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Erasmus+ Programme
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KA2 - Cooperation for innovation and the exchange of good practices

Capacity Building in Higher Education

Joint project

Master in Smart Transport and Logistics for Cities / SmaLog

Virtual PMC coordination meeting – MS-TEAMS, 23th March 2021

Work Package 7 (DEV)

INTERNATIONAL QUALITY ASSURANCE SYSTEM

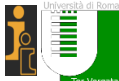
Umberto Crisalli

crisalli@ing.uniroma2.it



Overview

- ✓ Objectives
- ✓ Expected output
- ✓ Allocation of responsibilities
- ✓ Activities and tasks



Objectives

1. To develop **EU based advanced interdisciplinary Master Programme** in the Smart Transport and Logistics for Cities focused on the integration of the smart transport and information technology into management of cities transport systems and introduce them in the UA&GE Universities participating in the project **since Jan 2019**, strengthening HEIs internationalisation.
2. To develop and introduce by the end of the project some **complementary measures for supporting Smart Transport and Logistics for Cities students' training in UA&GE HEIs in accordance with the EU standards and the Bologna process demands**, namely:
 - System of UA&GE teachers' skills upgrading;
 - Methodological and technological support of the Smart Transport and Logistics for Cities students' training;
 - Methodological and technological support of the theoretical fundamentals of PhD Programme in Smart Transport and Logistics for Cities;

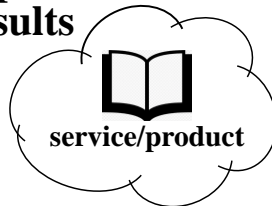
➤ International Quality Assurance System

WP within WG3 (development of IQAS) aiming at studying and analysing EU Quality Assurance System in higher education for its further introduction at PC Universities

- Students' and teachers' mobility including virtual mobility

Expected output

expected
results



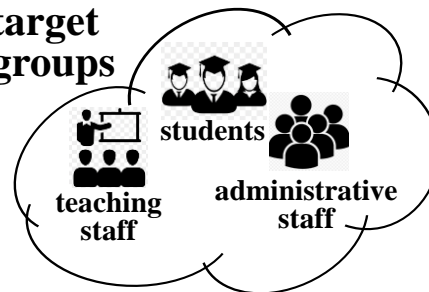
International Quality Assurance System

- ✓ approved regulations
- ✓ Use Guide

dissemination
level




target
groups



Allocation of responsibilities

Leader

Partner	Country	Organization	Contact Person	Email	Phone
P1		Università degli Studi di Roma Tor Vergata	Prof. Crisalli Umberto	crisalli@ing.uniroma2.it	+39067259 7061

Participants

Partner	Country	Organization	Contact Person	Email	Phone
P2		Università degli Studi di Roma La Sapienza	Prof. Luca Persia	luca.persia@uniroma2.it	+390644585131
P3		O.M. Beketov National University of Urban Economy in Kharkiv	Full Prof. Lobashov Oleksii	lobashov61@gmail.com	+380577073050
P4		LVIV Polytechnic National University	Associated Prof. Zhuk Mykola	zhukmm65@gmail.com	+380673325803
P5		Zhytomyr State Technological University	Mamray Vasyl	vmamray@rambler.ru	+38-0412-41-85-41 +38-066-77-66-909
P6		National Transport University	Associated Prof. Kunitska Olga	o.kunyska@gmail.com	+380-50-330-67-47 +380-44-280-48-85
P7		Georgian Technical University	Prof. Dr. Giorgi Doborjginidze	g.doborjginidze@gtu.ge	+995322 331853 +995577473332
P8		LEPL Teaching University-Batumi State Maritime Academy	Mrs. Teona Dzneladze	t.dzneladze@bsma.edu.ge	+995557380979
P9		Politechnika Slaska	Prof. Sladkiwski Alexander	aleksander.sladkowi@polsl.pl	+48 32 60341 57
P10		Institute of Market Problems and Economical and Ecological Res	Prof. Kotlubay Oleksiy	tkf@ukr.net	+380505326693
P11		Hochschule Wismar	Prof. Nobert Gruenwald	nobert.guenwald@hs-vismar.de	+49 3841 758 2290

