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585832-EPP-1-2017-1-IT-EPPKA2-CBHE-JP  
**Master in SMArt transport and LOGistics  
for cities  
SMALOG**

## **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**

## **QUALITY ASSURANCE PLAN**

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**Project Acronym:** SMALOG

**Duration:** 15/10/2017 - 14/10/2021

**Project Coordinator:** University of Rome Tor Vergata (Italy)

**Proposal full title:** Master in SMArt transport and LOGistics for cities

**Project number:** 585832-EPP-1-2017-1-IT-EPPKA2-CBHE-JP

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## List of abbreviations

<b>EU</b>	European Union
<b>PC</b>	Partner Country
<b>HEI</b>	Higher Education Institution
<b>QA</b>	Quality Assurance
<b>QP</b>	Quality Plan
<b>ESG</b>	European Higher Education Area
<b>QB</b>	Quality Board
<b>IQA</b>	Internal Quality Assurance
<b>EQA</b>	External Quality Assurance
<b>KPI</b>	Key Performance Indicator
<b>P2</b>	Partner 2 (UNIROMA1)
<b>P10</b>	Partner 10 (IMPEER)

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## 2 The SMALOG project and the quality assurance plan

The SmaLog project was based on achieved outcomes in former cooperation with the UA, GE, EU Universities. Project participants has been developed national and regional research of smart transport and logistics in the cities with successful experience. EU Master Programme in Smart Transport and Logistic for Cities implemented in accordance with the EU standards and Bologna principles.

The main objective of SmaLog is to elaborate and introduce at Partner Countries Universities Master Programme in Smart Transport and Logistics for Cities on the basis of the EU knowledge and standards. The EU Master Programme in Smart Transport and Logistics for Cities has duration of 2 years (4 semesters), 120 ECTS.

The overall aim of the Masters course in Smart Transport and Logistics is to provide students with a range of coherent learning experiences to attain the knowledge. Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Thus, the higher education providers are required to demonstrate their courses are at the appropriate level and will provide the opportunity for the knowledge acquisition required. In general terms, the programmes should have clear direction and be able to demonstrate that the:

- Design of the curriculum and assessments will provide the learning experience to achieve the learning outcomes;
- Is the institute able to provide the learning experience;
- Intended learning outcomes of the programme are well thought out;
- Assessments demonstrate the achievement of the intended learning outcomes.

The role of Quality Assurance is crucial in supporting higher education systems and institutions in responding to the changes (as growth of internationalisation, digital learning and new forms of

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delivering) while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.

The tasks assigned for **Work Package 8 – Quality Plan** are:

- Control Project quality and sequence of realization;
- Set up a Quality Board
- Evaluate by representatives of EU and IMPEER

Bearing in mind that the main project results - the Master Programme should be closely approximated to the existing educational standards at the EU Universities (and at same way, to be in accordance with Partner Country Universities), the current project foresees 4 evaluation and monitoring schemes:

- 1) Day-to-Day Monitoring of the Project Activities and Achieved Results will be carried out by the members of the PMC/Project Contact Persons on a day-to-day basis. The results of verification of timetable, quantity and quality of activities will be discussed during Project Coordinating Meetings.
- 2) UA and GE Interuniversity and Cross-university Assessment of the quality of PC Universities' infrastructure, quality of UA and GE teachers' retraining and volume and quality of students' knowledge will be done by UA and GE academic staff involved in the project upon the results' completing. Academic staff of UA Universities will assess both results obtained by own University as well as results developed by their colleagues from GE Universities and vice versa.
- 3) EU Assessment: the quality assessment of teaching materials will be performed upon their development, quality assessment of UA teachers retraining will be done by the end of their visit to the EU countries and assessment of volume and quality of students' knowledge obtained during their training at home universities will be done at the beginning of their training in the EU Universities and during the Master theses defence.
- 4) External Evaluation of quality of Study Programme, teaching materials, PC Universities' infrastructure, teachers' professional skills and students' knowledge will be carried out by EU Universities and IMPEER experts. The results and recommendations of the external evaluation stated in the Evaluation Reports will be discussed during the PMC Meetings and taking for execution.

The Educational and Scientific programme “Smart Transport and Logistics for cities” corresponds to:

- The National Qualifications Framework –8 level of the National Qualifications Framework in Ukraine;
- The Framework for Qualifications for the European Higher Education Area FQ-EHEA – Second cycle  
([http://www.ecahe.eu/w/index.php/Framework\\_for\\_Qualifications\\_of\\_the\\_European\\_Higher\\_Education\\_Area#Second\\_cycle\\_-\\_Master.27s\\_level](http://www.ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area#Second_cycle_-_Master.27s_level));
- The European Qualifications Framework for lifelong learning in the EQF-LLL – Level 7

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([http://www.ecahe.eu/w/index.php/European\\_Qualifications\\_Framework#Level\\_7](http://www.ecahe.eu/w/index.php/European_Qualifications_Framework#Level_7)).

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### 3 Background on quality assurance in Higher Education

**Quality Assurance (QA)** is the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

The application of QA in the sphere of Higher Education, while having the same base objectives of defining and recognising quality, is somewhat complicated by the important socio-economic role that education plays in developing local, national and global societies. Quality is the distinguishing characteristic guiding students and higher education institutions when receiving and providing higher education. The integration of Quality Assurance principles into higher education have become a European wide issue since the need for a clear QA and Accreditation system was laid out as one of the aims of the *Bologna Process*. The Bologna declaration (1999) by which the signatory states agreed to act in concert to increase the competitiveness of Europe through a range of measures aimed at creating a European Higher Education Area. These include the adoption of a system of easily readable and comparable degrees, a system of credits and co-operation in Quality Assurance at a European level. The objective of such tools is to promote mobility, inter institutional co-operation and integrated programmes of study, training and research.

This move towards integrating QA into higher education has benefited institutions and students by setting out to achieve a model in the international co-operation in higher education, which improves the quality, transparency and comparability of degrees, and studies that have been involved in the process. The benefits that can be gained therefore by having a recognised quality assurance process at a course, faculty, institutional and national level is clear for the institutions and students, academics and society.

