



EMA

Erasmus Mundus Students and Alumni Association

EDAMUS-Sustainable Management of Food Quality

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

Report was generated on 17 Dec 2015

Contents

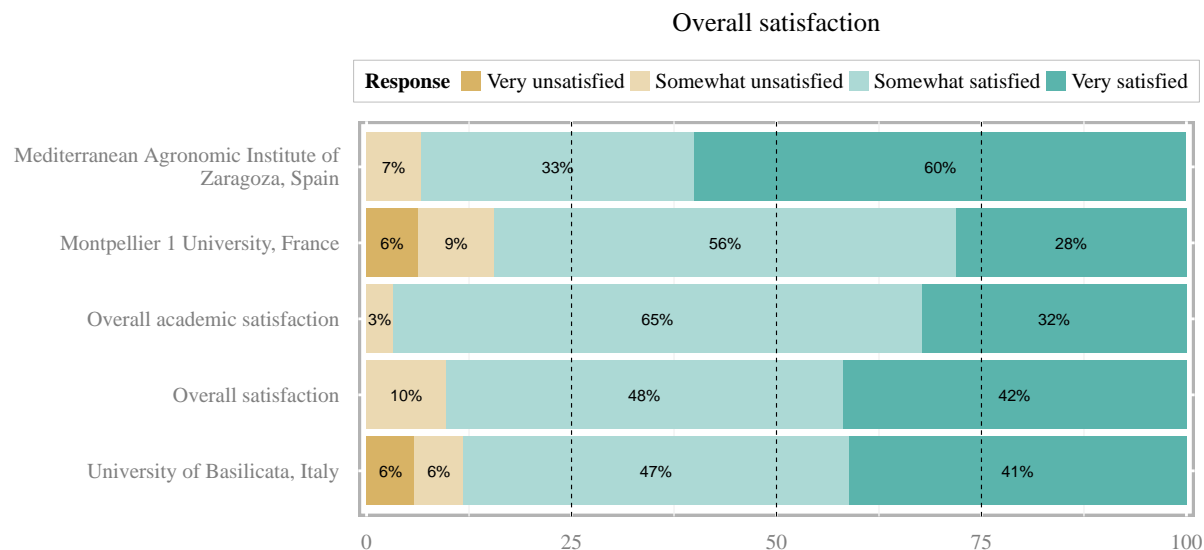
1	Executive summary (?)	4
2	Introduction	4
2.1	Course Quality Advisory Board	4
2.2	Introduction to the CQSS survey	4
2.3	Structure of current report	5
3	Supporting services	6
3.1	Support received before the start of the Erasmus Mundus course	6
3.1.1	Consortia	6
3.1.2	Mediterranean Agronomic Institute of Zaragoza, Spain	7
3.1.3	Montpellier 1 University, France	8
3.1.4	University of Basilicata, Italy	9
3.2	Support received during the orientaion program	9
3.2.1	Consortia	9
3.2.2	Mediterranean Agronomic Institute of Zaragoza, Spain	11
3.2.3	Montpellier 1 University, France	12
3.2.4	University of Basilicata, Italy	13
3.3	Helpfulness of units and people	13
3.3.1	Consortia	13
3.3.2	Mediterranean Agronomic Institute of Zaragoza, Spain	15
3.3.3	Montpellier 1 University, France	16
3.3.4	University of Basilicata, Italy	17
3.4	Support received on various issues	17
3.4.1	Consortia	17
3.4.2	Mediterranean Agronomic Institute of Zaragoza, Spain	18
3.4.3	Montpellier 1 University, France	19
3.4.4	University of Basilicata, Italy	20
4	Assessment and feedback	21
4.1	Module assessment	21
4.1.1	Consortia	21
4.1.2	Mediterranean Agronomic Institute of Zaragoza, Spain	23
4.1.3	Montpellier 1 University, France	24
4.1.4	University of Basilicata, Italy	25



5	Teaching/learning and supervision	26
5.1	First supervisor.	26
5.2	Second supervisor.	26
5.3	Teaching/learning	27
5.3.1	Mediterranean Agronomic Institute of Zaragoza, Spain	27
5.3.2	Montpellier 1 University, France	28
5.3.3	University of Basilicata, Italy	29
6	Internship/field experience and personal development	30
6.1	Personal development.	30
7	Acknowledgments	31



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, 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.

2.2 Introduction to the CQSS survey

Our survey was filled in by 31 students of your program. They represent 21 countries and collectively they have spent more than 1247 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	31	3.10	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	31	3.23	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	31	3.13	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

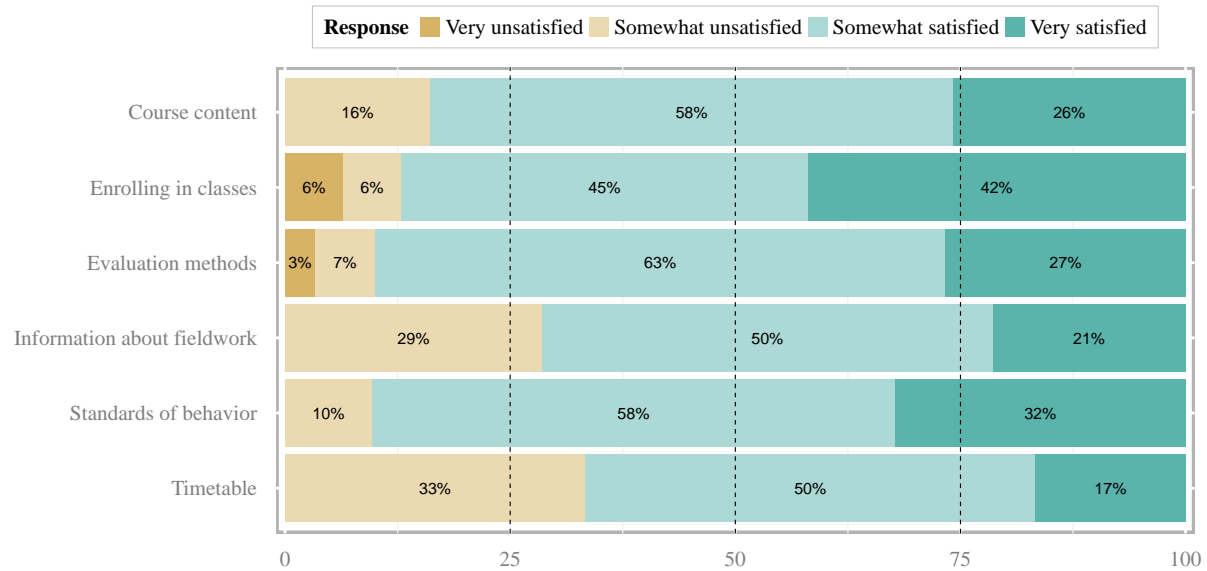
We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

3.1.1 Consortia

Question:B.1.1

Rate the information and support received before the start of Erasmus Mundus master course on the following aspects



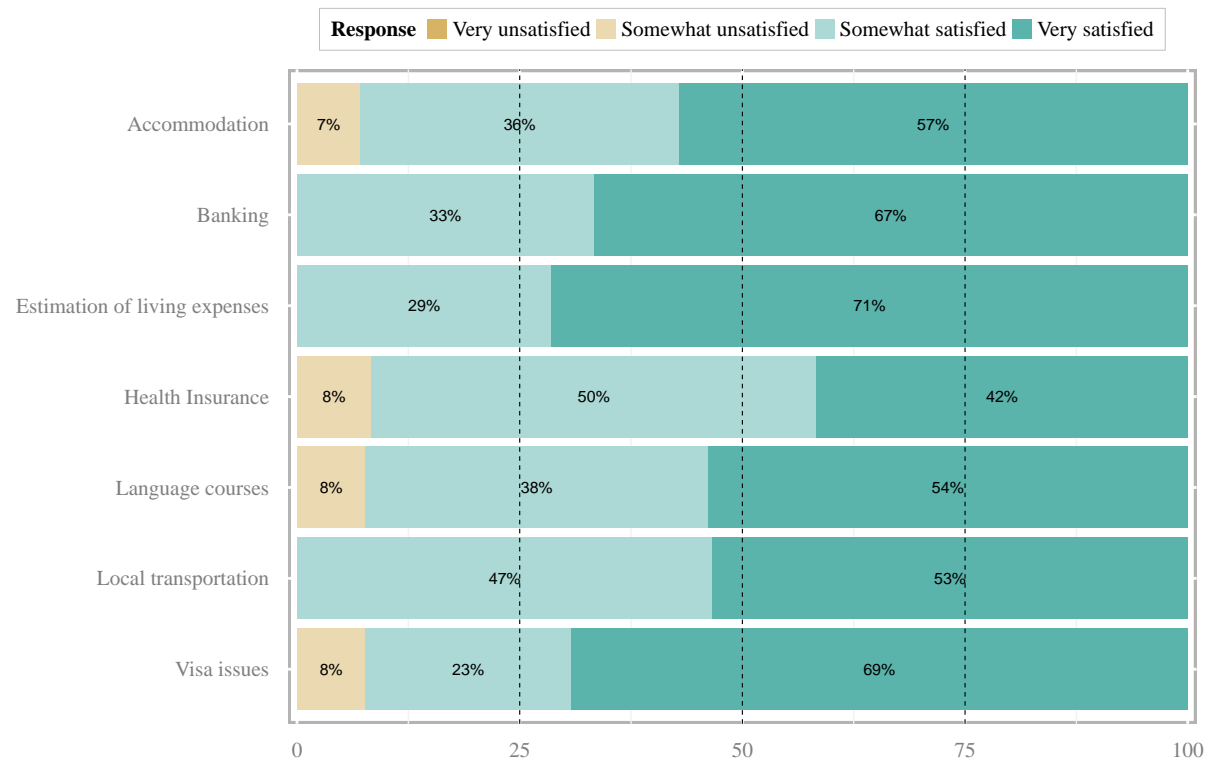
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	31	3.10	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	31	3.23	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	31	3.13	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	31	2.93	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	31	3.23	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	31	2.83	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



