Co-funded by the European Union

EuroS@P

WP2. Road Infrastructure Safety Management methodology - Network Wide Road Safety Assessment

T2.2 Development of methodology for innovative training and teaching materials

Co-funded by the European Union. Views and opinions expressed are, however, those of the author or authors only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System. Neither the European Union nor the entity providing the grant can be held responsible for them.

Copyrights

CC BY NC

GDAŃSK UNIVERSITY OF TECHNOLOGY

Università di Catania

Bauhaus-Universität Weimar

Sveučilište u Zagrebu

LUNDS UNIVERSITET

List of authors:

Gdansk University of Technology

Wojciech Kustra, Joanna Wachnicka, Tomasz Mackun, Anna Gobis, Adam Inglot, Maciej Sawicki

Bauhaus-Universität Weimar

Julius Uhlmann, Wido Hamel

Lund University

Carmelo D'agostino, Andras Varhelyi

University of Catania

Salvatore Damiano Cafiso, Giuseppina Pappalardo

University of Zagreb

Marko Ševrović, Anđelo Marunica, Bojan Javanovic

Contents:

1 ABOUT THE EUROSAP NWRSA PROJECT 3
1.1 Scope of the six courses 3
1.2 Evaluation and further development 3
2 INTRODUCTION TO NWRSA TEACHING 4
2.1 Learning sequence and intended outcomes 4
2.2 Lesson planning and delivery 4
3 LECTURES 5
3.1 Purpose and prepared resources 5
3.2 Preparation and delivery 5
3.3 Checking understanding 5
4 PRACTICAL CLASSES 6
4.1 Purpose and practical workflow 6
4.2 Preparation and use of resources 6
4.3 Expected outputs and assessment 6
5 FIELD ACTIVITIES 7
5.1 Purpose and prepared materials 7
5.2 Preparation and organisation 7
5.3 Recording and review 7
5.4 Equipment and supporting files 7
6 WORKSHOPS 8
7 CLASSROOM MANAGEMENT 10
8 COURSE STRUCTURE AND TIMETABLE 11
9 EVALUATION AND USE OF THE TRAINING MATERIALS 14

1 ABOUT THE EUROSAP NWRSA PROJECT

The European Road Safety Partnership – Network Wide Road Safety Assessment (EuroS@p NWRSA) project develops teaching methods and materials for Network-wide Road Safety Assessment as part of Road Infrastructure Safety Management (RISM). The programme supports students, road authority staff, road safety auditors and inspectors, and teaching staff in understanding assessment methods and applying them to road networks.
This report presents the teaching methodology for task T2.2 and explains how the prepared resources support the planned classes. The methodologies developed under WP2 provide the basis for the teaching materials prepared under WP3 for six courses, combining conceptual foundations with data analysis, infrastructure assessment and the communication of results.

1.1 Scope of the six courses

- Course 1 introduces RISM, its procedures and regulatory context, basic statistics and road network classification, supported by Excel exercises and QGIS tasks. Workshop 1.8 consolidates these foundations through regional evidence interpretation, the selection of RISM procedures and a justified plan of next steps.
- Course 2 explains the role and main components of NWRSA and links network assessment to the selection of priority sections and targeted road safety inspection.
- Course 3 develops the reactive approach through crash data preparation, spatial allocation, safety indicators, risk classification and the interpretation of results.
- Course 4 develops the proactive approach for motorways and undivided roads through infrastructure coding, field recording, risk factors, assessment tools and workshops.
- Course 5 brings reactive and proactive results together through integration methods, spreadsheet calculations and GIS mapping of assessment priorities.
- Course 6 addresses reporting, dissemination and follow-up, including the selection of actions, prioritisation, economic appraisal and the preparation of an action programme. Workshop 6.5 integrates these skills through the comparison of feasible investment programmes, an implementation record and public communication.

The prepared resources include PowerPoint presentations, Excel and OpenDocument spreadsheets, Word instructions and assessment forms, PDF manuals and maps, and spatial datasets. A supplementary QGIS tutorial supports the software skills required for practical work. The WP3 report, Theoretical and practical teaching materials related to Network Wide Road Safety Assessment, provides the detailed course descriptions and the timetable in Section 2.