The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

Since 2005, considerable progress has been made in quality assurance as well as in other Bologna action lines such as qualification frameworks, recognition and the promotion of the use of learning outcomes, all these contributing to a paradigm shift towards student-centred learning and teaching.

Given this changing context, in 2012 the Ministerial Communiqué invited the E4 Group in cooperation with Education International (EI), BUSINESSSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) to prepare an initial proposal for a revised ESG "to improve their clarity, applicability and usefulness, including their scope".



The revision included several consultation rounds involving both the key stakeholder organisations and ministries. The many comments, proposals and recommendations received have been carefully analysed and taken very seriously by the Steering Group (SG). They are reflected in the resulting version of the ESG. Moreover this version also reflects a consensus among all the organisations involved on how to take forward quality assurance in the European Higher Education Area and, as such, provides a firm basis for successful implementation. ([https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf))

The system for ensuring the quality of educational activities and the quality of higher education of the University consists of:

- Concepts of the University's development
- Systems of internal quality assurance;
- Systems of external quality assurance.

It should be kept in mind, however, that the three parts are intrinsically interlinked and together form the basis for a European quality assurance framework.

The system of external quality assurance consists of:

- Higher Education Standards for each level of higher education within each specialty in accordance with the National Qualifications Framework;
- licensing conditions for the educational activities of educational institutions;
- accreditation requirements for the educational activities of educational institutions;
- requirements of state certification regarding the acquired competencies of graduates;
- standards of cooperation with employers to ensure a competitive level of training of specialists;
- world and national rating activities of the University.

#### 4 Aims and objectives of the Quality Plan

A **Quality Plan** is a document that specify quality standards, practices, resources, specifications, and the sequence of activities relevant to a particular project. Quality plan should define:

- Objectives to be attained;
- Activities to be done;
- Allocation of responsibilities during the different phases of the project;
- Specific documented standards, practices, procedures, and instructions to be applied;
- Suitable testing, inspection, examination, and audit programs at appropriate stages;
- A method for measuring the achievement of the quality objectives;
- Other actions necessary to meet the objectives.

The aim of the Quality Plan in SMALOG project is to assess the Masters in Smart Transport and Logistics against set criteria commensurate with the European Association for Quality Assurance in Higher Education and guarantee that students' training in the PC Universities will be carried out on the level of the EU Standards.

The objectives of the QP are:

- To develop methodology and tools to reach the successful realization of planned outcomes of Quality Assurance activities;
- To specify methods and actions for Internal QA and External QA;
- To provide time schedule for planned activities and expected outcomes.

The QP objectives could be reached through processes as Quality Assurance and Evaluation Management.

##### 4.1 Quality Assurance

Quality assurance is related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. The following objectives are:

- To guarantee students with EU standard level training and education;
- To set a quality assurance system both from EU and PC;
- To promote innovations in quality levels in PC.

## 4.2 Evaluation Management

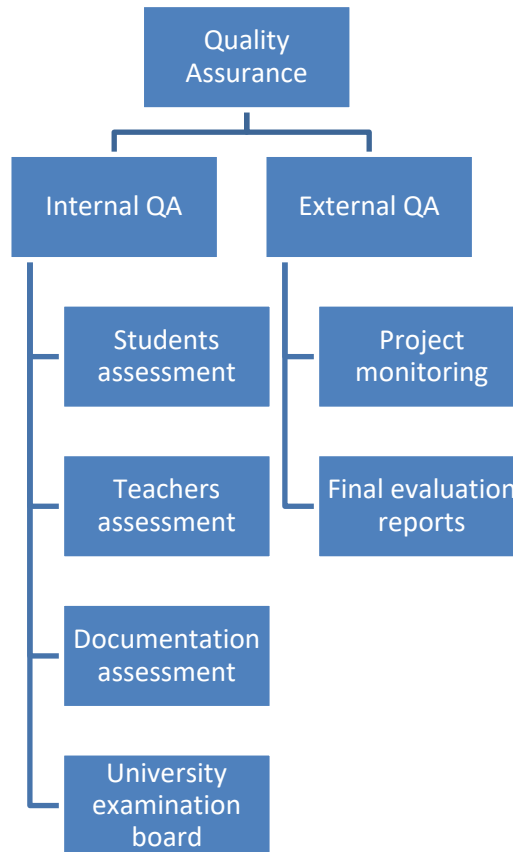
The evaluation management is an important process that contains the following information that is used to assure quality.

It describes how quality assurance will be performed within the project. The following objectives are:

- To monitor and evaluate SMALOG activities and results
- To conduct evaluation of the SMALOG training

## 5 Methodology and tools

The approach to the Quality Assurance is depicted in Figure 1.



**Figure 1** Quality Assurance approach

The system for ensuring the quality of educational activities and the quality of higher education of the University consists of Internal and External QA to guarantee that all the components of project reached the required quality.

### 5.1 Roles and responsibilities of interested parties

To ensure the quality of all processes according to the required regulations it is necessary to put in place the structures and relationships that the project needs in order to result as successful. Taking into consideration the project’s international character, the Quality Assessment process will be carried out by setting up a **Quality Board**.

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### 5.1.1 *Quality Board*

**The role** of the Quality Board in the SMALOG project is pivotal in maintaining comparable standards between European higher education institutions and UA and GE Universities. In keeping with the Bologna Process, the Quality Board is ensuring that a culture of enhancement permeates all aspects of taught provision.

The QB is comprised of three academic involved in the project from each of the four EU partner Universities, five Ukrainian Universities, two Georgian Universities (for Internal Quality Assurance) as well as two International Experts in the field of Smart Transport and Logistics (for External Quality Assurance). The External Experts for assessing the Master Course in SMALOG project will be mainly selected from the EU Universities. The experts should be selected from the teaching staff in the transport/logistics education area. The Quality Board will be chaired by Luca Persia from Università degli Studi di Roma La Sapienza (P2 – UNIROMA1). A full list of the Quality Board members is attached in

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## Appendix 1: Quality Board Members.

