



EMA

Erasmus Mundus Students and Alumni Association

DESEM-Erasmus Mundus MSc in Dependable Software Systems

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

Report was generated on 04 Jan 2016

Contents

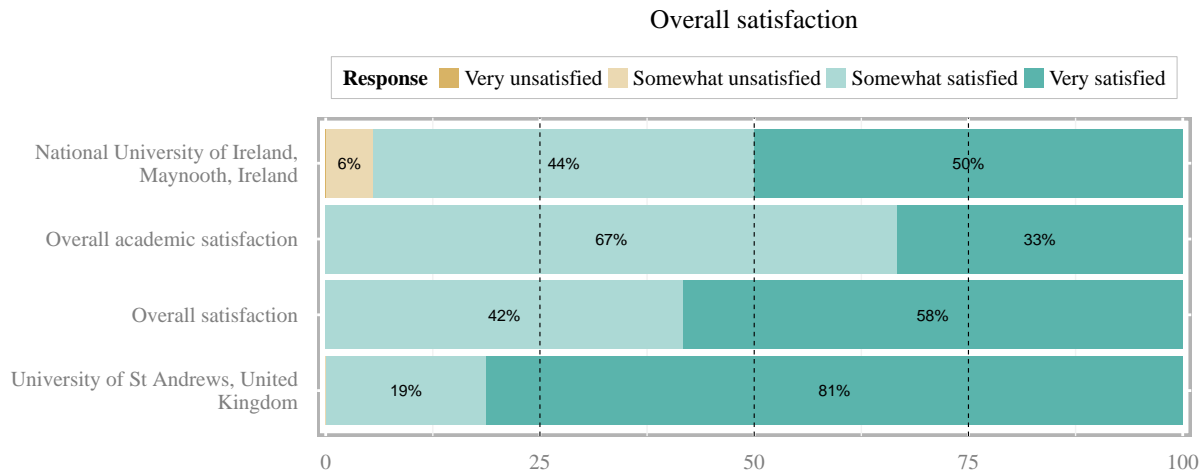
1	Executive summary (?)	4
2	Introduction	4
2.1	Course Quality Advisory Board	4
2.2	Introduction to the CQSS survey	4
2.3	Structure of current report	5
3	Supporting services	6
3.1	Support received before the start of the Erasmus Mundus course	6
3.1.1	Consortia	6
3.1.2	National University of Ireland, Maynooth, Ireland	7
3.1.3	University of St Andrews, United Kingdom	8
3.2	Support received during the orientation program	8
3.2.1	Consortia	9
3.2.2	National University of Ireland, Maynooth, Ireland	10
3.2.3	University of St Andrews, United Kingdom	11
3.3	Helpfulness of units and people	11
3.3.1	Consortia	12
3.3.2	National University of Ireland, Maynooth, Ireland	13
3.3.3	University of St Andrews, United Kingdom	14
3.4	Support received on various issues	14
3.4.1	Consortia	14
3.4.2	National University of Ireland, Maynooth, Ireland	15
3.4.3	University of St Andrews, United Kingdom	16
4	Assessment and feedback	17
4.1	Module assessment	17
4.1.1	Consortia	17
4.1.2	National University of Ireland, Maynooth, Ireland	19
4.1.3	University of St Andrews, United Kingdom	20
5	Teaching/learning and supervision	21
5.1	Teaching/learning	21
5.1.1	National University of Ireland, Maynooth, Ireland	21
5.1.2	University of St Andrews, United Kingdom	22
5.2	First supervisor.	22



6	Internship/field experience and personal development	23
6.1	Personal development.	23
7	Acknowledgments	24



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 24 students of your program. They represent 15 countries and collectively they have spent more than 476 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	24	3.29	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.42	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.46	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.

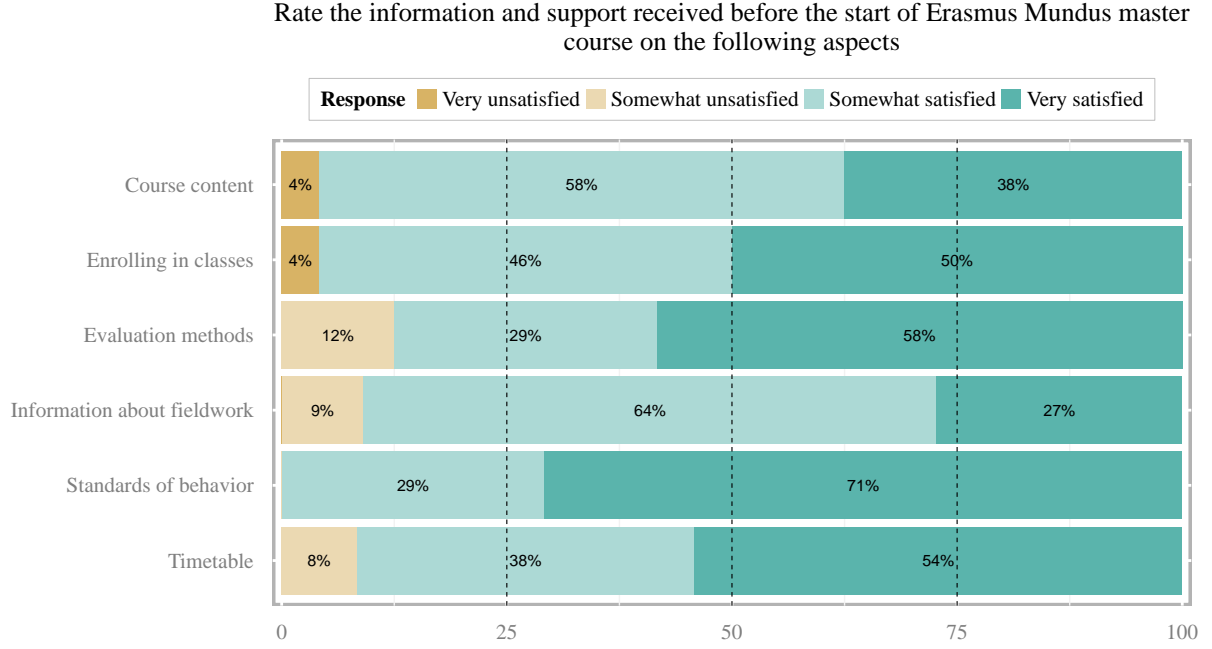


3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

3.1.1 Consortia



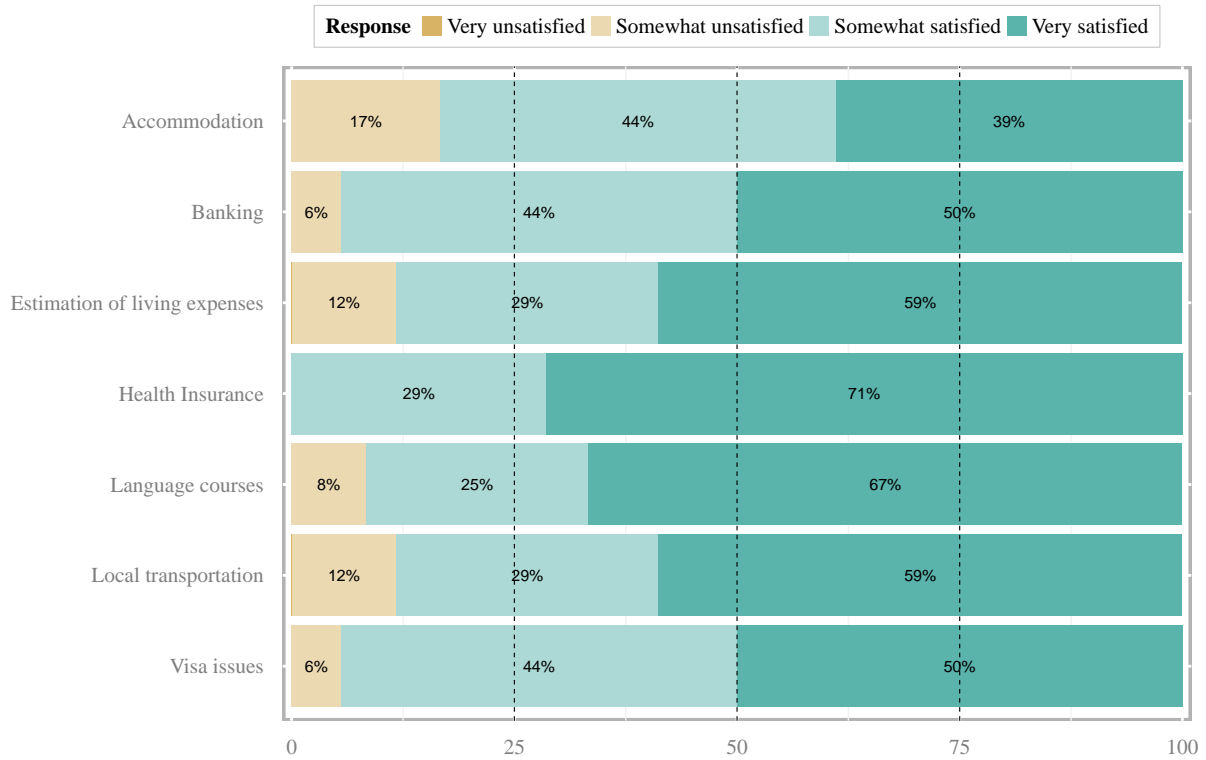
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	24	3.29	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.42	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.46	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	24	3.18	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	24	3.71	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	24	3.46	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

