

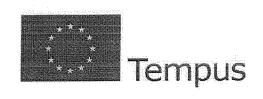


Peer Review

Course Title: Green Built Environment (BA) - "Sustainable architecture	and building design"

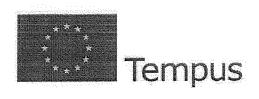
Please rate the course in terms of each of these categories (adding any extra comments where necessary):

	Criteria	Very Good	Good	Average	Poor	Very Poor	
1.	1.1 Students are	4	-				
Introduction	introduced to the	and the state of t					
& Module	purpose and structure of		- Constitution of the Cons				
Details	the module					<u> </u>	
	1.2 Prerequisite		+				
	knowledge in the		and the second s				
	discipline and/or any		decensorate				
	required competencies	and the second s	na n				
	are clearly	ла акууууу	ž				
	stated			n v sijir kasi i Aless			
	1.3 Module contents are	+					
	in line with labour	ŧ:					
	market needs						
	Comments	1.1 All of th	e module to	pics are introd	uced and de	scribed in an	
		understandable way. A good overview for the module contents,					
		lectures and seminar tasks is provided.					
	of constant	1.2 More explanations on module aspects should be provided. It is recommended to provide information on databases and					
		It is recomi	mended to p	provide inform	nation on di	etapases and	
		best practic	e projects wi	thin the modu	ie descriptio	η. 	
2. Aims and	2.1 Module aims	+				1	
intended	describe outcomes that					in the second se	
learning	are measurable		* 1 TO THE PERSON NAMED IN COLUMN 1				
outcomes	2.2 Aims and learning	+					
	outcomes are stated						
	clearly and written from	:					
	the students'		· .				
	perspective		N.				
e e e e						<u> </u>	
	2.3 Learning outcomes		j a			90000	
	are appropriately		,				
	designed for the level of						
	the course				: 		
	2.4 Aims and learning	+		and the second s			
	outcomes are consistent	`					
	with labour market						
	requirements	and Abrahile	loarning au	comes are me	acurable an	l in line with	
	Comments	Module aim		ronics are me	asurabic am	a are resident witch	
		ivioquie aim	3.		· · · · · · · · · · · · · · · · · · ·		





		2.2 Aims a	nd learning	outcomes are	e stated clear	ly, from the			
		students' perspective. It is clear what knowledge and							
	competences students will acquire after successfu					l completion			
- Company of the Comp			of the course.						
·				utcomes in g	anaral are co	ncistent with			
	rei em imperior	Z.4 AIIIIS di	iu ieariirig o	utcomes in g	enerar are co	vouladas for			
-	in the second se	labour market requirements, but more spec local market requirements should be integrate							
		local marke	t requiremen	its should be I	ntegrated.	1			
3. Learning	3.1 Module is well		+						
Plan &	structured and balanced					<u> </u>			
Module	3.2 Module topics meet		+						
Structure	labour market								
-	requirements								
-	3.3 Learning plan is		#-						
or in a second of the second o	adequate, lectures are	***************************************			- Commission				
	well planned								
		+	Programme Constitution						
	3.4 Module structure is	T							
	consistent with aims and			· week	· Vincenting of the control of the c				
	learning outcomes			<u> </u>	1	1			
	Comments			ctured and b					
				or students in					
		civil engine	ering. Learr	ning tools fo	r integrated	sustainable			
		analysis of b	ouildings and	urban design	should be de	veloped.			
				tures are wel					
4. Teaching	4.1 Teaching methods		+						
methods	are clearly explained								
memous			+						
	4.2 Teaching methods		7	-		-			
	promote the	:							
	achievement of the								
	stated learning					-			
	outcomes								
	4.3 Teaching methods	+							
	support active,	Topic Co.							
	individualized student		:						
	learning			-					
	Comments	4.1 Teaching	methods fo	r sustainable	design is clear	ly explained			
	Comments	4.1 Teaching methods for sustainable design is clearly explained and appropriate for an individual studies and learning							
		approach.	priate for	u.,					
				romote the a	chiavament a	f tha ctated			
		learning outcomes "Sustainable architecture and building							
	20	design". 4.3 It is recommended to explain the qualification of supporting							
	Transfer	4.3 It is reco	mmended to	explain the o	qualification o	t supporting			
		teaching consultants and specialists, as they contribute							
		significantly	to the design	n and learning	outcomes.				
5. Module	5.1 The types of	4			1 to	ours rootsia prii Charen ii salij			
assessments	assessment selected		v.	-					
and	measure the stated								
assessment	learning aims and are	· ·							
	1 ATS								
procedure	consistent with course		2.						
Contract of the second	activities and resources			<u> </u>					