**The aim** of the Quality Board is to assess the Masters in Smart Transport and Logistics in against set criteria commensurate with the European Association for Quality Assurance in Higher Education.

The **key responsibilities** of the Quality Board are:

- ensure that the standard of any award is comparable to the standard of similar awards conferred by universities in the EU in accordance with the Bologna Process
- be satisfied that the work and decisions of the University Assessment Boards are consistent with the policies and regulations in accordance with the he Framework for Qualifications of the European Higher Education Area FQ-EHEA
- ensure that students have been assessed fairly and within the regulations approved by the University for the programme;
- comment on the appropriateness and consistency of assessment practices and procedures across the modules which comprise the award;
- inform the University on any matter which is not in keeping with the maintenance of academic standards;
- produce an annual report for consideration by the University on the standards attained by students on the programme and any other matters which may seem appropriate to report.
- moderate the work of the internal assessor in respect of the student assessments
- ensure that students are assessed according to the regulations approved for the modules within that subject area;
- be satisfied that the work and marks awarded are consistent with the policies and regulations of the University and best practice in higher education;
- inform the University on any matter which is not in keeping with the maintenance of proper academic standards;
- produce summary reports following review of individual aspects of the programme – programme specification, module specifications, mid-term review of the delivery of the programme.

The Quality Board will **review** the following:

- The overall Masters Programme specification;
- Individual module specifications and planned assessments;
- Assessment material relating to the programme (e.g. coursework, exam papers);
- Feedback from students about the course;
- Delivery of the teaching.

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## 5.2 Internal Quality Assurance

**Internal quality assurance** (IQA) relates to the monitoring of all the teaching, learning and assessment activities which learners will undertake. The activities should form part of an organisation's overall quality assurance system.

### 5.2.1 Background and standards

The Standards and guidelines for IQA<sup>1</sup> set a list of criteria against which internal quality assurances' activities are assessed:

- ✓ **Presence of a policy for quality assurance (public)** - Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.
- ✓ **Presence of a process to design and approve programmes** Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Programmes:
  - are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
  - are designed by involving students and other stakeholders in the work;
  - benefit from external expertise and reference points;
  - are designed so that they enable smooth student progression;
  - define the expected student workload, e.g. in ECTS;
  - include well-structured placement opportunities where appropriate;
  - are subject to a formal institutional approval process.
- ✓ **Student-centred learning, teaching and assessment** - Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. The implementation of student-centred learning and teaching:

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<sup>1</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium

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- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
  - considers and uses different modes of delivery, where appropriate;
  - flexibly uses a variety of pedagogical methods;
  - regularly evaluates and adjusts the modes of delivery and pedagogical methods;
  - encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
  - promotes mutual respect within the learner-teacher relationship;
  - has appropriate procedures for dealing with students' complaints.
- ✓ **Student admission, progression, recognition and certification** - Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle". Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.
- ✓ **Competence of the teaching staff** - Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment:
- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching;
  - offers opportunities for and promotes the professional development of teaching staff;
  - encourages scholarly activity to strengthen the link between education and research;
  - encourages innovation in teaching methods and the use of new technologies.
- ✓ **Learning resources and student support** - For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.
- ✓ **Information management** - Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programmes and other activities. Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:



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- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.

- ✓ **Public information** - Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.
- ✓ **On-going monitoring and review of programmes** - Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society.

There are several ways of gathering information to access the internal QA objectives. The following tools show how internal evaluation can be performed:

- **Observations & participations:** during the partners' or monitoring meetings etc.
- **Questionnaires:** efficient and strong on confidentiality or anonymity, which brings the advantages of quantitative tools: it is easy to gather a lot of data at once and easy to objectively evaluations and prepare conclusions.
- **Documentation and evaluation reports:** project documentation represents the subject to evaluate and the evaluation product as well. Interim and final internal evaluation reports are mandatory and important outcomes of the project.
- **Public activities & feedback analyses:** meeting or contacting the stakeholders or public represent the unique opportunity to gather the external view and feedback on project content and its aims.
- **Surveys and questionnaires:** can identify what should be changed, altered, maintained, improved, or expanded.
- **Capstone Projects:** integrates knowledge, concepts, and skills that students are to have acquired during the course of their study. Capstones provide a means to assess student achievement across a discipline.
- **Entrance/Exit Interviews for student and academics:** Interviews are conducted with students when they enter course and when they leave. These interviews can be used to learn about students' perceptions, gather feedback, on various college services, activities, etc.
- **SWOT Analysis:** a facilitated analysis of the internal strengths & weaknesses of the course,

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program, department as well as the external threats & opportunities.

- **Syllabus Review:** reviewing a syllabus involves determining if the course is meeting the goals and outcomes that have been established.

### 5.2.2 *IQA in SMALOG project*

Based on the tools developed for IQA, the main areas for the QP will be the following sections:

#### 5.2.2.1 *Module specifications*

The Masters programme will be delivered in modules for which a module specification will need to be submitted to the Quality Board for review. For each module the specification will include aims and objectives, intended learning outcomes, method of delivery, assessment and feedback criteria, student contact time.

**Tool:** module specification is to be provided according to a schedules timetable by filling out the questionnaires given in the **Errore. L'origine riferimento non è stata trovata.**

#### 5.2.2.2 *Student assessments and Feedback*

Student assessment is an on-going cycle through which staff design, set, mark, engage in dialogue about performance, review and develop assessments. Assessment should provide the students with an assessment of current learning and future learning needs and for the teachers it should provide an assessment of achievement against intended learning outcomes. The achievement of intended learning outcomes will contribute to marking and grading students for the award of Masters in Smart Transport and Logistics. The language used for setting any student assessments should be commensurate with level knowledge attainment and deep learning, for example 'evaluate' and 'critically analyse'. Furthermore the degree-awarding body should have clear marking and guideline schedules that are transparent to students and teachers to ensure standards are adhered to.