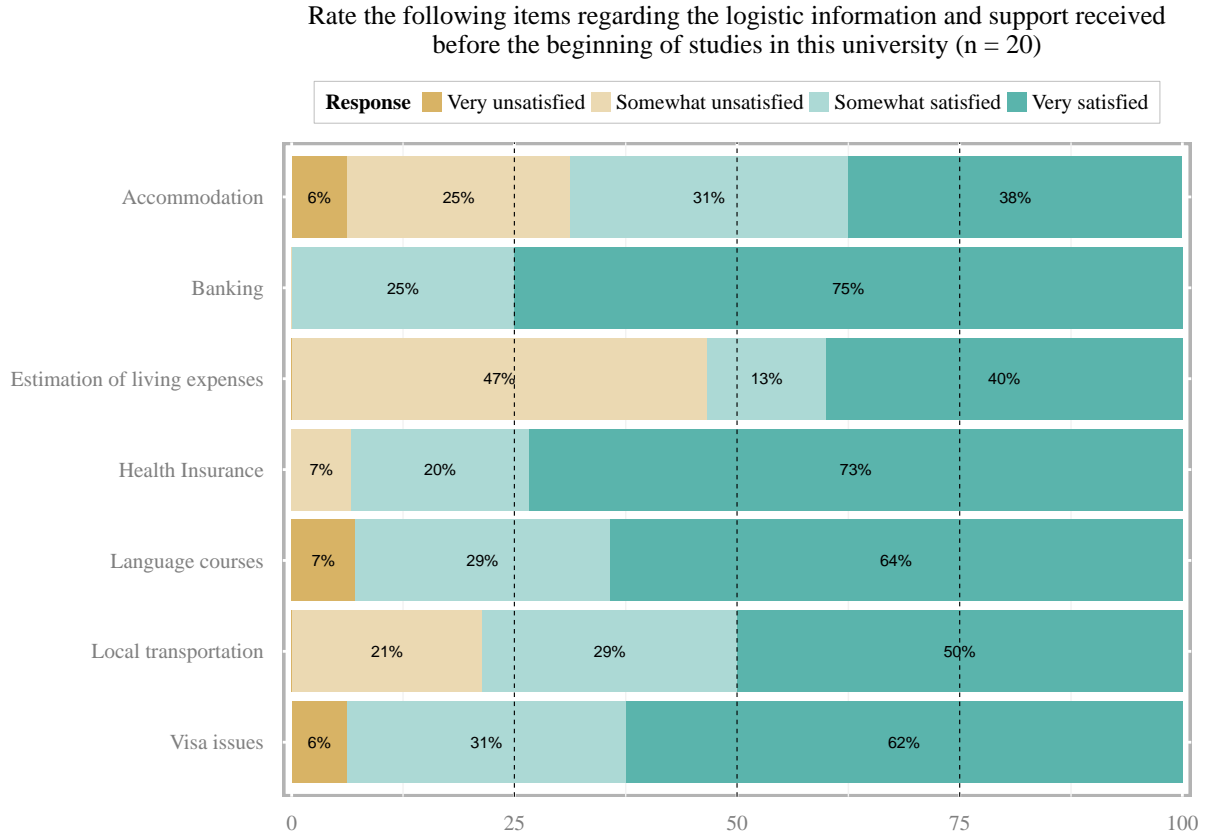


3.1.2 National University of Ireland, Maynooth, Ireland

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



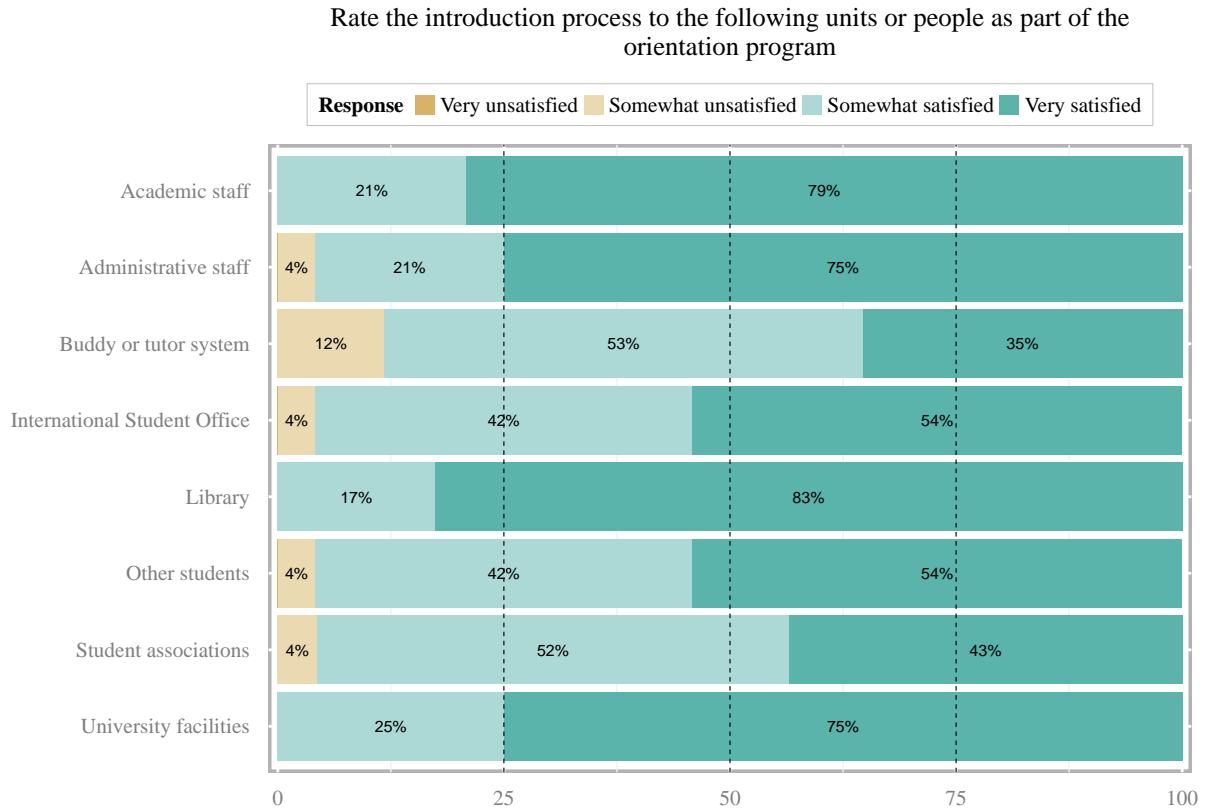
3.1.3 University of St Andrews, United Kingdom



3.2 Support received during the orientation program

Almost all opinions are positive for all indicators. The “Library” stands out with 83% of the response “Very satisfied”. All indicators are placed in Q4. National University of Ireland received positive responses for most of the indicators; the rest had significant negative opinions. University of St Andrews didn’t receive any negative opinions worth to mention.