	5.2 The course grading	1 4				
	policy is stated			- 1	The state of the s	
			+			
	5.3 Specific and	1	T		1	-
and the second s	descriptive criteria are		> X	***************************************		
	provided for the			***		
	evaluation of students'				-	
	work and				and the second	
	participation and are				and the same of th	
	tied to the course	e e e e e e e e e e e e e e e e e e e				
	grading policy					
	5.4 The assessment	od a strong and a strong a strong and a strong a strong and a strong a strong and a strong a strong a strong a strong and a strong a	-	+		
	instruments selected are	er.				
	sequenced, varied, and					
	appropriate to the			-		-
	content being assessed			<u> </u>	1	i abayasan in ini
and the second	5.5 Students have	-	+			المالية
debinition	multiple opportunities					
	to measure their own		***			
and the second	learning progress					
	5.6 Assessment is in line		4			
	with the requirements					
***************************************	of relevant					
	professional bodies					
	Comments	5.1 The sel	ected types	of assessmen	t measure st	ate learning
		Objective q and individu form an un exams and of 5.2 Clear de partly subje architectura perception. 5.3 Assessi	uality criterional assessment derstandable course works. Sign course got to individual and urban ment criterional assessment criterional	with course a along with ent of experie assessment rading policy al professors quality dependence a schedule, es for any si	best practice enced profess method for is stated never and tutors ends partly on assessment	e comparing sional tutors students on ertheless it is valuation, as individual's submission
			ion is provide			
6.	6.1 Feedback on		4			
o. Assessment	assignments is		•			
feedback	clearly stated	n winder dat (A)				
iccupant	6.2 Feedback is given in			4		
	ways that promote					
	students'				i i	
	learning					
	6.3 Feedback is given on	<u>+</u>		3		
	all assessed work	T		9		
	6.4. Feedback is	+				
	available to all		ing.			
						- *
	students on request 6.5 Feedback is relevant,	+				





	To the second second		1	1		
	informative and fit for purpose					A CONTRACTOR OF THE PROPERTY O
	6.6 Feedback is timely and given within a			+		dilian shipper states
en e	reasonable timescale					-
	6.7 Feedback is	+	<u> </u>			
	appropriate to the	.*				
***************************************	nature of the					Topological Control of the Control o
	assessment task	4554				
	Comments	6.2 Feedba	ck is given in	individually a	s the course	is based on a
****	Comments	regularly o	onsulting an	d presentati	on system t	hat promote
The state of the s		students' l	earning imme	diately after	test. In case	of deficits in
88100000000000		the project	guality, stud	lents are refe	rred to learr	ing and best
Noncondense and the Control of the C		practice ma	aterials in ord	er to improve	their knowle	dge.
and the same of th		6.7 Feedba	ick is approp	riate to the	nature of the	assessment
				course work		
7. Staff	7.1 Responsibilities	+				
details and	of staff are clearly		C.	w.w.		
sources of	declared					
help	7.2 Technical support is		+			
	offered and accessible		*			er construction of the con
	for students					
	7.3 Academic		+			
	support services are					
;	provided and accessible	30	<i>y</i>		***************************************	
	for students		. *			
	7.4 Course instructions		+			
:	articulate or link to an			· ·	-	The state of the s
	explanation of how the		and the second			
	institution's student				· · · · · · · · · · · · · · · · · · ·	
	support services can			na n		
	help students succeed		- and an	***		
	and how students can					
	access the services			4		l Lindad and
	Comments	7.3 Acade	mic support	services are	not yet p	intor foculty
		accessible	for student	s, as trus i	equires all	inter-faculty
		integrated	teaching and	l learning m	rovo knowle	dge are not
	to the second se			ald be improv		uge are not
	:	indicated. I	asponsibilitio	nu be implov c. of academi	cu. ic staff provi	ded, contact
-		7,4 Mail I	esponsibilitie	responsibili	rice of staff	should be
		provided.	en. Detaneu	responsion	uca or aran	5
Q Tonchina	8.1 Teaching materials	provided.	1 ×			1
8. Teaching materials	contribute to the	PC				
inarchais	achievement of the	-	The state of the s	16 Temperatura		
	stated aims and learning		1.80			anconstant in the second
	outcomes					and the second
	8.2 The relationship			+		
	between the materials	i i				