Student feedback is necessary to maintain the relevance and teaching standards of the Masters programme. Feedback given to students needs to be developmental throughout the course allowing for progressive learning to take place. Feedback from the students will also be obtained during the review of the delivery of the Masters (formative) and at the end of the academic years (summative). The formative feedback will enable the Quality Board to assess how the delivery of the masters is perceived by the students on a modular basis and also it will be an opportunity to recommend alterations if necessary particularly if learning outcomes are not being met at that stage. A summative evaluation of the whole course will be obtained at the end of the academic years to review the course as a whole and identify any gaps for the following year.

**Tool:** Students' feedback is to be provided according to a schedules timetable by filling out the questionnaires given in the **Errore. L'origine riferimento non è stata trovata.**

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### 5.2.2.3 Delivery of the programme

An observation of lectures will be made by visiting academics from the Quality Board during the programmes. The aim of the observations is to ensure educational standards of teaching are maintained and students are engaged with the subject.

**Tool:** a peer review observation report form provided in **Errore. L'origine riferimento non è stata trovata.** for reference.

### 5.2.2.4 Final student and course evaluation

An end of year 1 of course will be undertaken of the overall programme and drawing together the previous reviews to recommend changes for improvement in the next year delivery of the Masters in Smart Transport.

There will be an emphasis at this stage on assessing the knowledge attained by the Masters students to ensure a Level 7 standard has been reached across the seven Universities in accordance with FQ-EHEA. This will entail reviewing the students final dissertations to ensure that key assessment criteria have been met and also that the students have attained a specific set of masters graduate characteristics listed below:

- Subject / specific attributes
- In-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject.
- The ability to complete a research project in the subject which may include a critical review of existing literature of other relevant scholarly outputs
- Generic attributes (including skills relevant to an employment setting)
- Use initiative and take responsibility
- Solve problems in creative and innovative ways
- Make decisions in challenging situations
- Continue to learn independently and to develop professionally
- Communicate effectively, with colleagues and a wider audience in a variety of media.

**Tool:** a questionnaire fulfilled by academics assessing students' dissertations. An example of a dissertation marking criteria is attached in Appendix 5: Dissertation marking criteria.

### 5.2.2.5 Assessment of reports/documents/teaching materials

For the assessment of reports, documents and teaching materials developed in the framework of the project the following KPIs shown in Table 1 are suggested.

**Table 1 KPI for project documentation assessment**

KPI	Quality attributes
-----	--------------------

1. Structure	Understandable, well-presented, well-documented, concise representation, representation consistency, interpretability
2. Contextual	Value-added, appropriate amount of data, relevance, completeness
3. Accuracy	Accuracy, believability, objectivity - To determine the level of user satisfaction with the accuracy of the document.
4. Accessibility	Accessibility, easily traced, user friendly, ease to retrieval

A Likert scale can be used for the documentation assessment as shown in the example Table 2.

**Table 2 Likert scale**

KPI	Attribute	Low		Medium		High	Score
1. Structure	Understandable	1	2	3	4	5	4
	Well-documented	1	2	3	4	5	5
...	....						...
AVG value							4,32
2. Contextual	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...

The total score can be counted as in the example Table 3.

**Table 3 Overall assessment**

KPI	Weight*	Score
Structure	25%	1,08
Contextual	40%	1,60
Accuracy	15%	0,60
Accessibility	20%	0,80
<b>Tot</b>	1	<b>4,08</b>
<i>*depending on the type and scope of the deliverable</i>		

The total score of documentation assessment is to be evaluated according to a following scale as presented in Table 4.

**Table 4 Documentation assessment scale**

Score	Action
From 0 to 4.5 points	The document should be revised and improved by the responsible partner
From 4.5 to 5.0 points	The document is valid and passes quality check

**Tool:** the documentation assessment is to be done by **The Excel tool**.

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#### 5.2.2.6 *Local University examination boards*

To assist the Quality Board with the review of the programme and its contents they will need to know what the processes and dates are at each University for programme approval, examination moderation and examination board procedures. The other key area for quality assessment is ensuring the teachers are current in their knowledge consequently the Universities will need to provide some evidence that teaching skills are up to date to maintain standards.

**Tool:** assessment of teachers' skills is to be done according to a Report to the European Commission on improving the quality of teaching and learning in Europe's higher education institutions<sup>2</sup> Chapter 6.

### 5.3 External Quality Assurance

**External quality assurance** - Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.

The system of external quality assurance of educational activities of higher educational establishments and the quality of higher education provides for the following procedures and measures:

- ensuring the effectiveness of processes and procedures for the internal quality assurance of educational activities of higher educational institutions and the quality of higher education;
- ensuring the existence of a system of external quality assurance procedures;
- ensuring the availability of published criteria for decision making in accordance with standards and quality assurance guidelines in the European Higher Education Area;
- establishing accessible and understandable reporting;
- carrying out periodic audits of quality assurance systems and mechanisms for working with the recommendations received;
- other procedures and activities.

#### 5.3.1 *EQA in SMALOG project*

The external evaluation of the Project comprises the following components:

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<sup>2</sup> Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions. (June 2013) Luxembourg, 2013

- External evaluation of the entire project will be conducted by two independent experts. The External Experts for assessing the Master Course in SMALOG project will be mainly selected from the EU Universities. The experts should be selected from the teaching staff in the transport/logistics education area. They will produce final evaluation reports.
- Peer reviews will be carried out via videoconferencing or meetings in person.
- Monitoring of the project will be implemented by National Erasmus+ Offices and EACEA according to their schedule of projects' monitoring process.

Tool: a report template is attached in Appendix 6: Report Form for External Programme Assessors and External Examiners.

## 5.4 The Excel tool

As a tool to compete the «Day-to-Day Monitoring of the Project Activities and Achieved Results» subtask the Excel tool is developed with the following structure:

- Action list
- Gantt
- Deliverables
- Output indicators
- Dashboard
- Assessment tables

In the Table 5 there is an explanation of the spreadsheet.