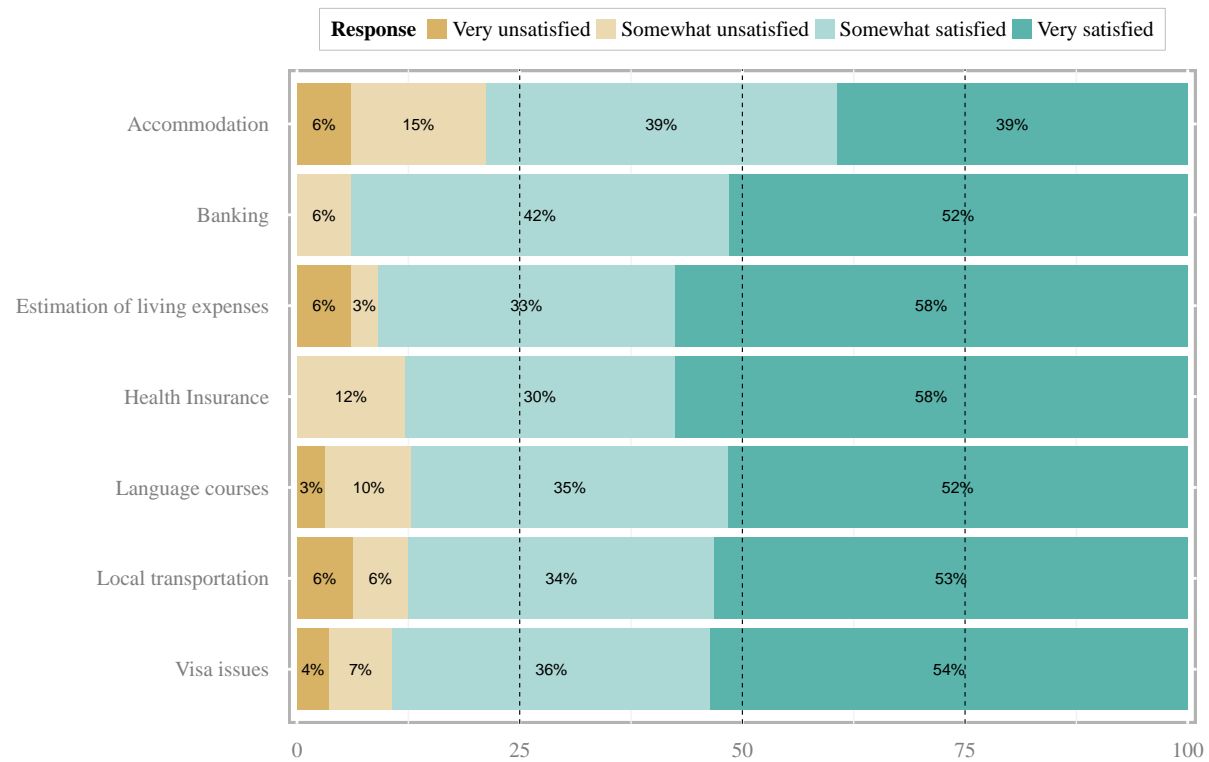
3.1.2 Mediterranean Agronomic Institute of Zaragoza, Spain

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 17)



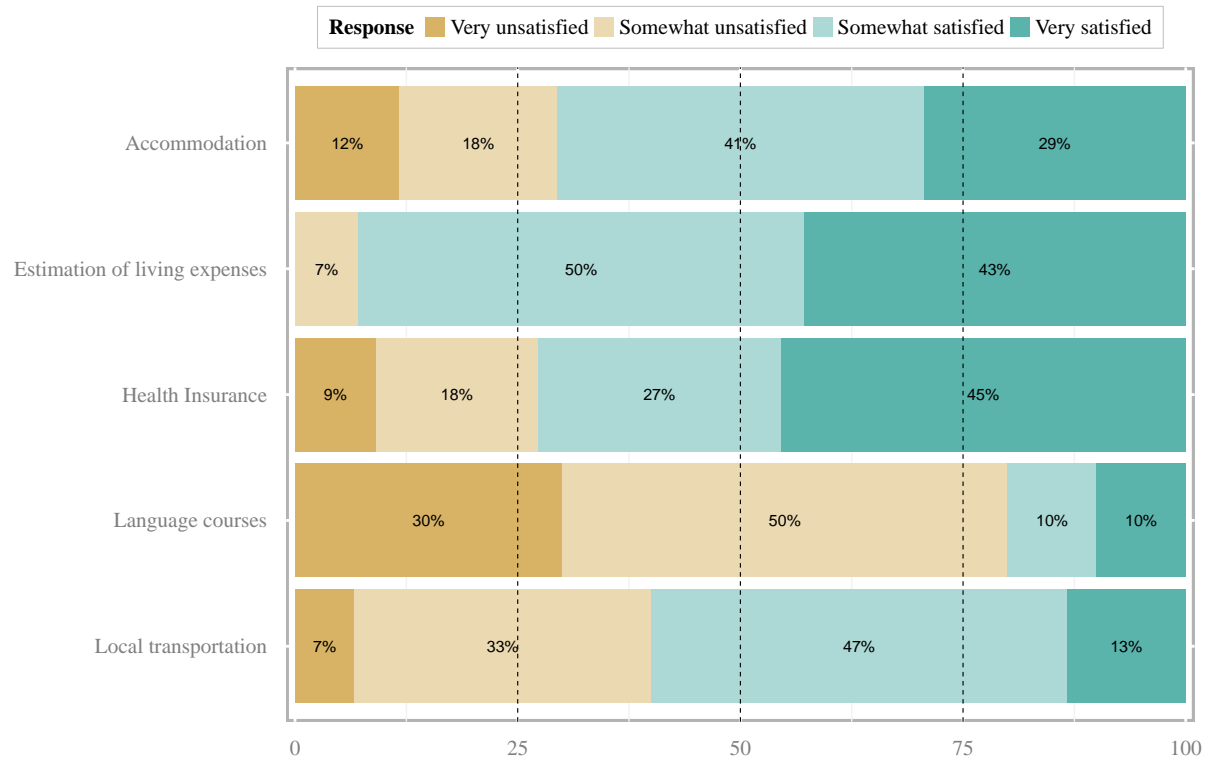
3.1.3 Montpellier 1 University, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 35)



3.1.4 University of Basilicata, Italy

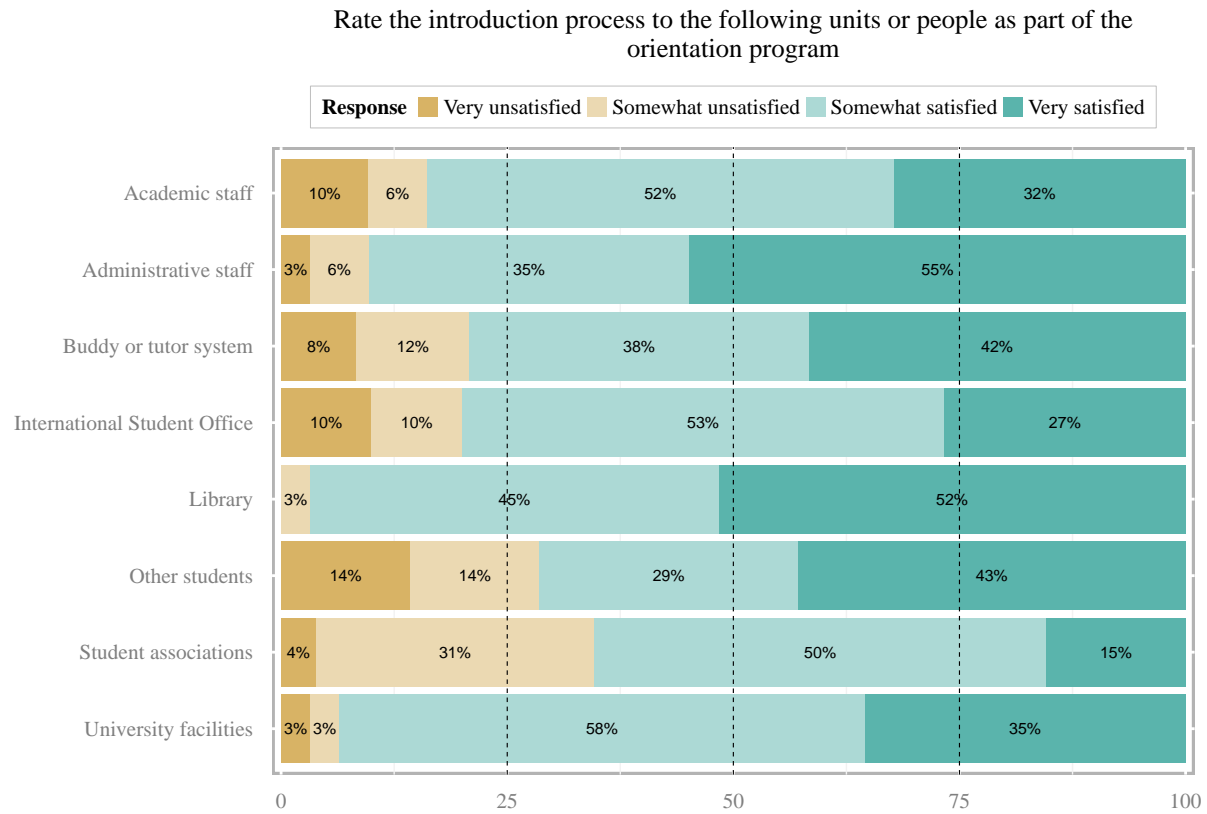
Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 20)



