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Fostering Renewable energy technologies and energy Efficiency  
knowledge towards near Zero Energy Buildings of engineers and  
professionals in Western Balkan Countries

## DELIVERABLE 4.1: Quality Assurance Plan

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## 1. Project information, document control sheet and versioning history

Project information			
Project Number	101128611	Acronym	reZEB
Full Title	Fostering Renewable energy technologies and energy Efficiency knowledge towards near Zero Energy Buildings of engineers and professionals in Western Balkan Countries		
Call	ERASMUS-EDU-2023-CBHE		
Topic	ERASMUS-EDU-2023-CBHE-STRAND-2		
Type of action	ERASMUS Lump Sum Grants		
Coordinator institution	University of Castilla-La Mancha (UCLM), Spain		
Project URL	<a href="https://rezebproject-eu.com/">https://rezebproject-eu.com/</a>		
Project starting & ending date	01 November 2023 – 31 October 2026 (36 months)		

Document control sheet				
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Deliverable lead institution	UCLM			
Author(s) (Names and affiliations)	Amparo Pazo, José Rodríguez & Juan José Hernández (UCLM) / Flora Krasniqi & Emi Hoxholli (U_POLIS)			
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v0.1	16/12/2024	Amparo Pazo (UCLM)	First draft
v0.2	20/01/2025	Amparo Pazo, José Rodríguez & Juan José Hernández (UCLM)	Modifications and corrections on the document layout and content
v0.3	21/01/2025	Flora Krasniqi & Emi Hoxholli (U_POLIS)	Significant contributions to the document content
v0.4	28/01/2025	Project Executive Committee (PEC)	Approval of the draft and submission to EU



## 2. Deliverable description

This document presents the Quality Assurance Plan implemented for the reZEB project success. This Quality Assurance (QA) Plan is organized in three main pillars, in order to cover the general objective of the project and the specific objectives defined under the work package on the quality plan (WP4):

1. Improving quality of education by implementing EU standard quality assurance of the content of modernised modules, their teaching methods and examination procedures
2. Quality assurance monitoring reports for teaching material, teaching methods and examination procedures
3. Assuring the quality of the project activities, results and management in accordance with the Grant Agreement (GA)

This document is split in three parts. The first one (section 3) presents general aspects of the quality plan. The second part (section 4) refers to the internal quality for the project activities. Finally, section 5 deals with the main objective of the project, modules modernisation, and show the process to reach the proposed QA plan for the modernized and new modules.

## 3. General background

### 3.1 Object and general information

The plan defines procedures for internal and external monitoring, quality management and quality requirements for all actions and documents derived.

The quality standards and procedures were agreed by the Project Executive Committee (PEC), which is responsible to monitor the project performance and to evaluate, suggest improvements and propose corrective actions for all activities and generated documents. The PEC is constituted by the team leaders of all beneficiary institutions and it was established as a management structure (WP1) during the kick-off meeting of the project (hosted by the coordinator in Ciudad Real on December 2023) The PEC members are: Juan José Hernández (project coordinator (PC)), University of Castilla-La Mancha (UCLM) (Spain); Luca Cioccolanti, University eCampus (UEC) (Italy); Natia Anastasi, Neapolis University Pafos (NUP) (Cyprus); Kebjana Haka, European University of Tirana (UET) (Albania); Flora Krasniqi, Polis University (U\_POLIS) (Albania); Diana Biba, Professional College of Tirana (KPT) (Albania); Armend Berisha, Universum International College (UC) (Kosovo); Jelena Djokic, International Business College Mitrovica (IBC-M) (Kosovo).

Internal and external monitoring are included as part of the QA plan. All partners are responsible for regular internal monitoring and evaluation of compliance with the Logical Framework Matrix (LFM) and the work plan established in the GA. Besides, external evaluation is a fundamental part, so feedback from participants in the project activities (workshops, courses, seminars, etc.) and students is required. Furthermore, and as an important asset, an External Advisory board (EAB) has been established to monitor the entire modules modernisation process and the overall project development. Its main duty is to provide reasonable independent assurance not affected by the PEC and other persons involved directly in the project. The process to select the EAB, their assignments and the final composition is shown in next subsection (sub-section 3.2).

Since one essential part of a quality plan is the continuous improvement of the processes to ensure the quality and success of the project, any improvement detected during the project execution will be implemented after its approval by the Consortium.



### 3.2 External monitoring.

#### 3.2.1 External Advisory Board assignments

The EAB is committed to provide feedback, in the form of reports (including their suggestions, corrections, amendments...), in the following aspects:

- Provide general feedback on the syllabi of modernised/new modules to be implemented in each Higher Education Institution (HEI).
- Check the QA Plan.
- Check the quality assurance monitoring reports for the teaching materials of modernised modules conducted by UCLM and U\_POLIS. Report to be delivered by month 24.
- Check the quality assurance monitoring reports for the teaching methods and processes of modernised modules conducted by UCLM and U\_POLIS. Report to be delivered by month 24.
- Check the quality assurance monitoring reports for the examination processes used for the modernised modules conducted by UCLM and U\_POLIS. Report to be delivered by month 34.

It is also expected that the external evaluators will be available for virtual meetings with the coordination team and/or the whole Consortium.

#### 3.2.2 Selection criteria

The EAB has been chosen between different candidates taking into account the following criteria:

- Person not involved in the reZEB project Consortium
- Strong background in topics related with the reZEB project, such as the development of curricula or recognized background on Renewable Energy Technologies and Energy Efficiency in buildings
- Previous involvement in the implementation of EU-funded projects (connected to the project’s topic) as coordinator or partner
- Active participation in National Authorities with responsibilities in Higher Education
- Past experience conducting external evaluation
- Fulfil with the gender parity criteria

#### 3.2.3 reZEB External Advisory Board

The three independent members of the EAB are listed in Table 1, including their position and outstanding expertise in the field of the project. The board was proposed by the EU partners during the 3<sup>rd</sup> project meeting in Mitrovica (September 2024) and approved by the PEC (as representatives of the Consortium) through a Google Form in October 2024.