**Table 5 Spreadsheet structure**

Section	Aim	Inputs	Outputs	Notes
A. Action list	Estimate the level of completeness of monitoring work for each WP	WP, Act, Name, Responsible Partner(s), Type of activity, Start, End, Delayed to, "Evaluation Panel M №" status, Date of completion, Notes	Level of completeness (To be started/started/on-going/completed)	
B. Gantt	Monitoring the % of completion of WP tasks according to a SMALOG timetable	Coloured horizontal monthly scheduled timetable	% of completion, expected, delay	
C. Deliverables	Overall assessment of documentation provided by WP participants	ACT, DEL, Deliverable NAME, "Target indicator", Achieved, Completed, Expected, Delivered, Overall assessment, Type of	Total table with deliverables and their assessment	

		deliverable, Leader, Participants		
D. Output indicators				
E. Dashboard	Visualization board of activities and results	Average delay of outputs of every WP in the project, delay of results, score of KPIs for document assessment, expected and achieved outputs	Timeliness of project and results, quality of produced documentation and outputs	
F. Assessment tables	Assessment of documents	Scores for the KPI attributes and weight of KPI	Total score of document according to KPIs	

## 5.5 Risk management

The process for identification and mitigation of potential risks begins during the planning phase. Risk management is a scientific process that includes the complete dissection of a project to determine any and all potential risks with the cost, resources, scope, quality, schedule, and procurement. The project management team follows the following processes:

1. Identification – This process includes the listing of all potential risks involved in the project and logging them into an organized format based on the discipline effected by the potential risk.
2. Assessment – This process is used to determine the probability and potential impact that the identified risk may have on the project. T
3. Mitigating strategy – This process involves the strategy necessary to correct the potential risk.
4. Monitoring and control – This is the process tracks the progress of the potential risk and implements the prescribed control procedures to mitigate the identified risk. During the course of a given project, the risk management plan is updated and revised according to the actual outcomes observed during the monitoring process.

In Quality Assurance in education area there are two types of risks: lack of reports, collecting and data analyzing and not sufficient quality of provided data or services.

In Table 6 there are shown actions to mitigate the consequences of potential risk.

**Table 6 Risk management**

Risk	Context	Mitigation action	Notes
Lack of reports, collecting and data analyzing	Partners don't collect and provide the required documentation in time	Setting a clear deadline, advance reminders to submit documentation, monitoring of a work process, identifying the reasons for the lack of data	
Not sufficient quality	The quality of collected data is poor due to various reasons: lack of information for analysis, incorrect data processing, incorrect report submission	Identifying the causes of poor quality reportable documentation, a clear setting of responsible persons for its filing,	



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## 6 Actions and outputs

As a global general task of WP8 is to control project quality and sequence of realization and evaluate by representatives of EU and IMPEER, it is subdivided into four subtasks:

1. Day-to-Day Monitoring of the Project Activities and Achieved Results;
2. UA and GE Interuniversity and Cross-university Assessment;
3. EU Assessment;
4. External Evaluation of quality.

For every subtask it is defined a type of action and responsible partner who is leading the task performance. According to a detailed plan of SMALOG project P2 (UNIROMA1) and P10 (IMPEER) are leading the WP8 – Quality Plan.

### 6.1.1 Timetable and outputs

It outlines the elements of project tasks evaluation and responsible actors, the set of quality actions within which progress and quality of project outputs will be measured, as well as evaluation level, frequency of reporting. Summary of proposed evaluation activities and outputs of evaluation management is shown in Table 7 (due to COVID-19 the activities were expanded for the year 2021).

**Table 7 Evaluation Plan**

Subtask	QA actions	Evaluation level	Frequency of reporting	Responsibilities	Outputs
1 – Day-to-Day Monitoring of the Project Activities and Achieved Results	Evaluation panel reports (Monitoring tool Excel sheet)	Internal	Every 3 month (M4, M7, M10, M13, M16, M19, M22, M25, M28, M31, M34, prolonged for 2021)	By the representatives of the PMC	3-month reports of ongoing activities and achieved results
2 – UA and GE Interuniversity and Cross-university Assessment	Questionnaires for students' and teachers' evaluation; assessment of reports/documents/teaching materials after their publication, feedback analysis	Internal	01.11.2019, <del>30.04.2020</del> 30.04.2021	By UA and GE academic staff involved in the project upon the results' completing	Mid-term evaluation and final evaluation reports
3 – EU Assessment	Questionnaires for students' and teachers' evaluation; assessment of reports/documents/teaching materials after their publication, feedback analysis	External	<del>01.06.2020</del> <del>31.06.2020</del> 01.06.2021 - 31.06.2021	By EU Universities, IMPEER experts, employers and other stakeholders.	Mid-term and final External evaluation reports and recommendations
4 - External Evaluation of quality	Questionnaires for students' and teachers' evaluation; assessment of	External	<del>01.06.2020</del> <del>31.06.2020</del> 01.06.2021 - 31.06.2021		

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	reports/documents/teaching materials after their publication, feedback analysis				
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After Master Course set up the following scheme of quality assurance and evaluation activities which is structured into periods is suggested. Main output activities should be reflected at the end of each period by a special questionnaire dedicated to specific product or output. The template is shown below in the Table 8.

**Table 8 Template for evaluation activities**

<b>Evaluation period</b>	<b>Evaluated outputs/processes</b>	<b>Evaluation actions</b>	<b>Involved actors</b>
xx/xx/xxxx – xx/xx/xxxx	Meeting/ Creation of Coursebook/ Website Creation/QAP creation/Events in PS/etc.	Evaluation Questionnaire/ ongoing feedback from partners/ Proposals from partners/ Internal Evaluation Report/etc.	

