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

# New course: “Cities and Nature-Based Solutions”

# Nirma University

# PHD Program

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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 5 units give the students a good background about the concept of NBS with specific reference to different type urban context (urban/periurban) and related data/parameter needed to develop solutions to issues of contemporary citiesThe units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.* *Strategies for improvement*

Some space should be given to an important category of NBS that are the Sustainable Urban Drainage Systems or Best Management Practice. For example a dedicated Unit can be added to this topic, instead of the generic unit 5 that is a bit generic and can be substituted to more specific NBS-related topic.One unit of sub-unit can illustrate technical features of NBS (methods for deployment, materials/species, costs) , to give students more practical information about their actual design.Topic of Governance (week 5) can be moved later on in the schedule, it looks a bit to earlier. In unit 3, topics in week 7 and week 9 can be merged |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate  |
| * *Evaluation*

The number of ECTS is appropriate (3 ECTS) and correctly designed with 30 hours for lectures and 60 hours for practical exercises and self-study. |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty  |
| * *Evaluation*

The new course belongs to the PHD program in Architecture and designed for undergraduated and master graduatesThe positioning is coherent with the level of difficulty.* *Strategies for improvement*

Check if the stated Prerequisites (undergraduated students) are correct |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*

Progress and final assessments are not specified* *Strategies for improvement*

Details should be added on how the assessments will be done and which assessment criteria will be used |

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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 methods are not detailed.Learning methods are various, though the majority of the course content would need a traditional approach of classroom-taught lectures, with a resulting less interactive learning process.* *Strategies for improvement*

The syllabus could better highlight the teaching methods used with regard to the different units of the course.Relevant reading from EU perspective:L. Wendling, J. Garcia, D. Descoteaux, B. Sowińska-Świerkosz, T. McPhearson, N. Frantzeskaki, D. La Rosa, Z. Yiwen, T. Lin, T. Fidélis, A. Dumitru, W.J. Mitsch, S. Lavrnić, C. Maucieri, Y. Wang, L. McCarton, S. O'Hogain, S. Schmidt, G. Vidal, C.H. Crespo (2021). Editorial: Introduction to the Nature-Based Solutions journal. Nature-Based Solut, 1, 100003, 10.1016/j.nbsj.2021.100003Cohen-Shacham E, Maginnis S, Smith M, et al (2016) 1.2 Defining NbS. In: Cohen-Shacham E, Walters G, Janzen C, Maginnis S (eds.) (2016) Nature-based Solutions to address global societal challenges, 5-7. Gland, Switzerland: IUCN. xiii + 97pp. <https://portals.iucn.org/library/sites/library/files/documents/2016-036.pdf> (accessed September 3, 2021) |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skillsdevelopment |
| * *Evaluation*

Theory and practice-oriented (case studies) components are properly weighted in terms of learning hours based on the course content and well connected to learning outcomes and target skills.* *Strategies for improvement*

No additional strategies are required |

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