Activities and tasks

Timeline and tasks



year 1												year 2												year 3											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

(*) original timeline

(updates according to project extension)

01.02.2018 – 30.09.2020(*)

32 months

- ✓ 7.1 Study Visit UA&GE part of WG3 to EU Universities
- ✓ 7.2 Draft of IQAS development
- ✓ 7.3 Discussion, finalizing and approval of IQAS
- ✓ 7.4 Guide on IQAS use
- ✓ 7.5 Training of teachers and Acquaintance of students
- ✓ 7.6 IQAS in operation



Activities and tasks

Timeline and tasks



year 1												year 2												year 3											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

(*) original timeline

(updates according to project extension)

03.06.2019 – 30.09.2020 (*)

16 months



- ✓ 7.1 Study Visit UA&GE part of WG3 to EU Universities
- ✓ 7.2 Draft of IQAS
- ✓ 7.3 Discussion and approval of IQAS
- ✓ 7.4 Guide on IQAS
- ✓ 7.5 Training of teachers and Acquaintance of students



- ✓ 7.6 IQAS in operation

Activities and tasks

7.6 IQAS in operation



year 1												year 2												year 3											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

03.06.2019 – 30.09.2020
16 months

- ✓ Partner Country Universities will introduce and use the new IQAS.

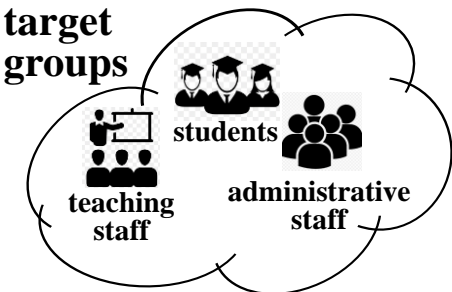
expected
results



dissemination
level



target
groups



Activities and tasks

7.4 Guide on IQAS use



- ✓ Guide on IQAS use and updates by P3
- ✓ Evaluation of the:
 - compliance with the local regulatory framework and the ESG requirements
 - learning outcomes
- ✓ Evaluation of the educational programme by
 - students
 - employers and alumni
 - teachers
 - reviewers (externals, using peer-to-peer review)



ERASMUS+ PROGRAMME
Project Number: 585832-EPP-1-2017-1-IT-EPPKA2-CBHE-JP

Master in SMART transport and LOGistics for cities / SMALOG

Grant Agreement Number 2017-2893/001-001

**Internal Quality Assurance System
development**

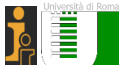
**Guide for assuring the quality of
the educational programme**

Date	Version	Prepared	Reviewed	Approved
05 Oct. 2018	V1.0	Dmytro Roslavtsev	Antonio Comi Umberto Crisalli	
10 May 2019	V2.0	Dmytro Roslavtsev	Antonio Comi Umberto Crisalli	
06 Dec. 2019	V3.1	Dmytro Roslavtsev	Antonio Comi Umberto Crisalli	

Version 3.1		1
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Department of Enterprise Engineering
University of Rome Tor Vergata, Italy



Crisalli U – WP7 (DEV)
International Quality Assurance System

Activities and tasks

7.5 Training of teachers and Acquaintance of students



✓ Examples of Module Assessment (Students)

About the module...

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	

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	

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?

