



**EMA**

Erasmus Mundus Students and Alumni Association

## EMFOL-Erasmus Mundus Food of Life

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

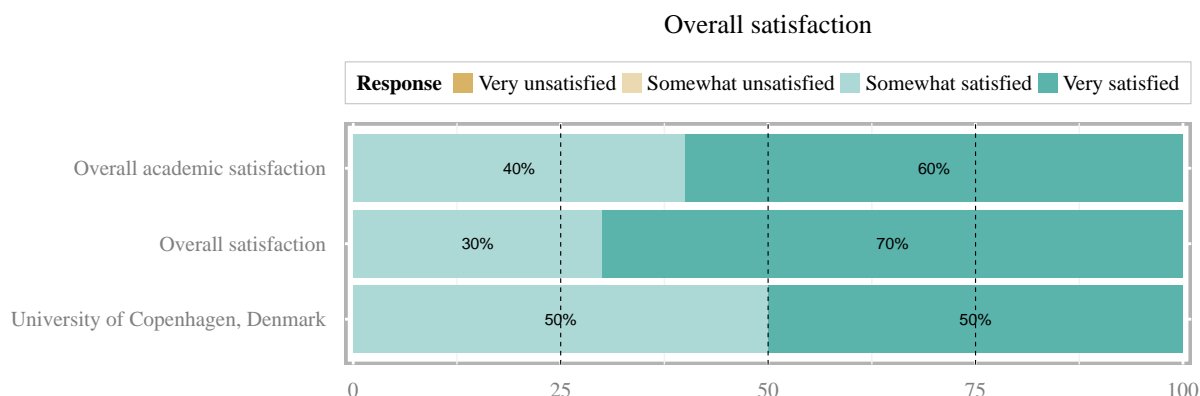
*Report was generated on 04 Jan 2016*

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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 10 students of your program. They represent 10 countries and collectively they have spent more than 6 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	10	3.40	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	10	3.80	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	10	3.10	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

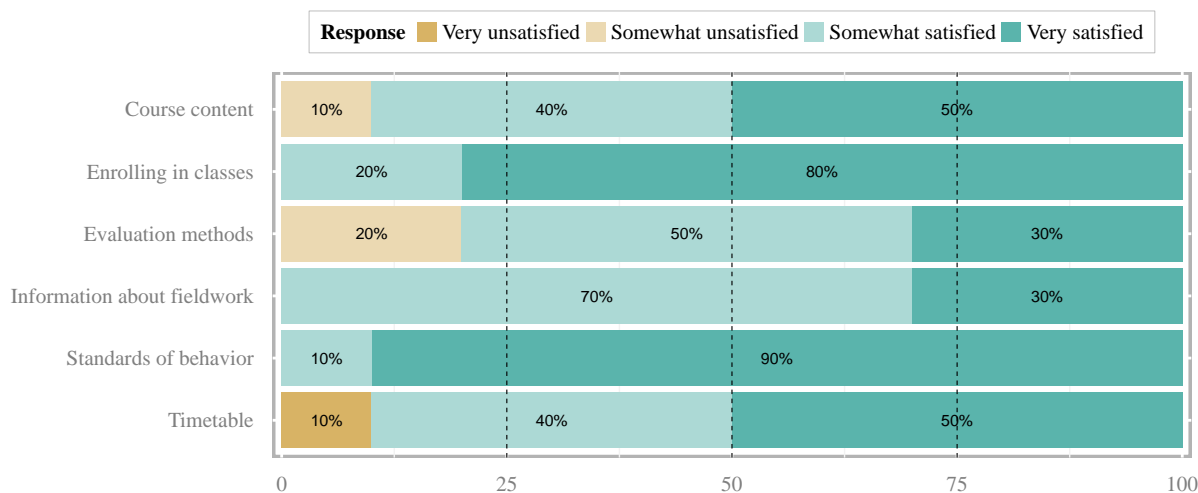
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#### 3.1 Support received before the start of the Erasmus Mundus course

The majority of the students (80%) were in general satisfied across all indicators for information and support received before the start of the EM courses. Some students (10%) expressed to be very unsatisfied with information and support provided for “Timetable”, although the mean of this indicator fell in the third quartile. There were also some students unsatisfied with “Evaluation methods” (20%) and “Course content” (10%), although the means for these indicators were still relatively high in comparison to other EM programs and fell in the third and fourth quartiles respectively. The students expressed highest satisfaction with “Standards of behaviour” (90% very satisfied) and “Enrolling in classes” (80% very satisfied and a mean of 3.80). At the University of Copenhagen, half of the students were unsatisfied with the support and information provided for “Accommodation” (of which 20% reported to be very unsatisfied), while generally high levels of satisfaction were reported for the other indicators.

