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

# Revised course: “(NMR-3212) Geomatics”

# Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir

# 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*   In general the number of hours for lectures (16 hours), in class practical exercises (64 hours) is designed for a practical course devoted to make students familiar with Geomatics tools and software.  The 5 foreseen units give to the students a good background about approaches and models of Geoinformatics, correctly introducing the basics of Geomatics.  The units contain a balanced numbers of learning objectives and outcomes sustainable to reach a good level of learning.  *• Strategies for improvement*  Hours for lectures for more theoretical topic could be increased to at least 20-25, to have a more balanced distribution of in-class workload. For example we can have 20 hours for lectures and 55 hours for practical exercise.  Some workload allocated for self-study and should be added, for example 25-30 hours for home studying and data preparation/processing, |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation*   The indicated number of ECTS (3) is appropriate, considering the practical nature of the course |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   The syllabus does not specify the basic prerequisites in terms of knowledge and skills.   * *Strategies for improvement*   If proper, specify the prerequisites for the course |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   Individual and group assignments are well describe and framed within the course. However, evaluation criteria could be better detailed.   * *Strategies for improvement*   More details could be added to describe the type of mid-term and final examination (written test, discussion, quiz). |

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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 mixed through a pretty actual approach, including taught classes and group discussions and practical visits.  The list of materials/books could be improved.   * *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 or add more recent one. |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   Practice-oriented components are definitely prevailing, which is basically coherent with learning outcomes and skills   * *Strategies for improvement*   -Whithin practical components, lecture hours for individual and group assignments could be increased. |

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