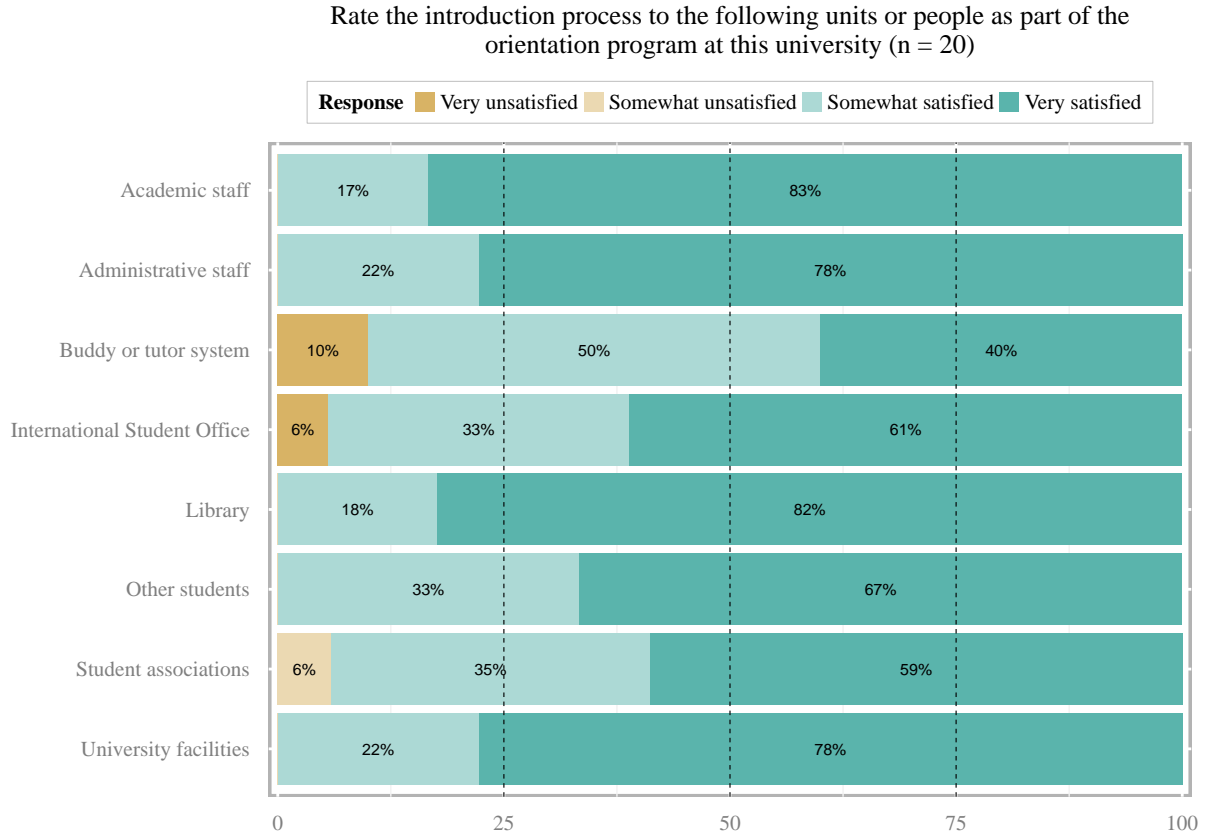
3.2.1 Consortia



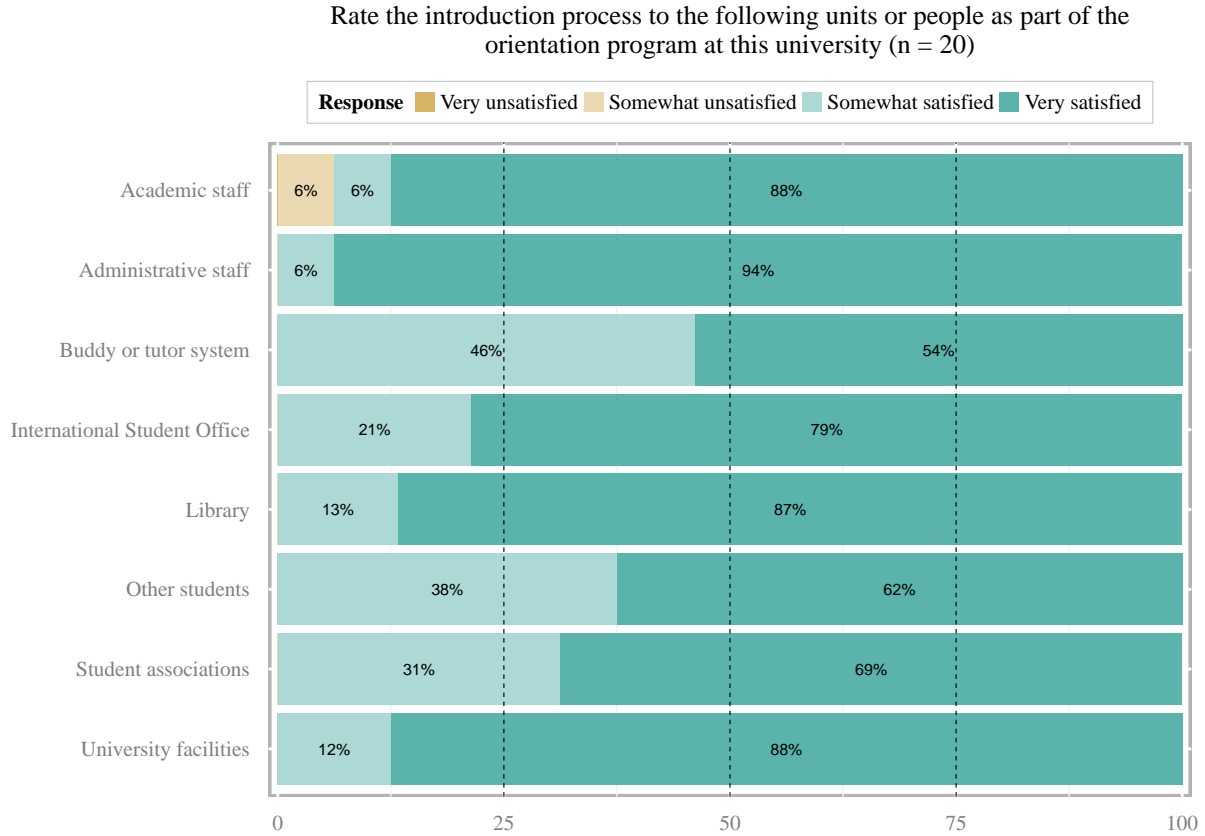
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.79	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	24	3.71	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	24	3.24	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	24	3.50	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	24	3.83	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	24	3.50	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	24	3.39	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	24	3.75	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 National University of Ireland, Maynooth, Ireland