##### 3.1.1 Consortia

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

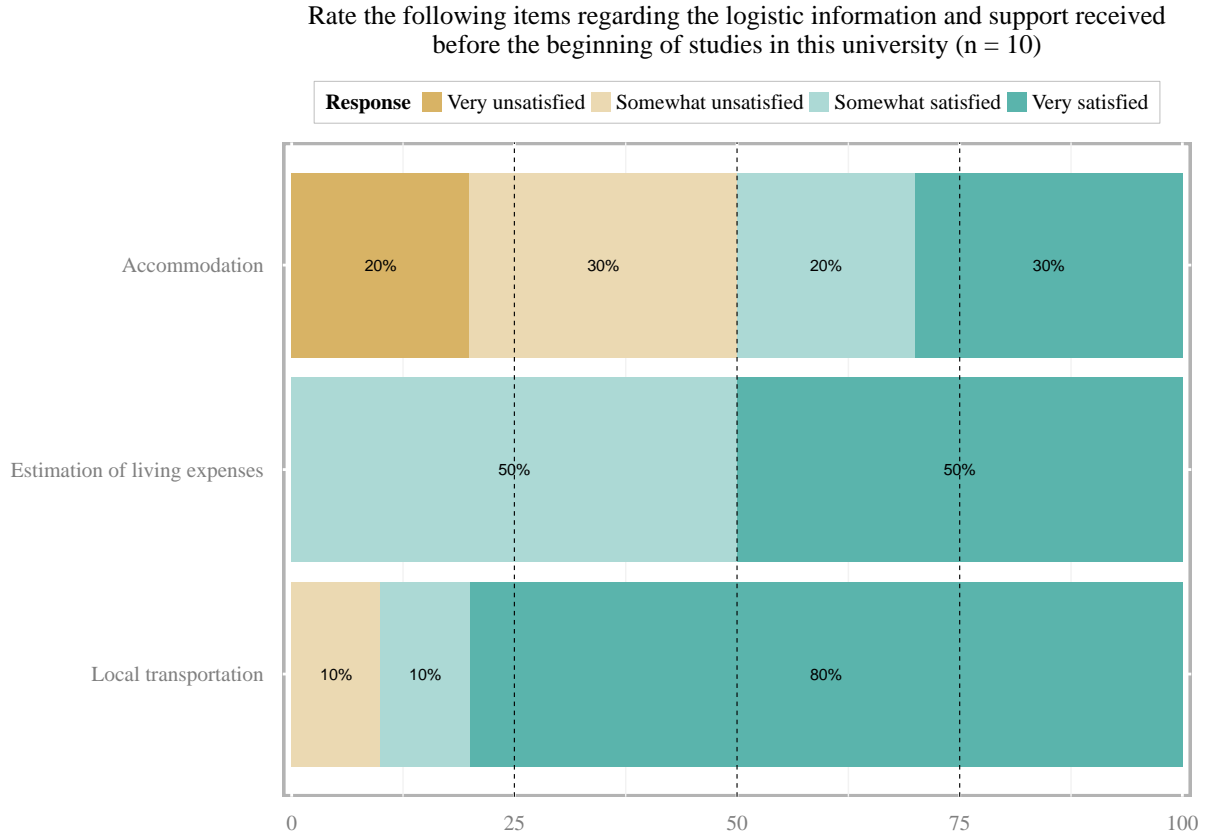


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	10	3.40	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	10	3.80	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	10	3.10	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	10	3.30	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Timetable	10	3.30	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