1.2 Evaluation and further development

Participant feedback is intended to inform the revision of materials after training. The questionnaire at the end of this report addresses material quality, access and ease of use, together with respondents' roles, countries and reported use of the selected course. It records frequency and contexts of use during the past 12 months and invites suggestions for improvement. Feedback on the materials should be considered alongside the quality of participants' practical work; these provide different forms of evidence.

2 INTRODUCTION TO NWRSA TEACHING

The programme combines lectures, practical classes, field activities and workshops. Lectures establish the concepts and methods; practical classes develop analytical skills; field activities connect recorded data with road conditions; workshops require participants to compare findings, justify priorities and communicate recommendations.

2.1 Learning sequence and intended outcomes

The six courses follow the assessment process from RISM foundations and data preparation through reactive and proactive assessment, integration and follow-up. Teachers should make these connections explicit, particularly when moving from a calculated indicator or class to a decision about further inspection, treatment or monitoring.

By completing the relevant learning activities, participants should be able to prepare and check input data, apply the method used in an exercise, interpret spatial and numerical results, explain uncertainty and propose justified next steps. The level of independent work should reflect participants' prior knowledge and the objectives of the selected course.

2.2 Lesson planning and delivery

Each session should identify the required preparation, input files, main task, expected output and assessment criteria. Teachers should use the durations in the timetable in Chapter 8 of this report and allocate time for explanation, independent or group work, discussion and feedback. Where a source exercise contains more activities than the scheduled session allows, the teacher should select a coherent core task and identify any preparation or follow-up work separately.

Classroom delivery can be supported by shared digital resources, while suitable desktop activities can also be taught online or in a blended format. The supplied slide decks and files are teaching resources, not evidence that recorded lectures or a complete online course have already been produced. Links to external instructional videos are included in selected resources, especially the QGIS tutorial.

Before teaching, the instructor should check that participants can locate and open the correct files, understand their sequence and use the required software. Clear folder names, consistent session identifiers and an explanation of each file's purpose help participants move between presentations, datasets, calculators and reporting forms.

3 LECTURES

3.1 Purpose and prepared resources

The lecture presentations provide the theoretical basis for the subsequent exercises. Their content spans RISM procedures, statistical concepts, reactive and proactive assessment methods, integration, reporting and follow-up. Diagrams, maps, infrastructure examples and worked calculations connect the concepts with the decisions that participants will make during practical activities.

Teachers should identify which method and road category each example concerns. In particular, the motorway and undivided-road materials in Course 4 use different assessment frameworks; their coding rules, factors and limitations should be explained before participants apply the associated tools.

3.2 Preparation and delivery

- Define the learning objectives and select the slides and examples needed for the scheduled session, using the relevant course materials and practical task as the reference.
- Check the consistency of terminology, variables, units and class definitions between the presentation and the accompanying spreadsheets or GIS datasets.
- Introduce the assessment problem, explain the method and assumptions, and demonstrate how the result will be used in the next learning activity.
- Pause at key decisions to ask participants to interpret a figure, identify missing information, compare alternatives or explain a result.
- Conclude by linking the main concepts to the practical task and specifying the files and preparation required for the next session.

3.3 Checking understanding

Short questions, discussion of examples and selected calculations can reveal misunderstandings before independent work begins. Teachers may use the knowledge-check questions and worked examples supplied in relevant materials, or prepare additional questions aligned with the session objectives. A course-wide quiz bank or recorded lecture series should not be assumed to form part of the supplied package.

For reporting and follow-up lectures, participants should consider both the technical basis of a recommendation and how to explain it to its intended audience. The Course 6 materials support discussion of communication formats, prioritisation, appraisal assumptions and the distinction between assessment results and decisions about interventions.

4 PRACTICAL CLASSES

4.1 Purpose and practical workflow

Practical classes require participants to apply methods to supplied or selected datasets and produce results that can be checked and discussed. Activities progress from statistical analysis and road classification to crash-based assessment, infrastructure coding, integration and follow-up decisions. Excel and QGIS are central tools, supported by task presentations, assessment forms and selected worked solutions.

