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Internal Quality Assurance System development

Guide for assuring the quality of the educational programme

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Summary: The guide for assuring the quality of the educational programme presents the activities serving the dissemination and exploitation of recommendation to evaluate the quality of educational programmes as a part of internal quality assurance system. The guide consists of general recommendations in the context of quality assurance at university level, and proposes examples of questionnaires to obtain feedback from stakeholders.

The aim of this guide is developed as internal quality assurance system in Ukrainian and Georgia universities according to best practices at the university-partners in EU.

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1 General provisions

1.1. Recommendations are oriented on self-evaluation the educational programme.

1.2. Recommendations are based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The ESGs are used by institutions as a reference document for internal quality assurance systems in higher education. The ESG is applied to all higher education offered in the European Higher Education Area regardless of the mode of study or place of delivery.

1.3. Self-evaluation methodology should provide:

- check of the quality of the programme structure;
- check of the quality of the modules;
- check of the quality of staffing the programme;
- quality control of the methodological support of the programme;
- quality control of material support of the programme.

1.4. Teachers, students and employers must be included in the process of self-evaluation.

1.5. Any action planned or taken as a result of programme revision should be communicated to all those concerned.

2 Evaluation of the educational programme for compliance with the local regulatory framework and the requirements of the ESG

2.1. Evaluation of the educational programme for compliance with the requirements of the ESG should provide:

- monitor and periodically review of programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society;
- processes for the design and approval of programmes;
- information about programme which is useful for prospective and current students as well as for alumni, other stakeholders and the public;
- student-centred learning, teaching and assessment;
- opportunities for professional development of teaching staff;
- opportunities for academic mobility of teachers and students.

2.2. Evaluation of the educational programme for compliance with the local regulatory framework should provide:



- evaluation of requirements for organization of the educational process;
- evaluation of compliance with the specialty standard;
- evaluation of staffing the programme;
- evaluation of methodological support of the programme;
- evaluation of material support of the programme.

3 Evaluation of learning outcomes

The learning outcomes evaluation methodology should provide:

- evaluation of learning outcomes according to the Standard of Specialty (local Standard);
 - audit of academic integrity procedures;
 - antiplagiat test for student's thesis;
 - audit of guidance for students on the selection of appropriate learning pathways;
 - audit of information for students about intended learning outcomes of all modules, content study and learning methodology, assessment credits, learning materials, etc.;
 - audit of existing systems for assessing students' knowledge and skills procedures for measuring knowledge after studying the module.

4 Evaluation of the educational programme by students

4.1 Evaluating the educational programme by students should provide procedure for obtaining feedback from students in the context of:

- quality of learning materials and support for the learning process;
- teacher performance assessment and teaching methods (after each module);
- general programme content and structural-logical implementation scheme.
- procedure for examining student complaints;
- free access of alumni to the criteria for evaluating learning outcomes for each module.

4.2 Recommended list of indicators, questionnaire for feedback.

What grade would you give to this module for teacher?

How clear were the objectives of this module?

How well was this module organized?

How well does the teacher know the module material?



How well does the teacher explain the material?

How satisfied were you with the rate of presentation of the module material?

How much did the teacher emphasize the need to apply critical thinking during the module?

How effectively did the teacher manage to connect the different topics of the module?

How much did the teacher care about the students learning material?

How convincing was the teacher in encouraging student learning?

How was the teacher available outside the classroom?

How useful was this module for you?

How clear was the module evaluation criteria?

How fair were the estimates for the module?

How could the programme be improved?

How could the module or teaching process be improved?

How much did this programme help you develop critical thinking skills?

How helpful was your teacher feedback on assignments?

For your level of understanding, were your teacher's explanations too complicated, too simple, or about right?

How clearly did your teacher answer questions?

How directly did your teacher answer questions?

How effectively did your teacher lead discussions of module material?

How easy did you find it to meet with your teacher outside of class?

How well did your teacher connect sections with the material covered in lectures?

How knowledgeable in the module content was your teacher?

How effectively did your teacher ensure that the discussion was kept on track?

Please describe your teacher's greatest strengths as a teacher.

Please describe your teacher's greatest weaknesses as a teacher.

5 Evaluation of the educational programme by employers and alumni.

5.1 Evaluating the educational programme by employers should provide availability of external expertise and review mechanisms in the context of:

- procedures for testing the adequacy of the programme to the needs of the labour market;



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- availability of information about the programme on the website of the University or department;

- procedure for updating the educational programme content;
- vision of experts on the required competencies.

5.2 Evaluating by alumni should provide procedure for obtaining feedback from them.

5.3 Recommended list of indicators, questionnaire for feedback by alumni.

Are the learning outcomes at educational programme level underpinned by learning outcomes at module level?