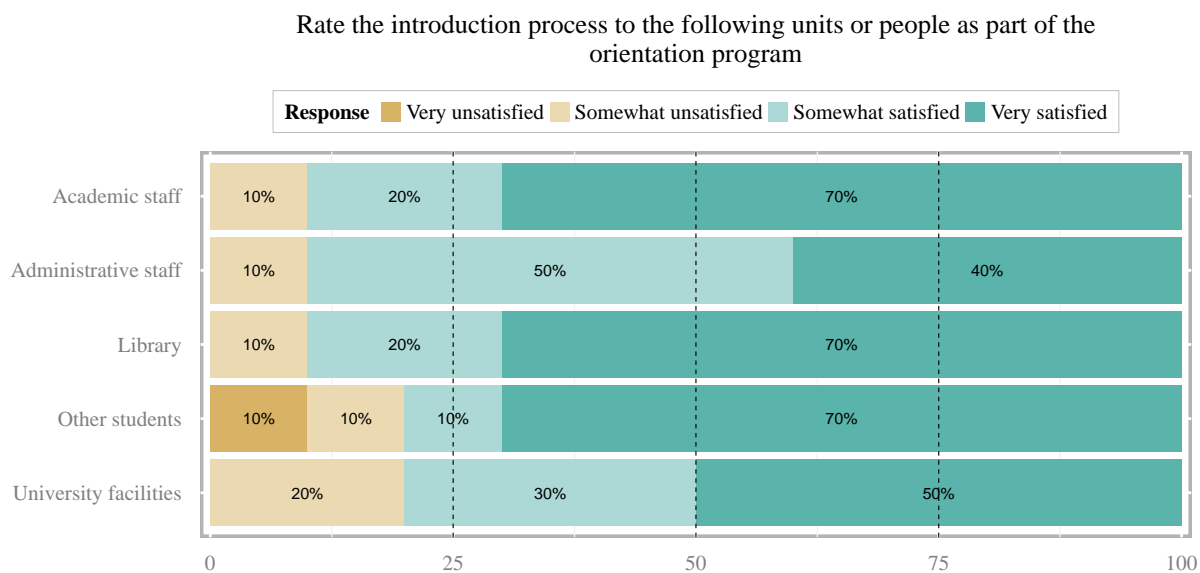
### 3.1.2 University of Copenhagen, Denmark



## 3.2 Support received during the orientation program

The majority of the students (80%) showed satisfaction across all indicators for support received during the orientation program. Students reported most dissatisfaction with “University facilities” (20% unsatisfied) and “Administrative staff” (10% unsatisfied), with the average means for these indicators falling in the second quartile. There was also some dissatisfaction expressed for “Other students” (10% being very unsatisfied and another 10% unsatisfied), although the majority (70%) were still very satisfied. Highest satisfaction was expressed for “Library” with 70% of the students being very satisfied and the mean falling in the fourth quartile. At the University of Copenhagen, all of the students were satisfied with the “Academic staff” and “Administrative staff”, with 80% and 70% respectively reporting to be very satisfied.

