SYLLABI

Basic data of the subject	
Academic unit:	**Faculty of Management**
Program:	**Business Management and Entrepreneurship**
Course title:	**Logistics and Transportation**
Level:	**Bachelor**
Subject status:	**Elective**
Year of studies:	**III**
Semester:	**VI**
Number of hours per week:	**3**
Credit value – ECTS:	**4**
Time / location:	**UASF**
Subject professor:	
Contact details:	
Course Description	Basic concepts of logistics and transport management, logistics and transport, logistics developments and decision making in entrepreneurship. The role of logistics centers and terminals as an entrepreneurial opportunity. Freight distribution centers, supply chains, organization and modeling of transport in logistics, as well as information technology in logistics which has a special importance nowadays.
Purpose of the course	The main purpose of this module is for students to understand the main principles, importance and implementation of logistics and transport management in order to facilitate the transport of goods and communication.
Expected learning outcomes	After successful completion of the module, the student should: 1. Understand the basic concepts of logistics and transportation. **(ECTS 0.5),** 2. Recognize the role and importance of logistics development in function of economic development. **(ECTS 0.5),** 3. Apply basic knowledge of logistics decision-making practices that will reduce transportation costs. **(ECTS 1),** 4. Interpret the meaning of large logistics centers and transport terminals. **(ECTS 1),** 5. Identify the role and importance of information technology in logistics which nowadays plays a very important role in economic development and facilitation of service delivery. **(ECTS 0.5),** 6. Demonstrate knowledge and understanding of opportunities to use key techniques and principles related to the organization of freight transport and the use of information technology in logistics. **(ECTS 0.5),**
Contribution to the student workload (which should correspond to the student's learning outcomes)	

Activity	Hours	Days/week	Total
Lectures	2	15	30
Theoretical exercises/tasks	1	15	15
Practical work	5	3	15
Contacts with teachers – consultations			
Preparation for project assignments			
Course project - Test (planning + implementation)			
Homework			
Student's own study time (in the library or at home)			30
Final exam preparation			
Time spent on assessment (tests, final exam)	3	2	6
Projects, presentations, etc.	1	4	4
Total			**100**

Teaching methodology and learning methodology	Learning based on a presented problem, presentation in groups by students and development of interactivity, practical lessons for the subject and commitment for the student to present the knowledge gained during the lecture.
Assessment methods and passing criteria	**The Assessment method** – is based on three activities – on which the final grade will be built: • Activity and Engagement in the lesson.....max 10 points (%), • Presentation of the project/seminar paper…..max 10 points (%), • Final exam (or two tests).....max 80 points (%), **Passing criteria** related to the activities foreseen by the assessment method: **1. Activity and Engagement in Learning – is assessed with 10 points (%) out of 100 points (%) possible:** • Activity in the lesson (**5 points (%)**) - means that the student is active and involved in interactive discussions between professors and students, students and students, opening up new topics that are related to the subject, providing ideas, opinions, critical thoughts with the aim of stimulating debate during lectures. • Engagement (**5 points (%)**) - means that the student completes and presents the tasks that are assigned at the end of each lecture and then discussed at the beginning of the next lecture. **Goal:** Encouraging critical thinking and creative solution of real situations related to the problems posed - related to teaching and learning in the subject module. **2. Drafting and presenting a project/seminar paper - is assessed with 10 points (%) out of 100 points (%) possible,** Within the semester, the student (can be a group of students – no more than 3 students) must prepare a project/seminar paper (Word and PowerPoint), the same paper must be presented during the hours designated for presentation. The presentation will last a maximum of

15 minutes.
The topic of the paper can be proposed by the professor or by the student – the topic proposed by the student must be approved by the professor, and it must be fully correlated with the course.
The paper is presented to the group and evaluated based on the quality of content, analysis, creativity and ability to present it clearly.

Project/seminar paper evaluation criteria	
Component	**Points (%)**
Structure and Purpose of the paper	**3**
Content/explanation of the paper	**4**
Conclusions drawn and presentation of the paper	**3**
Total:	**10**

Goal: development of research, analytical and scientific skills, through addressing a specific topic independently and academically - related to teaching and learning in the subject module.