A typical session begins with a short demonstration and a check of the input data, followed by individual or small-group work. Participants should document the assumptions and intermediate steps needed to reproduce their results, then explain what the output means for road safety assessment. The instructor should discuss errors and differences between results before moving to the next task.

4.2 Preparation and use of resources

- PowerPoint task presentations explain the problem, sequence of operations and expected outputs, including examples of spreadsheet and GIS workflows.
- Excel and OpenDocument workbooks support statistical exercises, reactive and proactive calculations, integration and appraisal. Teachers should distinguish input cells, formulas, lookup tables and results before participants edit a workbook.
- GIS resources provide road networks, section identifiers and other spatial inputs. GeoPackage, Shapefile and KMZ files support mapping and analysis; map atlases and images help participants locate and interpret the study sections.
- Word forms and checklists structure the recording of observations, calculations, priorities and recommendations. PDF manuals and maps provide supporting instructions and spatial references.
- The additional QGIS tutorial supports data acquisition, coordinate systems, symbology, spatial selection and other basic operations needed for the analytical exercises.

Before class, the instructor should test the full workflow with the supplied files, including spreadsheet formulas, field names, joins and coordinate reference systems. Geographic coordinates should not be used for distance calculations without a suitable method or projection. File names alone are insufficient to establish a dataset's coordinate system.

4.3 Expected outputs and assessment

Depending on the task, participants produce a completed workbook, a map, a coded section record, an inspection checklist, a short report or a presentation. Assessment should address the correctness of the method, the traceability of calculations and the quality of interpretation, including limitations caused by data quality or methodological choices.

Worked solutions and the rubric supplied for the Course 6 follow-up exercise can support feedback where applicable. The separate workshop presentations for Sections 1.8 and 6.5 also include worked solutions and ten-point rubrics, as described in Section 6. For tasks without a supplied rubric, the instructor should state the expected outputs and assessment criteria in advance. Peer discussion can help participants explain different priorities, identify errors and distinguish numerical results from justified recommendations.

5 FIELD ACTIVITIES

5.1 Purpose and prepared materials

Field activities connect the proactive assessment methods with observable road and roadside characteristics. Course 4 includes field presentations, a recording manual, section maps and spatial datasets for motorway and undivided-road activities. These resources support section identification, consistent observation and the preparation of records for subsequent assessment and discussion.

The motorway materials include S7 section resources, while the undivided-road package provides national and regional road datasets and map atlases. Participants should use the relevant route and section identifiers to connect their observations with the correct input records, retaining the location and direction of travel when documenting a feature.

5.2 Preparation and organisation

Before the visit, the teacher should define the route, observation locations, team roles, recording procedure and expected outputs. Participants should review the relevant presentation, manual and maps and understand which features must be coded, how observations will be located and how missing or uncertain information will be recorded.

The activity must use safe, authorised observation arrangements appropriate to the road category and local conditions. Motorway observations require particular care and must not rely on participants stopping or walking in unsafe locations. Where direct observation is unsuitable, the teacher can organise an exercise using available imagery and maps, clearly explaining which features cannot be verified remotely.

5.3 Recording and review

Participants should record the infrastructure characteristics required by the selected method, support observations with location references and photographs where appropriate, and identify uncertainties for later checking. After the activity, teams should compare records, resolve inconsistent coding and prepare the inputs or findings required by the related practical session or workshop.

5.4 Equipment and supporting files

The original equipment examples in Figure 1 illustrate possible recording devices, including dash cameras, action cameras, mobile phones and stabilising equipment. The choice should follow the recording task and safe observation arrangements; specialised equipment is not assumed to be available to every participant.

Maps, section lists and recording forms should be available during the activity, with offline copies where necessary. Teachers should check file access and device readiness in advance and explain how participants will name, store and link their records to the assessed road sections.