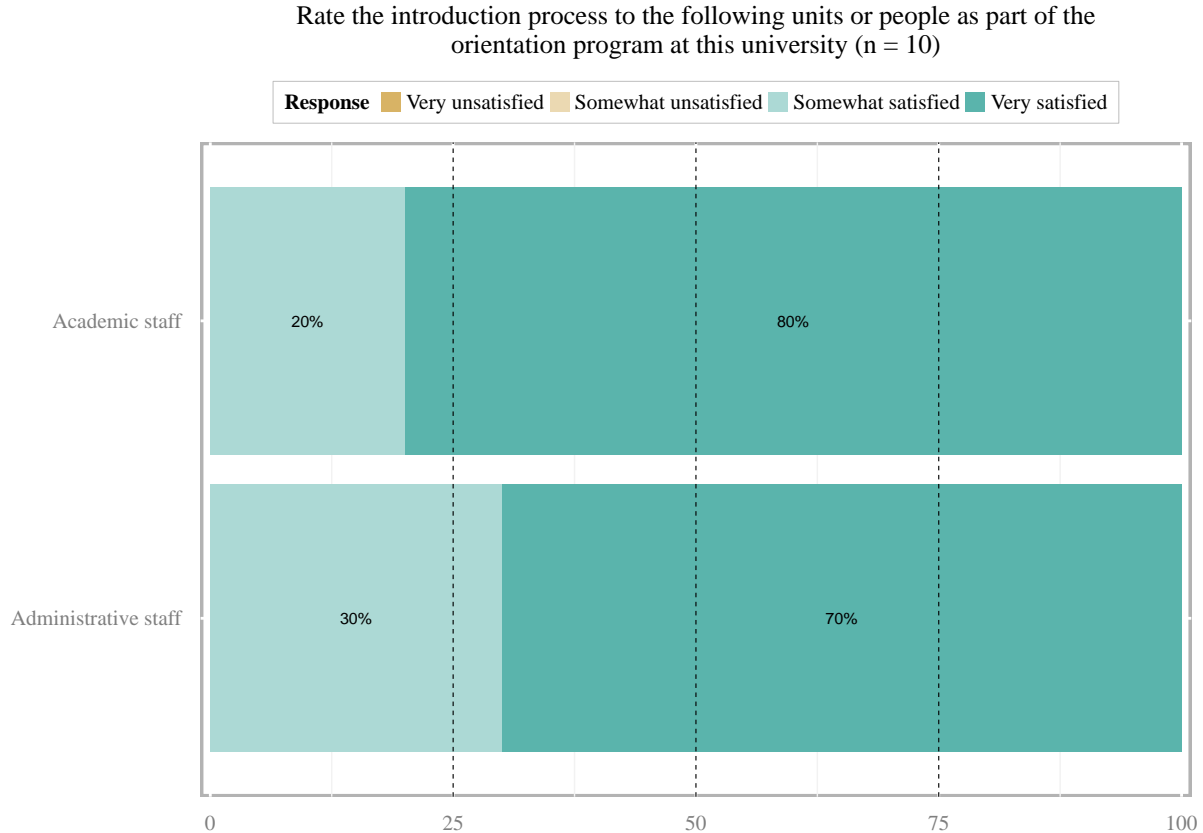
## 3.2.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	10	3.60	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	10	3.30	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Library	10	3.60	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	10	3.40	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
University facilities	10	3.30	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 University of Copenhagen, Denmark