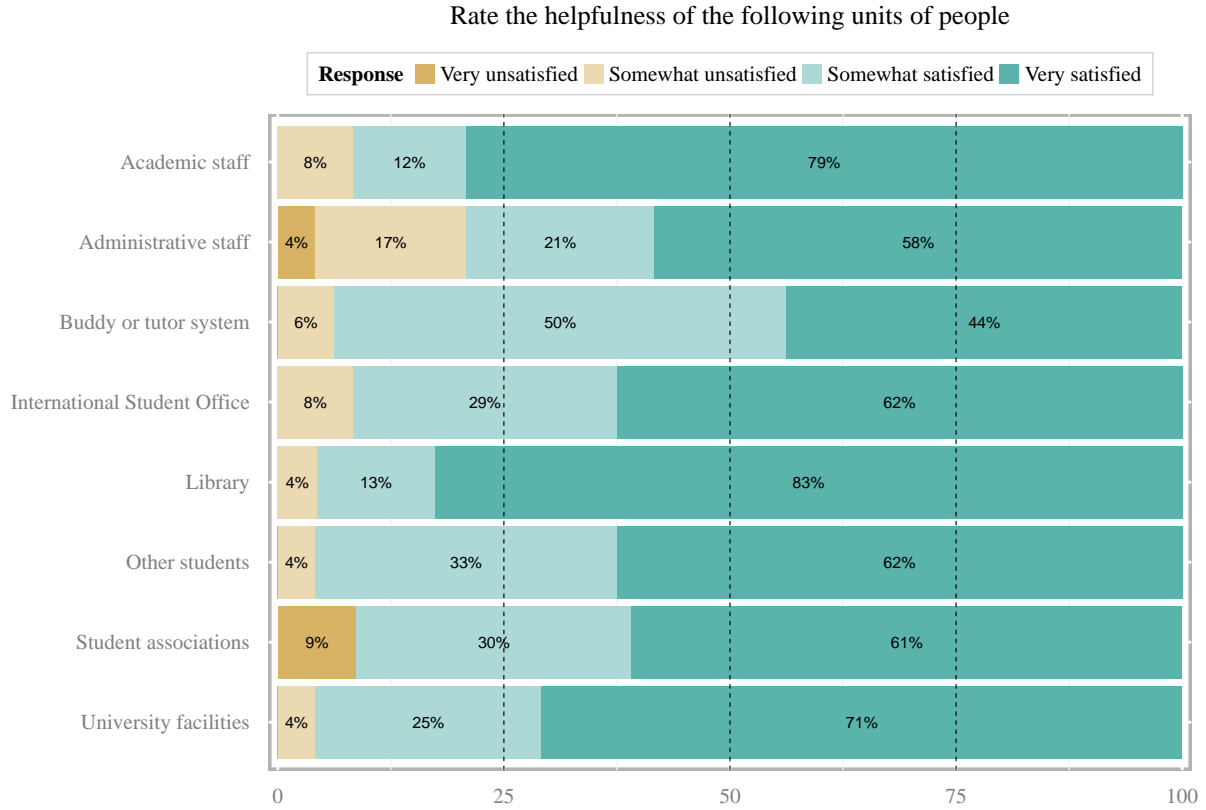
3.2.3 University of St Andrews, United Kingdom



3.3 Helpfulness of units and people

All indicators had a small percentage of negative responses. “Student association” had a 9% of the response “Very unsatisfied”. All indicators fell in Q4 except for “Administrative staff” which fell in Q1. National University of Ireland received positive opinions generally. University of St Andrews had a majority of positive opinions for all indicators.

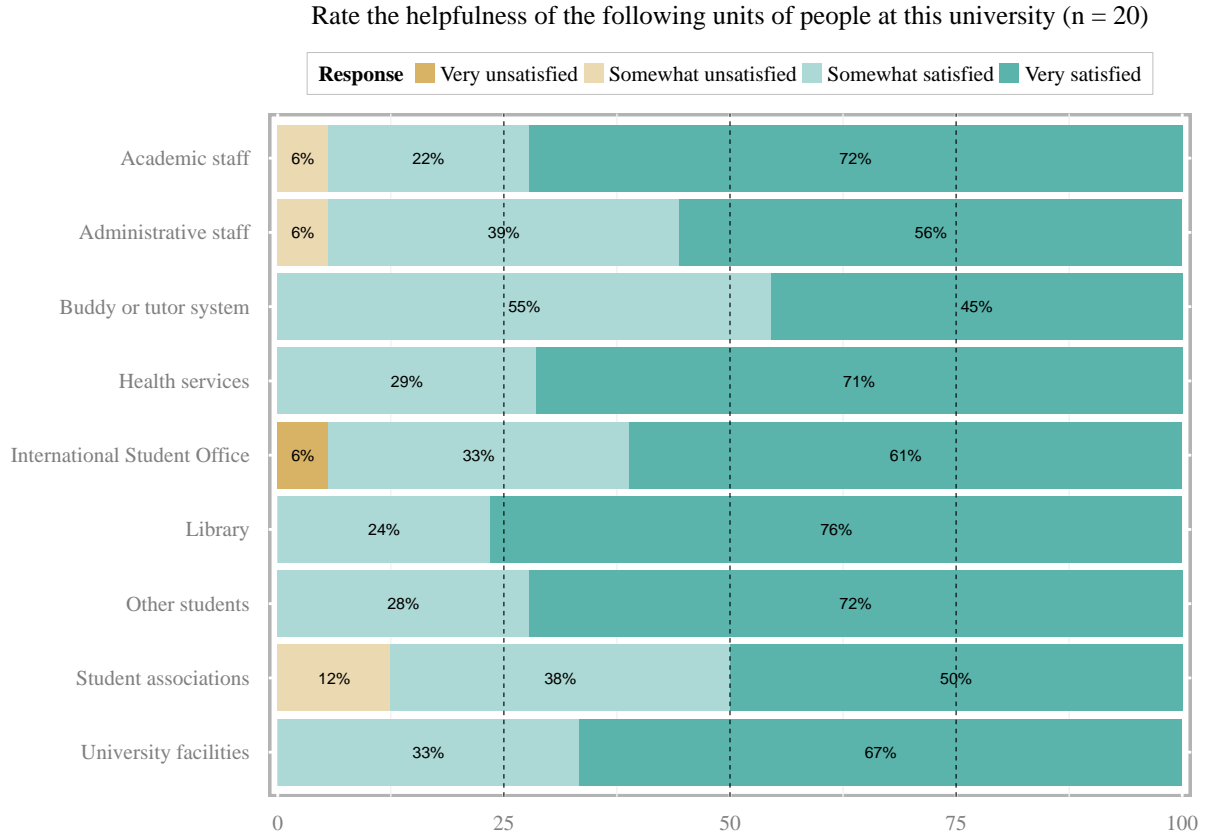
3.3.1 Consortia



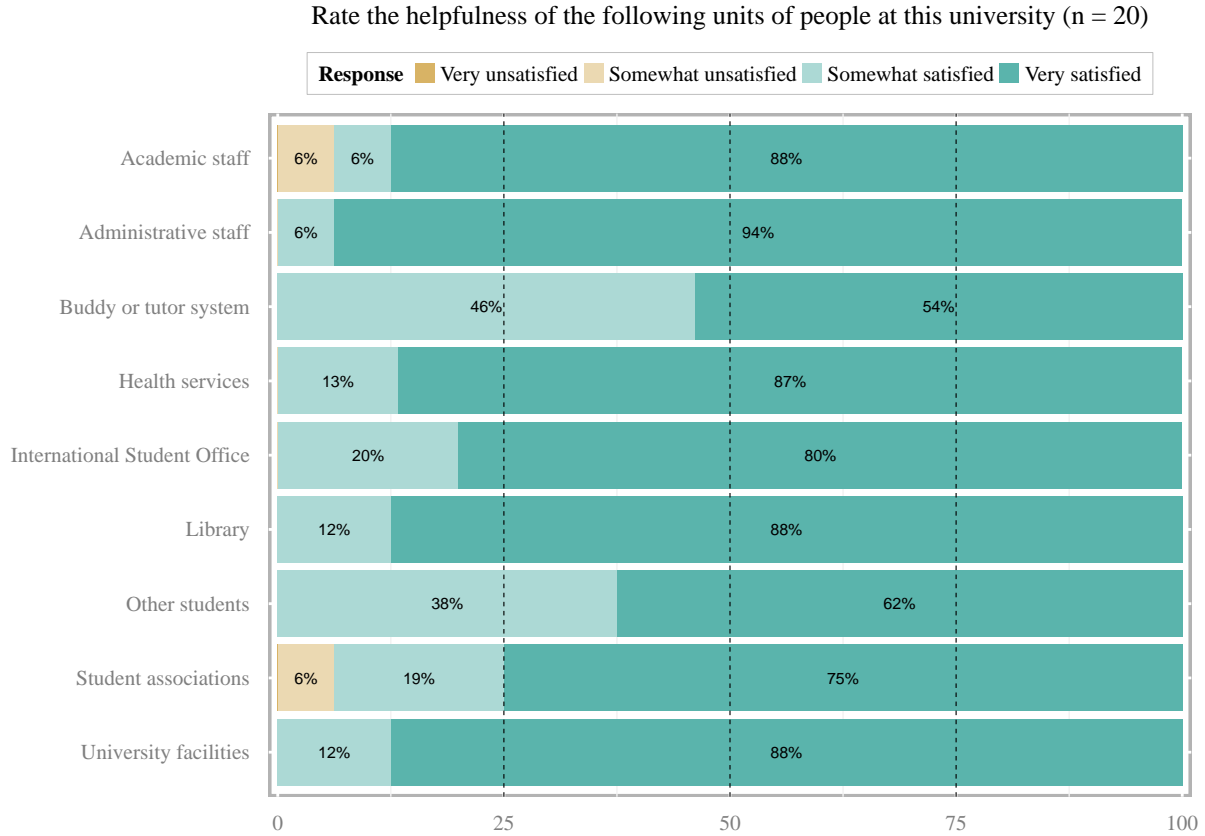
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.71	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	24	3.33	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	24	3.38	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	24	3.54	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	24	3.78	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	24	3.58	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	24	3.43	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	24	3.67	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 National University of Ireland, Maynooth, Ireland