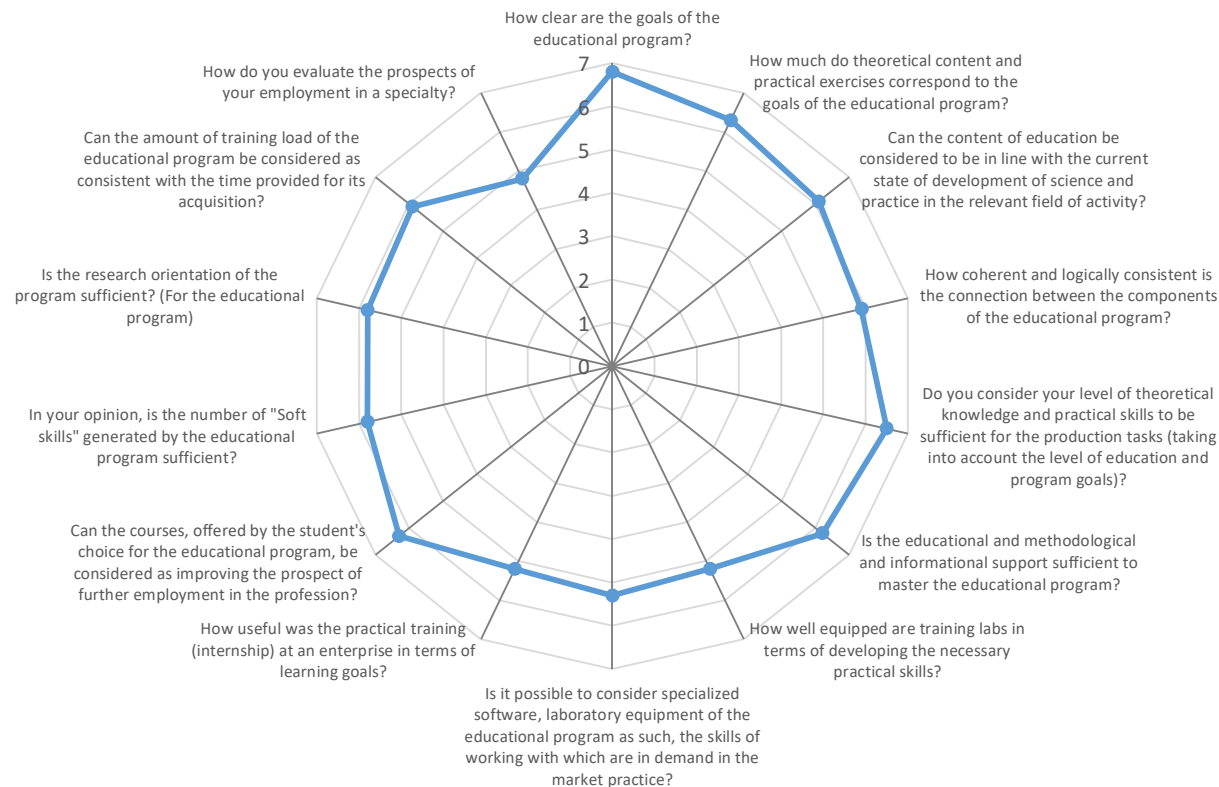
1	2	3	4	5	6	7
Poorly		Positively in the medium term			I already have a job in the specialty	

Activities and tasks

7.6 IQAS in operation



- ✓ Results examples based on the **last-meeting experience at NUUEE** (see details on today's *Dmitry Roslavtsev* presentation)



Activities and tasks

7.6 IQAS in operation



- ✓ Results examples (Zhytomyr Polytechnic University)
- ☐ University has an appropriate Quality Control Department.
- ☐ Our ZPU has Certificate on Correspondence to ISO 9001:2015
(General info at <https://ztu.edu.ua/ua/common/suyau.php>)
- ☐ Within the Project ZPU has for now moment just some recommendations, presentation about Quality Assurance Policy.
- ☐ Contacts are in progress with NUEE for clarification and acceleration of work within WP7

Activities and tasks

7.6 IQAS in operation



- ✓ Results examples (National Transport University)
- ☐ The survey of the first graduates of the masters was carried out.
- ☐ Period - October 2020
- ☐ Participated - 8 masters (all students of the group)
- ☐ The topic of the questionnaire is the assessment of training in the speciality SmaLog
- ☐ The survey was conducted in Ukrainian. Questionnaire available at https://docs.google.com/forms/d/141qTR_ohKxbsVQsfoxy8gN0324he8M2LZrkTIEIt0yg/edit

