Tempus

CENEAST

``Peer Review

Course Title: Green Built Environment (MA) - "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. Introduction & Module Details	1.1 Students are introduced to the purpose and structure of the module	+				
	1.2 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated		+			
	1.3 Module contents are in line with labour market needs	+				
	Comments	1.2 More explanations on some module aspects should be provided. It is recommended to provide information on sustainable design methods and international green building standards within the module description. 1.3 Module contents are in line with labour market needs – As the module field is very wide, it provides good possibility for the development of deepened theoretical and practical knowledge for in the Architectural and Construction sector as well as for research activities in these sectors.				
2. Aims and intended learning outcomes	2.1 Module aims describe outcomes that are measurable		+			
	2.2 Aims and learning outcomes are stated clearly and written from the students' perspective		+			
	2.3 Learning outcomes are appropriately designed for the level of the course	+				
	2.4 Aims and learning	+				

	outcomes are consistent with labour market requirements					
	Comments	2.2 Aims and learning outcomes are stated clearly, from the students' perspective. It is clear, what knowledge and competences master students will acquire after a successfu completion of the lecture and seminar course. 2.3 Learning outcomes are appropriately designed for students of the level of the course – MASTER studies. Knowledge and competences are higher level than those required in BSc level. 2.4 Aims and learning outcomes in general are consistent with labour market requirements, indeed it is recommended to include more specific simulation and calculation skills, which are significant for built environment developers, i.e. feasibility assessment of architectural projects, tendering, communication skills, etc.				
3. Learning Plan & Module Structure	3.1 Module is well structured and balanced		+			
	3.2 Module topics meet labour market requirements	+				
	3.3 Learning plan is adequate, lectures are well planned		+			
	3.4 Module structure is consistent with aims and learning outcomes	+				
	Comments	3.2 Module topics in general meet labour market requirements Best practice projects should be additionally included. 3.3 Learning plan and lectures are well planned. 3.4 Module structure is consistent with aims and learning outcomes. The Module structure provides abilities to achieve deepened and advanced knowledge about "Sustainable architecture and building design" according Module aims and intended learning outcomes.				
4. Teaching methods	4.1 Teaching methods are clearly explained		+			
	4.2 Teaching methods promote the achievement of the stated learning outcomes	x				
	4.3 Teaching methods support active, individualized student learning	+				
	Comments	4.1 Teaching methods for sustainable design is clearly explained and appropriate for an individual studies, master research and learning approach.				

	students' learning					
	6.3 Feedback is given on all assessed work	+				
	6.4. Feedback is available to all students on request			+		
	6.5 Feedback is relevant, informative and fit for purpose	+				
	6.6 Feedback is timely and given within a reasonable timescale		+			
	6.7 Feedback is appropriate to the nature of the assessment task	+				
	Comments	6.1 Feedback on assignments is very clearly stated. A template for lecture and seminar course work feedback is not yet prepared. Time scales for receiving feedback provided. 6.2 Feedback is given in individually as the lecture and seminar course is based on a regularly consulting and presentation system that promote students' learning immediately after test. In case of deficits in the project quality, students are referred to learning and best practice materials in order to improve their knowledge. 6.3 Feedback is given on all assessed work: research exam and course work. Some assessment feedback could also be provided for practical students' exercises during the lecture and seminar course. 6.7 Feedback is appropriate to the nature of the assessment tasks: test, individual presentations, course discussions and lecture and seminar course work.				
7. Staff details and sources of help	7.1 Responsibilities of staff are clearly declared	+				
	7.2 Technical support is offered and accessible for students		+			
	7.3 Academic support services are provided and accessible for students		+			
	7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed	+				

