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

# Revised course: “Introduction to Ecology and Landscape”

# Nirma University

# Bachelor 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*   The 6 foreseen Units give to the students a good background about the basic concepts of ecology and landscape as a strong foundation for the future courses  The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.     * *Strategies for improvement*   A short introduction on landscape and urban ecology could be important integration to the content of the course and should be added |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation*   Giving the planned number of hours for lectures (45 hours), practical exercises and self-study (80 hours) the course is for 4.5 ECTS not 3 ECTS.   * *Strategies for improvement*   Correct the number of total ECTS to 4.5 ECTS  Change the hours of estimated workload for some of the activites to an integer quantity (e.g. 3,75 h to 3 or 4) |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   The updated course is designed for students of the III semester. The positioning is coherent with the level of difficulty and no prerequisites are necessary.   * *Strategies for improvement*   No additional strategies are required |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   Course assignments are listed in details and coherent with targeted skills and knowledge. However, it is not always clear when they belongs to in-class activities or independent works. Moreover, The assessment criteria of some of the class activities, as reported in the table of the course workload, are not explicitly related to the grading-assessment-evaluation system (e.g. Class participation and Class participation and preparedness for assignments).   * *Strategies for improvement*   The syllabus might better relate the “assessment” of the grading system with the “assessment” of activites listed in the table of the course workload, and the list of course assignments to the latter table.  The grading system of evaluation might consider to set the level C (passing mark) at 6 and not at 5. |

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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 not described.   * *Strategies for improvement*   The syllabus should include a description of the adopted TLM.  Add some reference materials to support the learning goals under Unit IV.  Suggested reading should include more recent literature.  Urban Ecology literature to be added:  Marzluff, J.; Shulenberger, E.; Endlicher, W.; Alberti, m.; Bradley, G.; Ryan, C.; ZumBrunnen, C.; Simon, U. (Eds.): (2018). Urban Ecology. An International Perspective on the Interaction Between Humans and Nature. New York: Springer |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   Theory components prevail but practice-oriented sections are sufficient to cater the learning outcomes and skills development of the course, based on the ECTS load   * *Strategies for improvement*   No additional strategies are required |

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