	and how the materials						
	are to be				The state of the s		and the second s
	used for learning						i i i i i i i i i i i i i i i i i i i
	activities are clearly				Parameter Control		
	explained					-	
	8.3 All resources and			+			
	materials used in the						
	course are appropriately						
	cited		1				
	8.4 The materials are up	+					
	to date		1	11		Land the state of	
	8.5 The materials			+		-	
	present a variety of						`
	perspectives on the						
	course content						
	8.6 The distinction			+			•
	between required and					e de la companya de l	
	optional materials is		**		:		
	clearly explained			:			
	8.7 The materials are	+	T. Same		Harris Control of the		:
	supported with practical		*		:		
	tasks				a digeriye in mayaran d		
	8.8 The materials			+			
	respond to labour						
	market needs	X					
	Comments	8.1 Indicate	d tea	ching m	aterials contr	ibute to the a	chievement
		of the stat	ed a	ims and	learning ou	tcomes but	need to be
		further dev	elone	ed Supp	ort for teach	ing materials	through IT
		Laufa Camata	~,~p,	* **** ** ** **	radio programme de la companya del companya de la companya del companya de la com	anger en state of the state of	trumants in
		TOTAL IS THE	VOIV	develope	ed due to a la	ck of those ins	
			very	develope	ed due to a la	ck of those ins	
		general.		develope			
		general. 8.2 The re	latio	develope	etween the	materials an	d how the
		general. 8.2 The re materials a	latio re to	develope nship be be used	etween the I for learning	materials an activities are	d how the e explained;
		general. 8.2 The re materials al indeed som	latio re to e mo	develope nship be be used re detail	etween the I for learning instructions (materials an activities are ould be provi	d how the explained;
		general. 8.2 The re materials at indeed som 8.5 The ma	latio re to e mo ateria	develope nship be be used re detail als prese	etween the d for learning instructions c ent a variety	materials an activities are ould be provi	d how the explained; ded.
		general. 8.2 The rematerials all indeed some 8.5 The macourse control of the source cont	latio re to e mo ateria tent	nship be be used re detail als prese – opinic	etween the differ learning instructions cent a variety ons and rese	materials an activities are ould be provi	d how the explained; ded.
		general. 8.2 The rematerials and indeed some 8.5 The materials and course contauthors pro-	latio re to e mo ateria tent video	nship be be used re detail als prese – opinic I in text i	etween the differ learning instructions cent a variety ons and resematerials.	materials an cactivities are could be provi of perspecti arch results	d how the explained; ded. ives on the of different
		general. 8.2 The rematerials and indeed some 8.5 The maccourse contauthors pro 8.6 To ena	latio re to e mo ateria tent video ble :	nship be be used re detail als prese – opinio I in text r students	etween the differ learning instructions out to the different a variety ons and resematerials.	materials and activities are could be proving of perspections arch results on calculators	d how the explained; ded. ives on the of different s and open
		general. 8.2 The rematerials all indeed some 8.5 The macourse contauthors process. 8.6 To ena source software.	latio re to e mo ateria tent video ble s ware	nship be be used re detail als prese – opinic I in text r students prepare	etween the difor learning instructions of the cent a variety ons and resematerials. to use vided by profess	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
		general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
		general. 8.2 The rematerials all indeed some 8.5 The macourse contauthors process. 8.6 To ena source software.	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
9. Quality of	9.1. Computer learning	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
9. Quality of computer	9.1. Computer learning system contributes to	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
a professionalisms foliation of the sale	The state of the s	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer learning	system contributes to	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer	system contributes to the achievement of the	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer learning	system contributes to the achievement of the stated aims and learning outcomes	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer learning	system contributes to the achievement of the stated aims and learning	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know in M	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer learning	system contributes to the achievement of the stated aims and learning outcomes 9.2. Material uploaded in computer learning	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know in M	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the
computer learning	system contributes to the achievement of the stated aims and learning outcomes 9.2. Material uploaded	general. 8.2 The rematerials and indeed some 8.5 The macourse contauthors pro 8.6 To ena source softy theoretical	latio re to e mo ateria tent video ble s ware know in M	nship be be used re detail als prese – opinic I in text r students prepare	etween the differ learning instructions cent a variety ons and resematerials. to use vided by profess practical was	materials and activities are could be proving of perspection arch results on calculators ionals to und	d how the explained; ded. ives on the of different and open erstand the

