

COURSE OUTLINE

(1) GENERAL

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|---|------------------------------|-----------------|--|
| SCHOOL | | | |
| ACADEMIC UNIT | | | |
| LEVEL OF STUDIES | | | |
| COURSE CODE | | SEMESTER | |
| COURSE TITLE | | | |
| TEACHER | | | |
| INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| | | | |
| | | | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | | | |
| PREREQUISITE COURSES: | | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | | | |
| COURSE WEBSITE (URL) | | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> |
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General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- | | |
|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i> |
| <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> |
| <i>Decision-making</i> | <i>Respect for the natural environment</i> |
| <i>Working independently</i> | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i> | <i>Criticism and self-criticism</i> |
| <i>Working in an international environment</i> | <i>Production of free, creative and inductive thinking</i> |
| <i>Working in an interdisciplinary environment</i> | <i>.....</i> |
| <i>Production of new research ideas</i> | <i>Others...</i> |
| | <i>.....</i> |

(3) SYLLABUS

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(4) TEACHING and LEARNING METHODS - EVALUATION

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|---|-----------------|--------------------------|
| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i> | Activity | Semester workload |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | Course total | |
| STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | | |

(5) ATTACHED BIBLIOGRAPHY





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| <p>-Suggested bibliography on Eudoxus (Eudoxus code, title)</p> <p>-Suggested bibliography:</p> <p>- Related academic journals:</p> |
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(6) Connection to the Sustainable Development Goals









Select the targets it connects to: (choose 2 to 5)



TAGS (choose 2 to 5)

| TARGETS | Choose from the suggested words |
|---|---|
|  | <p>Poverty Social protection Social cohesion Equal human rights Social resilience Social vulnerability</p> <p>Social shocks/disasters Environmental shocks/disasters Development cooperation</p> <p>Developing countries Least developed countries</p> |
|  | <p>Hunger Access to food Nutrition Agricultural income Food production Food security</p> <p>Agricultural practices Ecosystems Climate change and adaptation Extreme weather Land quality</p> <p>Soil quality Species variety Rural infrastructures Gene banks (plant and/or livestock)</p> <p>Developing countries Least developed countries</p> |
|  | <p>Mortality (maternal and/or newborns) Epidemics Mental health Use of alcohol and/or narcotic drugs</p> <p>Road traffic accidents Sexual/reproductive health</p> <p>Universal health coverage (including medicines and vaccines) Pollution (air/water/soil)</p> <p>Health services management (financing and/or workforce development)</p> <p>Health risks (early warning, risk reduction, management)</p> |
|  | <p>Equitable access to education (primary, secondary, technical, vocational, university)</p> <p>Early childhood (development and pre-primary education)</p> <p>Skills (technical and/or vocational) Inclusive education Teachers' qualifications and training</p> <p>Lifelong learning</p> |

TARGETS*Choose from the suggested words*

| | |
|---|---|
| 5 GENDER EQUALITY  | Discriminations against women Exploitation of women Women's inclusion in decision-making Gender equality Empowerment of women and girls |
| 6 CLEAN WATER AND SANITATION  | Drinking water Sanitation and hygiene Water quality Water recycling/reuse Water resources management Water-related ecosystems |
| 7 AFFORDABLE AND CLEAN ENERGY  | Renewable energy Energy mix Energy efficiency Clean energy Energy technologies Fossil fuels Developing countries Least developed countries |
| 8 DECENT WORK AND ECONOMIC GROWTH  | Economic growth Technology upgrading and innovation Labour-intensive sectors Job creation Entrepreneurship Creativity and innovation Micro-, small- and medium-sized enterprises Financial services and/or institutions Resource efficiency Sustainable consumption and/or production Decent work Unemployment Slavery and human trafficking Child labour Labour rights Health and safety in workplace Migrants Sustainable tourism Developing countries Least developed countries |
| 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE  | Resilient infrastructures Industrialization (inclusive and sustainable) Employment Least developed countries Developing countries Value chains and markets Resource-use efficiency Technologies (clean and environmentally sound) Research and development Innovation Industrial diversification Information and communications technologies internet access |
| 10 REDUCED INEQUALITIES  | Inclusion (social, economic and political) Inequalities reduction Non-discrimination laws and/or policies Social equality Social protection policies Financial markets and institutions monitoring Migration and mobility policies |
| 11 SUSTAINABLE CITIES AND COMMUNITIES  | Affordable housing Transportation systems (inclusive and sustainable) Sustainable urbanization Human settlement planning Cultural heritage Natural heritage Mortality caused by environmental disasters Urban footprint Urban air quality Urban waste management Public spaces (safe, inclusive, accessible, green) Regional development planning Least developed countries |
| 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  | Sustainable consumption Sustainable production Developed countries Developing countries Natural resources management Food waste Food losses Waste management (prevention, reduction, recycling, reuse) Pollution management |

TARGETS*Choose from the suggested words*

Reporting sustainability information Public procurement

Sustainable tourism



Climate-related hazards Natural disasters Climate-change measures

Climate-change capacity (mitigation, adaptation, impact reduction, early-warning)



Marine pollution Marine ecosystems Coastal ecosystems Ocean acidification

Overfishing

Fishing practices Aquaculture Tourism Marine technology Marine biodiversity



Terrestrial ecosystems Forest management Desertification Land degradation

Biodiversity

Deforestation Afforestation and/or reforestation Species in threat

Species under protection (flora and/or fauna) Wildlife products Invasive alien species

Local livelihood opportunities



Accountable institutions Inclusive institutions Transparent institutions Violence

Eliminate exploitation of children Equal access to justice Organized crime Corruption and/or bribery

Non-discriminatory laws



Multi-stakeholder partnerships Developing countries Tax collection Debt sustainability

Debt financing Cooperation on science/technology/innovation

Technology (development, transfer, dissemination, diffusion)

Technology and innovation capacity-building