Table 1. External Advisory Board

Name	Position	Institution / Department	Outstanding expertise
Francesco Asdrubali	Full Professor	Università per Stranieri di Perugia / Department of International Humanities	<p><u>Expert in:</u></p> <ul style="list-style-type: none"> <li>• Thermophysics and RETs in buildings</li> <li>• Circular economy and life cycle analysis</li> <li>• Geopolitics of energy, energy planning and environmental impact</li> </ul> <p><u>Experience in implanting EU projects or as external advisor or as member/advisor of National Authorities in Higher Education:</u></p>



		and Social Sciences	<ul style="list-style-type: none"> <li>Coordinator of research teams for the realisation of projects on national (PRIN, FISR; PSR) and international (LIFE, IEE, FP7, HORIZON 2020) calls</li> <li>Evaluator of research and training projects on behalf of the Italian Ministry of Education (MIUR) and other public bodies (Regions, Universities) and Italian professional funds (Fondo For.Te., Fondimpresa, Fonservizi)</li> </ul> <p>Profile link: <a href="https://www.unistrapg.it/it/docenti/francesco-asdrubali">https://www.unistrapg.it/it/docenti/francesco-asdrubali</a></p>
Alessia Arteconi	Associate Professor	KU Leuven / Department of Mechanical Engineering	<p>Expert in:</p> <ul style="list-style-type: none"> <li>Heat pumps for residential applications</li> <li>Demand-side energy management in buildings</li> </ul> <p>Experience in implanting EU projects or as external advisor or as member/advisor of National Authorities in Higher Education:</p> <ul style="list-style-type: none"> <li>Promotor of research projects financed by the EU (Horizon program)</li> </ul> <p>Profile link: <a href="https://www.kuleuven.be/wieiswie/en/person/00093919">https://www.kuleuven.be/wieiswie/en/person/00093919</a></p>
Luis María López	Full Professor	University of La Rioja / Department of Mechanical Engineering	<p>Expert in:</p> <ul style="list-style-type: none"> <li>Nearly Zero-Energy Buildings</li> <li>Thermal envelope of buildings</li> <li>Energy performance of buildings (Directives implementation)</li> </ul> <p>Experience in implanting EU projects or as external advisor or as member/advisor of National Authorities in Higher Education:</p> <ul style="list-style-type: none"> <li>Advisor of the Spanish National Agency for Quality Assessment and Accreditation (ANECA)</li> </ul> <p>Profile link: <a href="https://investigacion.unirioja.es/investigadores/307/detalle">https://investigacion.unirioja.es/investigadores/307/detalle</a></p>

#### 4. Internal QA Plan for the project activities

##### 4.1 General assessment.

All partners are responsible for regular internal monitoring and evaluation of compliance with the LFM, and the work plan established in the GA, as well as for reporting to the work package leader (WPL) and PC on the progress of the work and on any deviations from the initial plan. This information covers all actions involved in the project: timetable of tasks, milestones, deliverables and objectives key indicators which are evaluated by the PEC, and classified them as "successfully completed", "partially completed" and "not completed". When activities are evaluated and classified as "partially completed" or "not completed" contingency measures are identified and deployed to keep the project on the right direction. One of these actions is to ask partners involved to provide updates on the progress every two weeks until the targets are achieved. If the applied measures do not obtain satisfactory results, the work could be assigned to another partner. If some problems need urgent attention, WPL will solve them in coordination with the PC, or an extraordinary PEC meeting it could be arranged. Finally, the PC will inform partners about evaluation results and agreed remedial actions by circulating a report based on

a specific form for the following-up process. Figure 1 summarizes the procedure, and the following-up form is displayed in Annex 1.

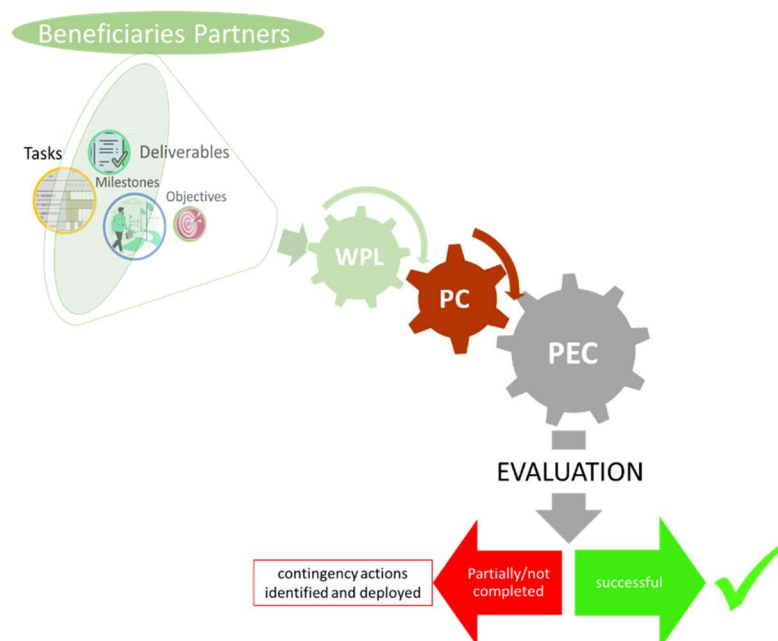


Figure 1. Scheme of the internal monitoring and evaluation

Project activities are monitored using adequate tools such as evaluation forms, surveys and different evaluation reports. Table 2 summarises the activities monitored (indicating the assessment tools used) and Table 3 specifies the forms to be used, the responsible person to complete each of them and the timeline to be followed. The Annex where the corresponding form is displayed is also mentioned. The forms used fall into three categories: monitoring forms which are a form/template to make the following-up of the activity, surveys collecting target groups’ feedback and evaluation reports which summarise the performance of the activity (this report includes the survey’s results when applied). Some of the procedures are explained in more detail in the following sections.

