



EMA

Erasmus Mundus Students and Alumni Association

EMECC NURSING-Emergency and Critical Care Nursing

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

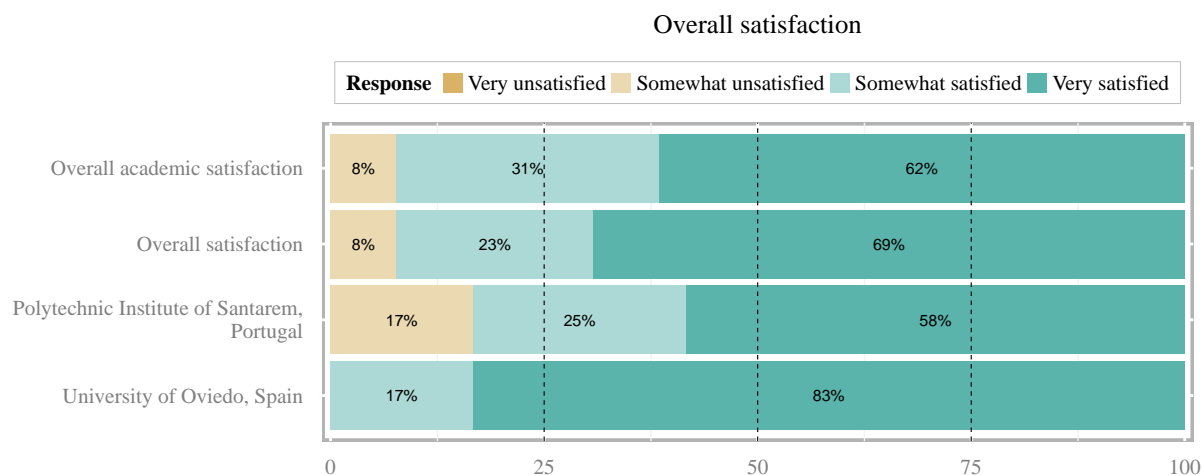
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1 Executive summary (?)



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, 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 13 students of your program. They represent 10 countries and collectively they have spent more than 366 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	3.62	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	13	3.62	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	13	3.08	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.



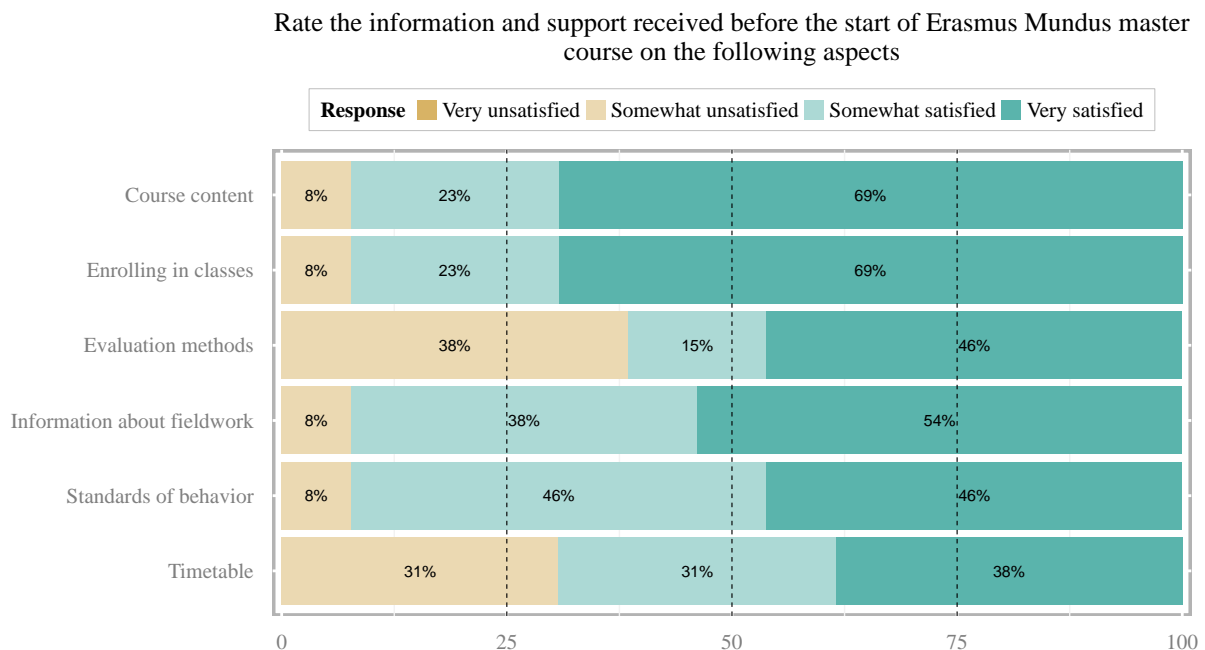
3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

