



# ChIR-Erasmus Mundus Master in Chemical Innovation and Regulation

*Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association*

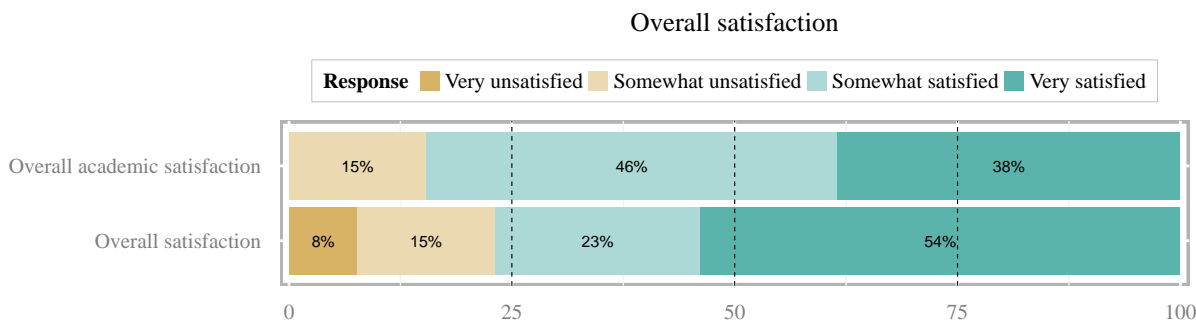
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# 1 Executive summary (?)



## 2 Introduction

### 2.1 Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis, and its members have not and do not receive financial benefits from their CQAB related activity. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

1. Programme Representative Network (PRnet), aimed at coordinating the relation between Erasmus Mundus courses and EMA.
2. Management of the [em.feedback@em-a.eu](mailto:em.feedback@em-a.eu), that assists students with pressing quality issues.
3. Survey Team, tasked with conducting the CQSS survey.

CQAB was created as a result of the pressing and constant concerns of EMA members about the quality of the student experiences as part of an Erasmus Mundus (EM) course. Internally, CQAB has a variety of tools to capture student concerns and to interact with student representatives from various programmes, but the CQSS survey represents its most comprehensive and systematic initiative focused on quality assurance. The inception and design of CQSS is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic issues around quality across courses, and the general underrepresentation of students in evaluating the EMJMD programme.

For any concerns, questions or feedback on this report, please contact us at [chair.cqab@em-a.eu](mailto:chair.cqab@em-a.eu).

### 2.2 Introduction to the CQSS survey

Our survey was filled in by 13 students of your program. They represent 9 countries and collectively they have spent more than 70 hours thinking and answering questions of our survey.

We hope that their feedback will help you make your Erasmus Mundus program even more brilliant and unique!

### 2.3 Structure of current report

The report focuses on providing your course with customized information received from students. The information in this report follows the structure of the CQSS survey. As such, information on how students attending the course evaluated their overall course experience, and also how various universities in the consortia were experienced by students. Only indicators with 10 or more responses are included in the report.



The largest section of the report focuses on providing information about the supporting services available to students before the start of the EMJMD programme, during orientation, the general helpfulness of various units and individuals, as well as the support received on specific student issues. The following section focuses on indicators capturing the assessment and feedback processes. In section four, the responses of students to questions pertaining to teaching, learning and supervision are highlighted. Before concluding, section five touches on the internship, field experience and personal development aspects evaluated as part of the CQSS survey.

Graph plots the responses from students, while table provides information about how other courses did on that question. Example of a table below:

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	13	2.69	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	13	3.69	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	13	3.23	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row represents a dimension of the question. It contains information about the mean that question received from students of your program.

Calculation of means is based on Likert-scale. Each option corresponds to a numeric value in a following way:

1. "Very unsatisfied" or "Disagree" = 1.
2. "Unsatisfied" or "Somewhat disagree" = 2.
3. "Satisfied" or "Somewhat agree" = 3.
4. "Very satisfied" or "Agree" = 4.

Therefore, average score for any given dimension in a table ranges from a minimum of 1 to a maximum of 4, with 4 being a perfect score for each dimension.

Following that is the mean for all respondents of the survey. Finally, table provides information about distribution of means in all other courses. Distribution is represented by quantiles. This means that 25% of courses will lie in each of the columns. This enables easy comparison of any given program with its peers. The column with the score of your program is highlighted.



