

Work Package 2

QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF CATANIA)

New course 1: "Port and Marine Construction"

QUALITY ASSESSMENT
<p>Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents</p>
<ul style="list-style-type: none"><i>Evaluation</i> Generally, 3 ECTS are not sufficient for the subject of port and marine construction. However, the syllabus reports that the aim of the course is to provide an overview on this subject, therefore, the number of credits can be considered adequate to the content. The distribution of workload between classroom work (30 hours) and independent work (60 hours) is well balanced.<i>Strategies for improvement</i> In Topic 2, among the learning outcomes it would be appropriate to make explicit the natural conditions that affect a port planning and design such as: waves, tides and tidal currents, littoral currents and sediment transport, risk of silting. The availability of construction material could also affect port planning and ultimately the issue of maintenance should not be put aside.
<p>Quality criteria 2: Total number of credit units in the course is correct and appropriate</p>
<ul style="list-style-type: none"><i>Evaluation</i> The total number of credits is correct on the basis of the consideration reported in 'quality criteria 1'.<i>Strategies for improvement</i>
<p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p>
<ul style="list-style-type: none"><i>Evaluation</i> This aspect cannot be assessed as we do not know the structure of the Bachelor degree in which this course is included.<i>Strategies for improvement</i> Specify to the position of this course in the Bachelor degree.

Quality assessment

COURSES REVISED AND NEWLY CREATED BY PARTNER P11 (XXXXXXXXXXXXXX)

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Quality criteria 4: Tests are suitable and appropriate to support transferable skills
<ul style="list-style-type: none">• <i>Evaluation</i> The examination is divided in 4 tests (exercise 20%, homework 15%, semifinal examination 15%, final examination 50 %): This appear suitable to adequately evaluate the skill gained by the students on the subject.• <i>Strategies for improvement</i> Although the number of tests are adequate, the 50% of the grade given to the final examination appears too large. This should be reduced by at least 10% to make the distribution of the marks between the different tests more balanced. Using this 10% the weight of homework and semifinal examination can be increased up to 20% for each of them.
Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments helps gauge students understanding etc.
<ul style="list-style-type: none">□ <i>Evaluation</i> The Teaching/Learning Material is pertinent and support student in undertaking the course. Prerequisites are absent and this is acceptable based on the fact that the course is not aimed to train engineers in the field of maritime constructions. However, it is clear that introducing some prerequisite concerning the subject of port and marine construction would certainly be useful for the students which could more easily understand the content of the course.□ <i>Strategies for improvement</i> As an improvement of the TLM we suggest adding handouts that could help students better understand the topics developed during the lectures. We also suggest a handbook that contains recommendations and practical guidelines, whose reference is shown below. Carl A Thoresen (2003) Port designer's handbook. Thomas Telford Publishing, Thomas Telford Ltd, 1 Heron Quay, London E14 4JD. URL: http://www.thomastelford.com In order to improve the preparation of students in facing this course, if the Bachelor degree includes courses such as hydrodynamics, mechanics or structural design, it is advisable for these to take place before teaching Port and Marine Construction.
Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development

- *Evaluation*

The theory/practice oriented components are sufficient to satisfy learning outcomes and skills development

- *Strategies for improvement*

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