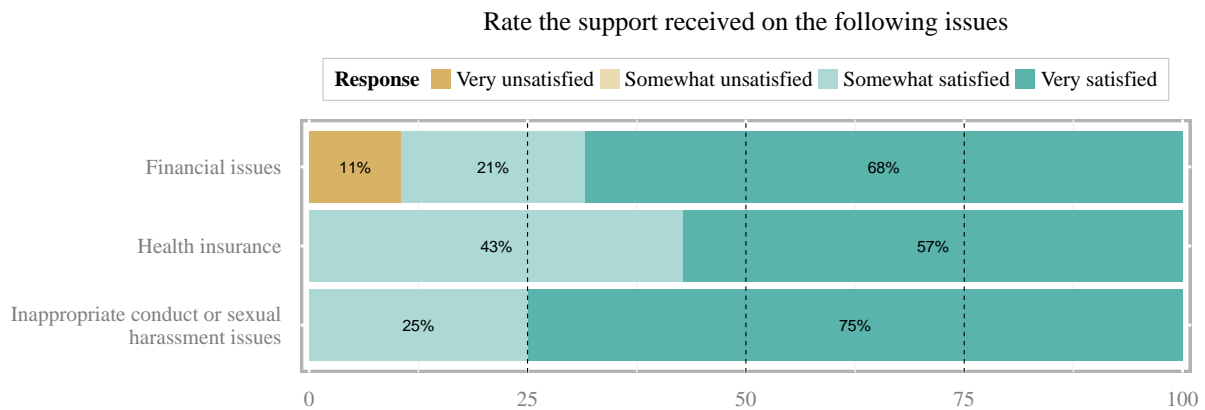
3.3.3 University of St Andrews, United Kingdom



3.4 Support received on various issues

All opinions were positive with a majority of the response “Very satisfied”. One exception is “Financial issues” which had an 11% of the response “Very unsatisfied”. National University of Ireland received a majority of positive opinions. University of St Andrews received nothing but positive opinions.

3.4.1 Consortia

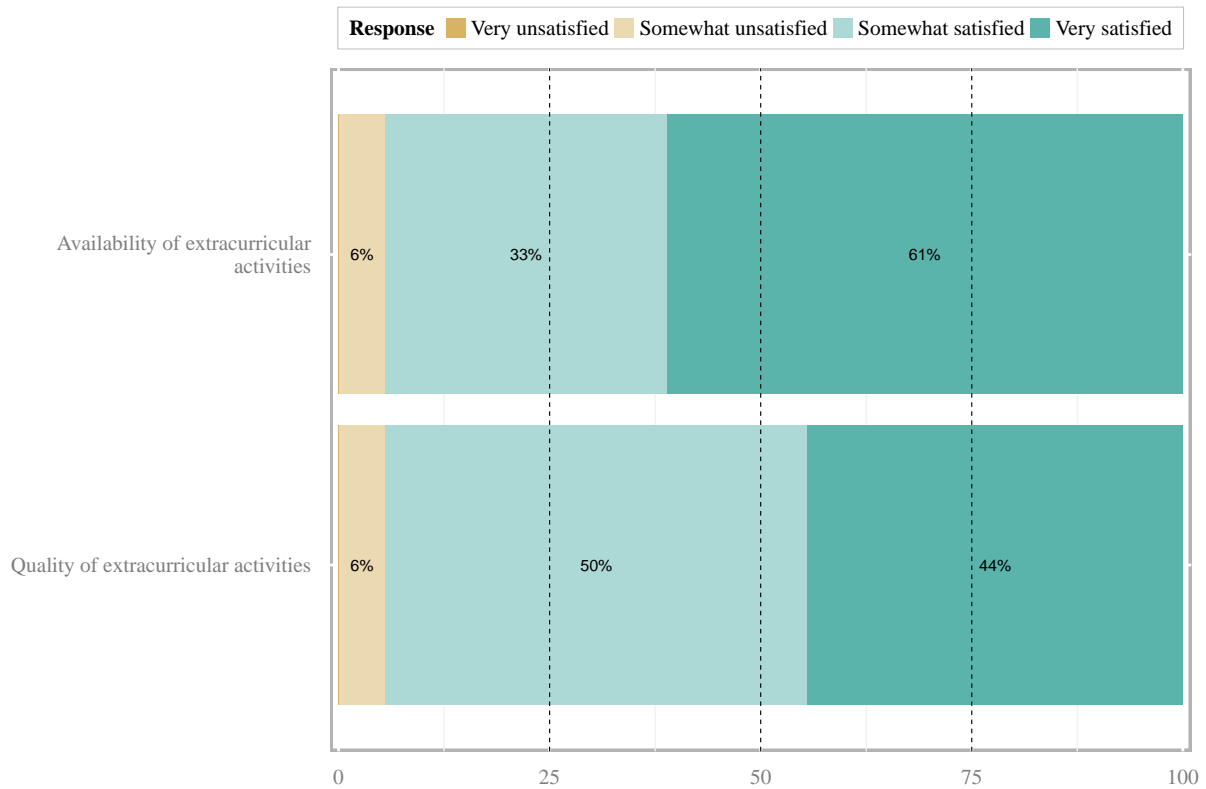


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	24	3.47	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	24	3.57	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	24	3.75	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