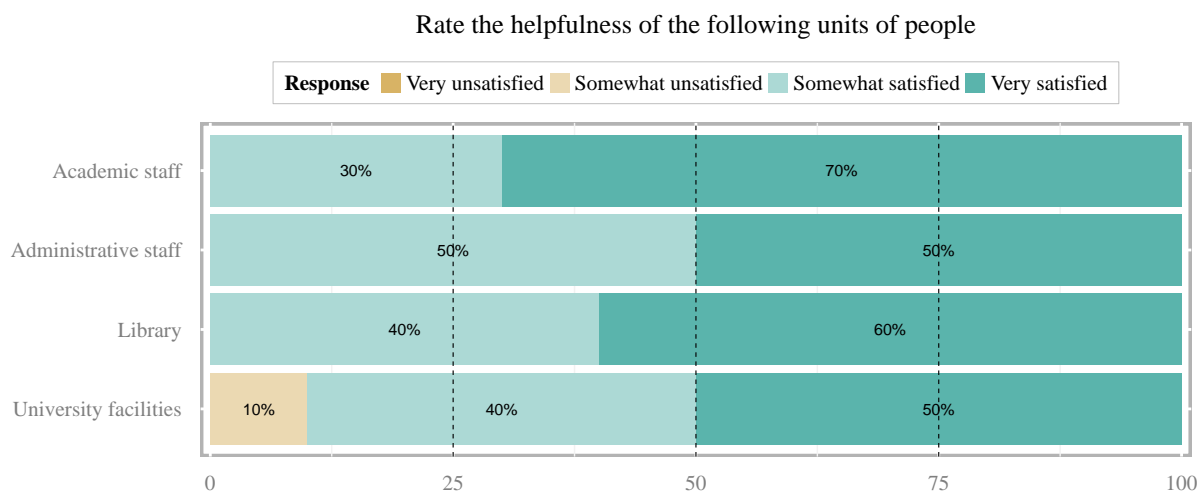


### 3.3 Helpfulness of units and people

Overall students reported high levels of satisfaction with the helpfulness of units and people. All of the students expressed some level of satisfaction across all the indicators except for “University facilities” where 10% of the students reported to be unsatisfied and for which the mean fell in the second quartile. Highest levels of satisfaction were reported for “Academic staff” (70% of the students being very satisfied and for which the mean of 3.70 fell in the fourth quartile) and “Library” (60% of the students being very satisfied and for which the mean of 3.60 fell in the fourth quartile). At the University of Copenhagen, 80% of the students expressed satisfaction across all indicators for helpfulness. Some students expressed to be somewhat unsatisfied with “University facilities” (20%), “Academic staff” (10%) and “Library” (10%).



## 3.3.1 Consortia

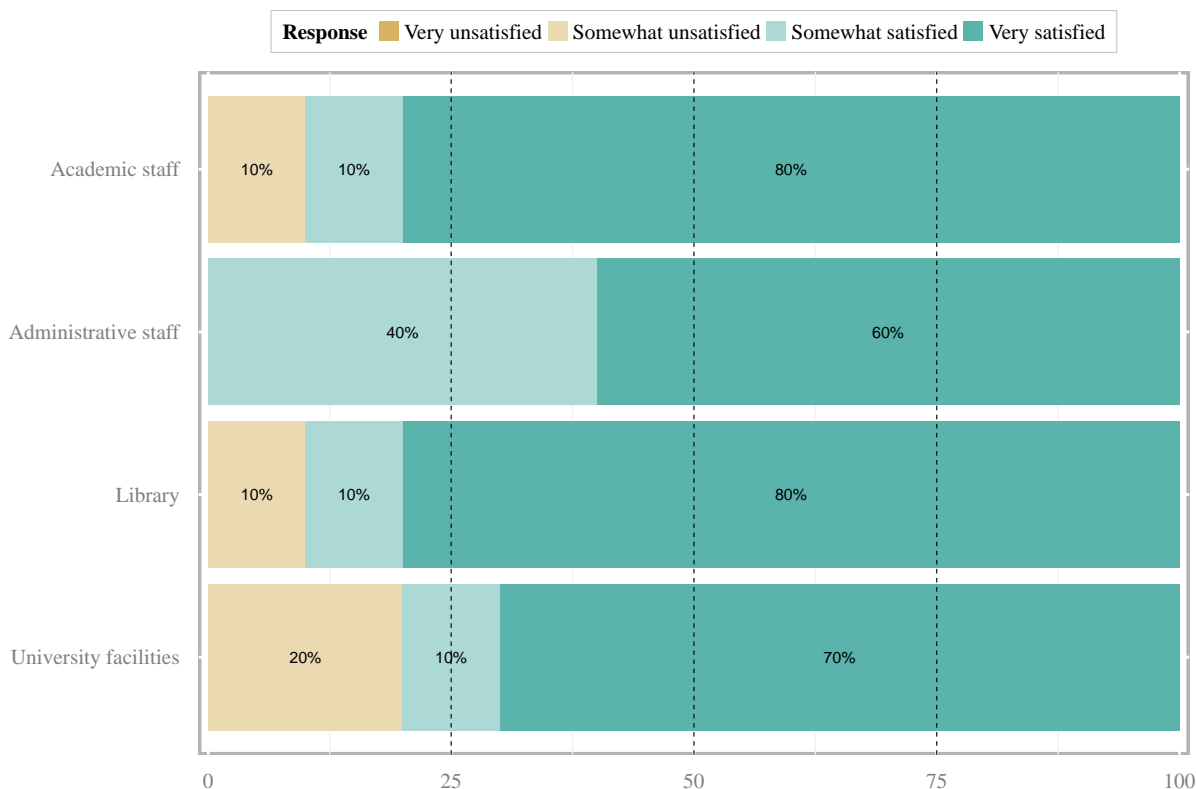


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	10	3.70	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	10	3.50	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Library	10	3.60	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
University facilities	10	3.40	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 University of Copenhagen, Denmark

