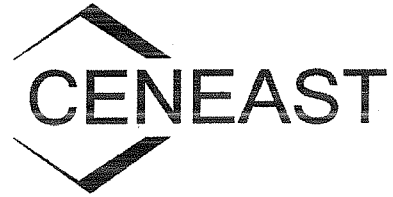


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Peer Review

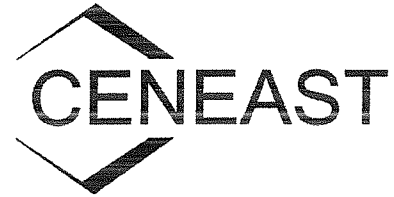
Course Title: Construction Investments

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	<p>1.1 Module content is presented in detail manner. All of the topics are clearly introduced.</p> <p>1.2 More explanations on prerequisite knowledge and required competencies should be provided. It is clear that there should be understanding about cost-estimating methods, selling and letting process etc.</p> <p>1.3 Module contents are in line with labour market needs – construction investments including public investments are significant for construction and real estate sector. The weakness at the moment is that case studies are based on foreign countries. Hopefully it is possible to provide better linkage to the host countries.</p>				
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	+				



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	the course					
	2.4 Aims and learning outcomes are consistent with labour market requirements	+				
	Comments	<p>2.1 Module learning outcomes are measurable and in line with Module aims.</p> <p>2.2 Aims and learning outcomes are stated clearly. It is clear what knowledge and competences students will acquire after successful completion of the course.</p> <p>2.3 Learning outcomes are appropriately designed for the level of the course – MSc studies.</p> <p>2.4 Aims and learning outcomes in general are consistent with labour market requirements.</p>				
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	<p>3.1 Module is well structured and balanced: provides all the necessary information and learning tools for construction investments.</p> <p>3.2 Module topics in general meet labour market requirements. More case studies and assignments covering the host countries could be included.</p> <p>3.3 Learning plan is adequate; lectures in general are well planned.</p> <p>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.</p>				
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	<p>4.1 Teaching methods are clearly explained and appropriate.</p> <p>4.2 Teaching methods promote the achievement of the stated</p>				



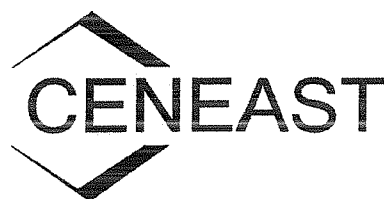
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		learning outcomes. 4.3 Selected teaching methods support active, individualized learning process.				
5. Module assessments and assessment procedure	5.1 The types of assessment selected measure the stated learning aims and are consistent with course 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	<p>5.1 The types of assessment measure consistent with course activities and resources. There are two alternatives- an online version and paper-based version. In addition to final examination students will complete interim assessments in order to assess their progress and ensure their readiness for the final examination.</p> <p>5.2 Clear course grading policy is well stated. It is relatively simple as it is based on written examination only.</p> <p>5.3 Clear assessment criteria are provided.</p> <p>5.4 The selected assessment instruments are appropriate to the content being assessed.</p> <p>5.5 There exist interim assessments in order to assess the progress and ensure the readiness for the final examination. However, there are no other tools which help to measure the progress.</p> <p>5.6 Assessment is in line with the requirements of relevant professional bodies as knowledge and competences that are</p>				