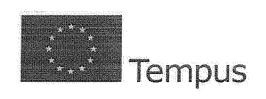




		T T	
· ·	and open source		
	software are practically	The property of the control of the c	
	used in assignments		
	9.4. Computer learning	+	
	system is easy to		
	manage	A."	and the second s
	9.5. Computer learning	, +	
	system has good	**	
	interface		
and the second s	9.6. Computer learning	+ _.	
	system is innovative		
· ·	learning tool		
· ·	9.7. The system)
· ·	(calculator, video, open		
	source software) present		
. 3	a variety of perspectives		
	on the course content		
	Comments	achievement of the state especially in achieving probased to a broad extend owork presentation. 9.2 Additional know-how calculators can helps to Lecturer materials, video,	system contributes less to the sted aims and learning outcomes, actical competences, as the course is on practical seminar tasks and course and tasks supported by videos and better absorb the material content. calculators and open source software upped as it helps students to solve
		due to the theoretical and 9.5 Computer learning s interface, also is well stri relevant module material (system of the university has good uctured and informative: useful and theoretical and practical) is provided. stem is innovative learning tool and

Please list 3 aspects of the course which demonstrate good practice and why:

- 1) Course helps to receive new knowledge in the innovative filed of sustainable design and sustainable criteria for build environment based on international best practice. Actual and measurable learning outcomes that correspond to labour market needs.
- 2) Feedback on sustainable project preparation is individual and very carefully planned. It helps students to assess their own progress and promotes students' designing skills.
- 3) Course is based on European sustainable design standards for housing buildings and urban environments of high socio-cultural, economical and functional quality.





Please list 3 aspects of the course where improvements could be made and why:

- 1) Additional know how and supported by videos on sustainable best practice and climate calculators should be provided to enable for better absorbing the material content. Lecturer materials, video, calculators and open source software should be further integrated in the teaching method and shown in the handbook.
- 2) 1 Feedback on assignments schedules for students with time schedule for assessment and detailed criteria should be provided in order to inform students how their achievements will be evaluated.
- 3) A part of the course should be integrated into the computer learning system to enhance to the achievement of the stated aims and learning outcomes.

Please give any other comments about the course:

General assessment of the course is positive, only minor corrections are recommended.