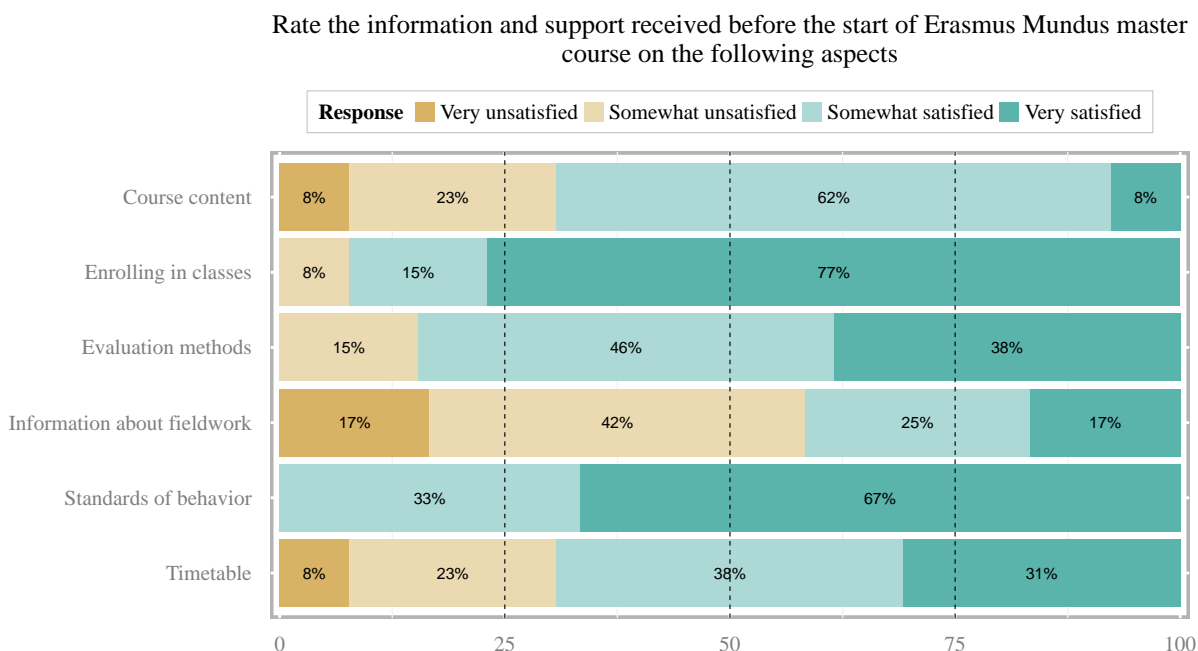
### 3 Supporting services

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#### 3.1 Support received before the start of the Erasmus Mundus course

Overall, survey respondents reported being very satisfied or somewhat satisfied with the supports they received prior to the start of the program. However, more than half of the respondents indicated they were not satisfied with the information they received about fieldwork. The program fell into the bottom quartile for “Information about fieldwork.” Positively, all respondents reported being at least somewhat satisfied with the program’s “Standard of Behavior” during the on-boarding process. For this category, the program fell into the top quartile.

##### 3.1.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	13	2.69	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	13	3.69	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	13	3.23	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	13	2.42	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	13	3.67	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	13	2.92	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