Table 2. Activities to be monitored and type of monitoring/evaluation and report actions to be done

Activity	Monitoring form	Survey	Evaluation report
Monitoring schedule and accomplishment of tasks, deliverables, milestones and objectives	YES	N/A	YES
Project meeting	N/A	YES	YES
Workshop	N/A	YES	YES
Info Day	N/A	N/A	YES
Training (seminars, short courses...)	N/A	YES	YES
Deliverables	YES	N/A	N/A

Table 3. Forms for the monitoring and quality assessment

Name of the form	Description	Who fills it	Time for providing feedback (T) & periodicity (P)	Available in Annex
Monitoring form				
QA following-up form	Tables which reflect the schedule or objectives compromised at the GA and the accomplishment or deviations from it. If there is a deviation, the explanation of what happened, the measures taken to amend it, the expected effects of the measure and the final results obtained, are included.	PC	T: During PEC meetings. P: At least twice a year	Annex 1
Deliverable monitoring form	Short document for checking deliverable compliance with critical points and including comments and recommendations.	PEC	T: 6 days P: Before submitting any deliverable to the EACEA	Annex 2
Surveys				
Project meeting survey form	Anonymous and voluntary Google Forms survey to be sent by email to the meeting attendees. The survey includes evaluation and satisfaction on general organization and success of the meeting. For any seminar during the meetings, a specific section is included to evaluate it.	Project meetings attendees	T: 2 weeks P: after each project meeting	Annex 3
Workshops survey form	Anonymous and voluntary Google Forms survey to be sent by email to the participants to check their evaluation and satisfaction of the Workshop.	Workshops attendees	T: 2 weeks P: after each workshop	Annex 4
Project training event survey form	Anonymous and voluntary Google Forms survey to be sent by email to the participants of trainings (seminars, short courses...). It deals with their evaluation and satisfaction on the training event.	Training events attendees	T: 2 weeks P: after each training event	Annex 5



Reports				
Internal project monitoring and quality report	Report on the development of the project. Reflects the situation of the project regarding accomplishment of objectives and tasks.	PC	P: Once a year	Annex 6
Event evaluation report	General form to be used for project meetings, workshops, and any other event including trainings. Report of the whole event details (organization, problems encountered...), goals and outcomes with attached information (poster, participant list, audiovisual records, presentations, graphics of satisfaction survey results...). If a section of the form is not required for the event under analysis, it is indicated as not applicable, N/A	Beneficiary hosting the event	T: 4 weeks P: after each event	Annex 7

#### 4.2 Assessment procedure and responsibilities for internal monitoring of deliverables

Chain of responsibilities for internal monitoring of deliverables starts with the deliverable leader, who coordinates the work with the team members involved and, elaborate the deliverable document (following the existing deliverable template which can be found in the OneDrive reZEB shared folder and the reserved area of the project website). It follows with the supervision of the WPL and with the PEC revision (the members of the PEC could delegate this task to a qualified member of their organization). WPL and PEC could propose amendments, and the deliverable leader has to proceed accordingly within the established period (2 days). All these tasks are carried out by email. Once the deliverable leader solves the proposed amendments, and the PEC approves the document, the project coordinator submits the deliverable to the EU platform (Continuous Reporting). The timetable for the process (minimum days) is shown in Figure 2. This timeline is defined with the only purpose of ensuring that the entire process is effective, efficient and meets the final objective (quality of deliverables meeting the final deadline). The quality of the deliverable is monitored following the corresponding form (Annex 2), which includes sections for comments and recommendations and should be completed by the PEC in 6 days to allow enough time to the deliverable leader for including recommendations in the final version. This form should be accompanied with specific corrections and suggestions, attached as comments in the deliverable document if necessary.

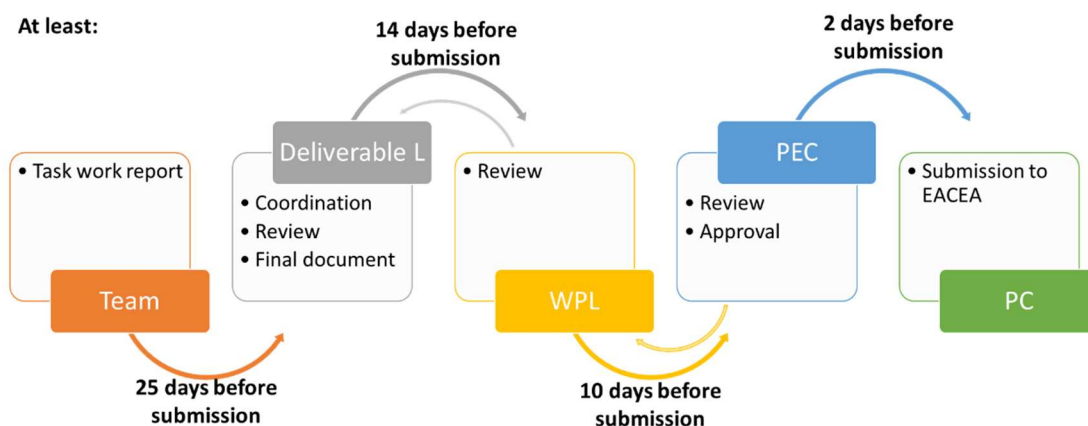


Figure 2. Deliverable schedule and chain of responsibilities

#### 4.3 Assessment procedure for project activities different than deliverables

The assessment for project activities different from deliverables is done by controlling their accomplishment (in time and objectives) and by checking the satisfaction of the target groups for the activity. The accomplishment is checked using specific forms and the satisfaction of the target groups. The latter is based on tailored surveys (Google Forms) (Table 3). The different activities to be evaluated are:

- Project meetings
- Workshops
- Info days
- Trainings (seminars, short courses...) addressed to students, staff and stakeholders,

The result of the evaluation is presented in reports which include statistical evaluation, with graphical presentations, of the information collected.

The time allowed for feedback (via the specific forms) will be communicated in advance and will depend on the size and complexity of the document and the resources required. The feedback time for every form is included in Table 3. Furthermore, this time will also need to take into account the partners' peculiarities (holidays, etc.).

### 5. QA Plan for the modernised modules

#### 5.1 Introduction

To establish the QA Plan for the modernised/new modules, the existing QA plans at the Western Balkan (WB) institution parties and the standards in the EU context were analysed. The QA for the modernised/new syllabus is built upon the WB QA plans while incorporating enhancements to increase the alignment with the EU standard quality assurance for Higher Education Institutions (HEIs).