Has the educational programme been developed so that the educational programme learning outcomes are visibly mapped to specific modules or programme units?

How effective was the teaching at this programme?

Will you be employed full-time upon graduation?

Will you be attending graduate or professional school in the academic year immediately following graduation?

How likely are you to recommend this programme to others?

Overall, were you satisfied or dissatisfied with your experience at this programme?

What was your major achievement?

What were your most favourite experiences at this programme?

What were your least favourite experiences at this programme?

How could the programme be improved?

How could the module or teaching process be improved?

6 List of normative documentation in the context of quality ensuring of educational programme.

6.1. Availability of regulatory provisions governing the development and approval of educational programs. Availability of procedures for internal examination of educational programs.

6.2. Availability of regulatory provisions governing students' participation in the development and approval of educational programs.

6.3. Availability of regulatory support for external expertise of educational programs.



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6.4. Existence of feedback procedures with external stakeholders on the content of educational programs.

6.5. Reflection in educational programs of the content of student preparation, formulated in terms of learning outcomes. Presence of educational programs of the list of competences of the graduate

6.6. Availability of procedures for obtaining and analyzing information on the relevance of educational programs to the requirements and expectations of students. Procedures for making changes to educational programs available at the request of participants in the educational process.

6.7. Availability of regulatory provisions governing the monitoring, periodic review and updating of educational programs.

6.8. Regulatory provision regulating student participation in monitoring, periodic review and updating of educational programs.

6.9. The availability of regulatory provisions governing the participation of external stakeholders in the procedures of monitoring, periodic review and updating of educational programs.

6.10. Mechanisms for assessing the relevance of the learning environment and student support services to the purpose of the educational program.

6.11. Availability of assessment procedures for students' satisfaction with the educational program.



Appendix A: Questionnaire for Module assessment

1. How understandable were the goals of discipline?

1	2	3	4	5	6	7
The goals and objectives of the discipline were not defined			The relationship of discipline to practical work was not sufficiently defined		It was quite clear what I was studying and how to apply it in practice	

2. Is the teaching, methodological and informational support sufficient for mastering the discipline?

1	2	3	4	5	6	7
Not enough			support is sufficient		Support is complete, including Moodle	

3. Was the previous knowledge that you gained sufficient to master the discipline?

1	2	3	4	5	6	7
The existing level of knowledge was not sufficient to master the discipline		We had to study a considerable amount of educational material			Existing level of knowledge was quite enough	

4. Were the study issues (goals) similar with the content of the disciplines that you studied earlier?

1	2	3	4	5	6	7
Many educational issues were the subject of study in other disciplines		The content of individual educational issues was repeated			Training issues (goals) were not repeated	

5. How could you describe the educational environment and conditions in which the educational process occurred? (You could see, hear, and have a workplace in the laboratory, without technical problems during online lessons, consultations)

1	2	3	4	5	6	7
Very bad		Suitable for comfortable learning			Satisfy all my needs for a comfortable study	

6. Did the teachers attend the classroom lessons and consultations (include online sessions)?

1	2	3	4	5	6	7
Classes begin or end not as scheduled		Violations are not systematic			Always according to schedule	



7. Were teachers available for advising and explanation beyond the main classroom activities?

1	2	3	4	5	6	7
The time for consultations was not assigned			Consultations were not systematic			Consultations were according to the schedule, teachers were available for consultation

8. For your level of understanding, were teachers' explanations too complicated, too simple, or relevant?

1	2	3	4	5	6	7
Too difficult		From time to time they needed additional explanations or vice versa were very simple			The teaching material was accessible and understandable	

9. Evaluate the overall level of lectures

1	2	3	4	5	6	7
Classes are not prepared		Prepared at an adequate level, different approaches are used to explain the theoretical positions			Classes are well prepared, including visualization in MS PowerPoint	

10. Evaluate the overall level of practical (laboratory) training

1	2	3	4	5	6	7
Classes are not prepared		Prepared at an adequate level, including equipment and teacher explanation			Classes are carefully prepared	

11. How clear and transparent were the criteria for evaluating learning objectives and the assessment of students' achievements?

1	2	3	4	5	6	7
Criteria for evaluation have not been defined		Separate components in the evaluation system needed clarification			No remarks on the transparency and objectivity of the evaluation	

12. What grade would you give to the overall implementation of this discipline?

1	2	3	4	5	6	7
Very bad			Satisfactorily			Perfectly



Appendix B: Questionnaire for assessment of the educational programme by students

1. How clear are the goals of the educational program?

1	2	3	4	5	6	7
Clear		The relationship between the goals of the program and the further perspective of the application of learning outcomes is not clear			The goals of the educational program are quite clear	

2. How much do theoretical content and practical exercises correspond to the goals of the educational program?

1	2	3	4	5	6	7
Poorly correlated		The relationship between the individual components and goals of the program is not clear			Fully correspond to the goals	

3. Can the content of education be considered to be in line with the current state of development of science and practice in the relevant field of activity?