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## 8 Appendix 1: Quality Board Members

Partner	Country	Organization	Contact Person	Email	Phone
P1		Università Degli Studi di Roma Tor Vergata	Prof. Nuzzolo Agostino Prof. Comi Antonio Prof. Crisalli Umberto	<a href="mailto:nuzzolo@ing.uniroma2.it">nuzzolo@ing.uniroma2.it</a> <a href="mailto:comi@ing.uniroma2.it">comi@ing.uniroma2.it</a> <a href="mailto:crisalli@ing.uniroma2.it">crisalli@ing.uniroma2.it</a>	+39067259 7058 +39067259 7061 +39067259 7053
P2		Università Degli Studi di Roma La Sapienza	Prof. Persia Luca	<a href="mailto:luca.persia@uniroma1.it">luca.persia@uniroma1.it</a>	+390644585131
P3		O.M. Beketov National University of Urban Economy In Kharkiv	Full Prof. Lobashov Oleksii Associate Prof. Dmytro Roslavl'tsev	<a href="mailto:lobashov61@gmail.com">lobashov61@gmail.com</a> <a href="mailto:d.roslavl'tsev@gmail.com">d.roslavl'tsev@gmail.com</a>	+380577073261 +380577073185
P4		LVIV Polytechnic National University	Associated Prof. Zhuk Mykola As. Prof. Volodymyr Kovalyshyn	<a href="mailto:zhukmm65@gmail.com">zhukmm65@gmail.com</a> <a href="mailto:transtechnologiesv@gmail.com">transtechnologiesv@gmail.com</a>	+380673325803
P5		Zhytomyr State Technological University	Mamray Vasyl Prof. Volodymyr Shumliakivskyi	<a href="mailto:vmamray@rambler.ru">vmamray@rambler.ru</a> <a href="mailto:shumliakivskyiv@gmail.com">shumliakivskyiv@gmail.com</a>	+38-0412-41-85-41 +380996118169
P6		National Transport University	Full Prof. Polishchuk Volodymyr Associated Prof. Kunitska Olga	<a href="mailto:tsbdr@ukr.net">tsbdr@ukr.net</a> <a href="mailto:o.kunyt'ska@gmail.com">o.kunyt'ska@gmail.com</a>	+380-50-330-67-47 +380-44-280-48-85
P7		Georgian Technical University	Prof. Dr. Giorgi Doborjginidze Temur Ugulava	<a href="mailto:g.doborjginidze@gtu.ge">g.doborjginidze@gtu.ge</a> <a href="mailto:temugulava@gmail.com">temugulava@gmail.com</a>	+995322 331853 +995 599 135 200



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Partner	Country	Organization	Contact Person	Email	Phone
P8		LEPL Teaching University-Batumi State Maritime Academy	Mrs. Teona Dzneladze Mrs. Nino Kurshubadze	<a href="mailto:t.dzneladze@bsma.edu.ge">t.dzneladze@bsma.edu.ge</a> <a href="mailto:n.kurshubadze@bsma.edu.ge">n.kurshubadze@bsma.edu.ge</a>	+995557380979 +995599913734
P9		Politechnika Slaska	Prof. Sladkowski Aleksander	<a href="mailto:aleksander.sladkowski@polsl.pl">aleksander.sladkowski@polsl.pl</a>	+48 32 60341 57
P10		Institute of Market Problems and Economical and Research of the National Academy of Sciences of Ukrain	Prof. Ilchenko Svitlana Prof. Antonik Iryna	<a href="mailto:primaveraryna@gmail.com">primaveraryna@gmail.com</a>	+38 050 219 79 75 +38 050 219 79 75
P11		Hochschule Wismar	Prof. Gruenwald Nobert	<a href="mailto:norbert.gruenwald@hs-wismar.de">norbert.gruenwald@hs-wismar.de</a>	+49 3841 758 2290



## 9 Appendix 2: Module template

### Module name

**Principally taught by**

**ECTS Credit**

**Examination weighting**

**Prerequisite modules**

**Responsible Examiner**

**Delivery Period**

### Aims:

### Intended Learning Outcomes:

Knowledge and Understanding:

Subject specific skills: Intellectual/cognitive skills:

Practical/subject specific skills:

Key/transferable skills:

### Content:

### Teaching and Learning: (example below)



Activity Type	Hours	Comments
Tutorial	4	
Supervised time in studio/workshop	6	
Lecture	18	
Guided independent study	122	
<hr/>		
Total:	150	

Break down topic hours

### Assessment:

Assessment Title	Weight	Assessment Type	Exam Semester	Exam length
<hr/>				
Total:	100%			

### Method of Feedback:

- 1. Feedback given to students in response to assessed work**
  
- 2. Developmental feedback generated through teaching activities**



## 10 Appendix 3: Module feedback for students

### STUDENT COURSE EVALUATION QUESTIONNAIRE

<b>COURSE:</b>	
<b>INSTRUCTOR:</b>	
<b>TERM AND YEAR</b>	

**PLEASE CROSS THE RESPONSE THAT REPRESENTS YOUR OPINION.**

TEACHING APPROACHES AND SELF-ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.The teacher stimulated my interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.The teacher managed classroom time and pace well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.The teacher was organized and prepared for every class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.The teacher encouraged discussions and responded to questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.The teacher demonstrated in-depth knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.The teacher appeared enthusiastic and interested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.The teacher used a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.The teacher was accessible outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your knowledge sufficient to master the 9.module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching modules repeating with the 10.content of the courses you studied earlier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Comments (Teaching Approaches)

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FEEDBACK AND ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.Information about the assessment was communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.Feedback was provided within the stated timeframe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback showed how to improve my work(e .g. corrections including 13.comments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Feedback and Assessment)

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RESOURCES AND ADMINISTRATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course was supported by adequate 14.library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.Blackboard resources for the course were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher gave guidance on where to find 16.resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Resources and Administration)

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ADDITIONAL QUESTION	Yes	No
17.The syllabus was explained at the beginning of the course.	<input type="radio"/>	<input type="radio"/>
18.The course was delivered as outlined in the syllabus.	<input type="radio"/>	<input type="radio"/>
19.Teacher explained the grading criteria of the course.	<input type="radio"/>	<input type="radio"/>
20.Exams related to the course learning outcomes.	<input type="radio"/>	<input type="radio"/>
Projects/ assignments related to the course learning	<input type="radio"/>	<input type="radio"/>
21.outcomes.		