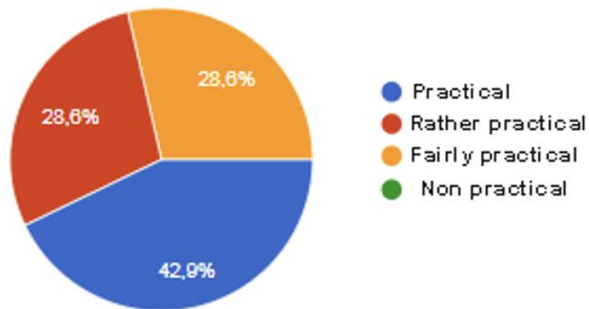
Activities and tasks

7.6 IQAS in operation

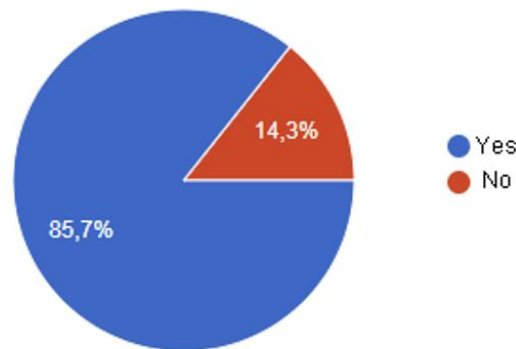


✓ Results examples (National Transport University)

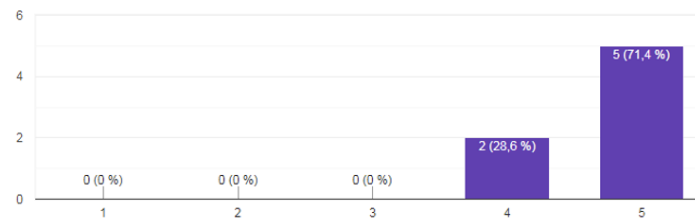
Evaluate how much practical skills you got during your master's studies



You work?



Evaluate the quality of education in the SmaLog master's program on a 5-point scale, where 5 is the best grade



Area of work:

- Logistics (3)
- Technical Support Engineer
- Exporter / FEA
- Marketing in logistics company (2)
- Continues her postgraduate studies