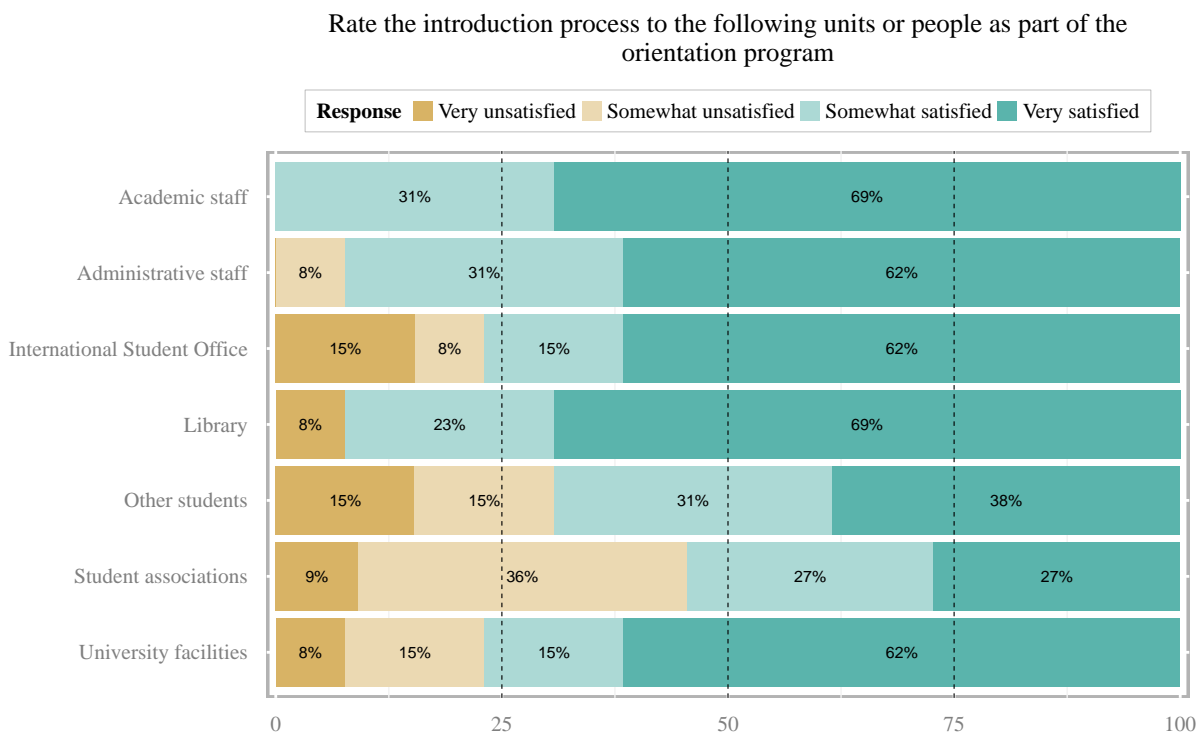
#### 3.2 Support received during the orientation program

Survey respondents were overall satisfied with their orientation experience. Only the category “Student associations” received 45% somewhat or very unsatisfied ratings. This category fell in to the bottom quartile.



Thirty percent of respondents were also somewhat unsatisfied with “Other Students,” and this category also fell into the bottom quartile. Respondents were mostly very satisfied with the academic staff during orientation (69%), and all other respondents were at least somewhat satisfied. This program’s academic staff was ranked in the top quartile.

### 3.2.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	13	3.69	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	13	3.54	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
International Student Office	13	3.23	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	13	3.54	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	13	2.92	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	13	2.73	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	13	3.31	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