As for any other part of the project monitoring, the follow-up of the QA for the modules to be modernised is assigned to the PEC, which is responsible for approving any action made or document produced. However, two specific internal committees are formed, one to guide the selection of modules and the other to develop the specific QA plan for the modules and analyse its implementation and results. The first committee was formed by representatives of UEC, leader institution of the "Development" work package (WP3), and experts from the other partners, selected by each partner institution. The second committee is constituted by project members involved in WP4 (Quality Plan)

with expertise on the assessment of QA plans. Table 4 shows the responsibilities of these committees and their composition.

The selection of modules and definition of the corresponding syllabi (content, learning outcomes, methodology and educational resources) were finished in September 2024 and documented in the Deliverable 3.1: “Description of modernised and new modules”. The majority of modules (21 out of 26) start in the current academic year (2024-2025), with the remaining modules scheduled to start next academic year.

The QA plan for the modernised modules is being implemented. It will be shared with WB HEIs, including colleagues in their Department/Faculty, to encourage the integration of the proposed upgrades across the programmes. Furthermore, the QA plan will be published on the web platform of the reZEB project through the publication of this deliverable.

Table 4. Committees for the following up of the modules QA

Committee for	Responsibilities	Members: Beneficiary institution & team members	
Modules selection	<ul style="list-style-type: none"> <li>Final selection of the modules to be modernised</li> <li>Ensure the accomplishment of modernisation and alignment of the content and learning outcomes with the project target</li> </ul>	UEC	Luca Cioccolanti Matteo Moglie
		NUP	Natia Anastasi
		UCLM	Juan José Hernández Francisco Castilla Amparo Pazo
		UET	Hasimin Keçi
		KPT	Diana Biba
		U_POLIS	Klodjan Xhexhi
		UC	Muhamet Spahiu Rrezart Dema
		IBC-M	Jelena Djokic Jelisaveta Marjanovic Damir Gashi
Modules implementation	<ul style="list-style-type: none"> <li>Check the existing QA plans at the WB institutions</li> <li>Elaborate the proposed QA plan for the modernised modules</li> <li>Analyse the quality assurance monitoring reports of modernised modules</li> </ul>	UCLM	Amparo Pazo José Rodríguez Juan José Hernández
		U_POLIS	Flora Krasniqi Emi Hoxholli

## 5.2 The existing QA plans at the Western Balkan institutions

As a general observation regarding the existing QA plans at the WB institutions, it is worth to remark that they already follow standards like those of EU institutions. WB national quality assurance agencies are members of the European Association for Quality Assurance in Higher Education (ENQA) [1], ensuring a comparable approach in all HEIs members of the project. A similar structure within WB and EU institutions could be summarized as shown in Figure 3. While names employed in the figure may vary

across institutions, their purposes remain consistent. The chain of responsibility depicted is that for larger institutions; smaller ones follow a simplified structure. Nevertheless, all institutions have an internal designated unit (Quality Assurance Unit) dedicated to defining their QA plan, prepare the necessary documents for monitoring and provide statistical data and reports on quality assessment process. Furthermore, the Quality Assurance Unit take part in the monitoring and review of programs, modules and syllabuses. The aspects evaluated (corpus) are largely consistent across all HEIs. The procedures follow for the quality evaluation are similar, but here there is greater variability among the different HEIs.

All HEIs are subject to mandatory accreditation and periodic evaluations by their respective national agencies for quality assurance and accreditation. In Albania, this is the Quality Assurance Agency in Higher Education (ASCAL) [2], while in Kosovo, it is the Kosovo Accreditation Agency (KAA) [3]. Furthermore, some HEIs additionally undergo evaluations by external quality assurance agencies different from their national ones. For instance, UET and U\_POLIS are evaluated by the UK's Quality Assurance Agency for Higher Education (QAA), and IBC-M is assessed by the German Evaluationsagentur Baden-Württemberg (evalag).

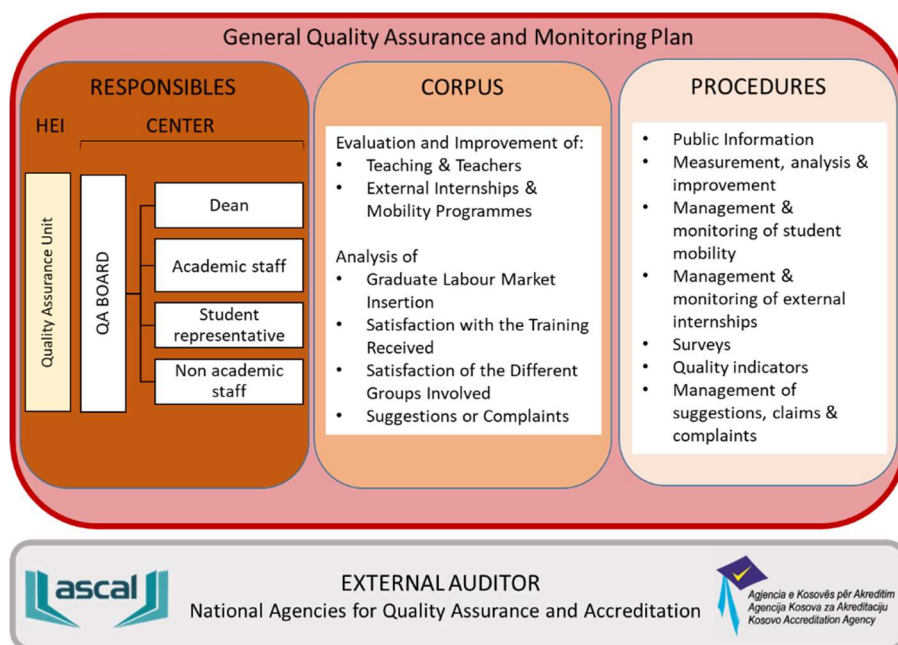


Figure 3. General QA scheme at WB HEIs

### 5.3 The QA EU context in Higher Education

This section outlines the key lines of QA plans of HEIs within the European Union framework, which, alongside those for WB HEIs, form the basis to elaborate the QA plan of the modernised modules. In the final design of the reZEB QA for modernised/new modules, these general guidelines are complemented with respect for local autonomy. This approach is essential to ensure the effective implementation of the proposed measures, to foster mutual trust and transparency of the process and to secure educational outcomes.