Source: https://gopro.com



Source: https://70mai.pl

Figure 1. Examples of recording devices

6 WORKSHOPS

Workshops bring together the methods introduced in lectures and practical classes through a shared assessment problem. The prepared materials cover RISM foundations, reactive and proactive assessment, integration, and the use of NWRSA results in an action programme. They combine task instructions with the inputs, calculation tools and response forms required by each exercise. Participants work in teams, compare results and justify their recommendations using the available evidence. The workshop presentations for Sections 1.8 and 6.5 each contain 20 slides, including instructor preparation, participant tasks, editable response tables, hidden example solutions and a ten-point assessment rubric.

The instructor should begin by explaining the problem, required inputs, expected outputs and assessment criteria. Teams then check the data, apply the relevant method and document assumptions and uncertainties. Depending on the task, they assess road sections, compare risk indicators or methodological choices, combine reactive and proactive results, or identify priorities for further investigation and improvement.

Each team should present a concise account of its approach, findings and recommendations, supported by a completed form, map or calculation summary. The final discussion should examine differences between teams, identify errors or limitations and connect the results with subsequent road safety management decisions. Feedback should address both the analysis and the quality of its interpretation.

The duration of each workshop should follow the timetable in Chapter 8 of this report. Workshops 1.8 and 6.5 each have a 45-minute working plan: 5 minutes for briefing, 7 minutes for reviewing evidence, 10 minutes for the main decision task, 10 minutes for action planning, 8 minutes for team presentations and 5 minutes for debriefing and revision. Two-minute presentations should be organised within the eight-minute reporting slot, using selected teams or parallel reporting if the class is larger. For other workshops, where the original exercise

proposes a longer sequence, the instructor should select a coherent core task and identify preparatory or follow-up work separately.

Workshop 1.8, “Planning road safety management for a selected region”, develops the ability to connect regional evidence with the purpose and stage of a RISM procedure. Teams of three or four use a road network map prepared in Practical 1.7 and regional population and fatality figures. They calculate fatalities per 100,000 inhabitants, interpret the change and state what the aggregated data cannot establish. The instructor should prepare the maps in advance and use either the clearly labelled fictional dataset in the presentation or checked regional inputs from workbook 1.7.4.

Teams then select and justify initial procedures for three situations: comparing route options for a new connection, reviewing a junction reconstruction design and assessing an existing network. They identify missing evidence and propose an ordered action plan with responsible actors and expected outputs. A completed team response sheet and a two-minute recommendation provide the basis for feedback. The instructor should assess evidence interpretation, procedure selection, relevant data needs, the logic of the action sequence and communication, using the five criteria scored from zero to two points. During the debrief, each team revises one decision and explains the change.

Workshop 6.5, “From NWRSA results to an action programme”, develops the transition from assessment findings to a feasible, documented management decision. Teams review fictional evidence for four road sections, distinguish projects ready for implementation from a section requiring further investigation, and formulate an inspection question. Using supplied present values of benefits and costs, they calculate economic net present value (ENPV) and benefit–cost ratio (BCR), then compare project combinations within a EUR 600,000 capital budget. This task consolidates the appraisal principles introduced earlier in Course 6; the present values are provided, so participants do not repeat discounting.

The programme comparison should prompt discussion of why the highest individual BCR does not necessarily identify the programme with the highest total ENPV under a budget constraint. Teams complete an action record specifying responsibilities, timing and monitoring, prepare a 40–60-word public statement and deliver a two-minute management briefing. The debrief and revision should address follow-up reasoning, reproducible calculations, feasibility, accountability and communication, supported by the embedded ten-point rubric and example solutions. The instructor should retain the stated appraisal assumptions and explain that the evidence labels and numerical inputs are fictional teaching examples.

For both workshops, the instructor should review the speaker notes and hidden preparation and solution slides before class, make the editable response tables available to participants, and reveal example answers only after teams have explained their reasoning. The sequence of making a decision, comparing interpretations, discussing the underlying principles and revising the response supports experiential learning. Assessment should reward justified reasoning and recognition of uncertainty alongside correct calculations; the workshop rubric assesses participant work, while the questionnaire at the end of this report evaluates the teaching materials.