3.2 Support received during the orientaion program

3.2.1 Consortia

Question:B.1.3

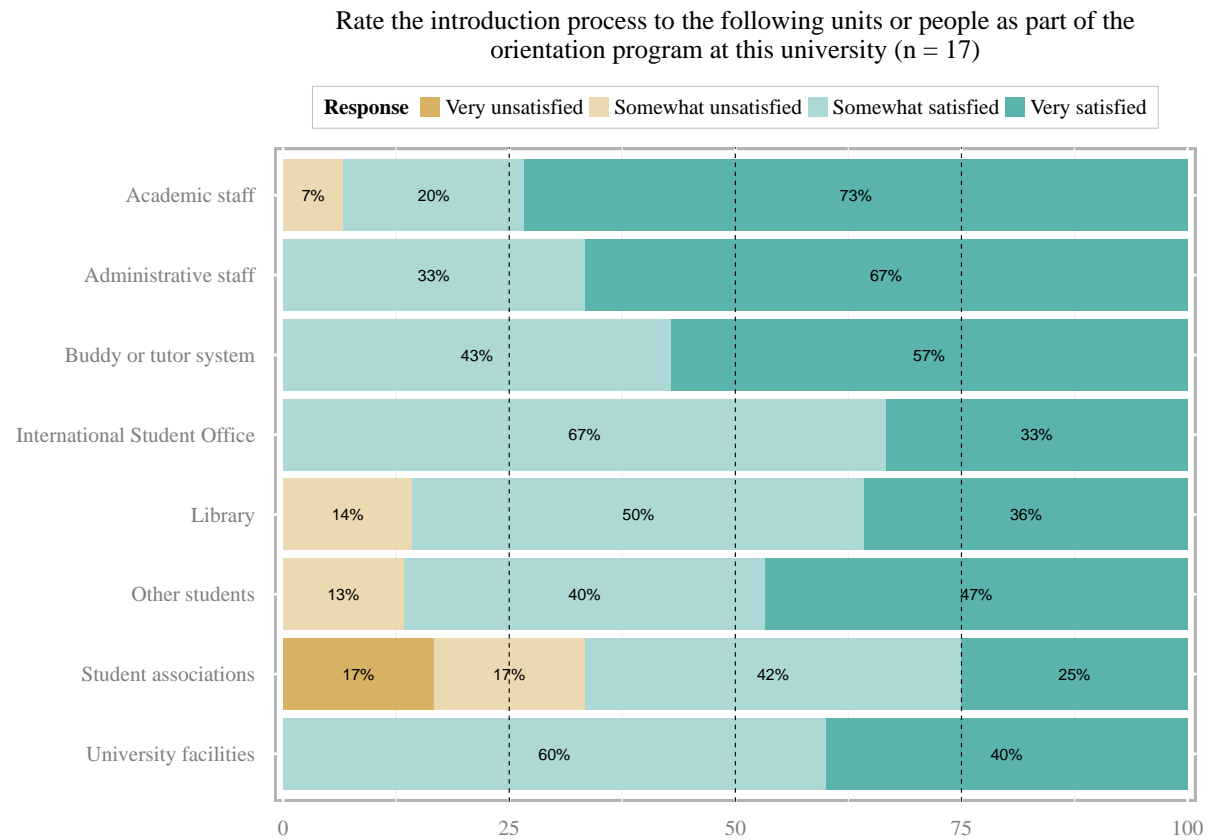


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	31	3.06	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	31	3.42	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	31	3.12	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	31	2.97	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	31	3.48	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	31	3.00	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	31	2.77	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	31	3.26	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

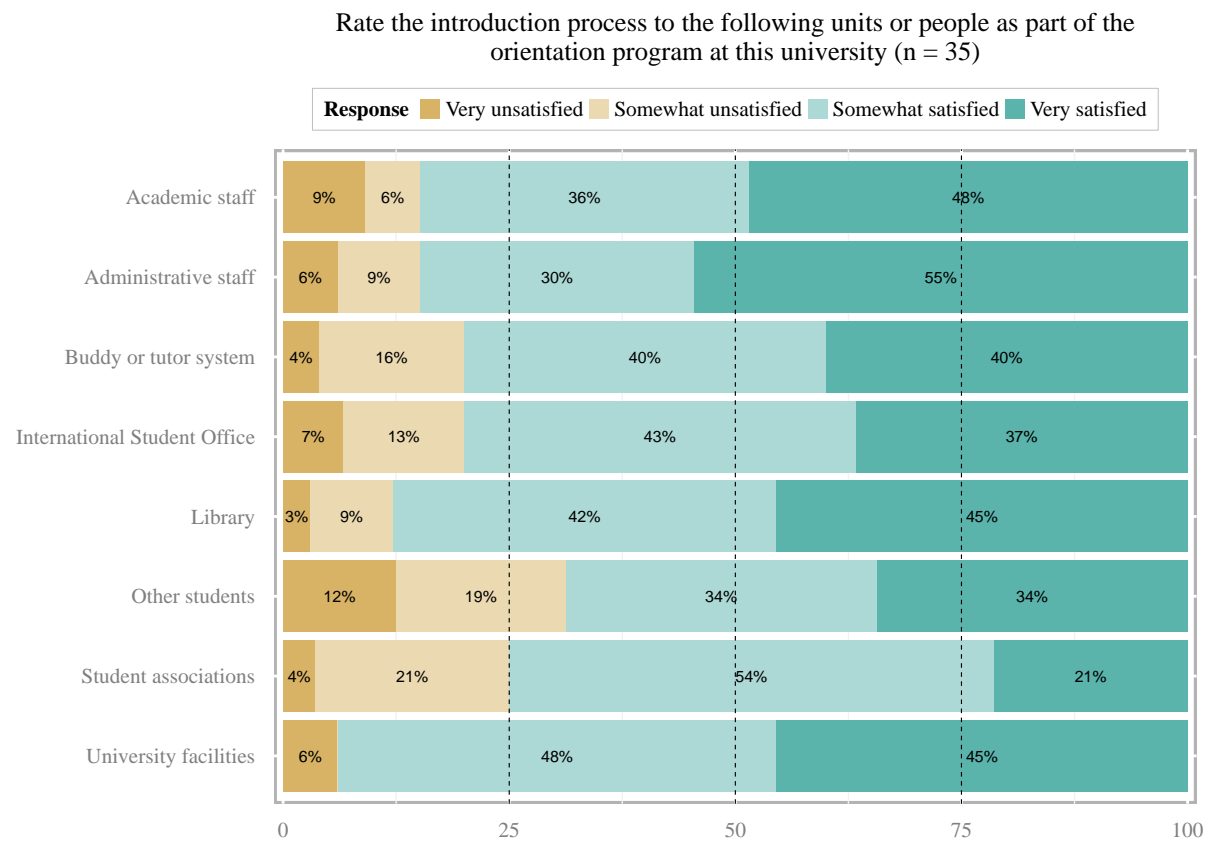
Table 2: Summary statistics



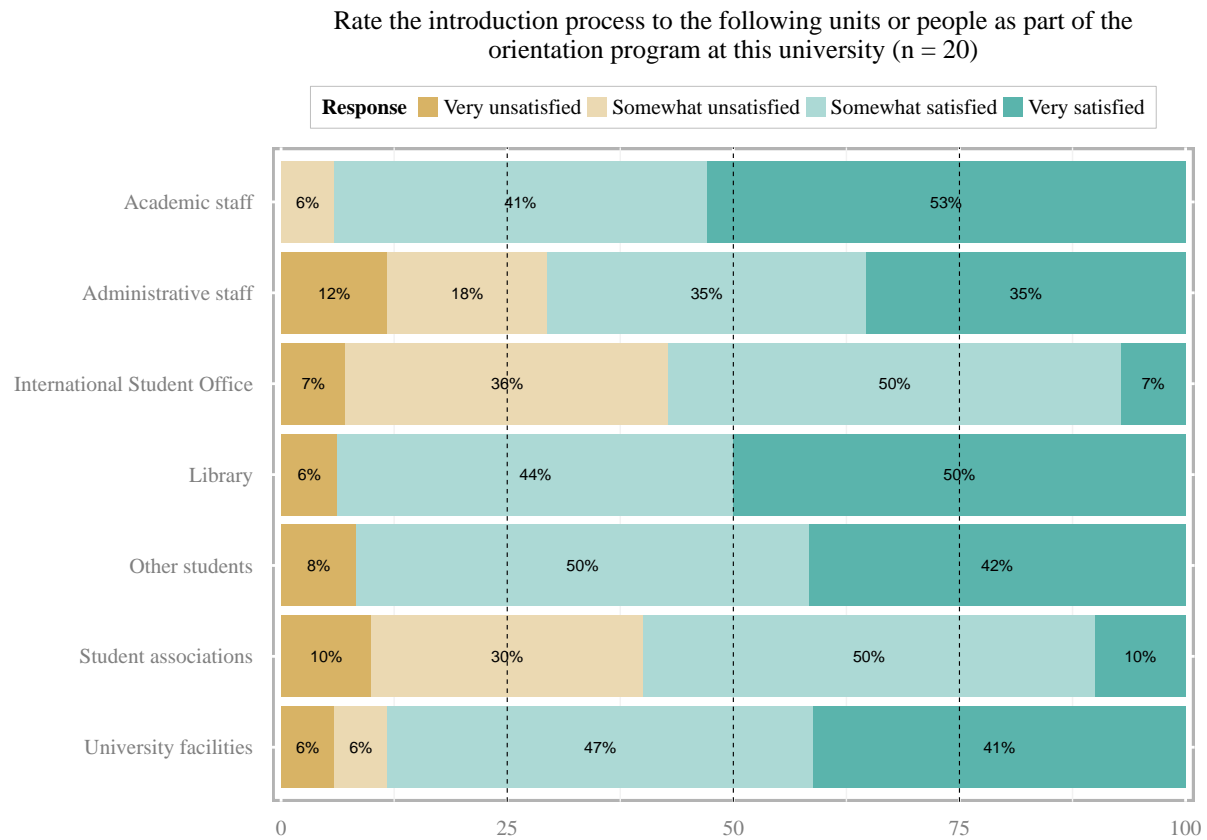
3.2.2 Mediterranean Agronomic Institute of Zaragoza, Spain