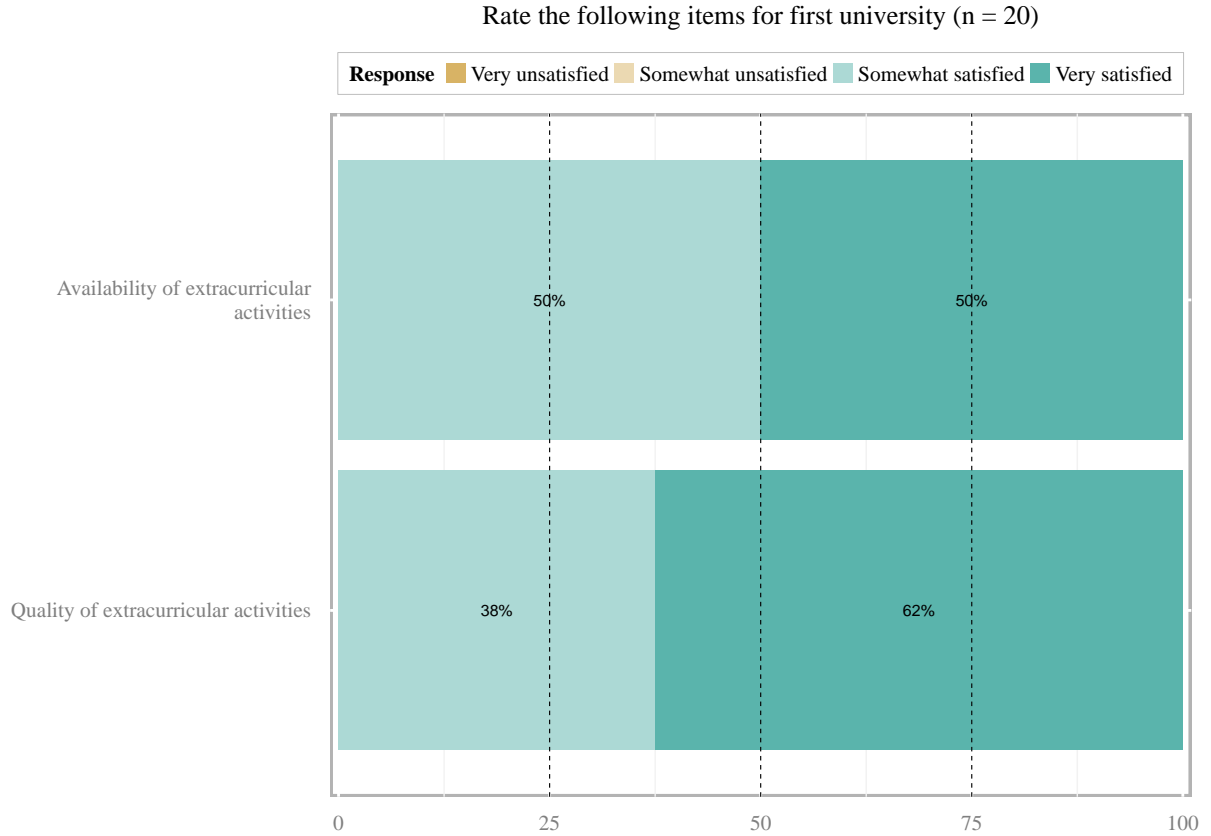
Table 4: Summary statistics

3.4.2 National University of Ireland, Maynooth, Ireland

Rate the following items for first university (n = 20)



3.4.3 University of St Andrews, United Kingdom



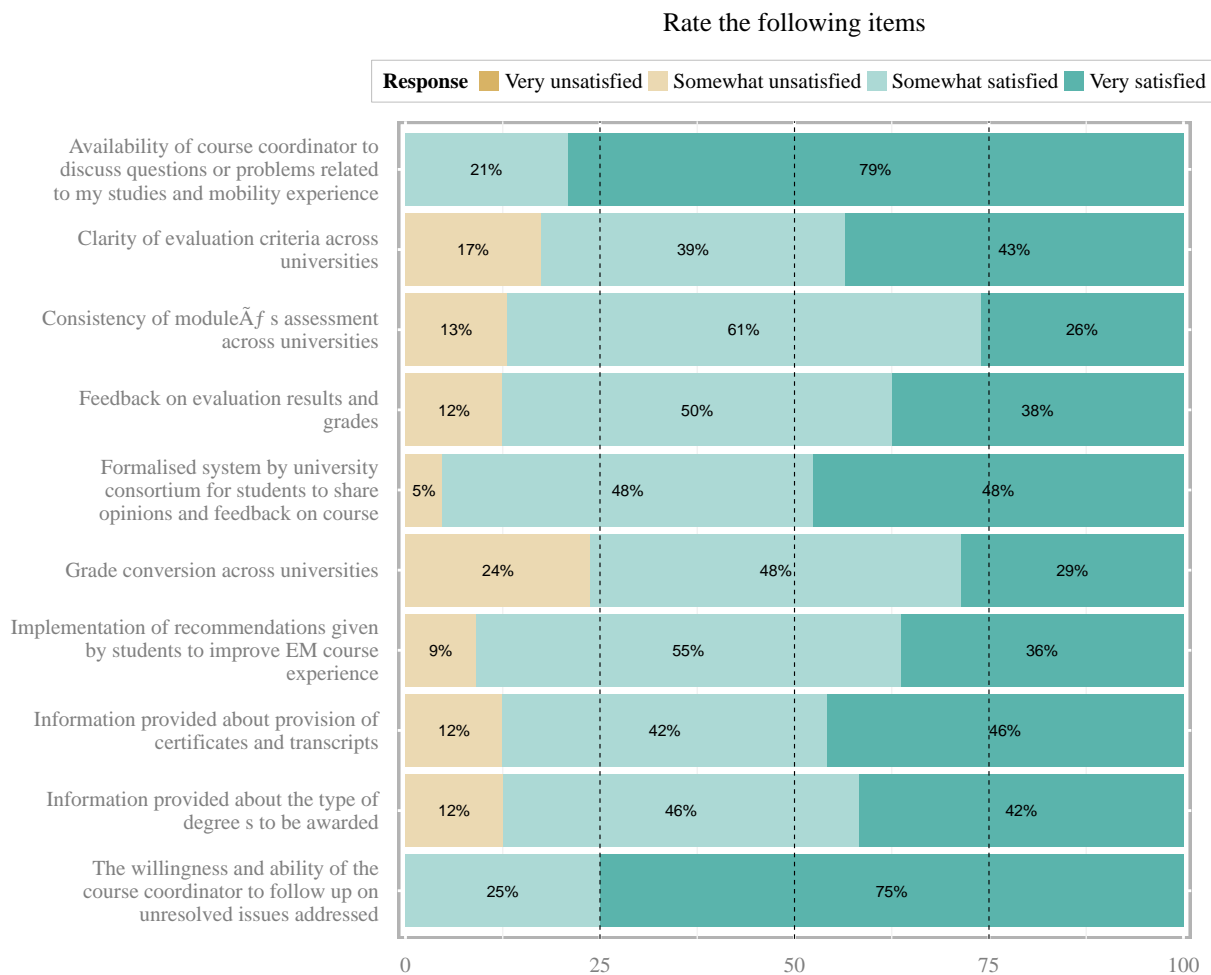
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

All responses ranged between “Somewhat unsatisfied” and “Very satisfied”. “Availability of course coordinator to discuss questions or problems related to my studies and mobility experience” and “The willingness and ability of the course coordinator to follow up on unresolved issues addressed” received a majority of the response “Very satisfied”. National University of Ireland received a significant percentage of the response “Very unsatisfied” for 4 indicators. University of St Andrews received a majority of positive opinions.