Comments (Additional Questions)

---



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OVERALL EXPERIENCE	Yes	No					
22. This was a worthwhile class.	<input type="radio"/>	<input type="radio"/>					
23. Would you recommend this course to a fellow student?	<input type="radio"/>	<input type="radio"/>					
			Excellent	Very good	Good	Fair	Poor
24. Overall, how do you rate your experience in this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			A: 0 – 4h	B: 5 – 8h	C: 9 – 12h	D: 12 – 16h	
25. How many hours did you spend per week on preparation/homework for this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Overall Experience)

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STUDENT SELF EVALUATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please comment on your own work for this course.					
26.class I contributed constructively during in- activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.outcomes. I feel I am achieving the learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Student Self Evaluation)

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**COMMENTS ON STRENGTHS AND WAYS OF IMPROVEMENT**

- What changes would you recommend to improve this course?
  
- What did you like best about your teachers teaching?
  
- What did you like least about your teacher's teaching?
  
- Any further, constructive comment:

**THANK YOU FOR YOUR TIME AND FOR YOUR VALUABLE FEEDBACK.**

## 11 Appendix 4: Teaching observation report form

### Teaching Observation Report Form

Name:	Date:
-------	-------

School/Department:	Subject:	Module/Course Unit:
Assessor:	Session Length (Hrs/Mins):	Observation Length (Hrs/Mins):
Level/Year:	Mode ( FT/PT):	Number of Students/ Participants:
Type of Activity:	Topic/Title:	Composition of Group:

#### Purpose and Aim of the Session

The overall purpose/aim of the session is:

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Specific Learning Objectives (eg objectives linked to knowledge and understanding; subject specific skills; generic skills)

The students/participants should be able to:

Relationship of Learning Objectives to Module Learning Outcomes

The learning objectives of this session support the following module learning outcomes:

Practice Areas and Commentary (including strengths/weaknesses):

1 Clarity of purpose/aim and learning objectives

2 Planning and organisation

### 3 Learning and teaching methods

### 4 Presentation

### 5 Content

### 6 Student engagement and/or participation

### 7 Impact of accommodation and learning resources

Summary of the overall quality of the session in terms of the learning objectives sought.

NB: This section should identify any key areas of practice for future enhancement activity.

Assessor's Evaluation	✓
Excellent: Very high standards across all practice areas: learning objectives achieved.	
Highly Satisfactory: Generally very good though scope for minor improvements in one or two practice areas: learning objectives achieved.	
Satisfactory: Acceptable standards across all practice areas though scope for improvement in some areas: learning objectives achieved.	



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Requires attention: Acceptable standards in most practice areas though one or two areas in need of significant improvement: some objectives not achieved.	
Unsatisfactory: Poor. Unacceptable standards in over three areas of practice with wide scope for major improvement: the majority of objectives not achieved.	

Assessor's signature:

Candidate's comments (optional)

Candidate's signature:





## 12 Appendix 5: Dissertation marking criteria

	Unacceptable	Acceptable	Good	Excellent
Independent research	The student makes no effort to come up with ideas <input type="checkbox"/>	The student was partially directed but gave some input <input type="checkbox"/>	The student was proactive in with ideas, but had issues with pulling ideas together <input type="checkbox"/>	The student was proactive and managed time allocated well <input type="checkbox"/>
	The content suggests strongly that it is plagiarised; the style is variable suggesting a number of sources copied verbatim <input type="checkbox"/>	There is some suggestion that content may have been copied; some editing of original material may be evident <input type="checkbox"/>	The content appears to have been produced by the student although some elements may not be original <input type="checkbox"/>	The content appears to have been produced solely by the student <input type="checkbox"/>
Subject Knowledge	There is no effort made to explain the context of the project. <input type="checkbox"/>	Gives some information about what to expect in the project; <input type="checkbox"/>	Gives a complete overview of the project; contains some irrelevant or misses some relevant material <input type="checkbox"/>	Relevant, factual and brief; gives concise information about what to expect in the project <input type="checkbox"/>
Research	There is no evidence of any research having been conducted <input type="checkbox"/>	There is some evidence of research having been conducted <input type="checkbox"/>	Suitable research has been conducted and described <input type="checkbox"/>	Significant research has been conducted, is well described and has potential for publication <input type="checkbox"/>
Citations / References	There is little or no reference made to previous work; one or two sources incorrectly cited; bibliography not references <input type="checkbox"/>	Some reference is made to previous work; references are made solely or inappropriately to internet sources <input type="checkbox"/>	References and citations are mostly complete and generally appropriate <input type="checkbox"/>	References and citations are complete and appropriate <input type="checkbox"/>
Methods	Poor or no rationale and description for selection and use of appropriate methods <input type="checkbox"/>	Adequate rationale and description for selection and use of appropriate methods <input type="checkbox"/>	Good rationale and description for selection and use of appropriate methods <input type="checkbox"/>	Excellent rationale and description for selection and use of appropriate methods <input type="checkbox"/>
Critical Analysis	Project does not cover the project topic; assertions are not supported by evidence <input type="checkbox"/>	Project does not adequately cover the project topic; assertions are weakly supported <input type="checkbox"/>	The project is sufficient to cover the project topic; assertions are supported by evidence <input type="checkbox"/>	The project provides an in-depth coverage of the project topic; assertions are clearly supported <input type="checkbox"/>
Content	Material not logically organized and frequently fails to make sense; lines of reasoning are not easily followed <input type="checkbox"/>	Material mostly arranged logically but occasionally fails to make sense <input type="checkbox"/>	Material is presented in a reasonably logical sequence; lines of reasoning can usually be followed <input type="checkbox"/>	Material presented in a logical sequence moving smoothly from one topic to the next; lines of reasoning are easily followed <input type="checkbox"/>
Conclusion	Presents an illogical explanation for findings; does not address any questions raised by the project <input type="checkbox"/>	Presents an illogical explanation for findings; addresses some questions raised by the project <input type="checkbox"/>	Presents a logical explanation for findings; addresses most questions raised by the project <input type="checkbox"/>	Presents a logical explanation for findings; addresses all questions raised by the project <input type="checkbox"/>
Writing mechanics	Project has serious and persistent errors in word selection and use, spelling and punctuation <input type="checkbox"/>	Project has several major errors in word selection and use, spelling and punctuation <input type="checkbox"/>	Project is relatively free of errors in word selection and use, spelling and punctuation <input type="checkbox"/>	Project has no major errors in word selection and use, spelling and punctuation <input type="checkbox"/>
Format / Style	Style and/or format are inappropriate <input type="checkbox"/>	Formatting is acceptable but there is significant padding; style is excessively ostentatious <input type="checkbox"/>	The style and format are consistent and appropriate <input type="checkbox"/>	The style and format are consistent, appropriate and professional throughout <input type="checkbox"/>