In this way, the EU quality assurance standards, aligned with the Standards and Guidelines for Quality Assurance in European Higher Education (ESG) [4], can be summarised as follows:

1. Policy and procedures for quality assurance: Institutions must establish policies and procedures to ensure the quality and standards of their programmes and awards. These should explicitly promote a



culture that values quality and its continuous improvement. Such policies and procedures must have formal status, be publicly accessible, and involve students and other stakeholders in their development and implementation.

2. Approval, monitoring and periodic review of programmes and awards: Institutions should implement formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.
3. Assessment of students: Student assessment should be conducted based on published criteria, regulations and procedures, which are applied equitably.
4. Quality assurance of teaching staff: Institutions must ensure that teaching staff are appropriately qualified and competent. Evidence of staff qualifications and competence should be made available for external reviews and documented in quality reports.
5. Learning resources and student support: Institutions should ensure that adequate and appropriate resources are available to support student learning for all programs offered.
6. Information systems: Institutions must collect, analyse and use relevant information for the effective management of their programs of study and other activities.
7. Public information: Institutions should regularly publish up-to-date, impartial and objective information, both quantitative and qualitative, about their programmes and awards.

The comparison of the quality assurance policies of the WB partner HEIs (UET, U\_POLIS, KPT, UC and IBC-M) is largely aligned with the EU requirements for maintaining high quality of education. However, the public information on quality plans could be improved by including more comprehensive and easily accessible details on their own websites.

## 5.4 Actual QA plan for the new/modernised modules

### 5.4.1 Introduction

The Quality Assurance and monitoring plan for the modernized modules is designed to give the HEI confidence in the ongoing standards, the coherence and relevance of a course/module's provision and that all students achieve their intended learning outcomes. It provides an opportunity to periodically reflect on students' achievements and academic experience, academic standards, and the coherence and relevance of courses/modules, which are key to the institution's quality assurance and enhancement processes. This ensures that courses/modules provide a high-quality academic experience and effectively facilitate further study and professional employment.

The QA plan for the modernised modules will adhere to all existing quality assurance policies at the institutions as a minimum requirement. Additional requirements as laid out in this plan will be followed unless local conditions make this pedagogically impractical, in which case alternative measures must be fully considered.

The academic responsible for the administration of the module will oversee day-to-day quality assurance and communicate with the Department/Faculty, delivering the corresponding program.

The quality assurance procedures will emphasize the importance of quality assurance in fostering quality enhancement.

The procedures outlined in this QA plan will facilitate the monitoring of the teaching materials and methods and the examination procedures of the modernised modules and the production of their associated deliverables, D4.2 " QA reports for the teaching material and methods" and D 4.3 " QA reports for the examination procedure".

### 5.4.2 QA structure and specific aspects

A general structure for monitoring the performance of modernised/new modules is shown in Figure 4. This structure is compatible with the WB HEIs QA plans, follows the EU standards and introduces new inputs in the quality assessment of modules, which are expected to improve this assessment. The new documents are identified by a dashed line, and the tailored forms are included in the annexes.

The process starts at the beginning of the teaching period with a new document prepared by the teaching staff, which provides information on the module planning and the evaluation criteria. This is document 1 “Teaching programme” (Annex 8). It continues with the collection of students inputs via two surveys: one called “Module main survey” (document 2), employing the form used in each HEI, and other document tailored to the reZEB project called “Module additional survey” (document 3), using a common form for all WB HEIs and included in Annex 9. This latter survey will be checked and evaluated by the Project Executive Committee (PEC) of the project. Additionally, further inputs from students are gathered through specific procedures in HEIs, such as focus groups, meetings with the student council, and one-to-one interviews (document 4).

A new and important input introduced in the monitoring is document 5, “Module academic revision” (Annex 10). This document provides feedback from the teacher about the teaching process; it is necessary for further evaluators, but it is also useful for self-evaluation. Therefore, this document includes: 1) the marks obtained by the students and the corresponding statistical analysis, 2) an evaluation of the accomplishment of the programme indicated in document 1, describing and analysing the deviations, 3) the collection of the suggestions/complains student addressed directly to the teacher, and 4) a dedicated section for improvements to be considered in the next academic year.

The students’ surveys are processed to provide statistical information, generating documents 6 and 7. Finally documents 1, 4, 5, 6 and 7 are analysed by a Quality Committee (document 8) at the end of the academic year, which, if necessary, will provide feedback to the teaching staff. This Quality Committee could be, depending on the HEI, the Quality Assurance Unit or the QA board of the study program (see Figure 3)

