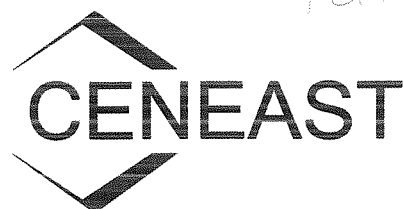




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Peer Review Template

Use this form to complete course peer review.

Course Title: Construction Investments

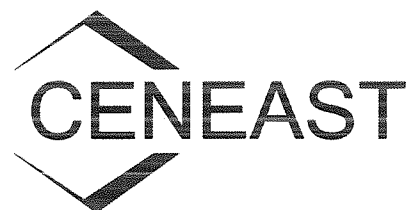
Please rate the course in terms of each of these categories (adding any extra comments where necessary):

	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	1.1 Module content is presented clearly and comprehensively. The lectures topics and content is clearly introduced. 1.2 More explanations on prerequisite knowledge should be provided. It is essential, that students are familiar with basic principles of macro- and construction economics. It is recommended to provide this information in Module Details. 1.3 Module contents are in line with labour market needs – every specialist in construction industry should be familiar with investment problems. Some recommendations, how to use these calculations 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	<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, from the students' perspective. 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 – Master studies. Knowledge and competences are higher level than those required in BSc level.</p> <p>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.</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 basic theory and calculations.</p> <p>3.2 Module topics do not differentiate new construction and repair project investments. The latter is extremely important in current economic situation.</p> <p>3.3 Learning plan is adequate; lectures in general are well planned and accompanied by exercises.</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,	+				



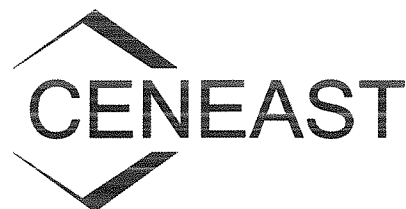
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	individualized student learning					
	Comments	<p>4.1 Teaching methods are clearly explained and appropriate for distance learning studies.</p> <p>4.2 Teaching methods promote the achievement of the stated learning outcomes. It is recommended to explain how to use acquired knowledge in practice (in addition to case studies).</p> <p>4.3 Selected teaching methods support active, individualized learning process and team work as well. Students are directed to national and regional databases.</p>				
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 selected types of assessment measure the stated learning aims and are consistent with course activities and resources. Main types of assessment are exam and course work. Much of achieved learning outcomes reflect in course work – students applying their knowledge of financial investment analysis, cash flow analysis and cost of capital.</p> <p>5.2 Clear course grading policy is stated. Still assessment schedule, assessment submission instructions and deadlines for any submissions, penalties for late submission of assessments are not envisaged.</p>				



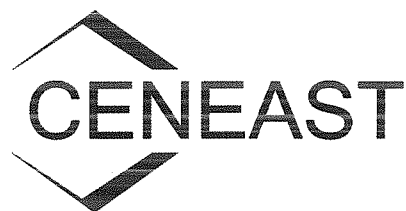
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		<p>5.3 Clear assessment criteria are provided. It is recommended to clarify the weight of theory and calculations in the assessment.</p> <p>5.4 The selected assessment instruments in general are sequenced, varied, and appropriate to the content being assessed. Indeed, it is recommended to include assessment of students' activity while performing various tasks of the course and consider successful homework as prerequisite to the exam.</p> <p>5.5 Students have opportunities to measure their own learning progress by practice questions and homework.</p> <p>5.6 Assessment is in line with the requirements of relevant professional bodies.</p>				
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 very clearly stated. The feedback given to the student indicates both students overall level and also specifies the areas of further revision.</p> <p>6.2 Feedback is given in ways that promote students' learning, at request all the answers are shown together with correct ones.</p> <p>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.</p> <p>6.4 Feedback is available to all students on request.</p> <p>6.5 Feedback is relevant, informative and fits for purpose.</p> <p>6.6 Feedback is timely and given within a reasonable timescale. Still the exact schedule of feedback is not provided.</p> <p>6.7 Feedback is appropriate to the nature of the assessment tasks: test questions and course work.</p>				



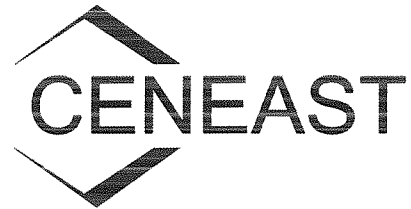
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7. Staff details and sources of help	7.1 Responsibilities of staff are clearly declared	+				
	7.2 Technical support is offered and accessible for students			+		
	7.3 Academic support services are provided and accessible for students	+				
	7.4 Course 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	<p>7.1 Responsibilities of staff (module tutors, programme leaders and support staff) are clearly declared.</p> <p>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.</p> <p>7.3 Academic support services are provided and accessible for students.</p> <p>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.</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				+	