3.2.3 Montpellier 1 University, France



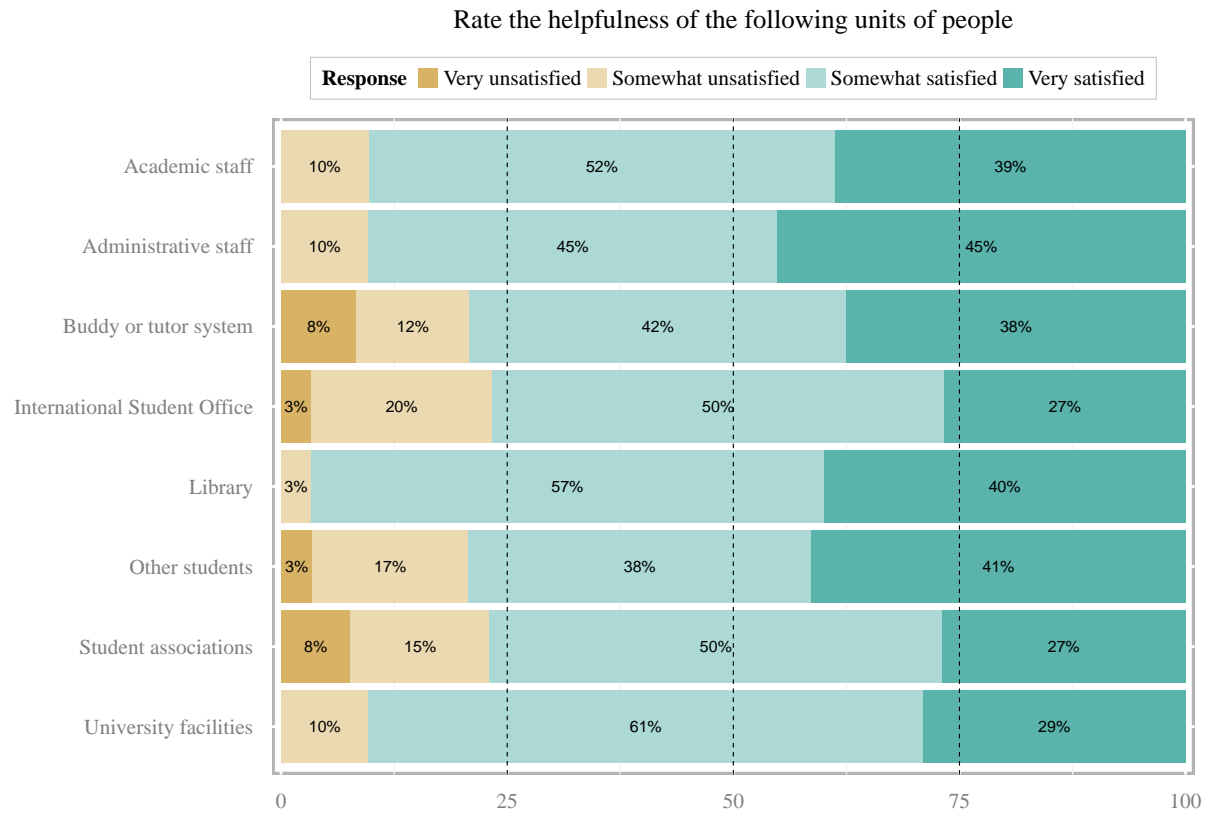
3.2.4 University of Basilicata, Italy



3.3 Helpfulness of units and people

3.3.1 Consortia

Question:B.2.1



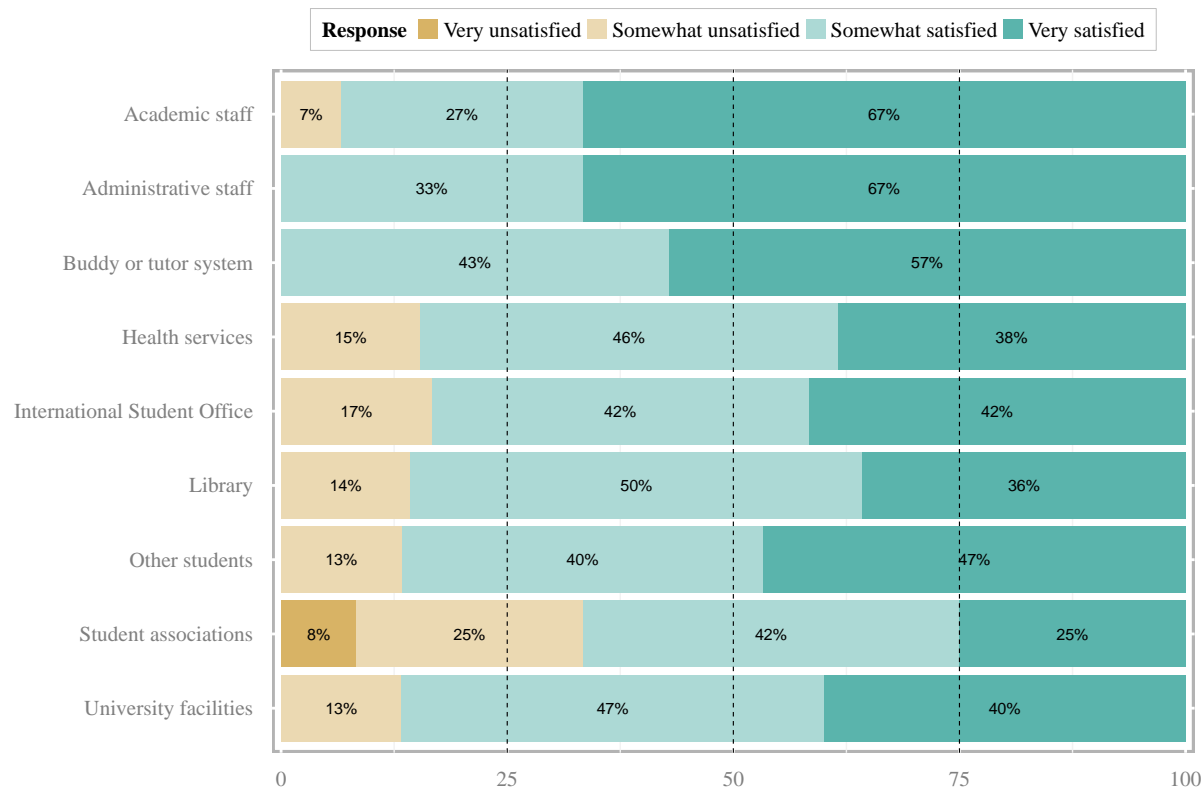
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	31	3.29	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	31	3.35	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	31	3.08	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	31	3.00	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	31	3.37	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	31	3.17	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	31	2.96	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	31	3.19	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics



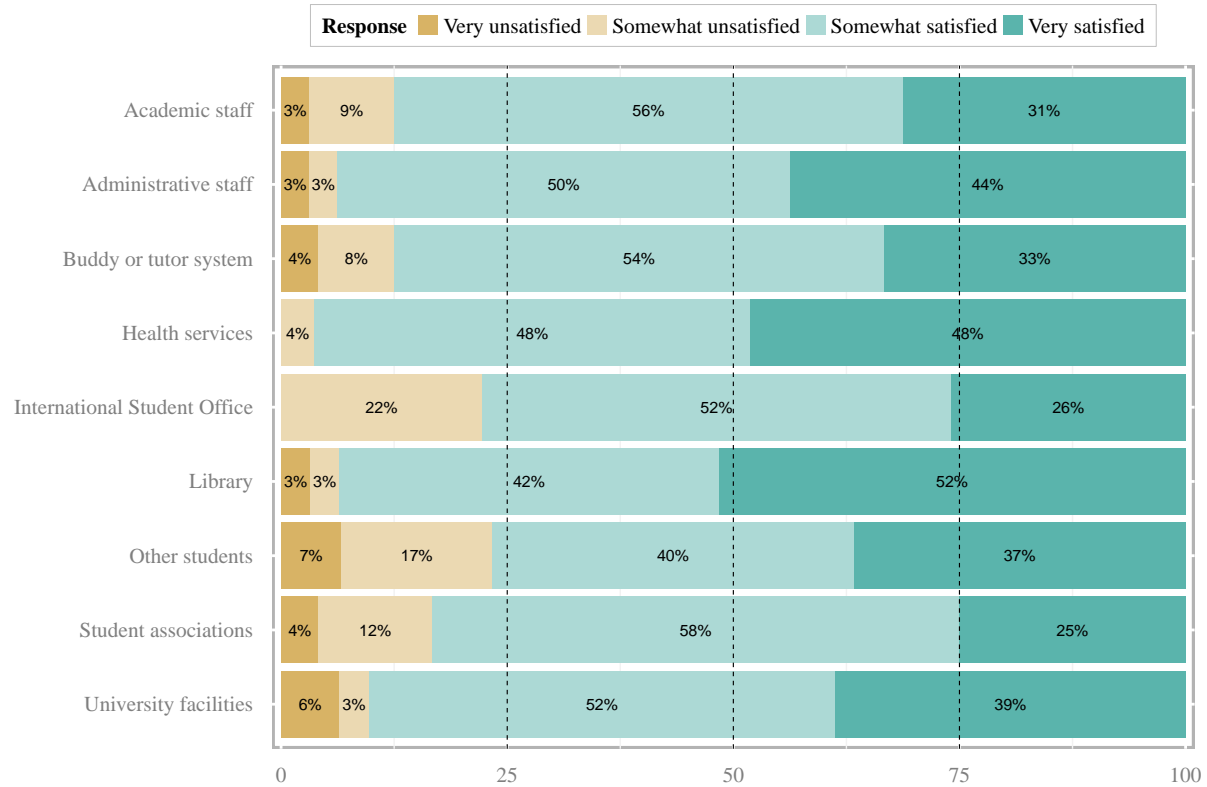
3.3.2 Mediterranean Agronomic Institute of Zaragoza, Spain

Rate the helpfulness of the following units of people at this university (n = 17)

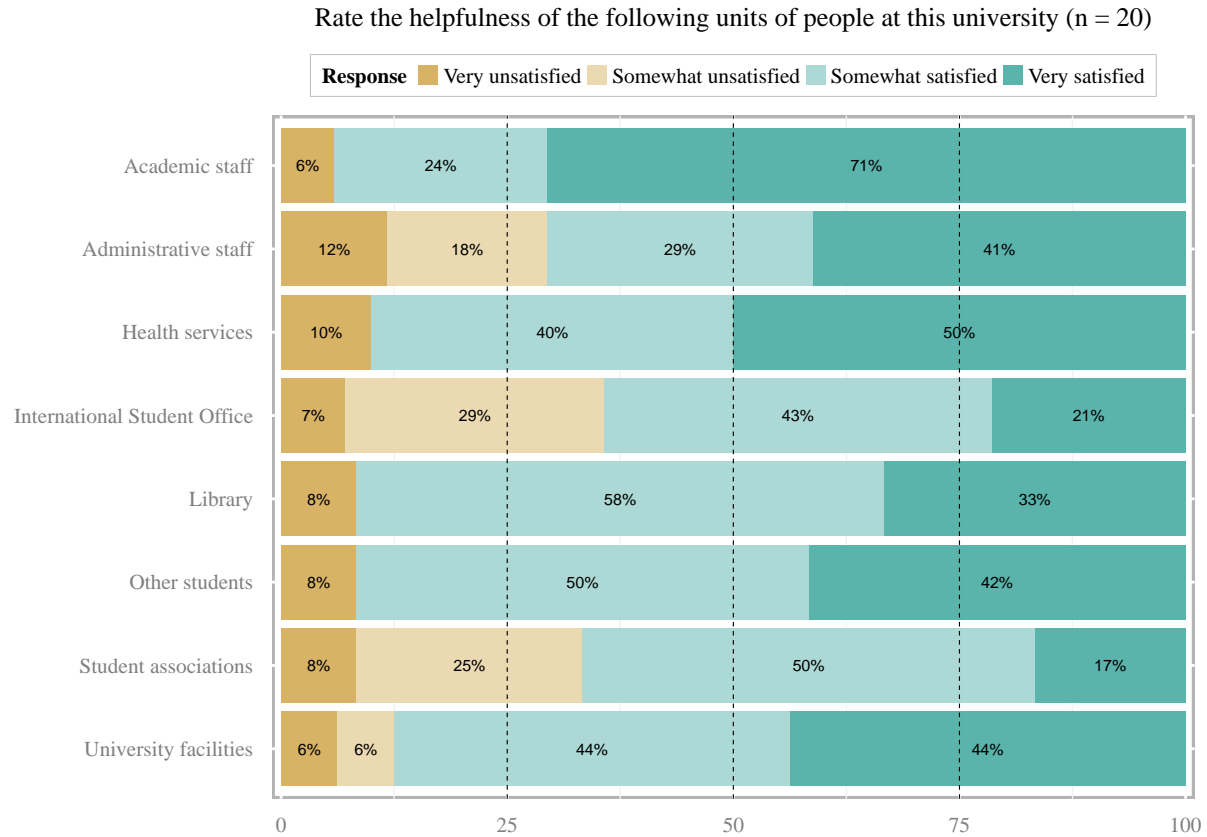


3.3.3 Montpellier 1 University, France

Rate the helpfulness of the following units of people at this university (n = 35)