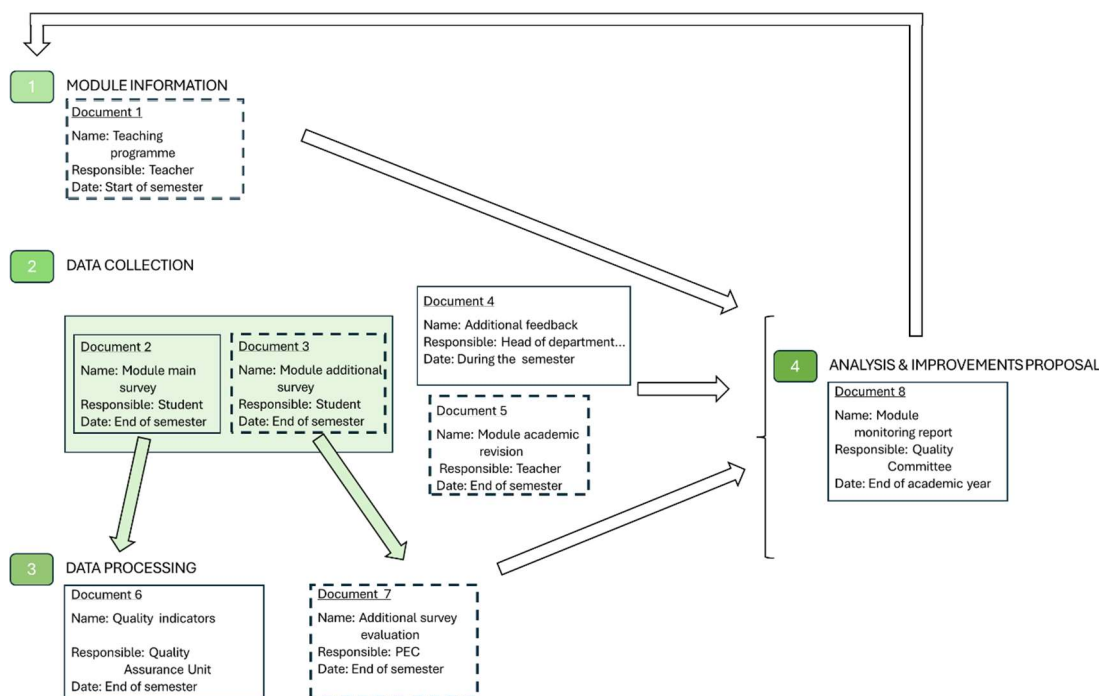


Figure 4. General flowchart of the QA plan for modernised/new modules



Due to the support work assigned to EU partners and the obligation to produce several reports on quality assurance monitoring, the members of the committee for the module's implementation (Table 4) and the EAB will be aware of the process and receive the documents used for the analysis (documents 1, 4, 5, 6, 7 and 8 in Figure 4). The committee for the module's implementation and the EAB are committed to using this information only to prepare the corresponding deliverables. As the deliverables will be an analysis of all the modules of the different higher education institutions, there will be an opportunity to draw on good practice from all the institutions.

All institutions have mechanisms to assure the quality of internships based on collecting and analysing input from the students and the supervisor at the institution where the internship was completed. Within the framework of work package 5, some documents are currently in progress to analyse the impact of the reZEB project on this activity.



## Abbreviations

Abbreviation	
ANECA	National Agency for Quality Assessment and Accreditation (Spain)
ASCAL	Quality Assurance Agency in Higher Education (Albania)
D	Deliverable
EAB	External Advisory Board
ENQA	European Association for Quality Assurance in Higher Education
ESG	Standards and Guidelines for Quality Assurance in European Higher Education
EU	European Union
evalag	Evaluationsagentur Baden-Württemberg (Evaluation Agency Baden-Württemberg)
GA	Grant Agreement
HEI	Higher Education Institution
IBC-M	International Business College Mitrovica
KAA	Kosovo Accreditation Agency
KPT	Professional College of Tirana
KU Leuven	Katholieke Universiteit Leuven
LFM	Logical Framework Matrix
MIUR	Ministero dell'Istruzione e del Merito (Ministry of Education and Merit)
NUP	Neapolis University Pafos
PC	Project coordinator
PEC	Project Executive Committee
QA	Quality Assurance
QAA	Quality Assurance Agency for Higher Education (United Kingdom)
Rev.	Revision
reZEB	Fostering Renewable energy technologies and energy Efficiency knowledge towards near Zero Energy Buildings of engineers and professionals in Western Balkan Countries
UC	Universum International College
UCLM	University of Castilla La-Mancha
UEC	University eCampus
UET	European University of Tirana
U_POLIS	Polis University
WB	Western Balkan
WP	Work package
WPL	Work package leader

## References

- [1] European Association for Quality Assurance in Higher Education (ENQA) <https://www.enqa.eu/>
- [2] Quality Assurance Agency in Higher Education (ASCAL) <https://www.ascal.al/en/>
- [3] Kosovar agency is the Kosovo Accreditation Agency (KAA) <https://akreditimi.rks-gov.net/>



[4] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. ISBN: 978-9-08-168672-3.



### Annex 1. Quality assurance following-up form.

The following-up form is split into two tables, one for tracking tasks, milestones and deliverables (subject to a specific schedule) and another for tracking the achievement of objectives. These tables are based on those used in the EU document “Progress Report”. PC will fill the tables at the regular PEC meetings to display the development of the project showing the result of both the actual evaluation and the previous one. These tables reflect the schedule or objectives appearing in the Grant Agreement (GA) and the accomplishment or deviations. If there is a deviation, the explanation of what happened, the measures taken to amend it, the expected effects of the measure and the final results obtained are included. The following tables are shown as examples (the information provided is not real).

Table 5. Following-up of tasks, milestones and deliverables.

		Checked period																What happened, action taken & result	
		YEAR 1				YEAR 2				YEAR 3									
Task		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Previous	Actual				
		Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24						
2.1															The final list was ready by 05-05-2024 and the number of institutions identified were higher than those needed to achieve the objective (60).				
2.2															The email with the survey to be distributed between institution was sent the 12-02-2024. Most of the answers were received before middle of April and the last ones on 17-07-2024. The total number of answers have been 86, 26 answers more than the 60 required. Among the answers 61 were from Albania and 25 from Kosovo.				
2.3															The analysis of results started early because most of the answers were received before May and in order to be used for the final definition of modules to be modernized. An initial but complete analysis was done by 21-05-2024 when the final version of a Conference Paper was finished. This analysis help definition of modules. The final analysis made in July (with few answers received after may) doesn't change the conclusions of the initial analysis.				
2.4															This task was started and accomplished earlier because it was needed for modules final definition who started on May-24				
2.5															This task is ongoing. The actual No. of project network members is 55 according to the positive answer at the survey plus the beneficiary WB HEIs. The objective for the all period of the project (40 according LFM) has been surpassed. However, beneficiaries will work during all project time for increasing this number and incorporate additional universities (10) and more government and local authority organisations (12) according to the numbers suggested at part 8 of the Application Form.				
MS			M3												Questionnaire finalized and sent to partners to be distributed by 12-02-2024				
				M4											The final analysis of the survey results was done by the 17-07-2024. However, a previous and complete analysis (just a small number of late answers left) was done by 21-05-2024 when the final version of a Conference Paper was finished.				
Del				2.2															
					2.2														
COLOUR CODE														NOTES					
Checked period		Tasks				MS & Del.				Completed									
Previous		Planned				Successful				Amended									
Actual		Deviation				Partial													
Next						No													

