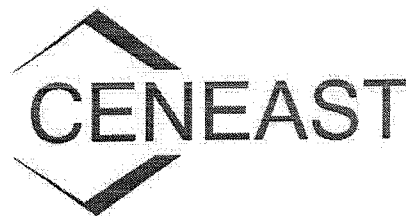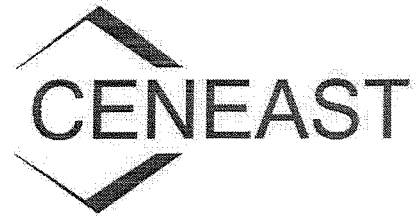# Peer Review

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):

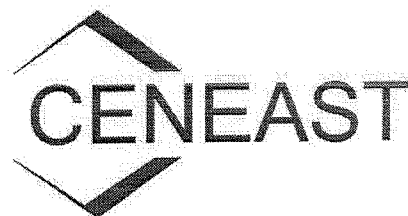|	Criteria	Very Good	Good	Average	Poor	Very Poor
1. Introduction & Module Details	1.1 Students are introduced to the purpose and structure of the module	+				
	1.2 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated	+				
	1.3 Module contents are in line with labour market needs	+				
	Comments	1.1 All of the topics are introduced in an understandable manner. Module content is presented in a sufficient overview. 1.3 Module contents are in line with labour market needs – As the module field is very wide, additional and moor deepened knowledge should be required by students to meet qualification requirements in the Architectural and Construction sector.				
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	2.1 Module learning outcomes are assessable and comply Module aims.				

		2.3 Learning outcomes are appropriately designed for students of the level of the course – BACHELOR studies. Knowledge and competences are higher level than those required in BSc level. 2.4 Aims and learning outcomes are consistent with labour market requirements. It is recommended to include more specific 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. 3.4 Module structure is consistent with aims and learning outcomes. The Module structure provides abilities to achieve basic 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		+				
	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 and learning approach 4.3 It is recommended to explain the qualification of supporting teaching consultants and specialists, as they contribute significantly to the design and learning outcomes. 4.3 Selected teaching methods support active, individualized learning process as new knowledge about sustainability will be applied in individual design projects.					
5. Module assessments and assessment	5.1 The types of assessment selected measure the stated learning aims and are	+					

procedure	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	5.2 Clear design course grading policy is stated nevertheless it is partly subject to individual professors and tutors evaluation, as architectural and urban quality depends partly on individual's perception. 5.4 The selected assessment instruments in general are sequenced through intermediate and final reviews and appropriate to the tasks and knowledge being assessed. 5.6 Assessment is in line with the requirements of relevant professional bodies as lecture system is based on international sustainable criteria requirements that are needed in labour market assessed.				
6. Assessment feedback	6.1 Feedback on assignments is clearly stated		+			
	6.2 Feedback is given in ways that promote 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. Students will get feedback immediately after completion of the intermediate and final project reviews as well as after exam testing. A template for course work feedback is not yet prepared. Time scales for receiving feedback provided. 6.3 Feedback is given on all assessed work: exam and course work. Some assessment feedback could also be provided for practical students' exercises during the course.				
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 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.				
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			+		

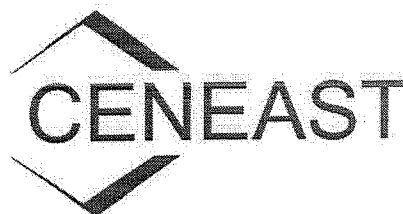|						
	are to be used for learning activities are clearly explained					
	8.3 All resources and materials used in the course are appropriately cited		+			
	8.4 The materials are up to date	+				
	8.5 The materials present a variety of perspectives on the course content		+			
	8.6 The distinction between 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	8.3 All resources and materials used in the course are appropriately cited, list of references provided. 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. 8.7 The materials are supported with practical tasks that are provided after each topic. 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	9.1. Computer learning system contributes less to the achievement of the stated aims and learning outcomes, especially in achieving practical competences, as the course is based to a broad extend on practical seminar tasks and course work presentation. 9.2 Material uploaded in Computer Learning System exists and is up to date: climate and sustainable calculators, video and open source software are not yet provided for students' works. 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 course work. It is recommended to clearly state in Module handbook for what tasks Computer learning system should be used. 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 course teaches 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) The course is innovative and provides up to date know-how on 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.