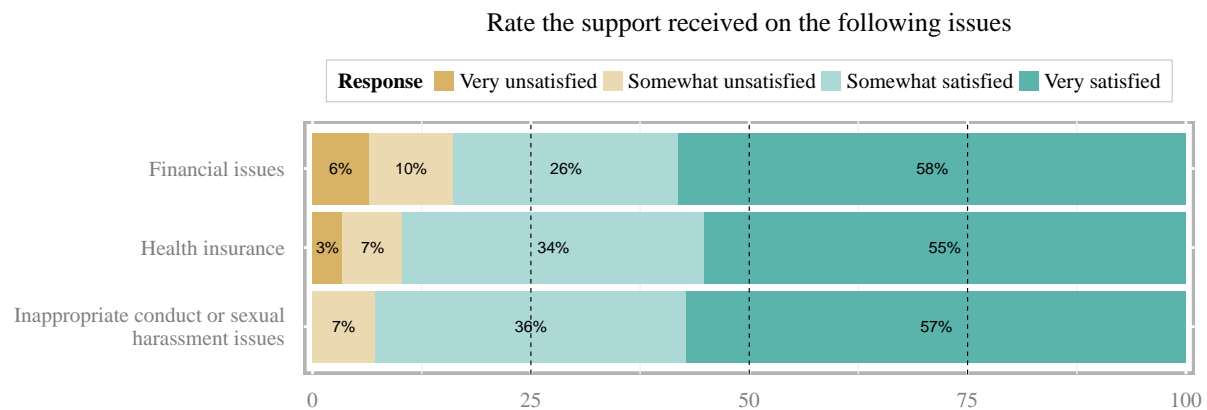
3.3.4 University of Basilicata, Italy



3.4 Support received on various issues

3.4.1 Consortia

Question:B.2.2

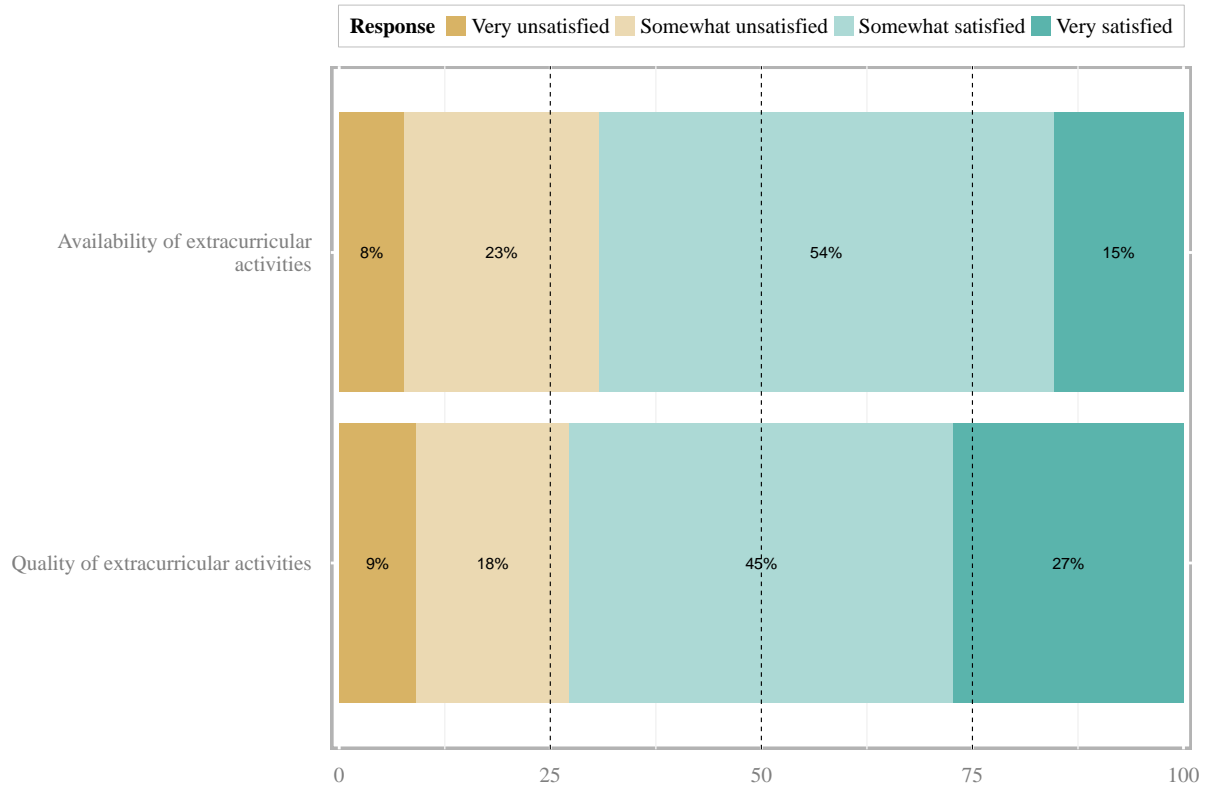


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	31	3.35	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	31	3.41	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	31	3.50	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

