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

# course: “Laws, Policies and Guidelines promoting Green and Blue Infrastructure”

# Nirma University

# Online Course

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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 foreseen topics give to the students a good background about the most relevant policies to promote and create Green and Blues infrastructure in cities.   * *Strategies for improvement*   Key policy instruments about Green and Blue Infrastructure can be added such as.   * *Transfer of development right concept*   References:  Nelson, A.C.; Pruetz, R.; Woodruff, D.; Nicholas, J.C.; Juergensmeyer, J.C.; Witten, J. The TDR Handbook—Designing and Implementing Transfer of Development Rights Programs; Island Press: Washington, DC, USA, 2012; p. 344, ISBN 978-1597269810.  Martinico, F.; La Rosa, D.; Privitera, R. Green oriented urban development for urban ecosystem services provision in a medium sized city in southern Italy. iForest 2014, 7, 385–395.  Pruetz, R.; Pruetz, E. Transfer of Development Rights Turns 40. Plan. Environ. Law 2007, 59, 3–11.   * *Policy for NBS such as Sustainable Urban drainage systems*   References:  EPA-United States Environmental Protection Agency (2014), Getting to Green: Paying for Green Infrastructure Financing Options and Resources for Local Decision-Makers. EPA 842-R-14-005  Filatova, T., (2014) Market-based instruments for flood risk management: A review of theory, practice and perspectives for climate adaptation policy. Environmental Science and Policy, 37:227-242  Pappalardo V., La Rosa D., (2019). Policies for Sustainable Drainage Systems in urban contexts within performance-based planning approaches. Sustainable Cities and Society, 101830, <https://doi.org/10.1016/j.scs.2019.101830> |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation*   The distribution of hours between lectures (60 hours) and independent work (12 hours) is a bit unbalanced in terms of hours, even if the nature of this course is an online course  *Strategies for improvement*  Some more hours for home activities and/or independent work should be added |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   Open Online course open to different students or professionals   * *Strategies for improvement*   None |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   The syllabus does not provide details for evaluation. It remains unclear how the learning outcomes expected from in-class activities and independent work are practically assessed and included in the evaluation. Similarly, it is not specified how the student is supposed to get the evaluation “pass” or “fail”  .   * *Strategies for improvement*   More details should be added to describe the evaluation in terms of assessment criteria and related activities.c If proper, add a grading reference matrix. |

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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*   TLM are described with different degree of detail. In particular, the highlighted teaching approach of “making most of interactive and self-reflective methods of teaching and learning and, where possible, avoiding standing lectures and presentations” does not match with the online trait of the course.  The list of reading/books misses fundamental references to Green and Blue Infrastructure. Some topics are linked with more than one reference while others have no suggested material.   * *Strategies for improvement*   Specify which part of the list of materials/books could be considered compulsory and which part recommended. Replace, if proper, some reference with a more recent one. Check that the majority of topics is sufficiently covered by suggested readings. |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   The course misses the “green and blue infrastructure” content.  Theory and practice-oriented are not split in terms of learning hours and not explicitly connected to learning outcomes and target skills.  The table of course workload includes activities most likely associated with the ability to “apply knowledge of building and plan approval processes” but these activities are not described in details.   * *Strategies for improvement*   The Course must include taught lectures on green and blue infrastructure, including the review of literature on existing laws, policies and guidelines promoting Green and Blue Infrastructure worldwide  Theory and practice-oriented components could better specify, separately, contents and corresponding activities/hours |

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