7 CLASSROOM MANAGEMENT

Classroom management should support a clear sequence of explanation, demonstration, participant work and feedback across classroom, online and blended delivery. The instructor should organise activities around the scheduled duration, participants' prior knowledge and the technical demands of the task. Time should be reserved for opening files, checking inputs, resolving difficulties and discussing results.

Before the session, participants should receive the required files, software requirements and a short explanation of the folder structure. The instructor should test spreadsheet functions and GIS operations, check that referenced resources are accessible and identify any preparation needed. The QGIS tutorial can support participants who need to review basic operations before undertaking the course exercises.

For team activities, roles such as data checking, calculation, mapping and reporting should be distributed so that all participants contribute and understand the assessment process. Short progress checks allow the instructor to identify difficulties before they affect the final results. Teams should use consistent file names and retain a clear record of assumptions, edits and outputs.

For online delivery, screen sharing and small-group rooms may support demonstrations and teamwork. The instructor should provide a clear route for questions and technical assistance and agree how participants will share results. Field activities require a separate briefing on routes, roles, recording procedures and safe observation arrangements, as described in Section 5.

At the end of each session, the instructor should review the main findings, explain unresolved issues and identify the next task. Assessment should focus on the stated learning outcomes and expected outputs, while the evaluation questionnaire should gather feedback on the teaching materials. These two forms of review should inform subsequent teaching and revisions of the resources.

8 COURSE STRUCTURE AND TIMETABLE

The six NWRSA courses translate the teaching methodology described in the preceding chapters into a structured programme of lectures, practical classes, field activities and workshops. The timetable comprises 67 class entries totalling 5,400 minutes, equivalent to 120 teaching hours of 45 minutes. It provides a framework for sequencing learning activities and allocating time to explanation, practical application and discussion.

Table 1 presents the session number, teaching format, duration in minutes and session title for each course. It supports lesson planning and the selection of suitable teaching methods and resources. The timetable includes Workshop 1.8, “Planning road safety management for a selected region”, and Workshop 6.5, “From NWRSA results to an action programme”, each lasting 45 minutes. Their teaching methodology is described in Chapter 6. Detailed descriptions of the course content and prepared materials are provided in the WP3 report.

Table 1. Structure and timetable of the six NWRSA courses

No.	Type of classes	Minutes	Session title
Course 1 - Model road safety infrastructure management structure			
1.1	Lecture	135	Importance of Road Safety Infrastructure Management
1.2	Lecture	45	Directive 2019/1936/EC
1.3	Lecture	90	RISM procedures
1.4	Lecture	90	General statistics
1.5	Practical	90	Statistical Exercise
1.6	Lecture	45	Road network classification
1.7	Practical	135	Road network classification
1.8	Workshop	45	Planning road safety management for a selected region
Course 2 - Network Wide Road Safety Assessment fundamentals			
2.1	Lecture	45	Introduction to Network-Wide Road Safety Assessments
2.1	Practical	90	Introduction to Network-Wide Road Safety Assessments
2.2	Lecture	45	NWRSA data collection
2.2	Practical	135	NWRSA data collection
2.3	Lecture	45	Risk assessment and segment prioritization
2.3	Practical	90	Risk assessment and segment prioritization
2.4	Lecture	45	NWRSA follow-up procedures
2.4	Practical	90	NWRSA follow-up procedures
2.5	Workshop	90	Application of Practical Tools
Course 3 - The reactive approach of NWRSA			
3.1	Lecture	45	The process of accident based network safety analysis

