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

# Elective course: “Environmental Design and GIS application”

# 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 4 units give the students a sufficient background about the basic of environmental design with spatial explicit tools such as NBS.  The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.  However, some units include some too general and basic concepts that should be substitute with more specific content. For example, Units 4 title does not match the actual content.   * *Strategies for improvement*   Unit 4 should focus on more related methods for GIS-aided environmental design, such as overlay, multidimensional or spatial analysis, instead of covering very basic introduction of GIS. |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation and Strategies for improvement*   The number of ECTS is appropriate (2 ECTS), but the workload for the independent work should be increased, especially if students are required to complete a project assignment at the end of the course. |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   The new course is elective and designed for bachelor students. The positioning is appropriate in the curricula.   * *Strategies for improvement*   No strategies are required |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   Progress and final assessments are described in details and suitable to support skills and knowledge achievements. However, the assessment criteria listed in the table of course workload distribution are not explicitly related to the grading-assessment-evaluation system for all activities.   * *Strategies for improvement*   Assessment criteria for in-class activities could be combined to the progress assessment and included in the grading system  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 methods are not detailed.  Learning methods are various and proper to the achievement of learning outcomes.  Prerequisites are not required which is unsuitable for such a kind of course.  The suggested references properly include fundamental readings, though quite dated   * *Strategies for improvement*   The syllabus could better highlight the teaching methods used with regard to the different section of the course outline.  The course should require some Prerequisites related to the achievement of competences and general knowledge on technical drawing and representation  The list of references might include some topical readings. Take for example:  - Mc Harg, I, (1995), Design with Nature (25th anniversary edition), John Wiley and sons, 978-0471114604.  -Spatial Tensions in Urban Design. (2021). SpringerLink.  -Reed, Chris and Lister, Nina-Marie (2014), Projective Ecologies. Actar Publishers  -Carmona, M. (2021). Public places urban spaces : the dimensions of urban design. New York: Routledge. |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   Theory and practice-oriented 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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