Tempus

CENEAST

Peer Review

Use this form to complete course peer review.

Course Title: Human Safety, Natural and Technogenic Problems in the 21st Century

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

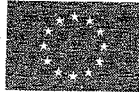|	Criteria	Very Good	Good	Average	Poor	Very Poor
1. Introduction & Module Details	1.1 Students are introduced to the purpose and structure of the module	+				
	1.2 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated			+.		
	1.3 Module contents are in line with labour market needs		+			
	Comments	1.1 Module content is presented in detail manner. All of the topics are clearly introduced. 1.2 More explanations on prerequisite knowledge in the discipline and/or any required competencies should be provided. It is recommended to provide this information in Module Introduction and (shortly) in Module Details. 1.3 Module contents are in line with labour market needs - the security/safety items are significant for both Construction and Building Environment Management sectors. Strength is that students will use in practice knowledge and skills on safe prevalence. Indeed, more detail explanations how these systems can be used in practice could be provided.				
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 measurable and in line with Module aims. 2.2 Aims and learning outcomes are stated clearly, from the students' perspective. It is clear what knowledge and competences students will acquire after successful completion of the course. 2.3 Learning outcomes are appropriately designed for 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 skills which are significant for built environment developers, i.e. feasibility assessment of development 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	3.1 Module is well structured and balanced: provides all the necessary information and learning tools for integrated analysis of the built environment life cycle. 3.2 Module topics in general meet labour market requirements. More practical case studies could be included. 3.3 Learning plan is adequate; lectures in general are well planned. Indeed it is recommended to schedule practical exercises. 3.4 Module structure is consistent with aims and learning outcomes. It is clear that Module structure provides abilities to achieve 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,		+			

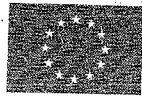|	individualized student learning						
	Comments	4.1 Teaching methods are clearly explained and appropriate for distance learning studies. 4.2 Teaching methods promote the achievement of the stated learning outcomes. It is recommended to explain what competences will be achieved while using particular teaching methods. 4.3 Selected teaching methods support active, individualized learning process and this is one of the highest strengths of the Module: students are directed to additional resources available online, personalized learning process is introduced.						
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 the stated learning aims and are consistent with course activities and resources. Main types of assessment are running and graded tests. Much of achieved learning outcomes reflect in practical training – students applying their knowledge of security/safety cases to a practical situation through simulations and game management. 5.2 Clear course grading policy is stated. Formula for cumulated						

Tempus CENEAST

		mark is provided. Assessment schedule, assessment submission instructions and deadlines for any submissions, penalties for late submission of assessments envisaged. 5.3 Clear assessment criteria are not provided. It is highly recommended to develop system of assessment criteria in order to evaluate the level of achieved learning outcomes. 5.4 The selected assessment instruments in general are sequenced, varied, and appropriate to the content being assessed. Indeed, it is recommended to include assessment of students' activity while performing various tasks of the module. 5.5 Students have opportunities to measure their own learning progress. For this purpose self-examination questions are provided at the end of each topic. Also self-assessment can be performed by using e-learning system. 5.6 Assessment is in line with the requirements of relevant professional bodies taken as a whole as knowledge and competences 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 after completion of the running and graded tests. Time scales for receiving feedback is provided. 6.2 Feedback is given in ways that promote students' learning as immediately after e-test, in case of wrong answers students are referred to learning materials in order to improve their knowledge to encourage future learning. 6.3 Feedback is given on assessed work: running and graded tests. Some assessment feedback could also be provided for practical cases within the learning process.				

		6.4 Feedback is available to all students and not only on request. 6.5 Feedback is relevant, informative and fits for purpose. Forms of feedback are in line with assessment forms. 6.6 Feedback is timely and given within a reasonable timescale. Feedback on the running tests is given in 5 working days of the submission date of the work within the semester period and on graded tests assessment – within 5 working days within the end-of-semester exams. 6.7 Feedback is appropriate to the nature of the assessment tasks: running and graded tests questions and situations.				
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 quite 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. 7.3 Academic support services are provided in general and accessible for students. Main responsibilities of academic staff are provided; contact details are to be given. 7.4 There are no course instructions of how the institution's student support services can help students succeed and how students can access the services. Only key responsibilities of staff provided. This issue should be improved.				
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		+			

Criteria						
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 Wide range of teaching materials definitely contributes to the achievement of the stated aims and learning outcomes. Furthermore, teaching materials are supported by IT tools.

8.2 The relationship between the materials and how the materials are to be used for learning activities are explained; indeed some more detail instructions could be provided.

8.3 All resources and materials used in the course are appropriately cited, list of references is provided.

8.4 The materials are up to date — novel literature for teaching materials preparation used, innovative computer learning systems for learning support provided.

8.5 The materials present a variety of perspectives on the course content — opinions and research results of different authors provided in text materials. Students are to be informed in details about possibilities to use video, calculators and open source software prepared by professionals from many different countries to understand the theoretical knowledge in practical way.

8.6 The distinction between required and optional materials is quite clearly explained in Module handbook.

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, indeed some practical case studies could be provided.

Tempus   CENEAST

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

1) Course helps to achieve significant and measurable learning outcomes that correspond to labour market needs.

2) Feedback on assignments is carefully planned. It helps students to assess their own progress and promotes students' learning.

3) Course is supported with novel learning materials; computer-aided tools are used. Selected teaching methods support active, individualized learning process and this is one of the highest strengths of the Module.

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

1) More explanations on prerequisite knowledge in the discipline and/or any required competencies should be provided. This would help to indicate students' auditory for this course. It is recommended to provide this information in Module Introduction and (shortly) in Module Details.

2) Clear assessment criteria for tasks should be provided in order to inform students how their achievements will be evaluated. These criteria also would help to measure students' progress.
Students are to be directed to additional resources available online, i.e. databases Science Direct, Scopus, the e-library, etc.; Virtual Learning Environment (VLE) is to be provided, for practical exercises students are to be able to use Decision Support Systems.

3) Course instructions to articulate or link to an explanation of how the institution's students support services can help students succeed and how students can access the services should be provided in Module handbook in order to inform students on support issues.

Please give any other comments about the course:

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

Professor Gustavo Soares, Ph.D.