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

# Elective course: “Studio - Neighborhood Planning and Design”

# Nirma University

# Master 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 course gives the students a good background about the approach for urban and environmental design, with specific reference to different type urban context (urban/periurban) and environmental components that have role in the design  The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.   * *Strategies for improvement*   Course outline is very comprehensive at the same time flexible to be used under different objectives of the studio. |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate |
| * *Evaluation and Strategies for improvement*   The workload is correctly balanced.  However, according to the indicated workload (140 in class hours and 180 independent work hours) the number of ECTS could be slightly reduced to 10.5 ECTS.  As an alternative, the number of independent work can be increased up to 220 hours to ensure 12 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 master 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. |

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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.  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.  An additional relevant reading should can include:  Steiner F., Palazzo D., 2012, Urban Ecological Design, Island Press Washington, DC, 978-1-61091-226-6 |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills  development |
| * *Evaluation*   Theory and practice-oriented components are not always clearly detectable by the course outline so it is not possible to infer if they are properly weighted or well connected to learning outcomes and target skills.   * *Strategies for improvement*   Rework the section of the course outline to better highlight theory and practice-oriented components for each taught unit |

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