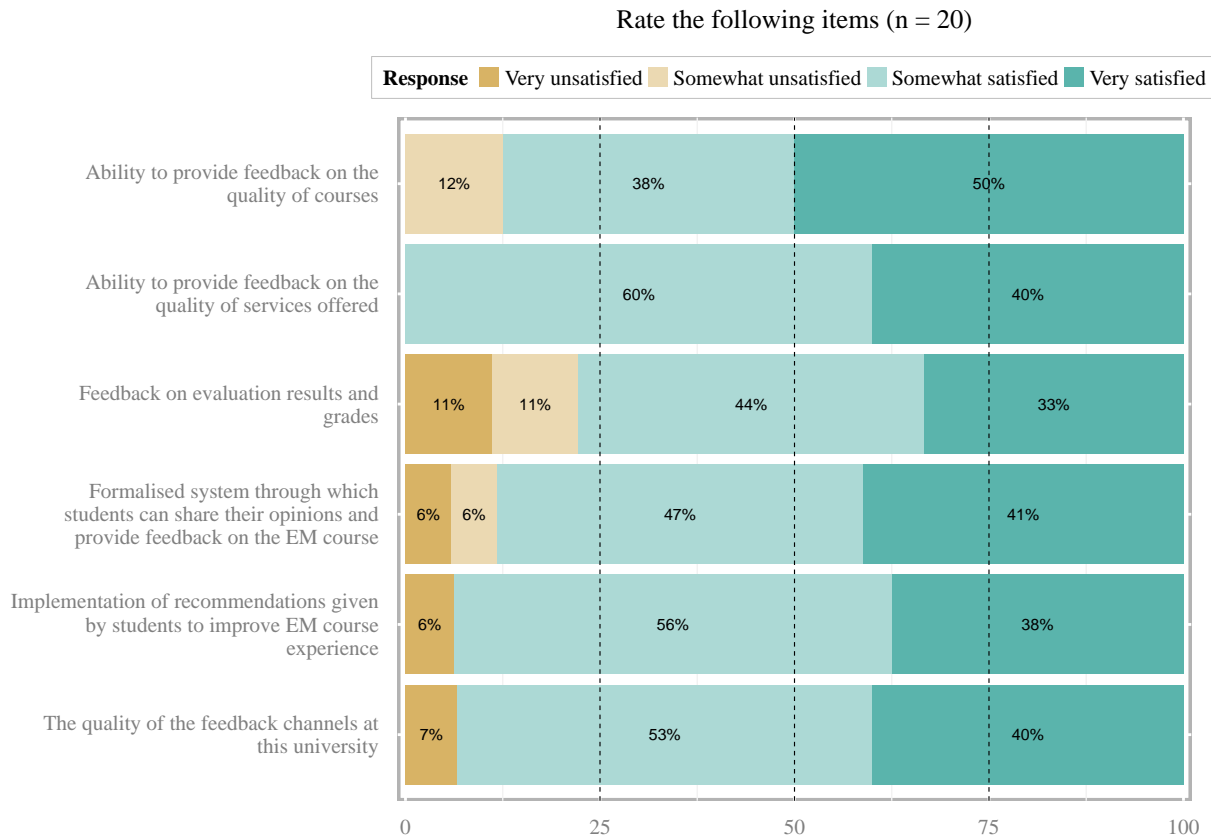
4.1.1 Consortia



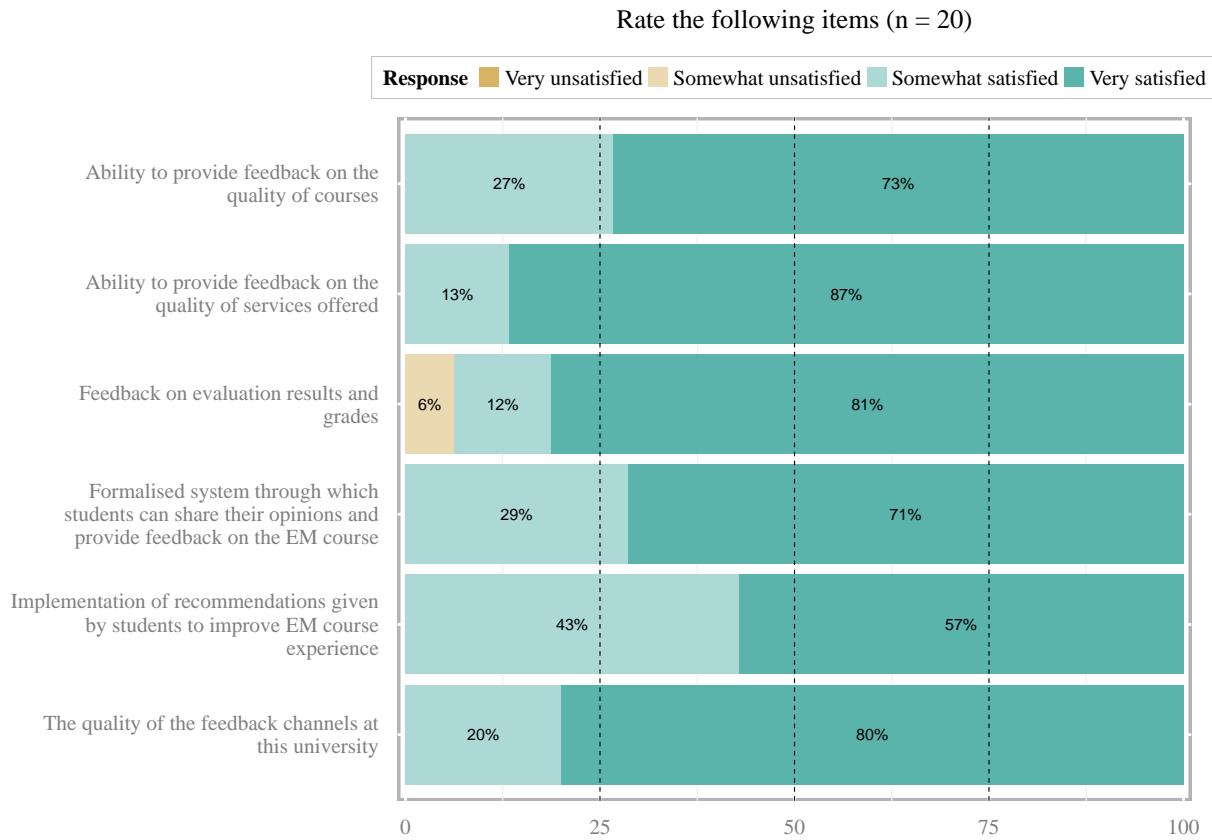
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	24	3.79	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	24	3.26	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	24	3.13	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	24	3.25	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	24	3.43	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	24	3.05	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	24	3.27	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	24	3.33	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	24	3.29	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	24	3.75	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 National University of Ireland, Maynooth, Ireland



4.1.3 University of St Andrews, United Kingdom



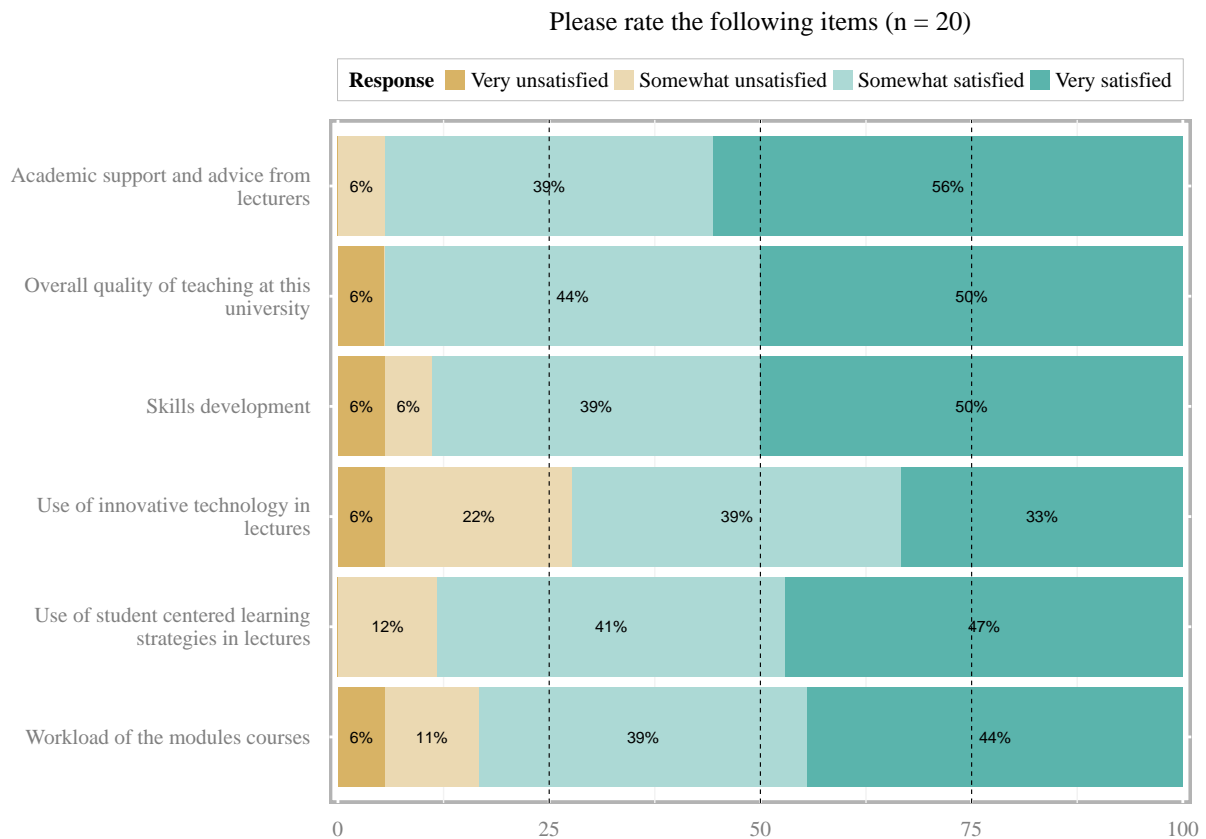
5 Teaching/learning and supervision

We will have some text here.