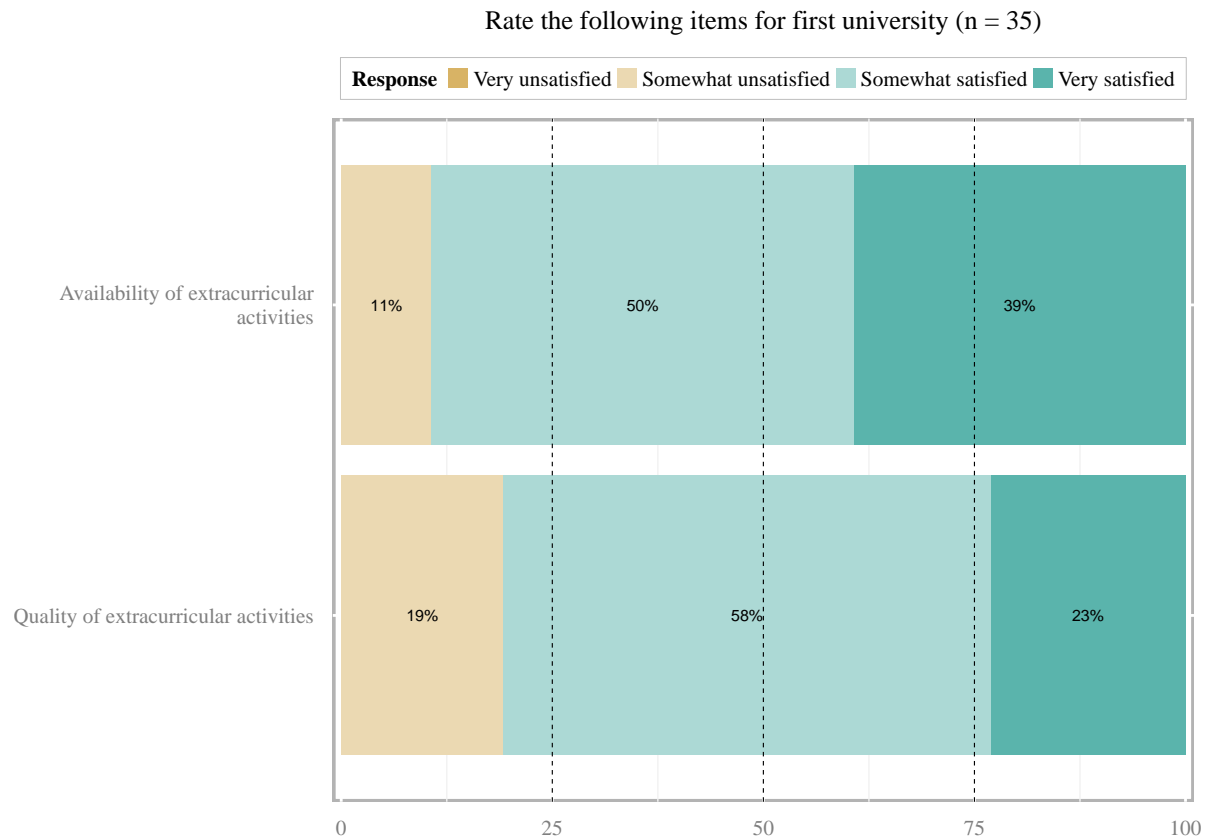
Table 4: Summary statistics

3.4.2 Mediterranean Agronomic Institute of Zaragoza, Spain

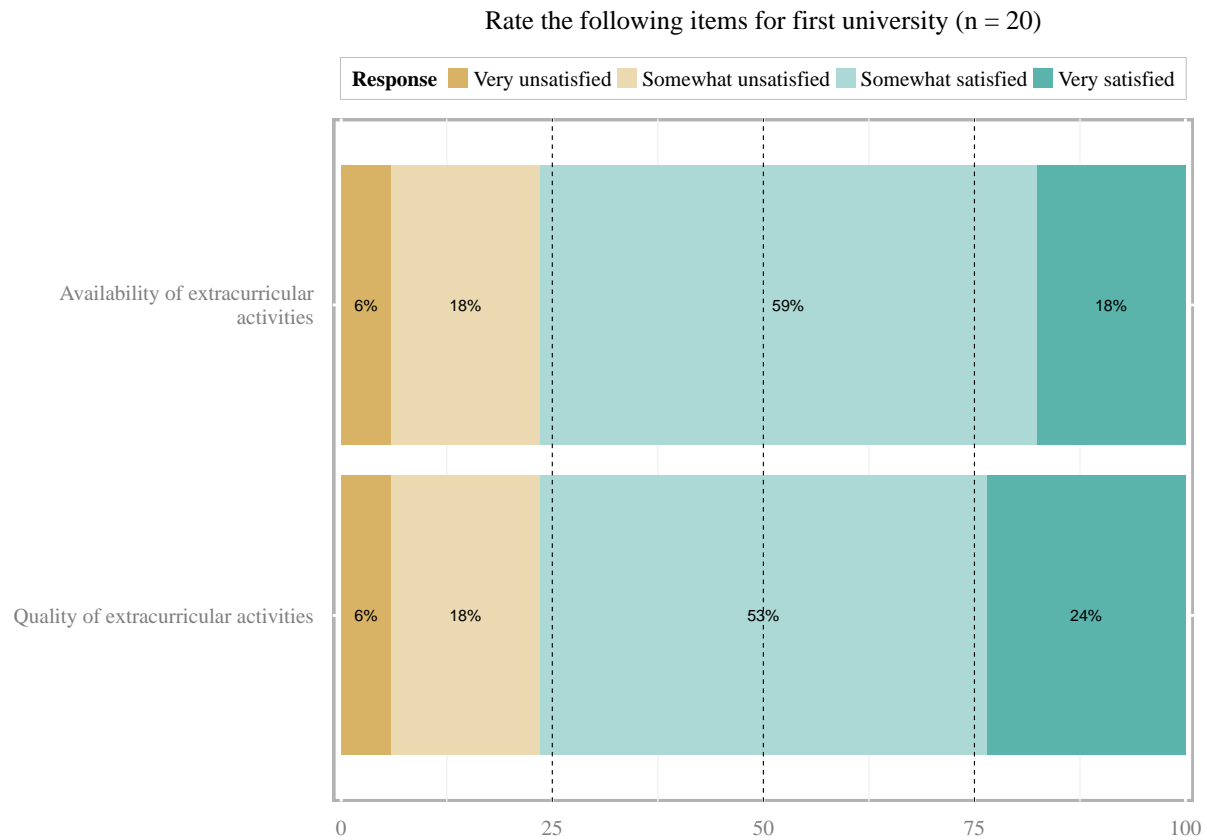
Rate the following items for first university (n = 17)



3.4.3 Montpellier 1 University, France



3.4.4 University of Basilicata, Italy



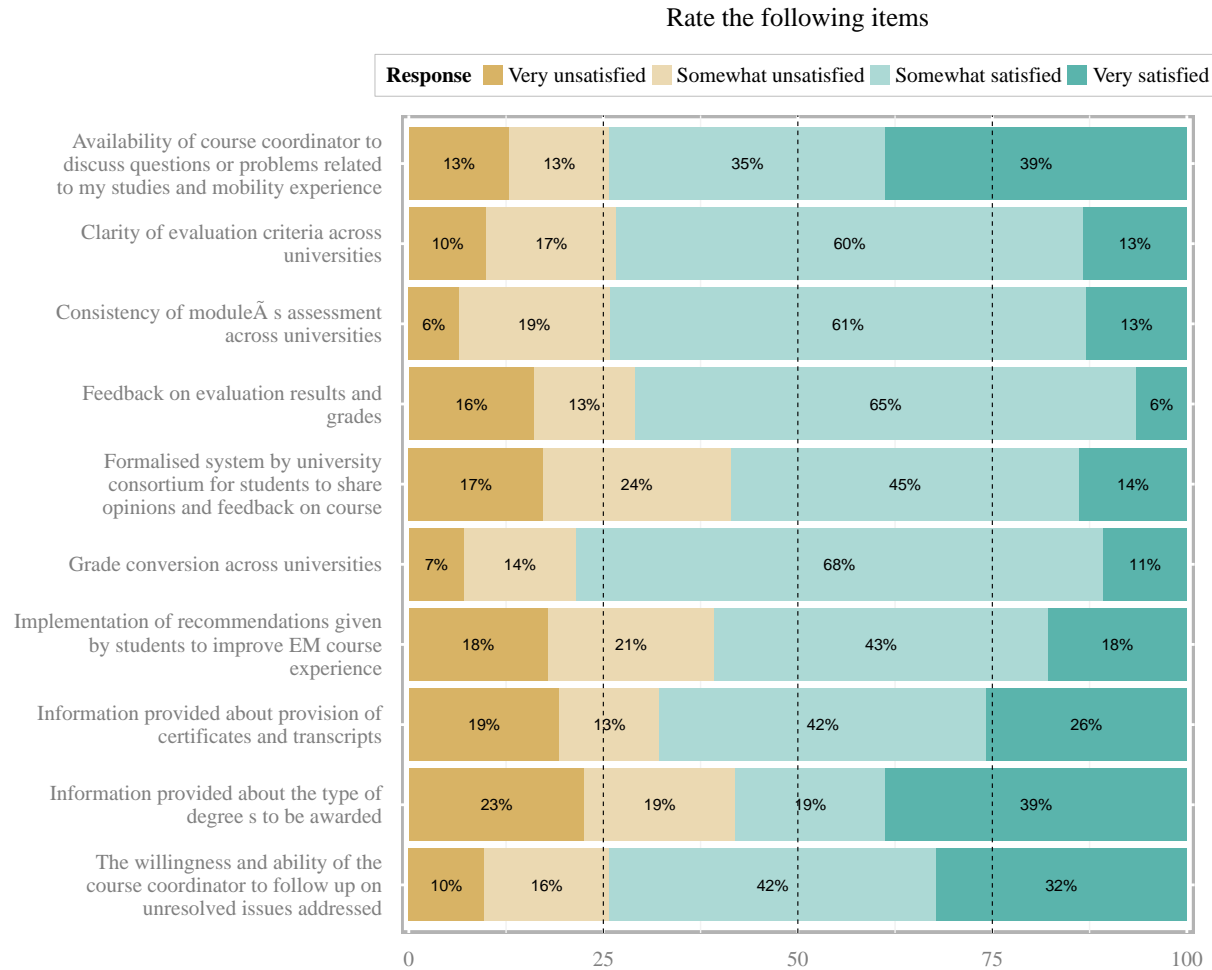
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

4.1.1 Consortia

Question: C.1



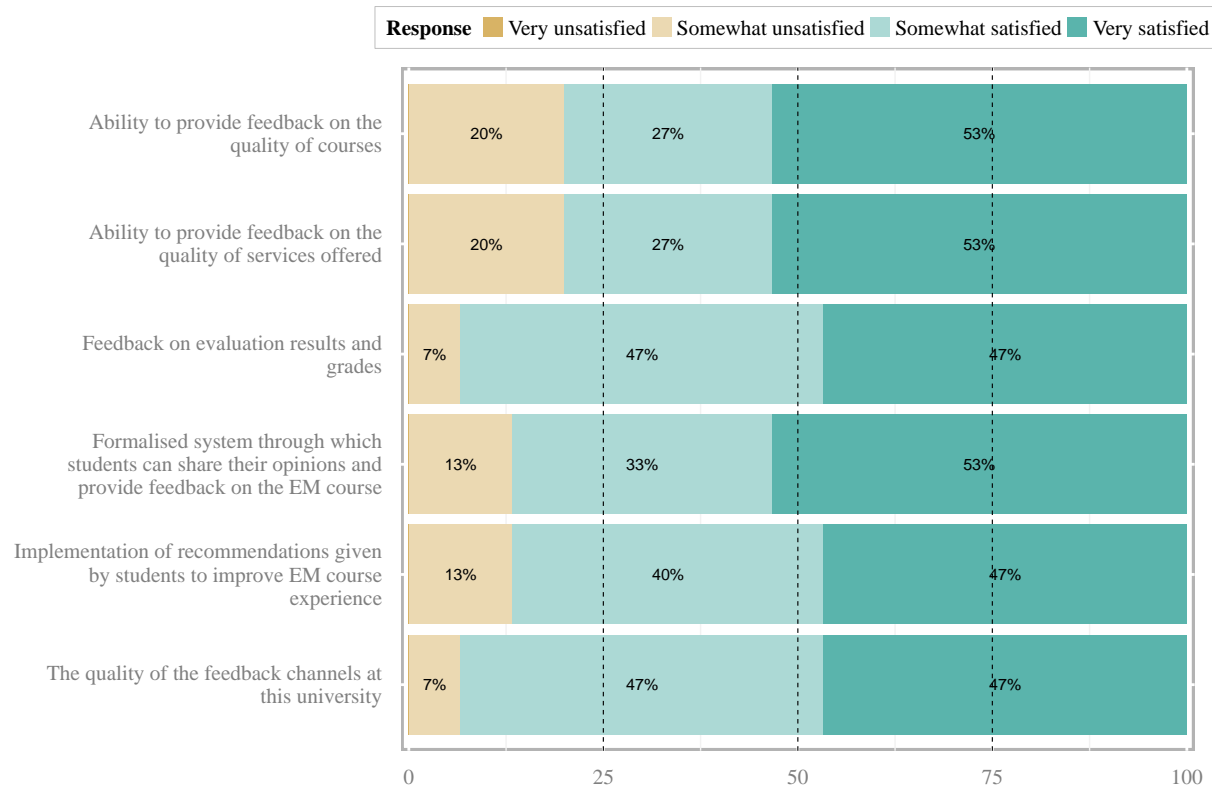
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	31	3.00	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	31	2.77	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	31	2.81	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	31	2.61	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	31	2.55	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	31	2.82	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	31	2.61	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	31	2.74	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	31	2.74	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	31	2.97	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

