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

# Elective course: “Urban context studio”

# Nirma University

# Bachelor Degrees

|  |
| --- |
| **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 of the course give the students a good background to integrate architectural and urban design, also considering natural and human characteristics in an integrated urban context.  The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.  Very appropriate for India is the Unit on Conservation / Reuse of Urban Insert.   * *Strategies for improvement*   Course outline is comprehensive at the same time flexible to be used under different objectives that studio can set every year. |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| The workload is correctly balanced.  However, according to the indicated workload (140 in class hours and 50 independent work hours) the number of ECTS should be reduced to 6.5 ECTS.  As an alternative, the number of independent work can be increased up to 100 hours to ensure 8 ECTS. |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty |
| * *Evaluation*   The new course is designed for bachelor students. The positioning is appropriate in the curricula   * *Strategies for improvement*   No additional strategy is required |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*   Progress and final assessments are 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. |

|  |
| --- |
| 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*   Prerequisites are not required which is unsuitable for such a kind of course.  Learning methods, as detectable by the table of course assignments, are interesting and coherent with the general learning outcomes, while teaching methods are not made explicit.  The suggested references properly include fundamental readings, which might be further increased   * *Strategies for improvement*   The course should require some Prerequisites related to the achievement of competences and general knowledge on technical drawing and representation  The syllabus could better highlight the teaching methods used with regard to the provided optional modules.  The list of references might include other helpful readings, such as:  -Friedman, A. (2021). Fundamentals of Sustainable Urban Design. SpringerLink. |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   Theory and practice-oriented components are always properly combined.   * *Strategies for improvement*   No strategy is required |

\*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.