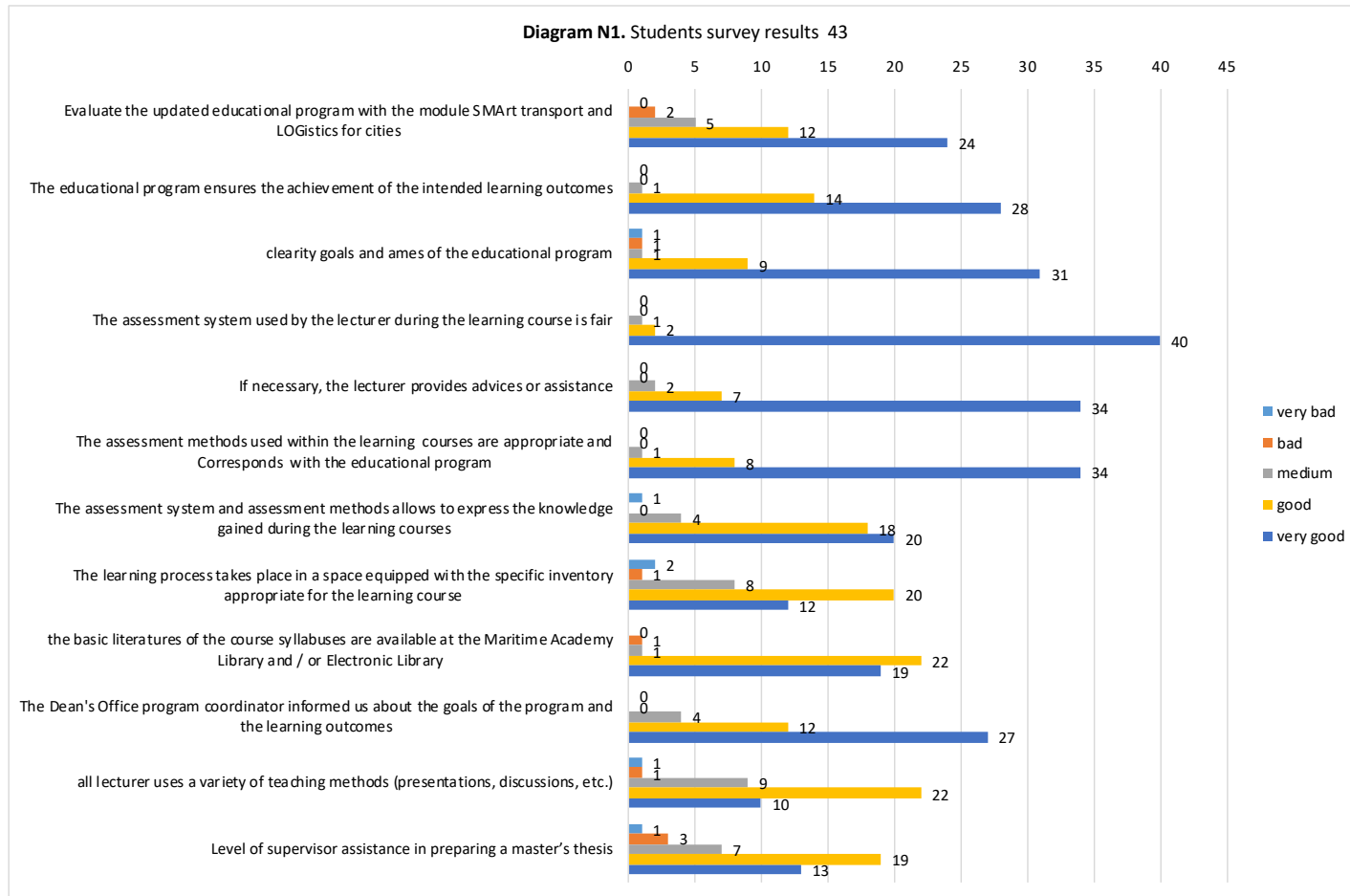
Activities and tasks

7.6 IQAS in operation



✓ Results examples (BSMA)

(1/4)