No.	Type of classes	Minutes	Session title
3.2	Lecture	45	Segmentation of the road network
3.3	Practical	90	Segmentation of the road network
3.4	Lecture	45	Linking accidents to the individual road sections
3.5	Practical	90	Linking accidents to the individual road sections
3.6	Lecture	45	Identifying hazardous sections
3.7	Practical	135	Identifying hazardous sections
3.8	Workshop	90	Workshop
3.9	Lecture	45	Diagnosis of safety problems and site inspection
3.10	Practical	135	Diagnosis of safety problems and site inspection
3.11	Lecture	45	Selection of countermeasures, Economic appraisal and priority ranking
3.12	Practical	135	Selection of countermeasures, Economic appraisal and priority ranking
3.13	Lecture	45	Plan for evaluation of the effects of the proposed measures
3.14	Practical	90	Plan for evaluation of the effects of the proposed measures
3.15	Workshop	90	Workshop
Course 4 - The proactive approach of NWRSA			
4.1	Lecture	30	Motorways
4.2	Lecture	30	Motorways
4.3	Lecture	30	Motorways
4.4	Practical	225	Motorways
4.5	Lecture	30	Motorways
4.6	Lecture	30	Motorways
4.7	Lecture	30	Motorways
4.8	Practical	225	Motorways
4.9	Lecture	15	Motorways
4.10	Lecture	15	Motorways
4.11	Lecture	15	Motorways
4.12	Practical	225	Motorways
4.13	Field activities	180	Motorways
4.14	Workshop	45	Motorways
4.15	Lecture	30	Undivided road
4.16	Lecture	30	Undivided road
4.17	Lecture	30	Undivided road

No.	Type of classes	Minutes	Session title
4.18	Practical	225	Undivided road
4.19	Lecture	30	Undivided road
4.20	Lecture	15	Undivided road
4.21	Lecture	30	Undivided road
4.22	Practical	225	Undivided road
4.23	Lecture	30	Undivided road
4.24	Lecture	30	Undivided road
4.25	Field activities	180	Undivided road
4.26	Practical	225	Primary undivided road
4.27	Workshop	45	Undivided road
Course 5 - Integration of selected activities using proactive and reactive methods			
5.1	Lecture	45	Methodology of proactive and reactive activities integration
5.2	Practical	180	Integrated analysis of NWRSA
5.3	Workshop	135	Example road
Course 6 - Management of activities at strategic, operational and local levels			
6.1	Lecture	45	Reporting, dissemination
6.2	Practical	45	Reporting, dissemination
6.3	Lecture	90	Follow up of NWRSA
6.4	Practical	45	Follow up of NWRSA
6.5	Workshop	45	From NWRSA results to an action programme

9 EVALUATION AND USE OF THE TRAINING MATERIALS

The questionnaire presented in this chapter is designed to collect feedback on the quality and use of the EuroS@P NWRSA training materials. It addresses clarity, relevance and usefulness, as well as ease of access, ease of use and the organisation of the resources. Questions on frequency and context of use help distinguish experience gained through learning, teaching and professional practice from an initial review of the materials.

The questionnaire will be available online, enabling students, teachers, trainers and practitioners to provide feedback on individual courses. Participation is voluntary, and the form does not request names, email addresses or institution names. Responses will be analysed in aggregate to identify strengths, barriers to use and priorities for improving the materials. Each response concerns one course; routing instructions adapt the questions to the respondent's experience. This evaluation supports further development of the teaching resources and is separate from the assessment of participants' learning outcomes.

EuroS@P NWRSA training materials evaluation and use

Please help us evaluate and improve the EuroS@P NWRSA training materials and understand how they are used in learning, teaching and professional practice. Complete one response for one course. If you would like to evaluate another course, submit a separate response. Please submit only one response per course during this survey round.

We do not collect names, email addresses or institution names. Country and main role are requested to describe the respondent groups. Please do not include personal or identifying information in any text field. Results will be reported in aggregate. Participation is voluntary. Completion takes approximately 4–6 minutes, depending on your answers.

Questions marked * are required only if the relevant section applies to you. Tick one option unless instructed otherwise.

Section 1 About you and the course

1. Which course does this response concern? *

☐ C1 — Model road safety infrastructure management structure
☐ C2 — Network Wide Road Safety Assessment fundamentals
☐ C3 — The reactive approach of NWRSA
☐ C4 — The proactive approach of NWRSA
☐ C5 — Integration of selected activities using proactive and reactive methods
☐ C6 — Management of activities at strategic, operational and local levels

2. In which country do you mainly study or work? *

Please enter the country name in English. If you prefer not to answer, enter “Prefer not to say”.