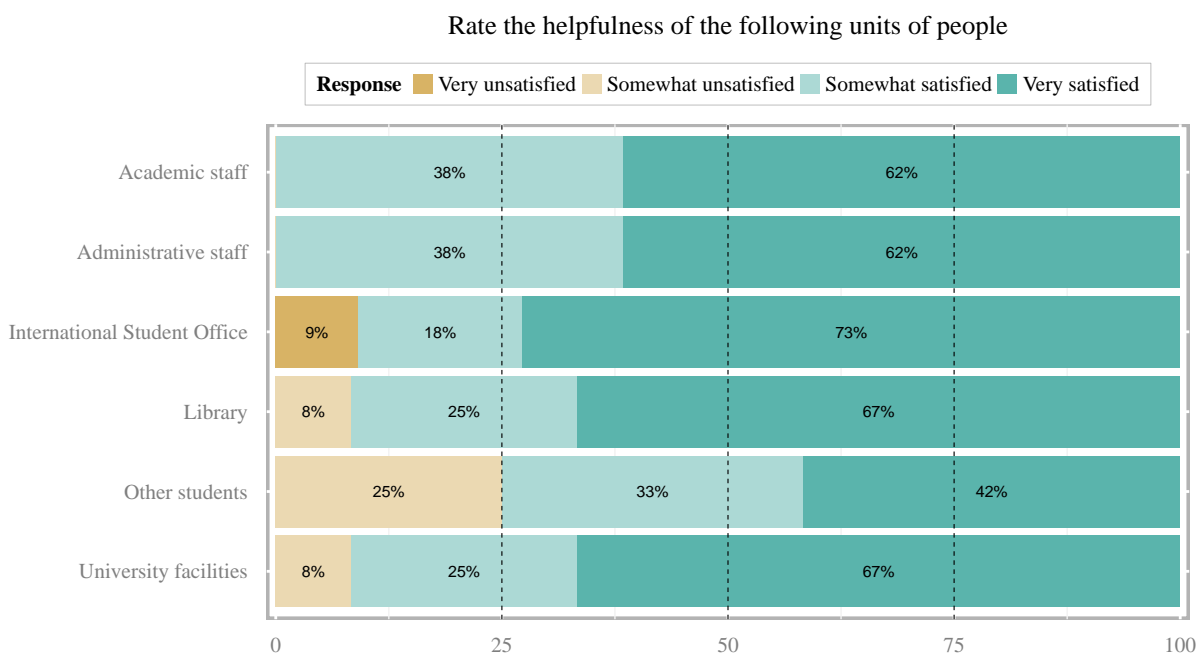
Table 2: Summary statistics

## 3.3 Helpfulness of units and people

Overall, survey respondents found the units of people in the program to be satisfying. Only one category, “Other Students” had 25% of respondents be somewhat unsatisfied, which again fell in the bottom quartile. Both academic staff and administrative staff received the same positive responses, with no one reporting being unsatisfied with them. Both of these units were rated in the top quartile.



## 3.3.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	13	3.62	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	13	3.62	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
International Student Office	13	3.55	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	13	3.58	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	13	3.17	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
University facilities	13	3.58	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

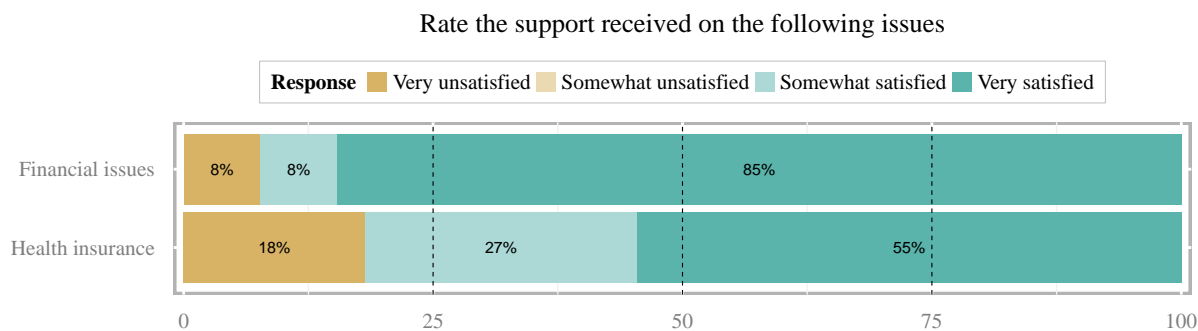
Table 3: Summary statistics

## 3.4 Support received on various issues

Only 18% of respondents reported being unsatisfied with the supports they received on their health insurance. While the program received mostly positive responses regarding health insurance, it still fell into the bottom quartile comparatively. The program received positive ratings on support given on financial issues. Eighty five percent of respondents were very satisfied with these supports. This rating puts the program in the top quartile for financial issues.



## 3.4.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	13	3.69	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	13	3.18	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics