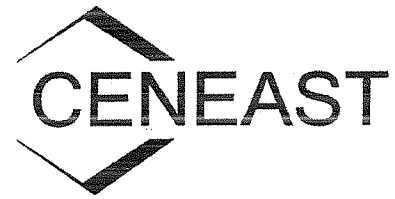
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		needed in labour market are assessed.				
6. Assessment feedback	6.1 Feedback on assignments is clearly stated	+				
	6.2 Feedback is given in ways that promote students' learning	+				
	6.3 Feedback is given on all assessed work		+			
	6.4. Feedback 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	<p>6.1 Feedback on assignments is clearly stated. Students will get feedback after completion of interim assessments. Feedback from the final examination takes the form of an overall grade.</p> <p>6.2 As interim assessments do not affect the final grade then in case of wrong answers students are referred to learning materials in order to improve their knowledge.</p> <p>6.3 Feedback is given on all assessed work: exam and interim assessment.</p> <p>6.4 Feedback about interim assessments is available to all students and not only on request, feedback from the final examination is available on request.</p> <p>6.5 All the answers are shown together with the correct answers, it means that the feedback is relevant, informative and fit for purpose.</p> <p>6.6 It seems logical that the feedback about interim assessments should be done before final examination. The timescale related to the feedback of final examination is not stated. It could be provided within limited time period and it is good provide the exact number of days.</p> <p>6.7 Feedback is appropriate to the nature of the assessment tasks: interim assessment and final examination.</p>				
7. Staff details and sources of help	7.1 Responsibilities of staff are clearly declared	+				
	7.2 Technical support is offered and accessible			+		



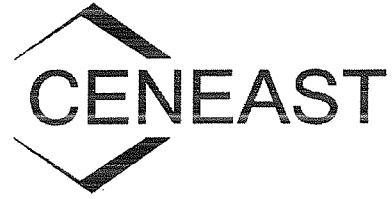
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	for students					
	7.3 Academic support services are provided and accessible for students	+				
	7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services				+	
	Comments	<p>7.1 Responsibilities of staff (module coordinator and local coordinator) are clearly declared.</p> <p>7.2 It is not clear from Module handbook what is the way to provide technical support if it is needed. It is recommended to indicate the responsible staff for technical support.</p> <p>7.3 Academic support services are provided and accessible for students.</p> <p>7.4 There are no instructions how the institution's student support services can help students succeed and how students can access the services. This issue should be improved. Solution can be different case by case.</p>				
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	+				



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	clearly explained					
	8.7 The materials are supported with practical tasks		+			
	8.8 The materials respond to labour market needs		+			
	Comments	<p>8.1 Teaching materials contribute to the achievement of the stated aims and learning outcomes.</p> <p>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.</p> <p>8.3 Main part of resources and materials used in the course are appropriately cited.</p> <p>8.4 The materials are up to date.</p> <p>8.5 The materials present a variety of perspectives on the course content.</p> <p>8.6 There is clear distinction between required and optional materials.</p> <p>8.7 The materials are supported with practical assignments. The only concern is that those could have better linkage to local circumstances.</p> <p>8.8 The materials in general respond to labour market needs, indeed some case studies and assignments based on local data could be provided.</p>				

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

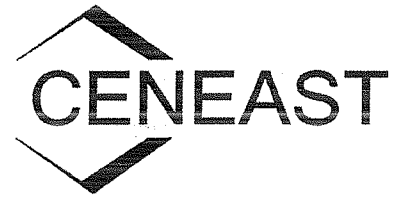
- 1) Course helps to achieve significant knowledge that corresponds to labour market needs. Learning outcomes are useful in construction and real estate sector but as the main essence of the course is universal it is useful in wider context.
- 2) There is enough flexibility in context of teaching methods and assessment. It can be handled as advantage because by this way there are different ways to conduct the courses and exam.
- 3) Feedback is well planned. Interim assessment does not influence the final grades but at the same it helps students to assess their own progress and ensures their readiness for the final examination.

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

- 1) More explanation on prerequisite knowledge and required competencies should be provided. Most probably this knowledge and competencies can be acquired from bachelor courses but some clarification seems useful.



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2) Case studies and assignments could be more related to local circumstances. It can be complicated as most probably there is no clear host country at the moment. Hopefully it is possible to improve the situation based on particular circumstances.

3) There are no instructions how the institution's student support services can help students succeed and how students can access the services. It can be different case by case but it does not diminish the importance of this matter.

Please give any other comments about the course:

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

19.09.2014

Aivar Tomson, MRICS, Lic. Tech.

Director

DTZ Baltic