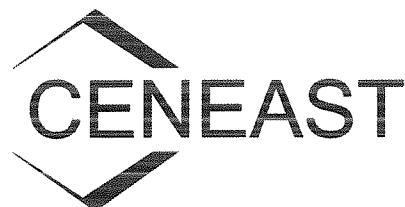
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	present a variety of perspectives on the course content					
	8.6 The distinction between required and optional materials is clearly explained				+	
	8.7 The materials are supported with practical tasks	+				
	8.8 The materials respond to labour market needs				+	
	Comments	<p>8.1 Lectures and practical work definitely 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 for different purposes could be provided.</p> <p>8.3 All resources and materials used in the course are appropriately cited, list of references provided.</p> <p>8.4 The materials are not up to date – novel literature for construction investment and innovative computer learning systems for learning support should be provided.</p> <p>8.5 The lecture materials present a variety of perspectives on the course content, but referred literature is not construction specific – as housing represents main part of the construction investments some references should be included.</p> <p>8.6 The distinction between required and optional materials is not very clearly explained in Module handbook.</p> <p>8.7 The materials are supported with practical tasks that are provided after each topic.</p> <p>8.8 The materials in general respond to labour market needs, indeed some construction specific materials studies could be provided.</p>				
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	+				



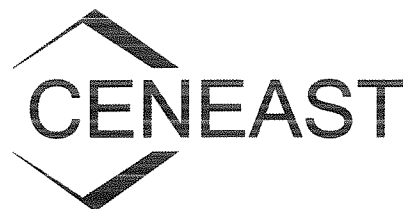
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	manage					
	9.5. Computer learning system has good interface	+				
	9.6. Computer learning system is innovative learning tool	+				
	9.7. The system (calculator, video, open source software) present a variety of perspectives on the course content	+				
	Comments	<p>Computer learning system is available online: http://iti.vgtu.lt/tempus/tempus.aspx.</p> <p>9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes, especially in achieving practical competences. Additional questions and tasks to the videos and calculators helps to better absorb the material content. Lecturer materials, video, calculators and open source software definitely help for practical tasks solutions.</p> <p>9.2 Material uploaded in Computer Learning System is up to date: novel calculators, video and open source software are provided for students' works.</p> <p>9.3 Calculators, video and open source software are practically used in assignments: 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.</p> <p>9.4 Computer learning system is easy to manage – is user friendly, detail instructions how to use it are provided. It is also very useful that all information is in one place and is easy to find.</p> <p>9.5 Computer learning system has good interface, also is well structured and informative: useful and relevant module material (theoretical and practical) is provided.</p> <p>9.6 Computer learning system is innovative learning tool and supports innovative learning process.</p> <p>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.:</p>				



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РЕФОРМИРОВАНИЕ ПРОГРАММ В СФЕРЕ ЗАСТРОЕННОЙ ОКРУЖАЮЩЕЙ СРЕДЫ НА ПРОСТРАНСТВЕ ВОСТОЧНОГО СОСЕДСТВА

REFORMATION OF THE CURRICULA ON BUILT ENVIRONMENT IN THE EASTERN NEIGHBOURING AREA

ENI 182 (100.00)

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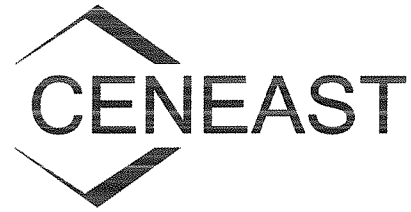
Информационный ресурс

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.



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- 2) Feedback on assignments is very carefully planned. It helps students to assess their own progress and promotes students' learning.
- 3) Course is perfectly supported with individual and team work, students are prepared for (financial) decision making in construction industry. Students are guided to local and regional databases and learn to analyse the data.

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.
- 2) The course should be more construction specific (housing investments) and clarify differences of new construction and capital repair investments. Energy saving investment appraisal is often appropriate by annuity method, which is not presented in the materials.
- 3) Slide 7 of lecture 3 include delayed payment/suppliers' credit as private investment resource. Indeed firms use this source as working capital, not investment. At the same time, depreciation fund as investment resource is not included.

Please give any other comments about the course:

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

1.09.2014

Tiina Nuuter, Lecturer

Faculty of Civil Engineering

Tallinn University of Technology