_____

3. What is your main role in relation to these materials? *

Select the role most relevant to your use or review of this course.

☐ Student
☐ Higher education teacher or lecturer
☐ Professional trainer
☐ Road safety auditor or inspector
☐ Road manager or road authority staff member
☐ Engineer or consultant
☐ Researcher
☐ Prefer not to say
☐ Other: _____

4. Which statement best describes your use of the materials for this course? *

“Used” means working with the materials for learning, teaching, training, research or a professional task. Simply looking through them to decide whether to use them counts as a review.

☐ A — I have used the materials during the past 12 months
☐ B — I used the materials before the past 12 months, but not during that period
☐ C — I have reviewed the materials but have not yet used them
☐ D — I have not yet accessed or reviewed the materials

Next: A → Section 2; B or C → Section 3; D → Section 4.

Section 2 Use during the past 12 months

Complete this section only if you selected A in Question 4. Please answer only for the course you selected. Consider the 12 months immediately before the date on which you complete this survey.

5. On how many days have you used these materials during the past 12 months? *

Count each day once, even if you used the materials several times on that day.

☐ 1 day
☐ 2–3 days
☐ 4–11 days
☐ 12–51 days
☐ 52 days or more

6. How have you used these materials during the past 12 months? *

Select all that apply.

☐ As part of a university course
☐ For independent learning
☐ To teach students at a higher education institution
☐ To deliver professional training
☐ In professional road safety assessment, planning or road management
☐ For research
☐ Other: _____

7. In which subject, training topic or professional task have you used these materials? (Optional)

For example, road safety assessment, transport planning, a GIS class or training for road safety auditors. Please do not name your institution, employer, clients or individual people.

_____

_____

_____

_____

Continue to Section 3.

Section 3 Evaluation of the materials

Complete this section if you selected A, B or C in Question 4. Consider only the materials you have used or reviewed for the selected course. If you used them more than 12 months ago, base your assessment on that earlier experience. Select N/A whenever a statement does not apply or you cannot assess it.

8. Please rate the following statements. *

Select one response in every row.
1 – Strongly disagree; 2 – Disagree; 3 – Neither agree nor disagree; 4 – Agree;
5 – Strongly agree; N/A – Not applicable, not used or unable to assess.

Statement	1	2	3	4	5	N/A
The explanations in the materials were clear and easy to understand.	☐	☐	☐	☐	☐	☐
The materials were organised in a logical sequence.	☐	☐	☐	☐	☐	☐
The level of difficulty was appropriate for my knowledge and experience.	☐	☐	☐	☐	☐	☐
The figures, maps and tables helped me understand the content.	☐	☐	☐	☐	☐	☐
The instructions were clear enough to complete the practical or workshop tasks.	☐	☐	☐	☐	☐	☐
The materials will be useful in my work or studies.	☐	☐	☐	☐	☐	☐
The materials were easy to find and access.	☐	☐	☐	☐	☐	☐
The materials were easy to use.	☐	☐	☐	☐	☐	☐
The structure of the materials was clear and easy to navigate.	☐	☐	☐	☐	☐	☐

9. Which types of materials were most useful to you? (Optional)

Select up to two types that you used or reviewed. If none were useful, leave this question blank.

☐ Lecture presentations
☐ Practical exercise instructions or tutorials
☐ Spreadsheets and datasets
☐ Workshop tasks, forms or checklists
☐ Worked examples or model solutions
☐ Videos, including recorded road observations
☐ GIS resources, including QGIS projects and spatial data
☐ Field activity materials
☐ Other: _____

Section 4 Your feedback

This section is open to all respondents, including those who selected D in Question 4.

10. What is the most important improvement we could make to the materials? (Optional)

Please identify the material or task, if possible. You may mention unclear explanations, missing information, errors or technical difficulties. If you have not accessed the materials, you may describe any difficulty finding or accessing them. Please do not include personal or identifying information.

_____

_____

Thank you for your feedback. Your response concerns one course. If you would like to evaluate another course, please submit another response and select that course. Please submit only one response per course during this survey round.