

How to use the assessment criteria: The criteria show the main categories of assessment. Each category has sub criteria. Related text describes the features and contents of a good performance (grade 3). If 2/3 of the criteria are met, the student gets a better grade (grade 4), and if the student fulfills all the criteria at an excellent level, they get a grade of 5.

General learning outcomes	
Critical thinking	Good understanding of the concept studied in the course and identification of their limitations, gaps or inconsistencies
Self-management	Good capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Good capacity for effective time management
Capacities for communication	Good capacity to transmit information graphically, textually and/or orally. Adequate capacity to engage with the audience and to adapt the provided information to the targeted audience
Multidisciplinary thinking	Good capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them
Scientific approach	Students has done knowledge-based decisions during the planning / design process
Planning process	
Analysis	The analysis of the site is diverse and adequate for the purpose to get to know the site
Strong conceptual	The student has been able to create and present a strong and solid approach concept
Realization of the concept	The design / planning solution is based on the presented concept

Location and distribution of functions	Location and distribution of functions and structures and structures is carefully studied
Identity	The proposed design / planning solution enhances the local identity and genius loci
Integration of natural and societal processes	Good competence to identify processes, changes, potentials and problems in natural systems, understand and assess the interconnection between abiotic, biotic and human factors, as well as their spatial and temporal distributions
Level of innovation	Student can propose technical, landscape architectural or other innovations
Technical features	
Coherence of presentation and content	The content of the design / planning solution and the qualities of the presentation are in line
Overall quality of visuals	The student can present the principal planning / design ideas well through visual material
Accuracy of plans and sections	The presented drawings are in appropriate scale and technically accurate
Use of infographics and other illustrations	The use of infographics helps to understand the value of design / planning solution
Quality of texts	Texts add understanding on design / planning solutions and written with good language

Specific learning outcomes

Overall understanding of coastal / river system

Good capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges

Understanding of coastal / river communities

Student shows good and realistic understanding on past, current and future development of human activities in coastal / river system

Understanding of environmental conditions of coastal / river systems

Student shows good and realistic understanding on past, current and future development of ecological processes and human impact on those

Implementation of related concepts and themes, especially regenerative approaches

Student has been able to try out and integrate concepts and themes presented during the lectures into design / planning solution

Role of landscape architect in a coastal system

Student has been able to identify such leverage points of the coastal system, where landscape architecture can make a specific impact. In addition, the student has been able to present related design / planning solutions in they work.