Rate the helpfulness of the following units of people at this university (n = 10)

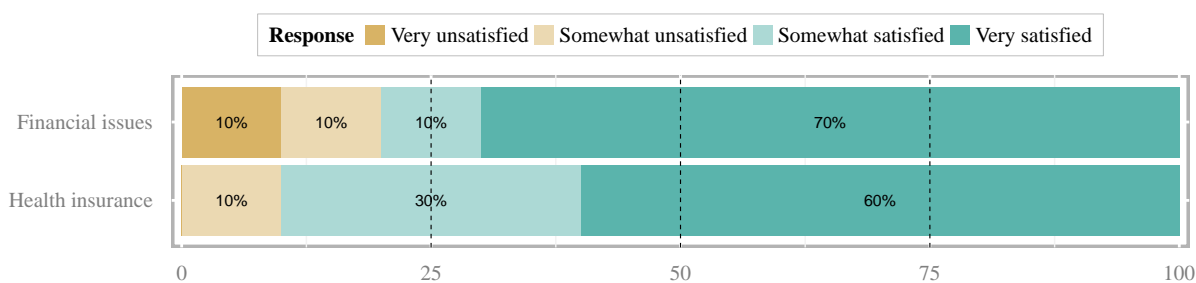


## 3.4 Support received on various issues

Most of the students reported satisfaction with support received for “Financial issues” and “Health insurance”, the means for both indicators falling in the third quartile. Some students expressed dissatisfaction with “Financial issues” (10% very unsatisfied and another 10% unsatisfied), while a minority reported to be unsatisfied with “Health insurance” (10%).

### 3.4.1 Consortia

Rate the support received on the following issues



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	10	3.40	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	10	3.50	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

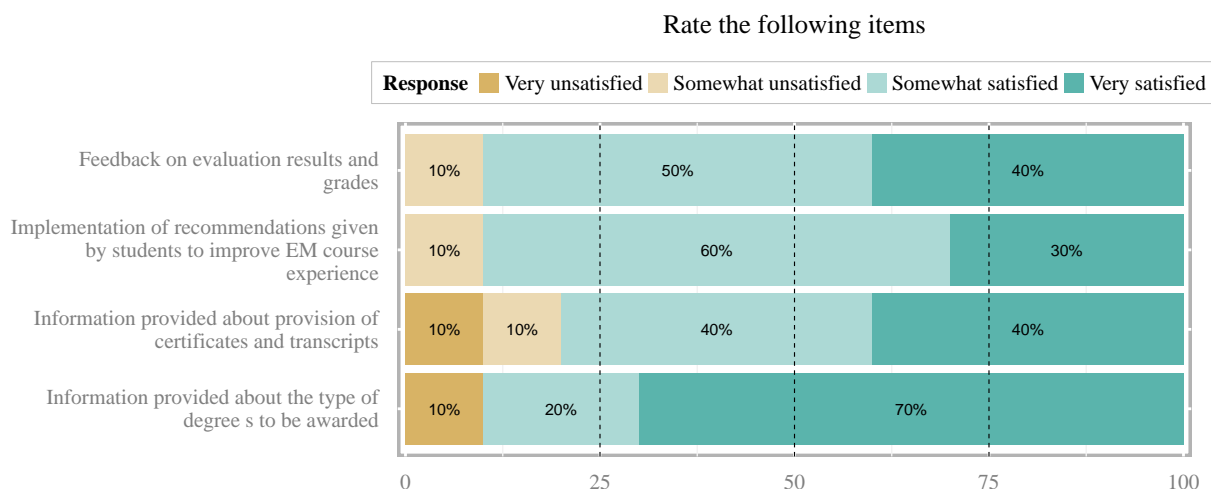
## 4 Assessment and feedback

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### 4.1 Module assessment

In general, students were satisfied with the assessment and feedback they received, with all the indicators' means falling in the fourth or third quartiles. 20% of the students reported being unsatisfied with “Information provided about provision of certificates and transcripts”, and 10% of the students reported levels of dissatisfaction on all other indicators. Students showed highest satisfaction with “Information provided about the type of degrees to be awarded” (70% being very satisfied and 20% somewhat satisfied). At the University of Copenhagen students reported in general being satisfied, with highest satisfaction for “Ability to provide feedback on the quality of courses” (60% very satisfied and the rest somewhat satisfied). A minority of the students (10%) reported being somewhat or very unsatisfied for the other indicators, with 20% expressing to be somewhat unsatisfied with “The quality of the feedback channels at this university”.

