the course outline, if possible, to dedicate 5 to 10hours to practical aspects/components and explicit the related TLM

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