### 13 Appendix 6: Report Form for External Programme Assessors and External Examiners

## Report Form for External Programme Assessors and External Examiners

<b>Name of External Examiner:</b>	
<b>Home institution and/or other professional/institutional affiliation:</b>	
<b>This report covers:</b>  (Please name programmes or modules)	
<b>Report for the Academic Period:</b>	<b>Date of Report:</b>

**PLEASE ANSWER THE FOLLOWING WITH EITHER 'YES', 'NO' OR 'N/A'. SPACE HAS BEEN PROVIDED OVERLEAF FOR TEXTUAL COMMENTS. WITH THE EXCEPTION OF COMMENTS ENTERED ON THE FINAL SHEET, THE REPORT IN ITS ENTIRETY MAY BE SHARED WITH STUDENT REPRESENTATIVES IN THE RELEVANT DEPARTMENT.**

#### Information

- 1 Have you been provided with adequate information about the University regulations, methods of assessment and your duties and rights as an External Examiner?

#### Module/Programme Outcomes

- 2 Have the Modules/Programmes you examined met their stated aims and intended learning outcomes?

#### Examinations

- 3 Did you have the opportunity to comment on the draft examination papers?
- 4 Were your comments taken into account?
- 5 Were you satisfied with the level, range, design and structure of questions set?



- |    |   |                          |
|----|---|--------------------------|
| 6  | If your duties included moderating the marking of papers, did you find the standard of first and second marking satisfactory? | <input type="checkbox"/> |
| 7  | Did you receive model answers, marking schemes or guideline solutions for written examination papers (if appropriate)?        | <input type="checkbox"/> |
| 8  | Was there an appropriate spread of marks?   | <input type="checkbox"/> |
| 9  | Did you receive all the examination scripts for your modules that you expected?   | <input type="checkbox"/> |
| 10 | If you received a sample, were you consulted about the sampling criteria?   | <input type="checkbox"/> |
| 11 | Did the sample provided meet these criteria?  | <input type="checkbox"/> |
| 12 | Were you given sufficient time for moderation?  | <input type="checkbox"/> |

### Assessed Coursework

- |    |   |                          |
|----|---|--------------------------|
| 13 | Did you have access to all of the assessed coursework you needed to see?  | <input type="checkbox"/> |
| 14 | Did you receive the model answers, marking schemes or guideline solutions for assessed coursework (if appropriate)? | <input type="checkbox"/> |
| 15 | Were you satisfied with the level, range, design and structure or the coursework set?                               | <input type="checkbox"/> |
| 16 | Was the standard of marking and feedback in assessed coursework satisfactory?                                       | <input type="checkbox"/> |
| 17 | Did you have sufficient time for coursework moderation?   | <input type="checkbox"/> |

### Viva Voce Examinations

- |    |   |                          |
|----|---|--------------------------|
| 18 | Did you participate in any viva voce examinations?                                      | <input type="checkbox"/> |
| 19 | Were you satisfied with the conduct of the viva voce examination(s) and the outcome(s)? | <input type="checkbox"/> |

### Conduct of Meetings

- |    |  |                          |
|----|--|--------------------------|
| 20 | Did you attend the Module Boards and/or Programme Boards for the programmes for which you are responsible?               | <input type="checkbox"/> |
| 21 | Was the organisation and conduct of these meetings satisfactory?   | <input type="checkbox"/> |
| 22 | Were all candidates dealt with fairly and objectively, including those who had submitted claims of impaired performance? | <input type="checkbox"/> |

### Quality and Standards

- |    |   |                          |
|----|---|--------------------------|
| 23 | In your experience, were standards comparable with other UK universities and, where appropriate, universities outside the UK? | <input type="checkbox"/> |
|----|---|--------------------------|

24 In your experience, were the standards of the awards and award elements appropriately set with reference to:

(a) National subject benchmarks (where they exist)

(b) The Framework for Higher Education Qualifications

(c) Institutional programme specifications and other relevant information?

25 In your experience, was the level of student attainment comparable with that of students in other UK universities and, where appropriate, universities outside the UK?

26 Were the standards achieved comparable with previous years?


**Handover**

27 If this is your first year, did you have access to any reports from previous External Examiners?

28 Had all points of concern raised by you or other External Examiners the previous year been dealt with satisfactorily?


**PLEASE COMMENT ON THOSE QUESTIONS TO WHICH YOU ANSWERED ‘no’**

**Question Number**

**Please comment on the standard and relevance of the programme(s) in relation to national subject benchmarks, the Framework for Higher Education Qualifications and, if appropriate, relevant international criteria.**

**Please offer any comments you may wish to on the background information provided in relation to the programme/modules, and the University’s assessment procedures generally.**

**Please offer any comments you may wish to on the Department, its teaching quality, attention to diversity issues such as gender, race and ethnicity, learning and teaching resources, and administration.**

**External Examiners’ reports inform Programme Review and the monitoring of quality assurance. Please comment on the coherence of policies and procedures relating to External Examiners and their consonance with the explicit roles required of them. Indicate if there are weaknesses which need to be addressed and if you have any suggestions for improvements to programmes of study.**

**Signature.....** **Date.....**