#### 4.1.1 Consortia

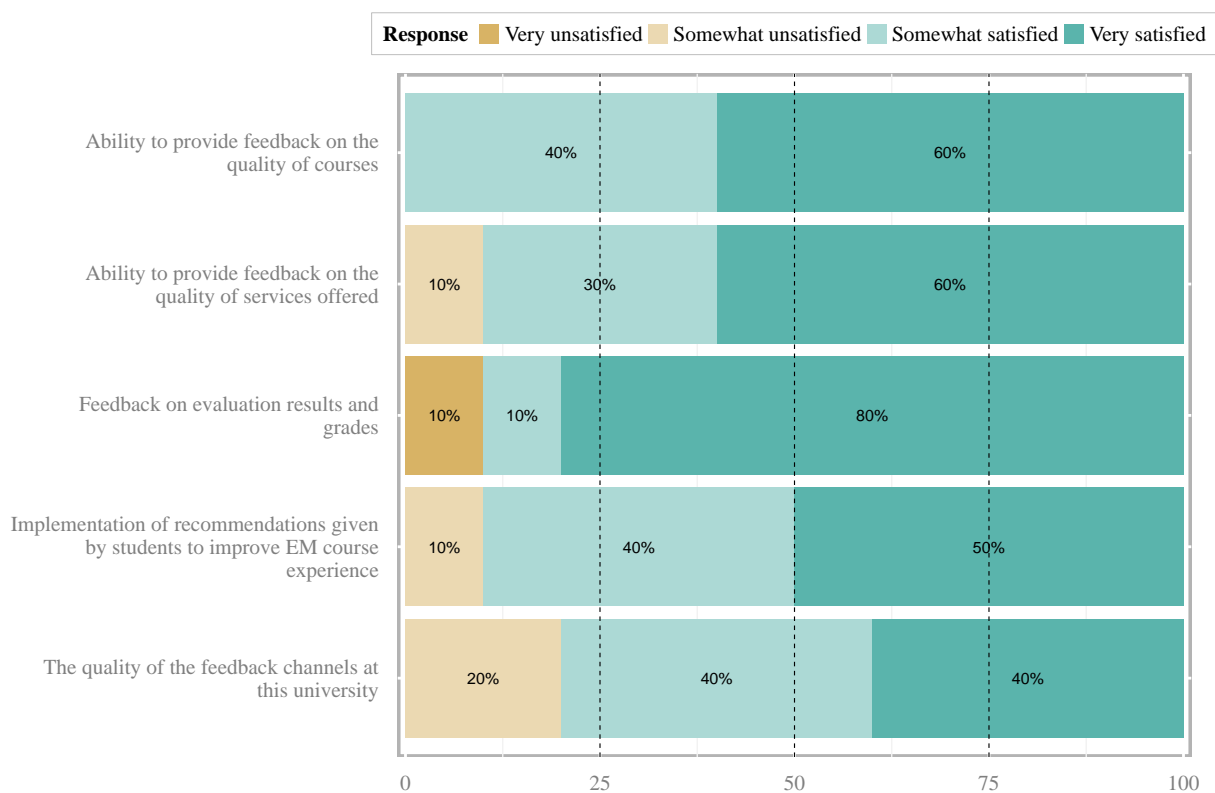


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Feedback on evaluation results and grades	10	3.30	2.77	1.70 - 2.57	2.58 - 2.83	2.84 - 3.00	3.01 - 3.60
Implementation of recommendations given by students to improve EM course experience	10	3.20	2.82	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
Information provided about provision of certificates and transcripts	10	3.10	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degree s to be awarded	10	3.50	3.12	2.40 - 2.95	2.96 - 3.16	3.17 - 3.35	3.36 - 3.70

Table 5: Summary statistics

#### 4.1.2 University of Copenhagen, Denmark

Rate the following items (n = 10)



