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

# Revised course: “(FRM-611) Urban Ecosystem Management”

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

# PhD

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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.  Check the typo in the section of learning outcomes which are general and not related to “Unit I” |
| 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.  Since this is course of the PHD program, a possible way to evaluate students will be the preparation of a short research paper on a specific topic chosen by the student. |

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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. They seem to be basically included into individual and group assignments.  The list of materials/books could be enriched. Currently it includes one book, two articles (online) and one report, which is not sufficient to cover all contents of the course at the phd level   * *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.  -Please check the third item in the list of reference and correct the report location  -Below some interesting references:   * (freely available online) Elmqvist et al. (2013). Urbanization, Biodiversity and Ecosystem Services: Challenges and Opportunities. SpringerLink. https://doi.org/10.1007-978-94-007-7088-1 * Blue-Green Infrastructure Across Asian Countries. (2022). SpringerLink. <https://doi.org/10.1007-978-981-16-7128-9> * -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 is well articulated   * *Strategies for improvement*   -Unit 3 might be reworked by including more comprehensive lectures on green infrastructure as a multifunctional and multiscalar planned network of high quality natural and semi-natural areas with other environmental figures, referring to tree functionality and management as a specific focus section  -The syllabus must refer to practice-oriented components of the course, explicating the corresponding lecture hours |

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