		4.3 Selected teaching methods support active, individualized learning and research processes. Received fundamental knowledge about sustainability on different scales and cultural contexts will be applied in individual environmental design and research projects.				
5. Module assessments and assessment procedure	5.1 The types of assessment selected measure the stated learning aims and are consistent with course activities and resources		+			
	5.2 The course grading policy is stated		+			
	5.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy	+				
	5.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed		+			
	5.5 Students have multiple opportunities to measure their own learning progress		+			
	5.6 Assessment is in line with the requirements of relevant professional bodies		+			
	Comments	5.1 The selected types of assessment measure, based on an online assessment system state learning aims and are consistent with lecture and seminar course activities and resources. Objective quality criteria along with best practice comparing and individual assessment of experienced professional tutors form an understandable assessment method for students on exams and course works. 5.4 The selected assessment instruments in general are sequenced through intermediate and final reviews and appropriate to the tasks and knowledge being assessed.				
6. Assessment feedback	6.1 Feedback on assignments is clearly stated		+			
	6.2 Feedback is given in ways that promote	+				

	and how students can access the services					
	Comments	7.1 Responsibilities of staff (module tutors, programme leaders and support staff) are clearly declared. 7.2 It is clear from Module handbook that technical support is offered and accessible for students, indeed it is recommended to indicate the responsible staff for technical support and provide contact details. 7.4 Main responsibilities of academic staff provided, contact details given. Detailed responsibilities of staff should be provided.				
8. Teaching materials	8.1 Teaching materials contribute to the achievement of the stated aims and learning outcomes	+				
	8.2 The relationship between the materials and how the materials are to be used for learning activities are clearly explained	+				
	8.3 All resources and materials used in the course are appropriately cited		+			
	8.4 The materials are up to date	+				
	8.5 The materials present a variety of perspectives on the course content	+				
	8.6 The distinction between required and optional materials is clearly explained		+			
	8.7 The materials are supported with practical tasks	+				
	8.8 The materials respond to labour market needs		+			
	Comments	8.1 Indicated teaching materials contribute to the achievement of the stated aims and learning outcomes but need to be further developed. Support for teaching materials through IT tools is not very developed due to a lack of those instruments in general. 8.4 The materials are up to date – novel literature for teaching				

		materials, innovative computer learning systems for learning support have to be prepared in addition. 8.8 The materials in general respond to labour market needs, additional practical case studies could be provided.				
9. Quality of computer learning system	9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes		+			
	9.2. Material uploaded in computer learning system is up to date	+				
	9.3. Calculators, video and open source software are practically used in assignments			+		
	9.4. Computer learning system is easy to manage			+		
	9.5. Computer learning system has good interface			+		
	9.6. Computer learning system is innovative learning tool		+			
	9.7. The system (calculator, video, open source software) present a variety of perspectives on the course content		+			
	Comments	9.2 Material uploaded in Computer Learning System exists and is up to date: climate and sustainable calculators, video and open source software are provided for students' works but require further development and additional proposals. 9.3 Calculators, video and open source software should be used more practically in assignments and to prepare for exam, for practical exercises as well as lecture and seminar course work. It is recommended to clearly state in Module handbook for what tasks Computer learning system should be used. 9.4 Computer learning system is part of the lecture and seminar course program and supports the theoretical and practical course method. 9.7 Computer learning system supports learning materials with video, calculators and open source software prepared by professionals from many different countries. In this way extensive perspectives on course content are provided, i.e.:				

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

1) The lecture and seminar course Green Built Environment (MA) - "Sustainable architecture and building design" helps to receive new and advanced knowledge in the innovative field of sustainable environmental design, sustainable building certification and opens up numerous new research topics for students for build environment studies. Actual and measurable learning outcomes correspond to labour market needs.

2) Feedback on sustainable project preparation is individual and very carefully planned. Analytics based on international best practice in architecture, urban design and civil engineering helps students to assess their own progress and promotes students' designing skills.

3) The Lecture and seminar course bases on European sustainable design standards and contemporary architectural design methods for housing buildings and urban environments of high socio-cultural, economical, aestetical and functional quality.

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

1) Additional know how and learning support 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) Feedback on assignment 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 lecture and seminar course should be integrated into the computer learning system of the university, to enhance to the achievement of the stated aims and learning outcomes.

Please give any other comments about the course:

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

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