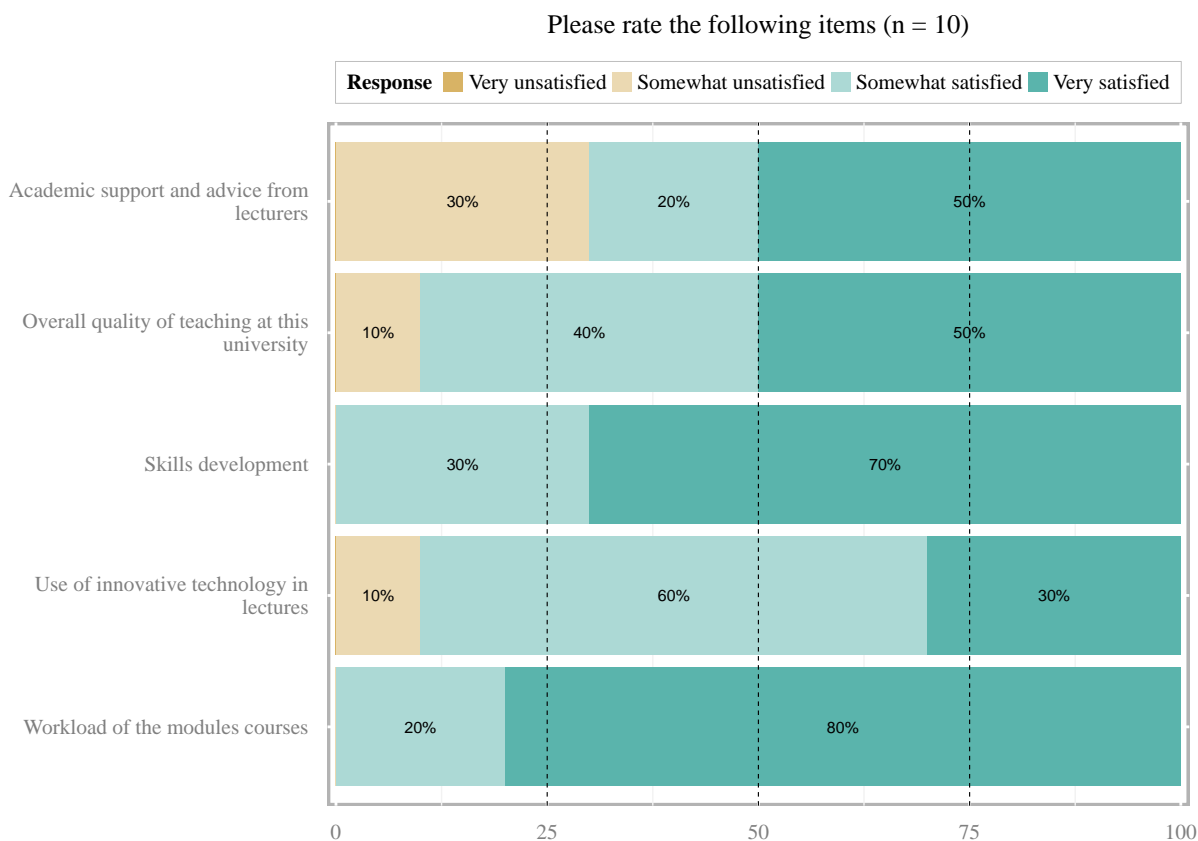
## 5 Teaching/learning and supervision

We will have some text here.

### 5.1 Teaching/learning

At the University of Copenhagen, students overall reported some levels of satisfaction with indicators for Teaching/Learning. Highest dissatisfaction was reported for “Academic support and advice from lecturers”, with 30% of the students being somewhat unsatisfied. A minority of students (10%) also reported being somewhat unsatisfied with the “Overall quality of teaching at this university” and the “Use of innovative technology in lectures”. Highest satisfaction was expressed with “Workload of the modules courses” (80% being very satisfied) and “Skills development” (70% being very satisfied).

#### 5.1.1 University of Copenhagen, Denmark



## 6 Internship/field experience and personal development

We will have some text here.



## 7 Acknowledgments

Some concluding remarks