		Checked period																What happened, action taken & result	
		YEAR 1				YEAR 2				YEAR 3									
Task		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Previous	Actual				
		Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24						
3.1															This task is on-going, and its completion is expected in early September-24. Just definition of two modules of one of the institutions remain. Several bilateral meetings between each WB HEI and the EU partners are being conducted.				
3.2															Task in progress				
3.3															Ongoing task. Definition of syllabus (modules content, learning outcomes and methodology) of the modules is expected to be finished at the beginning of September. ACTION TO TAKE: All partners are committed to work hard to finish on time				
3.4															Ongoing task. At the moment UET, UC and IBC-M have started the equipment tendering procedure and therefore the second payment has been released for them. KPT and U_POLIS are encouraged to start the purchasing process.				
3.5																			
3.6																			
MS				M5	M6										Signed documents of modules' accreditation were obtained in October-24				
				M6															
Del				3.1															
					3.3														
COLOUR CODE														NOTES					
Checked period		Tasks				MS & Del.				Completed									
Previous		Planned				Successful				Amended									
Actual		Deviation				Partial													
Next						No													



Table 6. Following-up of objectives achievement.

Objective	Checked Period																Final objective	What happened, action taken & result	
	YEAR 1				YEAR 2				YEAR 3				Previous	Actual					
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4							
Modules modernized				17												25-No. new modules			
New modules				6												5	Objective achieved	=	
ECTS modernised				90												100			
Students at Bachelor-VEI/year				150												100-125	Objective achieved on time & increased	=	
Students at Master/year				30												40-60			
PhD skilled with specific seminars	3				8											8		Objective achieved	
Master skilled with specific seminars																50			
Students' internship																80			
Academic staff trained	3		9		14											40			
Administrative staff trained					2											14			
Lab staff trained				5	10											10		Objective achieved	
Not enrolled in HEIs trained		2			40											150			
Infodays			1		4											5			
Specialized workshops				1												5			
Distance learning seminar					3											2			
Short modules/workshop																2			
Virtual laboratory																3			
Seminar improving PhD & Master skills	1				1											2		The same seminar is provided	
Organizations participating in the survey		63	76		-	-	-	-	-	-	-	-	-	-	-	60	Objective achieved on time & increase later	N/A. The survey was conducted at the 1 <sup>st</sup> year of the project	
Network Organizations participating				55	57											60			
Notes:	Objective numbers are accumulative at the period																		
	Colour code																		
	Checked period:																		
	Objective completed																		
	<span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Previous</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Actual</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Next</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Successful</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Partial</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">Amended</span> <span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;">No</span>																		



## Annex 2. Deliverable monitoring form

Check list for the review of deliverables. This form should be accompanied by specific corrections/ suggestions also attached as comments in the deliverable document if applicable.

Review of the Deliverable X.X: Deliverable Name				
Name of the reviewer and institution			Date	
Assurance point	Issues to be addressed	Assessment	Comments	Recommendations
Compliance with reZEB objectives	<i>Does the deliverable comply with the overall objectives of the project?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially		
Compliance with the specific objectives of the WP	<i>Does the deliverable comply with the WP Objectives as specified in the WP description?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially		
Correspondence with the description of work of the relevant activity	<i>Does the deliverable correspond with the activity description as specified in the Application Form?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially		
Adequacy of complementary information	<i>Examples of complementary info:</i> - Sources used, - Bibliography, - List of contacts, - Methodology used	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially		
Adequacy of written language	<i>Level of written English</i>	<input type="checkbox"/> Excellent <input type="checkbox"/> Adequate <input type="checkbox"/> Poor		
Overall assessment and suggestions for improvement				



### Annex 3. Project meeting survey form

Anonymous and voluntary surveys. Made using Google Forms and tailored to the project. All the project meeting surveys have the same questions and structure. That used for the 3<sup>rd</sup> Project meeting is shown below as an example.

## reZEB 3rd Project meeting September 2nd - 4th, 2024

Please take a few minutes to provide feedback on the consortium meeting you attended.  
Your input is valuable and it will help us to improve future meetings.

amparo.pazo@uclm.es [Switch account](#)

Not shared

---

General organization. Grading

	Poor	Acceptable	Good	Very good	Excellent
Logistic preparation and organization of the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of the agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration and timetable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrangements of the meeting (venue, equipment, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Comments

Your answer

---



Overall success of the meeting. Grading

	Poor	Acceptable	Good	Very good	Excellent
Engagement of the participants in the activities and discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to express your opinion and to affect decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement of the meeting and project goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of decisions reached	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment of follow-up tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Your answer

How would you rate your overall satisfaction with the meeting?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Submit

Page 1 of 1

Clear form

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Google Forms



### Annex 4. Workshops survey form

Anonymous and voluntary surveys. Made using Google Forms and tailored to the project. All the workshops' surveys have the same questions and structure. Below an example.

**reZEB Workshop September 4th, 2024**

amparo.pazo@uclm.es [Switch account](#)

Not shared

**Energy efficiency and renewable energy in the building sector: The case of Kosovo**

Please provided your feedback on this specific conference

	Poor	Acceptable	Good	Very good	Excellent
Relevance of the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the acquired knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodology of working with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the fulfilment of expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the overall quality of this conference

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Comments

Your answer

Back Next Page 2 of 5 Clear form

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reZEB Workshop September 4th, 2024

amparo.pazo@uclm.es [Switch account](#)

Not shared

**Round table: "Near Zero Energy Buildings: challenges and opportunities"**

Please provided your feedback on the round table

	Poor	Acceptable	Good	Very good	Excellent
Relevance of the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the acquired knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodology of working with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the fulfillment of expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the overall quality of the round table

1 2 3 4 5

Poor      Excellent

Comments

Your answer

**Overall quality of the workshop session**

Rate the overall quality of the workshop session

1 2 3 4 5

Poor      Excellent

Comments

Your answer

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Google Forms



### Annex 5. Project training event survey form.

Anonymous and voluntary survey form for seminars, short courses and virtual laboratories. Made using Google Forms are tailored to the project.

**reZEB "name of training event", Date**

Please take a few minutes to provide feedback on the training. Your input is valuable and it will help us to improve future training events.