1	2	3	4	5	6	7
No		Some components of educational content may be considered obsolete			Yes, no doubt	

4. How coherent and logically consistent is the connection between the components of the educational program?

1	2	3	4	5	6	7
Logically inconsistent		The relationship between the components of the educational program is partially inconsistent			The program is coherent and consistent	

5. Do you consider your level of theoretical knowledge and practical skills to be sufficient for the production tasks (taking into account the level of education and program goals)?

1	2	3	4	5	6	7
No		There are gaps that will have to be acquired after the program is completed			Yes, no doubt	

6. Is the educational and methodological and informational support sufficient to master the educational program?

1	2	3	4	5	6	7
Insufficient		Some components are missing or in need of improvement			Yes, no doubt	



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7. How well equipped are training labs in terms of developing the necessary practical skills?

1	2	3	4	5	6	7
Very poor in terms of equipment kit		It is not enough in terms of equipment list and/or availability			Fully, given the list and availability	

8. Is it possible to consider specialized software, laboratory equipment of the educational program as such, the skills of working with which are in demand in the market practice?

1	2	3	4	5	6	7
Not possible		The provided ones are not too common/are outdated			Yes, no doubt	

9. How useful was the practical training (internship) at an enterprise in terms of learning goals?

1	2	3	4	5	6	7
It had no benefit for professional development		Program content/quality of its implementation had shortcomings that have reduced its practical usefulness.			Useful for professional development	

10. Can the courses, offered by the student's choice for the educational program, be considered as improving the prospect of further employment in the profession?

1	2	3	4	5	6	7
No		The competences that are formed by student choice are generally useful			Yes, no doubt	

11. In your opinion, is the number of "Soft skills" generated by the educational program sufficient?

1	2	3	4	5	6	7
There are no relevant educational components and activities		It is required an increase in activities that form "Soft skills"			Quite sufficient	

12. Is the research orientation of the program sufficient? (For the educational program)

1	2	3	4	5	6	7
Insufficient		There is a need to expand the list of topics, means, depth of research			Yes, no doubt	



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13. Can the amount of training load of the educational program be considered as consistent with the time provided for its acquisition?

1	2	3	4	5	6	7
Training loads are completely inconsistent		Inconsistency is characteristic of some educational components			Training loads are absolutely consistent	

14. How do you evaluate the prospects of your employment in a specialty?

1	2	3	4	5	6	7
Poorly		Positively in the medium term			I already have a job in the specialty	



Appendix C: Questionnaire for assessment of the educational programme by employers

1. How clear are the goals of the educational program?

1	2	3	4	5	6	7
Clear		The relationship between the goals of the program and the further perspective of the application of learning outcomes is not clear			The goals of the educational program are quite clear	

2. How much do educational content correspond to the goals of the program?

1	2	3	4	5	6	7
Poorly correlated		The relationship between some components and goals of the program is not clear			Fully correspond to the goals	

3. Can the content of education be considered to be in line with the current state of development of science and practice in the relevant field of activity?

1	2	3	4	5	6	7
No		Some components of educational content may be considered obsolete			Yes, no doubt	

4. How consistent is the structural and logical scheme of the educational program?

1	2	3	4	5	6	7
Not consistent		The relationship between the components of the educational program is partially inconsistent			The program is coherent and consistent	

5. Does the educational program provide specialized software, laboratory equipment, work skills with which are in demand in the labour market?

1	2	3	4	5	6	7
Not provided		The provided ones are not too common/are outdated			Provided in sufficient volume	

6. Can the courses, offered by the student's choice for the educational program, be considered as improving the prospect of further employment in the profession?

1	2	3	4	5	6	7
No		The competences that are formed by student choice are generally useful			Yes, no doubt	



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7. Can the amount of educational content of the program be considered as consistent with the time provided for its acquisition?

1	2	3	4	5	6	7
Training loads are completely inconsistent		Inconsistency is characteristic of some educational components			Training loads are absolutely consistent	

8. Were any comments on the content of the educational program provided by labour market representatives based on previous evaluations of the educational program taken into account (if previously provided)?

1	2	3	4	5	6	7
Not taken into account		Partially taken into account			Yes, fully taken into account	

9. How do you assess the prospect of graduates employment in the profession?

1	2	3	4	5	6	7
Poorly		Positively in the medium term			The organization has vacancies for specialists of this profile	

10. How do you assess the need for graduates of the program in perspective 2–3 years?

1	2	3	4	5	6	7
One should expect to reduce the need for specialists in this profile		At present no significant changes			The need for specialists in this profile will grow	



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