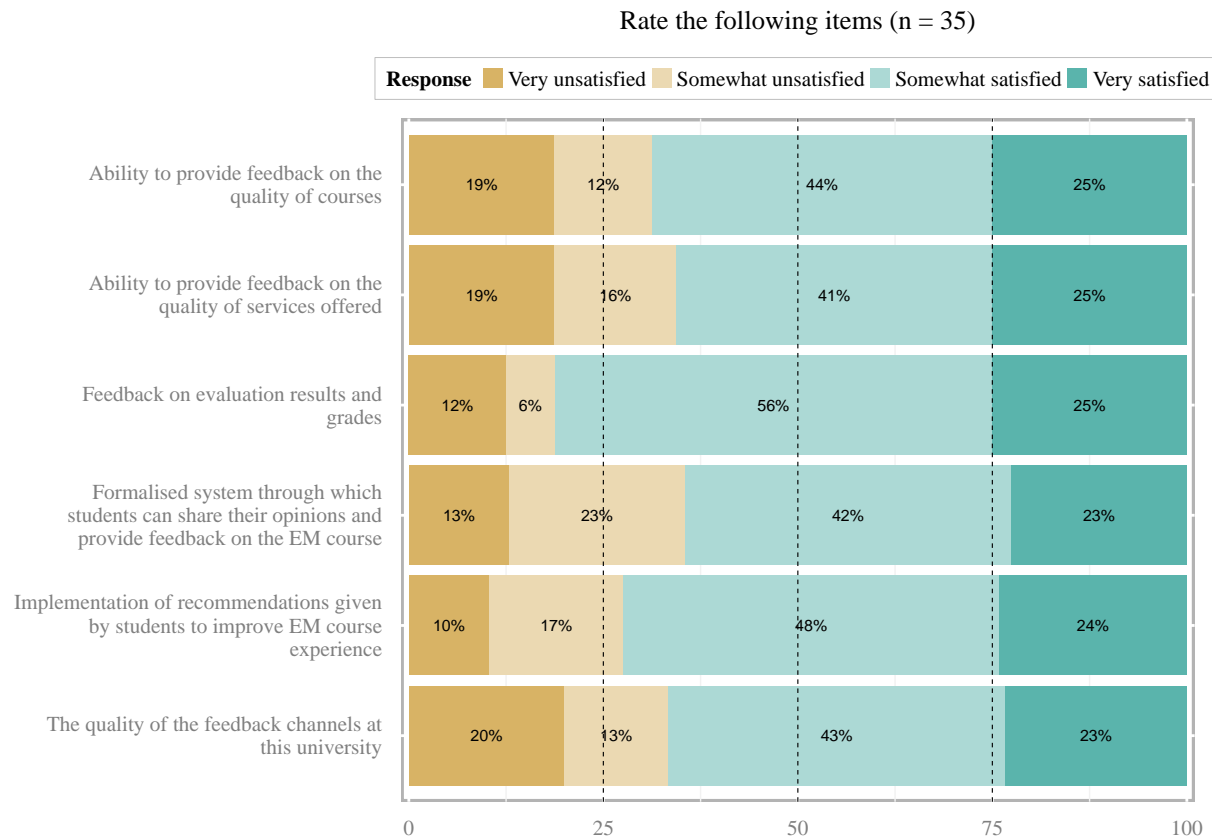


4.1.2 Mediterranean Agronomic Institute of Zaragoza, Spain

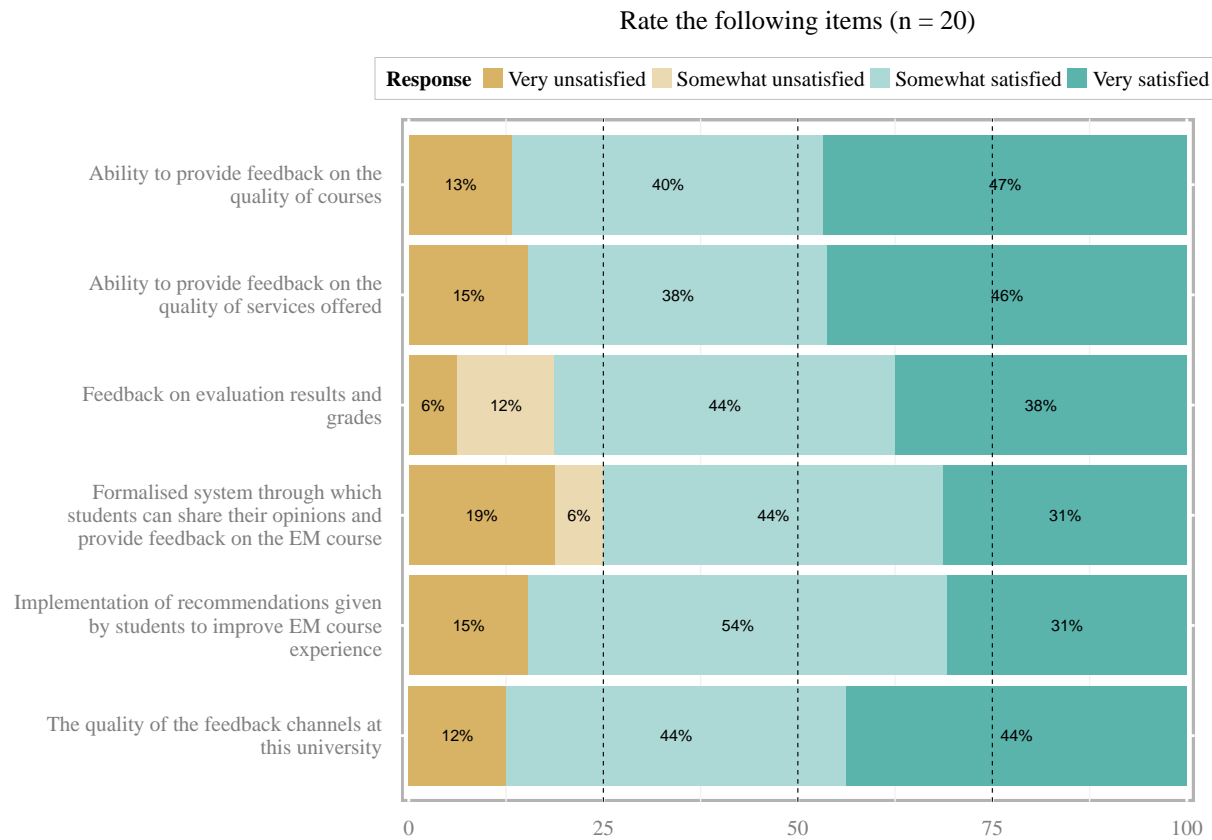
Rate the following items (n = 17)



4.1.3 Montpellier 1 University, France



4.1.4 University of Basilicata, Italy

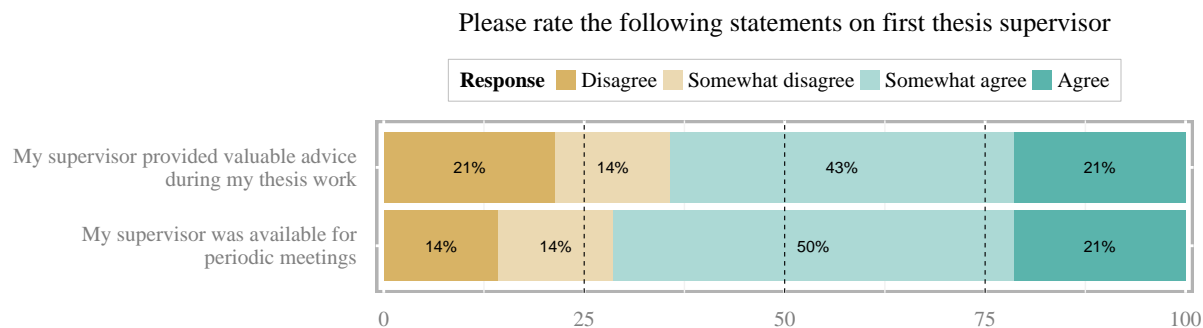


5 Teaching/learning and supervision

We will have some text here.

5.1 First supervisor.

Question:L.4

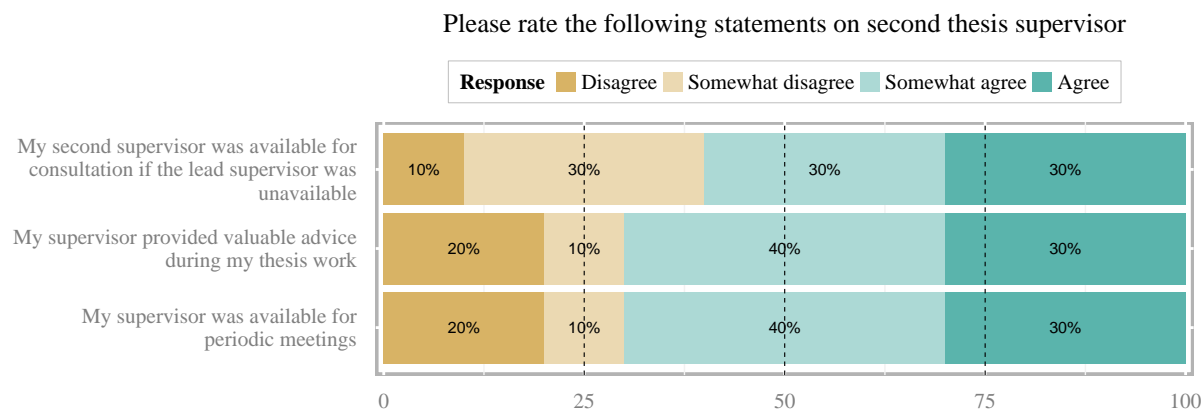


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	31	2.64	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	31	2.79	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

5.2 Second supervisor.

Question:L.5



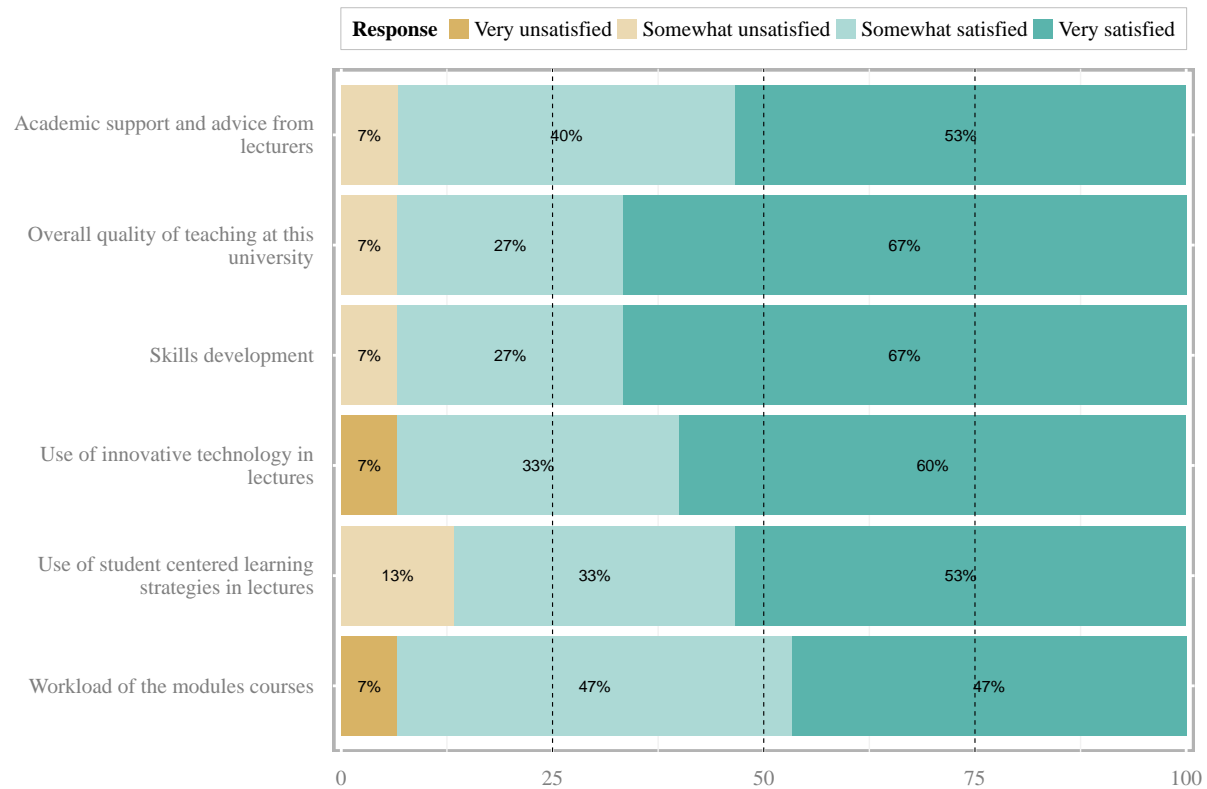
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My second supervisor was available for consultation if the lead supervisor was unavailable	31	2.80	3.38	2.36 - 3.20	3.21 - 3.56	3.57 - 3.65	3.66 - 3.91
My supervisor provided valuable advice during my thesis work	31	2.80	3.40	2.45 - 3.12	3.13 - 3.48	3.48 - 3.71	3.72 - 3.91
My supervisor was available for periodic meetings	31	2.80	3.37	2.50 - 3.00	3.01 - 3.50	3.51 - 3.70	3.71 - 3.91