	Poor	Acceptable	Good	Very good	Excellent
Relevance of the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and clarity of training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodology working with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of the training length to the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to questions and concerns addressed during the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of the acquired knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing the fulfilment of expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Your answer

How would you rate your overall satisfaction with the training?

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

Submit Page 1 of 1 Clear form

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Google Forms



## Annex 6. Internal project monitoring quality report form

Form to report the progress of the project activities. It reflects the situation of the project regarding accomplishment of objectives and tasks.

### reZEB Internal project monitoring quality report

#### Summary of the evaluation of project activities' implementation

*Highlight the principal results regarding the accomplishment of objectives and tasks.*

#### Pending actions

*Highlight the actions to be done for those tasks/objectives classified as "partially completed" or "not completed"*

#### Annex

*Attach the "Quality assurance following-up form"*



## Annex 7. Event evaluation report form

Form to be used for project meetings, workshops, info days, courses, and any other event or training.

Event details	
General information	
Type of event	
Name of the event	
Venue	
Date	
Organiser	
Reporting date	
Author(s) (Names and affiliations)	
Event description	
Event description with special reference to goals and outcomes	
No. of participants (Total & No. distinguishing: -male/female/non-binary -in person/online)	
Participants (organisations)	
Organization details	
Invitation sent to	
Date of final organization	
No. of expected participants	
Problems encountered during the preparation phase	
Comments	
Links & documentation attached	
Links (promotion & dissemination)	<ul style="list-style-type: none"> <li>• Promotion: [Include here the links to the promotion done (before the event)]</li> <li>• Dissemination: [include here the links to actions done for the event's results dissemination]</li> </ul>
Poster	[Name of the attached document]
Signed participant list (following the template available in the reZEB shared folder: attendee name, institution, email & signature)	[Name of the attached document]
Audiovisual records (pictures & videos)	[Name of the attached document]
Presentations	[Name of the attached document]
Other (specified)	[Name of the attached document]



Event Evaluation	
Results of the attendees' survey	
Graphic results	
Attendees' comments:	
Event evaluation from the speakers	
Speakers' comments:	
Final remarks	
Strengths of the event	
Weaknesses of the event	
Any other host comment	
Suggestions for further event's improvement	

## Annex 8. Teaching programme

The teaching programme is an important tool for achieving quality teaching. Its purpose is to plan the temporal development of the different activities within each module.

Academic year/semester	
Code of Module	
Title of Module	
Institution	
Study program	
Teacher/s	
ECTS	

### Section 1: Module organization

Instructions for filling in the module organization table:

- Activity: indicate the type of activity scheduled for that date (theory subjects, labs, seminars, workshops, problems, progress evaluation test, final exam, etc.).
- In Description of activity, the methodology used should be described very briefly (lecture, group work, case studies, student presentation, exams, etc.)
- Deliverables: it is related to the documents to be provided by the students attending to the activity (i.e., the report of a lab, report after a company visit, ...)

Some examples are included for clarification

Module organization				
Date	Activity	Description of activity	Students' deliverables	Teacher
2/2/25	Lesson 1	Lecture		Teacher X
5/3/25	Seminar	Group work	Team works report	Teacher Y
8/3/25	Lab	Lab	Lab report	Teacher X
15/3/25	Mid-term exam	Exam	Mid-term exam	Teacher Y, X



8/4/25	Project review session	Student presentation		Teacher Y, X
9/4/2025	Visit to a company			Teacher Y

### Section 2: Evaluation criteria

Describe the assessment methodology and the contribution to the final mark of each assessable activity (progress tests, exams, case studies, laboratory practical notebook, etc.) in agreement with the information provided in the syllabus.

Some examples are included for clarification

Evaluation criteria	
Activity	Weight (%)
Active participation in seminar classes	10
Digital Portfolio and Reflective Essays	20
Mid-term exam	30



## Annex 9. Module additional survey for students

Dear students,

The purpose of this questionnaire is to obtain some data that will help to analyse the quality of the modules modernised in the framework of the reZEB Erasmus+ project.

The questionnaire is completely anonymous, and the data will be treated in complete confidentiality. Please express your opinion with honesty and objectivity.

### Module information

Module	Title			
	Code		ECTS	
Institution				
Study program				
Academic year/semester				
Teacher/s				

### Survey

Questions	Grade 1 = Completely disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree
Are the materials provided for the module(s) (e.g., readings, slides, exercises) engaging and easy to understand?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Does the lab equipment and teaching resources allow to acquire skills on renewable energy and energy efficiency technologies?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Does the module provide sufficient practical examples and applications relevant to renewable energy and energy efficiency technologies?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Has the teaching methodology provided adequate support and guidance to help you understand the module(s)?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Has the module increased your interest in the study program?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Does the content of the module(s) align with your learning needs and future career aspirations?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5



## Annex 10. Module academic revision

The review of the initial program (Document: “Teaching programme”) and development of teaching is an important tool for achieving continuous improvement. Its purpose is to analyse the results of the teaching activity, identify strengths and weaknesses, incidents, and propose actions for improvement.

It constitutes important evidence on the development and review of the results of the teaching activity by the teaching staff. If the module is taught by more than one person, they should provide just one agreed evaluation.

Academic year/semester	
Code of Module	
Title of Module	
Institution	
Study program	
Teacher/s	
ECTS	

Section 1: Evaluation of students' academic results	
<b>Results:</b>	
<p><b>Most important rates (%):</b></p> <p>Students enrolled:</p> <p>Pass:</p> <p>Fail:</p> <p>Absent:</p> <p>Average mark and standard deviation:</p>	<p><b>Marks (No. of students achieving the mark, %):</b></p> <p><i>Include the marks used in your HEIs</i></p>
<b>Comments:</b>	
<p><i>The results should be commented on, detecting problems in the teaching and learning process, causes of poor or good results, etc.</i></p>	



**Section 2: Evaluation of compliance with the module organization program and problems detected during the teaching period**

*Analysis of deviations from the teaching programme (document 1) and problems encountered during teaching*

**Section 3: Suggestions/complaints from students**

*List the suggestions or complaints made directly to you by students about the module*

**Section 4: Improvements**

**Results of the actions proposed in the previous academic year**

List and analyse the actions proposed in the previous year

**New actions**

List the proposed new improvement actions