3. **The final exam test is evaluated with 80 points (%) out of 100 points (%) possible,**
The student will be subject to the final exam test, after the completion of the course lectures and on the exam deadlines determined by the University Senate.
The exam test (question form) must be completed individually by the student and the same is evaluated according to the criteria and contains:
   - objective multiple-choice questions, these will be used to assess the student's ability to recall and recognize concepts and course material.....**40 points (%),**
   - subjective questions of the type of topic for explanation/written answer/tasks - for which the student himself must be able to provide answers related to the material of the lectured course, the same answers will be used to assess the student's understanding and abilities to apply the knowledge acquired in the analysis, synthesis/evaluation of the problem.....**40 points (%),**

   Goal: to assess the acquisition of learning outcomes and the ability to apply them in practical situations.

The student passes the exam if he/she **collects 50 points (%)** from all activities foreseen by the assessment method,

Grades at UASF:

Grade	**ECTS/Grade**	**Points/Percent (%)**	**The definition**
10	A	90 - 100	Excellent
9	B	80 - 89	Excellent
8	C	70 - 79	Very good
7	D	60 - 69	Good
6	E	50 - 59	Sufficient
5	FX/F	0 - 49	Insufficient

Concretization tools – IT	Use of SMART-board, Internet, wireless, computer, projector, PowerPoint, Use of "on-line" platforms and tools to support communication and team collaboration, etc.
The ratio between the theoretical and practical part of the study	**65% - Theory,** **35% - Theoretical exercises/tasks,** This report aims to analyze the connection between the theoretical knowledge acquired during the lectures provided in the course module and the implementation of practical exercises (practical visits, exercises with students, student quizzes in class, etc.) Of the total 100 hours planned for the course, the division is made according to the ratio of 65% with a focus on theory and 35% on practice. • 65 hours are dedicated to theoretical lectures, including the acquisition of basic concepts, methodologies and standards foreseen in the subject module. • 35 hours are focused on practical exercises, work visits, case studies, group work and development of simulation projects. Distribution of 4 ECTS ❖ 2.5 ECTS are dedicated to the theoretical part; ❖ 1.5 ECTS are dedicated to the theoretical exercises/tasks; This division reflects the balance between acquiring basic concepts and applying them through practical activities.
Literature	
Basic literature:	1. Ilir Doçi, Logjistika e transportit të mallrave, dispensë, Kolegji Tempulli, Prishtinë, 2008 1. Gianpaolo Ghiani, Gilbert Laporte, Roberto Musmanno, 2013, Introduction to Logistics Systems Management, Willey,
Additional literature:	1. John Wiley & Sons Ltd, Introduction to Logistics Systems Planning and Control, 2004. 2. G. Don Taylor, Logistics Engineering Handbook, CRC Press, 2008 3. Andre Langevin, Diane Riopel, Logistics Systems - Design and Optimization, Springer, 2005 4. Savo Vasiljevic, Logisticki Centri, Beograd, 2004
Designed lesson plan:	
Week	**The lecture that will be held**
First week	Introduction to logistics systems Freight transport logistics, dispensation,
Second week	Freight transport logistics, dispensation, R-1,
Third week	The role and importance of logistics development in function of economic development, R-1,
Fourth week	Logistics decision making and cost reduction opportunities, R-2.
Fifth week	Understanding large logistics centers and terminals in function of transport and entrepreneurship. R-2, 3,
Sixth week	Freight terminals and organization of the place of transport of goods, R-3,

Seventh week	Freight distribution centers as a facilitator option, R-3, 4,
Eighth week	Goods supply chains, R-4,
Ninth week	Warehousing of goods, R-4,
Tenth week	Logistics of preparation and packaging of goods, R-4, 5,
Eleventh week	Organization and modeling of transport, R-5,
Twelfth week	Information Technology in Logistics, R-5,
Thirteenth week	Geographical information system, R-6,
Fourteenth week	GIS network models and application in logistics, R-6,
Fifteenth week	Summary of the whole module

Academic policies and rules of conduct

The student is obliged to attend lectures regularly and to have correct behavior towards colleagues and University staff, maintaining calm and active engagement in lectures and exercises is mandatory. During lectures and exercises, eating, whispering that hinders work in the classroom and the use of mobile phones are PROHIBITED. At the same time, mobile phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized aids in exams, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work submitted, the professor has the right to ask the student to verify his/her work. This can be done through: repeating the work, written or oral testing, surprise quiz or any other action deemed necessary by the lecturer.