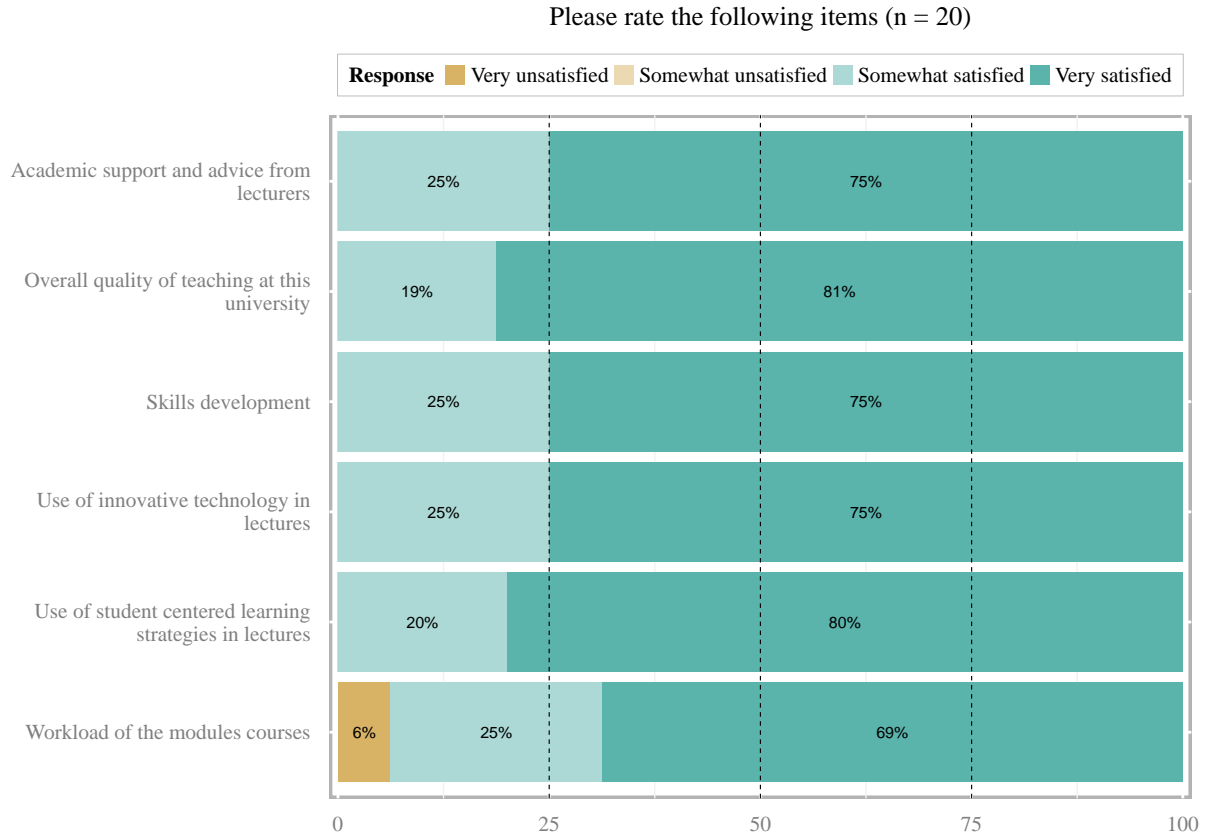
5.1 Teaching/learning

First supervisor received only positive opinions. Second supervisor received a slight amount of negative opinions. National University of Ireland had a noticeable amount of negative opinions, especially “Use of innovative technology in lectures”. University of St Andrews received a majority of positive opinions.

5.1.1 National University of Ireland, Maynooth, Ireland

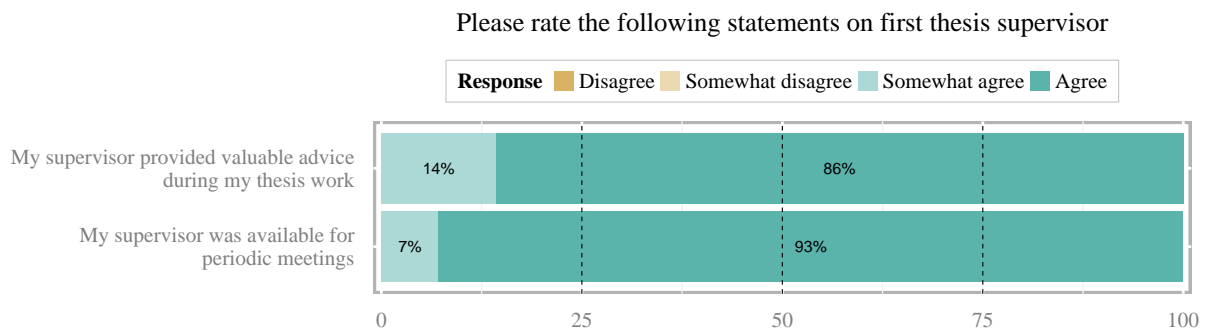


5.1.2 University of St Andrews, United Kingdom



NA

5.2 First supervisor.



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	24	3.86	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	24	3.93	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics



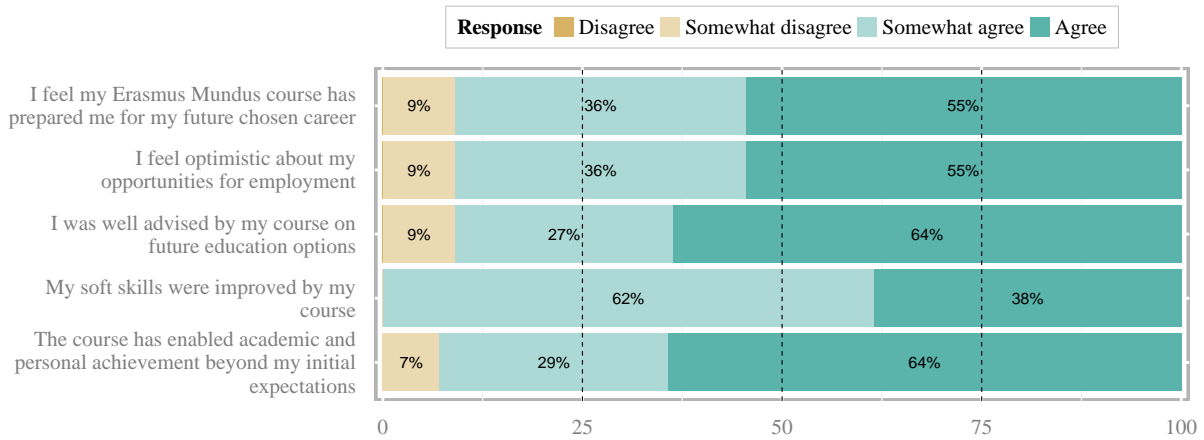
6 Internship/field experience and personal development

We will have some text here.

All responses for all indicators ranged between “Somewhat unsatisfied” and “Very satisfied” except for “My soft skills were improved by my course” where it had only positive opinions despite the fact that it fell in Q1 unlike other indicators where they took place in Q3 and Q4.

6.1 Personal development.

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	24	3.45	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	24	3.45	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
My soft skills were improved by my course	24	3.38	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	24	3.57	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics

7 Acknowledgments

Some concluding remarks

