**QUALITY ASSESSMENT BY EU PARTNERS (PARTNER University of Catania)**

# New course: “(FRM-513) Urban Ecology and Environment”

# Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir

# Master Degrees

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| **QUALITY ASSESSMENT** |
| Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents |
| * *Evaluation*   In general the number of hours for lectures (32 hours), practical exercises and self-study (28 hours) is correctly designed  The 5 foreseen units give to the students a good background about approaches and models of urban ecology and ecosystems.  The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.  *• Strategies for improvement*  Some workload allocated for self-study should be added, for example 25-30 hours for home studying. |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation*   The indicated number of ECTS is 2, but according to the actual length and distribution of the workload , it can be increased to 3 ECTS. |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   The syllabus does not specify the basic prerequisites in terms of knowledge and skills.   * *Strategies for improvement*   Considering that the course is positioned in the II semester, it should be highlighted if some prerequisites (to be achieved in the I semester) are required. |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   Individual and group assignments are well describe and framed within the course. However, evaluation criteria could be better balanced and detailed.   * *Strategies for improvement*   More details could be added to describe the type of mid-term and final examination (written test, discussion, quiz). Moreover, the weight of intermediate quiz could be rise to 10 points while the final exam limited to 50 points. |

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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 help gauge students understanding |
| * *Evaluation*   Teaching and learning methods are mixed and include taught classes, case study discussions and practical visits.  However, the practice-oriented components of the course are not described, so it is not clear how the practical visits are related to contents of the course. Small trips seem to be basically linked to individual and group assignments  The list of materials/books could be improved.   * *Strategies for improvement*   The syllabus must refer to practice-oriented components of the course, explicating the corresponding lecture hours  Specify which part of the list of materials/books could be considered compulsory and which part recommended. Replace, if proper, some reference or add more recent one.  In Unit 3, an introduction to urban morphologies could be of great added value to better describe urban ecosystems in dense urban environment such as the Indian ones.  Some interesting references that could be suggested follow below:  -Adler, F. R., & Tanner, C. J. (2013). Urban Ecosystems. Cambridge University Press  -K Sivaramakrishnan, & Rademacher, A. (2013). Ecologies of Urbanism in India Metropolitan Civility and Sustainability. Hong Kong China: Hong Kong University Press, Baltimore  -Parris, K. M. (2016). Ecology of urban environments. Chichester, West Sussex ; Hoboken, Nj: John Wiley & Sons Ltd  -Keitaro Ito (2021). Urban biodiversity and ecological design for sustainable cities. Springer |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   The practice-oriented components of the course are not described.  With regard to theory, the course content’s framework miss some lectures focused on specific topics that are important to achieve declared learning outcomes and targeted skills   * *Strategies for improvement*   Theoretical Units should include lectures focused on risk assessment and management (risk definition, risk analysis, risk evaluation, treatment,…)  The syllabus must refer to practice-oriented components of the course, explicating the corresponding lecture hours |

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