Table 7: Summary statistics

5.3 Teaching/learning

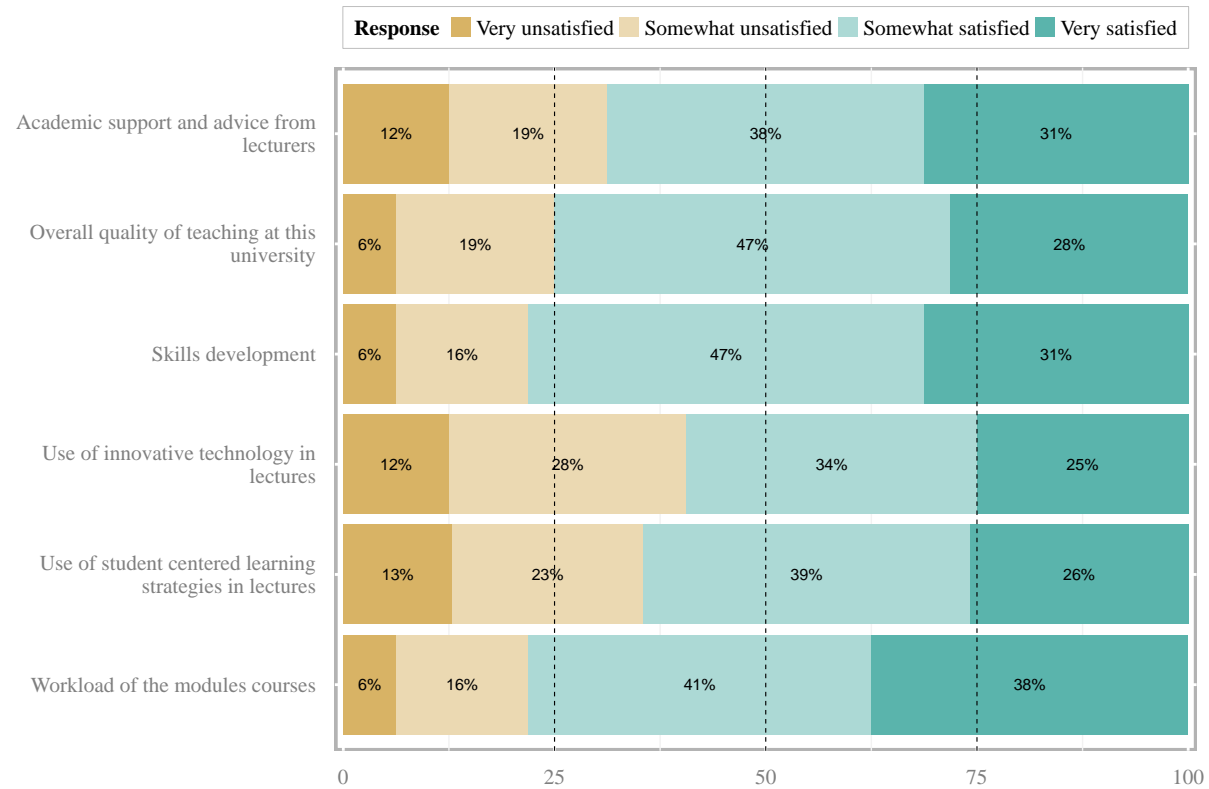
5.3.1 Mediterranean Agronomic Institute of Zaragoza, Spain

Please rate the following items (n = 17)

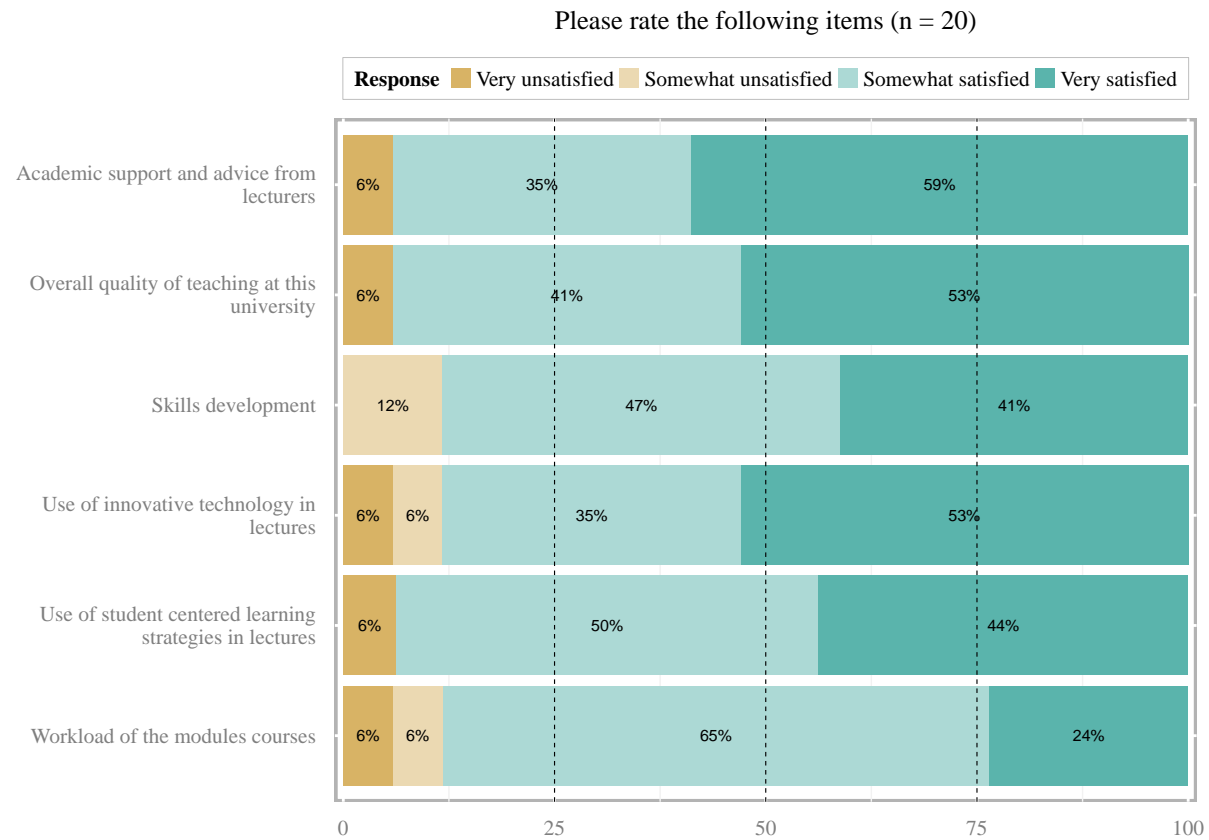


5.3.2 Montpellier 1 University, France

Please rate the following items (n = 35)



5.3.3 University of Basilicata, Italy



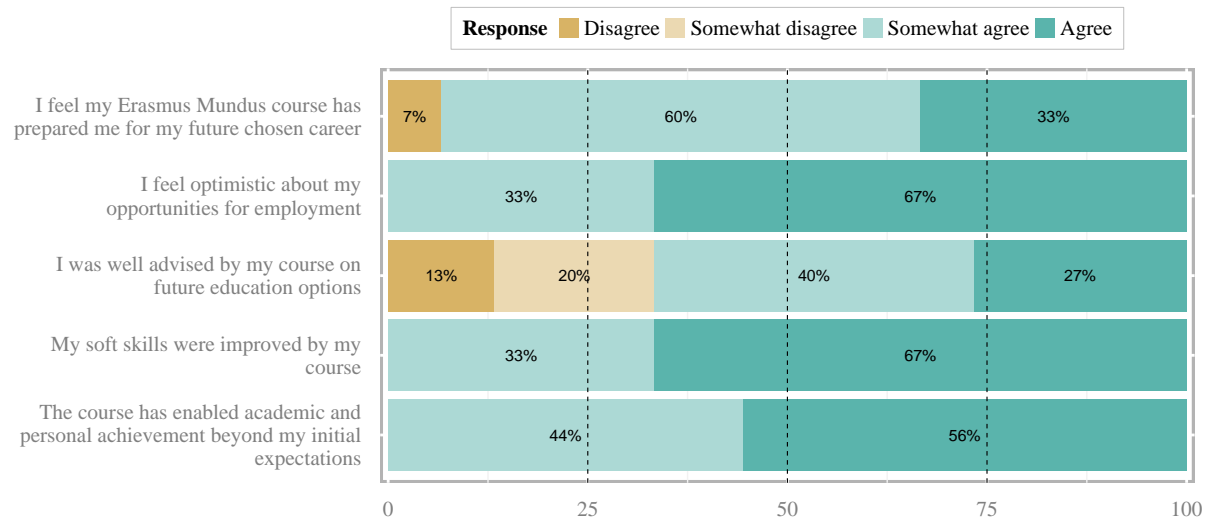
6 Internship/field experience and personal development

We will have some text here.

6.1 Personal development.

Question:L.6

Rate the following statements regarding personal development during EM course



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I feel my Erasmus Mundus course has prepared me for my future chosen career	31	3.20	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel optimistic about my opportunities for employment	31	3.67	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
I was well advised by my course on future education options	31	2.80	2.90	2.31 - 2.62	2.63 - 2.80	2.81 - 3.20	3.21 - 3.55
My soft skills were improved by my course	31	3.67	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
The course has enabled academic and personal achievement beyond my initial expectations	31	3.56	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 8: Summary statistics



7 Acknowledgments

Some concluding remarks