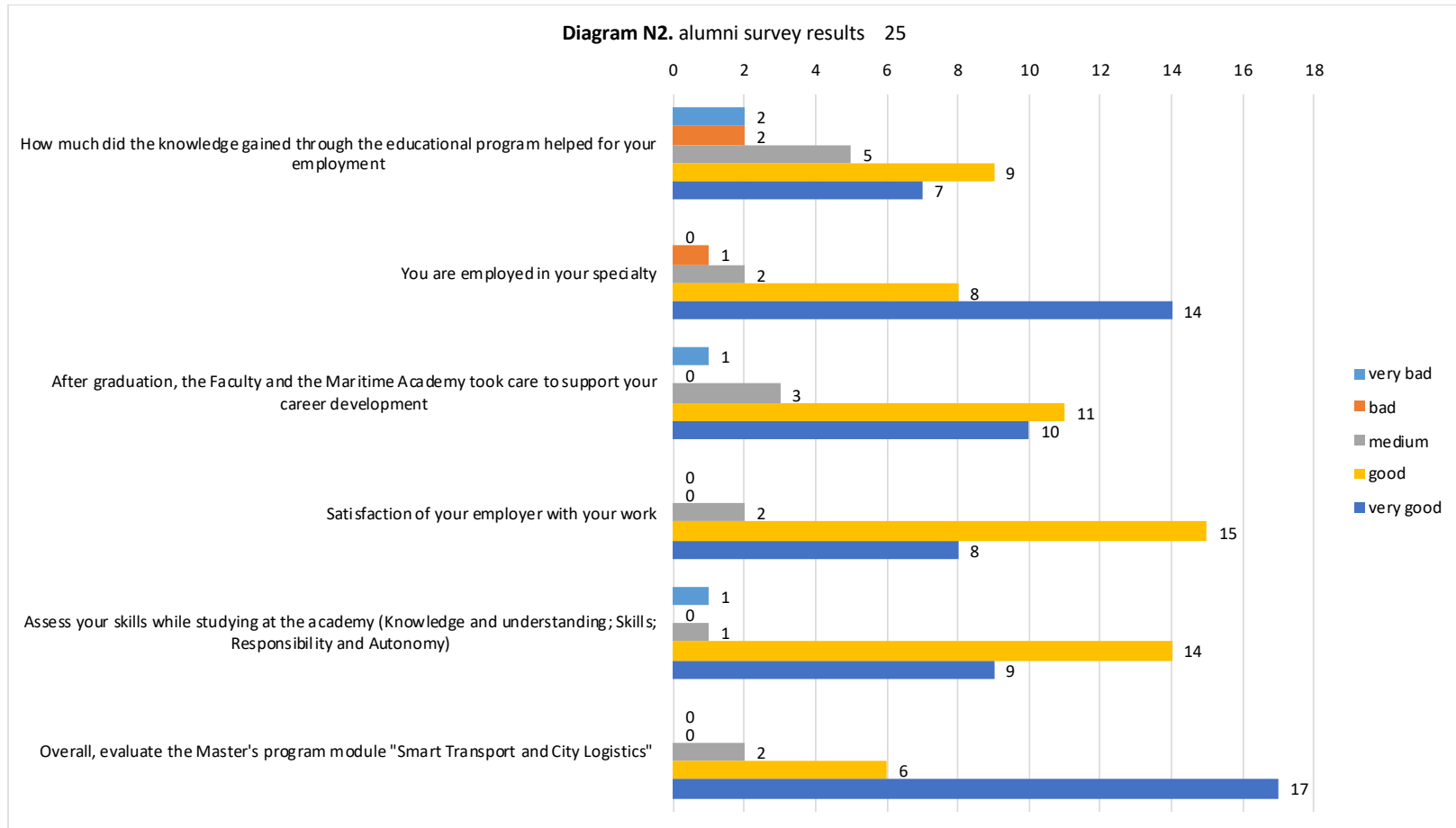
Activities and tasks

7.6 IQAS in operation



✓ Results examples (BSMA)

(2/4)