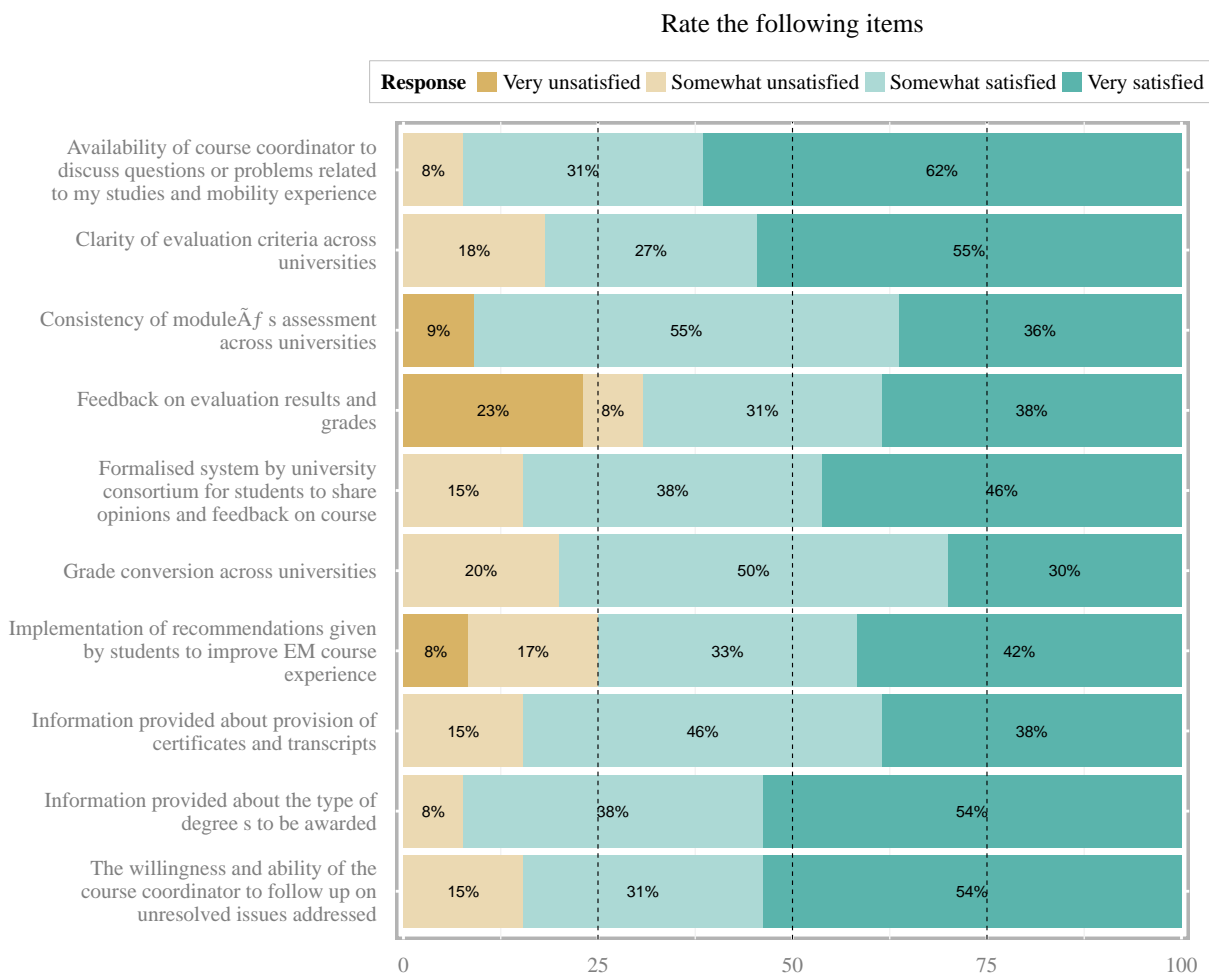
## 4 Assessment and feedback

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### 4.1 Module assessment

Overall, this program received positive responses regarding module assessments. None of the module assessment categories fell into the bottom two quartiles compared to other Erasmus Mundus programs. All but one of the module assessment categories had at least 75% of respondents indicating that they were satisfied with that indicator for module assessment. Of the categories, the following categories fell into the top quartile of all Erasmus Mundus programs: “Availability of course coordinator to discuss questions or problems related to my students and mobility experience,” “Clarity of evaluation criteria across universities,” “Consistency of module assessment across universities,” “Formalized system by university consortium for students to share opinions and feedback on course,” “Grade conversion across universities,” “Information provided about the type of degree to be awarded.”

#### 4.1.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	13	3.54	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	13	3.36	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	13	3.18	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	13	2.85	2.77	1.70 - 2.57	2.58 - 2.83	2.84 - 3.00	3.01 - 3.60
Formalised system by university consortium for students to share opinions and feedback on course	13	3.31	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	13	3.10	2.85	2.17 - 2.71	2.72 - 2.83	2.84 - 3.00	3.01 - 3.56
Implementation of recommendations given by students to improve EM course experience	13	3.08	2.82	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
Information provided about provision of certificates and transcripts	13	3.23	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degrees to be awarded	13	3.46	3.12	2.40 - 2.95	2.96 - 3.16	3.17 - 3.35	3.36 - 3.70
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	13	3.38	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

## 5 Teaching/learning and supervision

We will have some text here.

### 5.1 Teaching/learning



## 6 Internship/field experience and personal development

We will have some text here.



## 7 Acknowledgments

Some concluding remarks

