



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):

necessary).	Criteria	Very Good	Good	Average	Poor	Very Poor
1.	1.1 Students are	. +				
Introduction	introduced to the					
& Module	purpose and structure of				. •	
Details	the module					•
	1.2 Prerequisite		. +			
N. C.	knowledge in the					
	discipline and/or any				-	
	required competencies					
	are clearly					*
	stated				. '	
	1.3 Module contents are		+			
	in line with labour					
	market needs					
Ne de la	Comments		The first state of the state of	resented in c	letail manner	. All of the
			early introduc			
				on prerequ		
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				ended to pro		
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				ore detail e		now these
- 11. 11. 11. 11. 11. 11. 11. 11. 11. 11		systems can	be used in pr	actice could b	e provided.	
2. Aims and	2.1 Module aims	.				
intended	describe outcomes that			•		."
learning	are measurable					
outcomes	2.2 Aims and learning	+				
	outcomes are stated					
	clearly and written from					
	the students'					
	perspective					
san di			v. s., s., f., r.,			
	2.3 Learning outcomes	+				
	are appropriately					

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	designed for the level of					-
	the course	٠.				
	2.4 Aims and learning	+				
	outcomes are consistent					
	with labour market					
	requirements			,		
	Comments	2.1 Module	learning outo	omes are me	asurable and	in line with
		Module aim	s.		*	
		2.2 Aims ar	nd learning o	utcomes are	stated clearl	y, from the
		1	perspective.			-
-		•	es students w			-
		of the cours		•		,
		1	outcomes ar	e appropriate	elv designed 1	for the level
			se – Master			
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			ket requirem			
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		environmen	-	s, i.e. fea	_	ssment of
		1	it projects, ter		•	
3. Learning	3.1 Module is well	developmen	r projects, ter	idering, com	·	1113, C.C.
Plan &	structured and balanced					
Module	3.2 Module topics meet					
Structure	labour market	+				
Structure	ul Proposition proceeding to a feeting in Application of the contract of the c					and the second
	requirements	2 - 1 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -				
	3.3 Learning plan is		ľ			
	adequate, lectures are					
	well planned					
	3.4 Module structure is	***************************************	+			
	consistent with aims and					
	learning outcomes					
	Comments		is well struct			
		and the second second second	formation and		ils for integral	ted analysis
		The second secon	nvironment li	•		
			opics in gene			quirements.
			al case studie			
		_	plan is ade	. •		
			deed it is re	ecommended	l to schedul	e practical
		exercises.		reger y are and and a first		
			structure is			-
egiging participation of the color		and the second s	is clear that I			1
		achieve Mod	ule aims and i	intended lear	ning outcome	S.
4. Teaching	4.1 Teaching methods	+				
methods	are clearly explained					
	4.2 Teaching methods	**************************************				
	promote the					
	achievement of the					
	stated learning			- 1		
• .	outcomes					

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	4.3 Teaching methods		+			
	support active,		*.			
	individualized student					
	learning					
	Comments			re clearly expl	ained and ap	propriate for
·			rning studies			
				romote the a		
¥1 1 14.		1		is recomme		•
,		1	s will be ac	hieved while	using particu	ılar teaching
		methods.				
		l .		nethods supp		
				s is one of the		
		1		rected to addi		ces available
		online, perso	onalized lear	ning process is	s introduced.	T .
5. Module	5.1 The types of	+				
assessments	assessment selected					
and	measure the stated		-			
assessment	learning aims and are consistent with course		•			_
procedure	activities and resources		٠.			
	5.2 The course grading	<u> </u>	· · · · · · · · · · · · · · · · · · ·			
	policy is stated					·
	5.3 Specific and			+		
	descriptive criteria are					
	provided for the				97 1 4 4 5 1	
	evaluation of students'					
	work and					
	participation and are					
	tied to the course	with the				
	grading policy	milyawa a ya ana ma				
	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				. 1288	
	5.6 Assessment is in line		+			
	with the requirements					
	of relevant					
	professional bodies	r 1 Th =!-			n.h. no.n.e	*
	Comments		and the second of the second o	of assessme		
				consistent wit		1
			and the same the second of the	assessment learning outc	and a second of the artists of the configuration of	Stanford Confedence Control Confedence
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				ation through		
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		management. 5.2 Clear course grading policy is stated. Formula for cumulated 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.	6.1 Feedback on	
Assessment	assignments is	
feedback	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	The state of the s
	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
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		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	7.1 Responsibilities	+
details and	of staff are clearly	
sources of	declared	
help	7.2 Technical support is	
	offered and accessible	
	for students	
	7.3 Academic	+
	support services are	
	provided and accessible	
	for students	
en en grand Grand de la companya	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	Class traggers and the second
	access the services	
	Comments	7.1 Responsibilities of staff (module tutors, programme leaders
		and support staff) are quite clearly declared.
	and a process of the control of the The control of the control of	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
Nagoria ya nasa kata kata ya masa ka Manazaria	mind the same was a second to the same and t	student support services can help students succeed and how
		students can access the services. Only key responsibilities of
The Assault		staff provided. This issue should be improved.
8 Teaching	Q 1 Teaching materials	stan provided. This issue should be improved.
8. Teaching	8.1 Teaching materials contribute to the	
materials	the state of the contract of the state of th	
	achievement of the	
	stated aims and learning	
	outcomes	





	8.2 The relationship	+				TOTAL AND
	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	+		3 · · · · · · · · · · · · · · · · · · ·		* Bran, or recommending
	between required and					
	optional materials is				·	
	clearly explained					
	8.7 The materials are			· · · · · · · · · · · · · · · · · · ·		
	supported with practical					
	tasks					
1	199 <u>0</u> 88 <u>1</u> 8 <u>11</u> - 1998 - 1999 - 199					
	8.8 The materials					
	respond to labour					
	respond to labour market needs		+		definitely co	ntributes to
	respond to labour		nge of teach			
	respond to labour market needs	the achieve	ment of the	stated aims	and learning	outcomes.
	respond to labour market needs	the achieve	ment of the e, teaching ma	stated aims aterials are su	and learning pported by IT	g outcomes. Ttools.
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8.8 The materials in general respond to labour market needs, indeed some practical case studies could be provided.

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.

Зам. директора ИЭЭ НТУУ «КПИ» по учебно-методической работе



Ган А.Л.