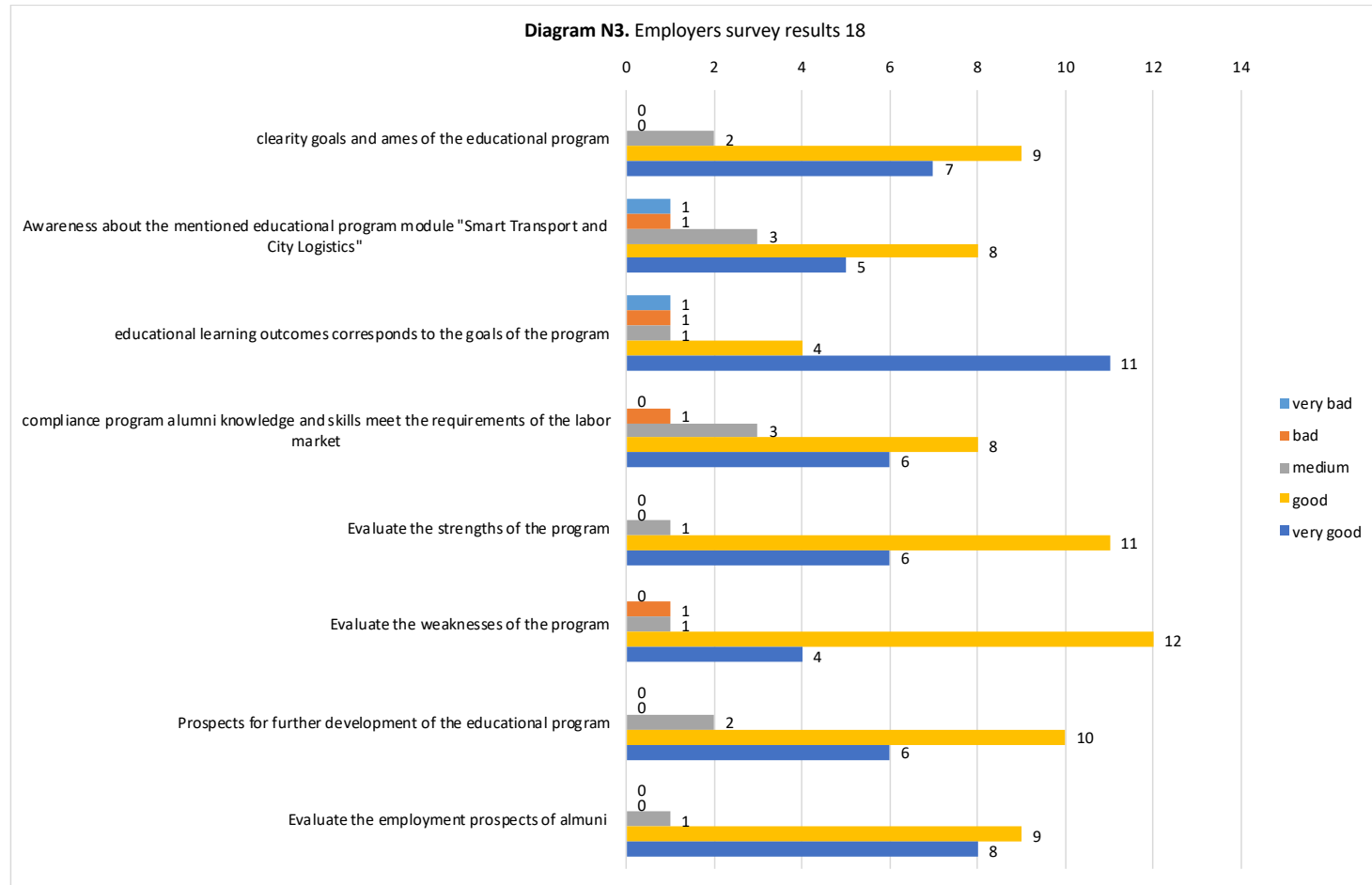
Activities and tasks

7.6 IQAS in operation



✓ Results examples (BSMA)

(3/4)



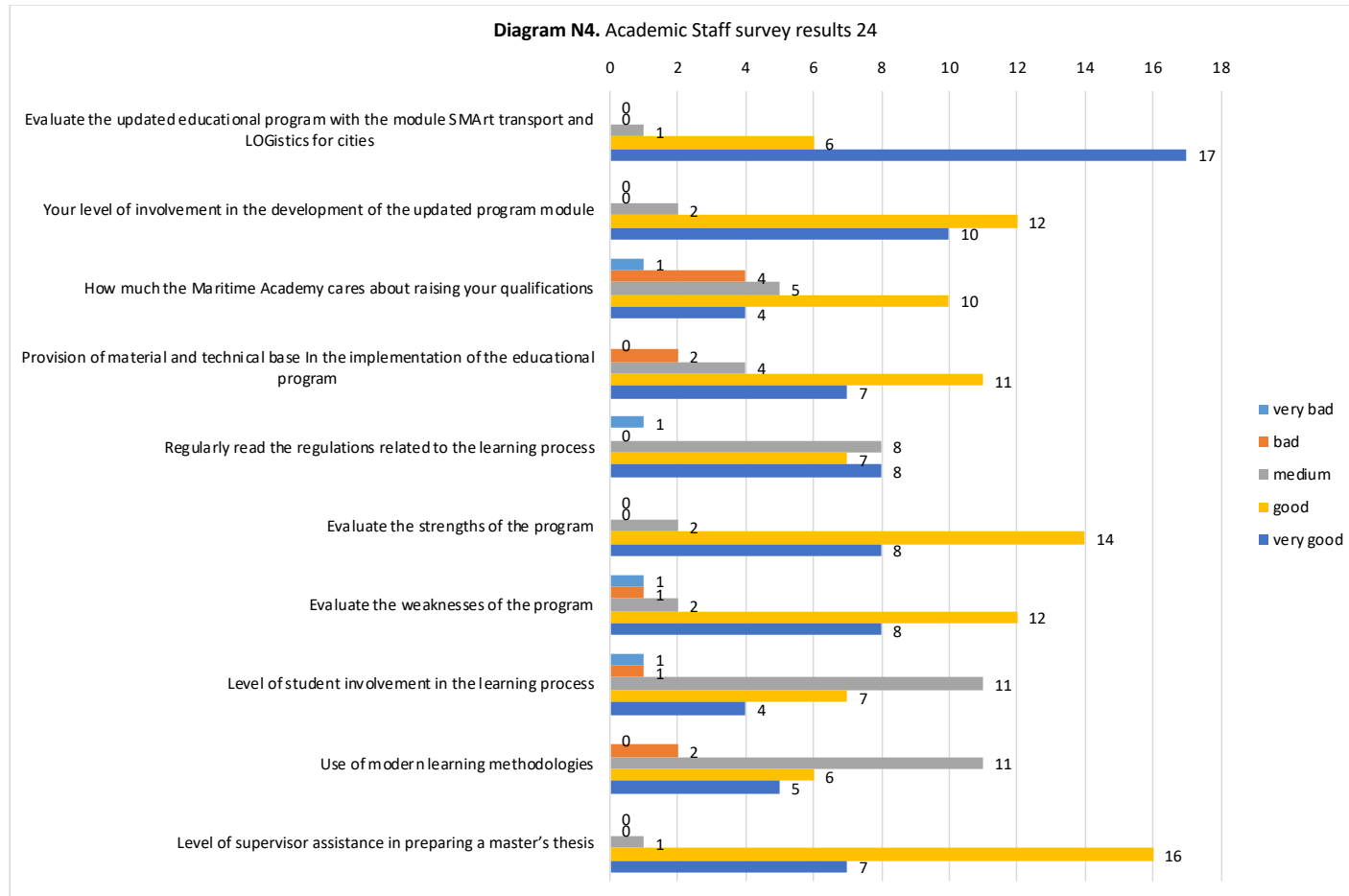
Activities and tasks

7.6 IQAS in operation



✓ Results examples (BSMA)

(4/4)



Activities and tasks

7.6 IQAS in operation



✓ Results examples (GTU) - students

(1/2)

Question	Marks	Note
How clear are the goals of the educational program?	5	
How much do theoretical content and practical exercises correspond to the goals of the educational program?	6	
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?	6	
How coherent and logically consistent is the connection between the components of the educational program?	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)?	5	
Is the educational and methodological and informational support sufficient to master the educational program?	6	
How well equipped are training labs in terms of developing the necessary practical skills?	6	
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?	6	
How useful was the practical training (internship) at an enterprise in terms of learning goals?	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?	6	
In your opinion, is the number of "Soft skills" generated by the educational program sufficient?	6	
Is the research orientation of the program sufficient? (For the educational program)	5	
Can the amount of training load of the educational program be considered as consistent with the time provided for its acquisition?	6	
How do you evaluate the prospects of your employment in a specialty?	6	

Activities and tasks

7.6 IQAS in operation



✓ Results examples (GTU) - employees

(2/2)

Question	Marks	Note
How clear are the goals of the educational program?	7	
How much do educational content correspond to the goals of the program?	6	
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?	6	
How consistent is the structural and logical scheme of the educational program?	6	
Does the educational program provide specialized software, laboratory equipment, work skills with which are in demand in the labor market?	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?	7	
Can the amount of educational content of the program be considered as consistent with the time provided for its acquisition?	6	
Were any comments on the content of the educational program provided by labor market representatives based on previous evaluations of the educational program taken into account (if previously provided)?	6	
How do you assess the prospect of graduates' employment in the profession?	6	
How do you assess the need for graduates of the program in perspective 2–3 years?	7	

Activities and tasks

7.6 IQAS in operation



year 1												year 2												year 3											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

03.06.2019 – 30.09.2020

16 months

- ✓ Partner Country Universities will introduce and use the new IQAS.

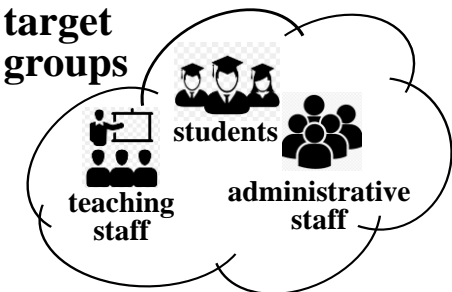
expected results



dissemination level



target groups





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