The average satisfaction rate (mean value) for all dimensions related to 3.1 “Support received before the start of the Erasmus Mundus course” were “satisfied”, which are higher than the EM mean. All indicators received a mean range score of 3 or higher, except ‘Timetable’, which received 2.97-3.20 range. “Evaluation methods” and “Timetable” received scores of ‘somewhat unsatisfied’ at 38% and 31% respectively. “Course content” and “Information about fieldwork” both placed in the top quartile distribution, while “Course content” and “enrolling in classes” receiving the highest mean ranges at 3.41 - 3.70 and 3.46-3.62 respectively. The overall scores for Polytechnic Institute of Santarem (Portugal) were positive, with 7 dimensions receiving over 50% of ratings as ‘very satisfied’. Nearly three-quarters of respondents expressed ‘very satisfied’ with “Estimation of living expenses” and “Health insurance” (both at 73%), while over 15% of respondents expressed ‘very unsatisfied’ with regards to “Language courses” (18%), “Local transportation” (17%) and “Visa issues” (18%). Of all the partner institutions, the scores for the University of Oviedo (Spain) were highest, with all dimensions receiving at least 75% of it’s rating as ‘very satisfied. Specifically, all scores for “Banking” (100%) came in as ‘very satisfied’ and “Language courses” and “Local transportation” each obtained 92% of the responses as ‘very satisfied’. At the same time, 25% of the responses for “Visa issues” were reported as ‘very unsatisfied’ or “somewhat unsatisfied”.

3.1.1 Consortia

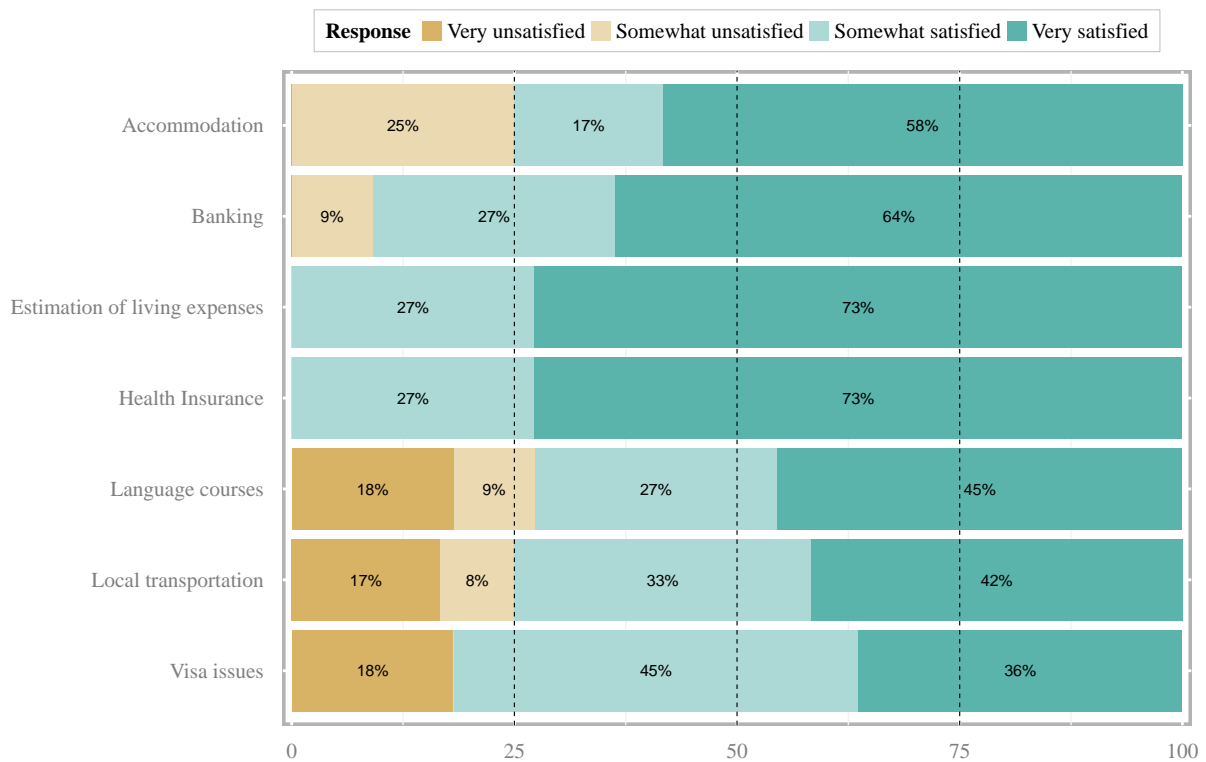


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	13	3.62	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	13	3.62	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	13	3.08	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	13	3.46	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	13	3.38	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	13	3.08	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

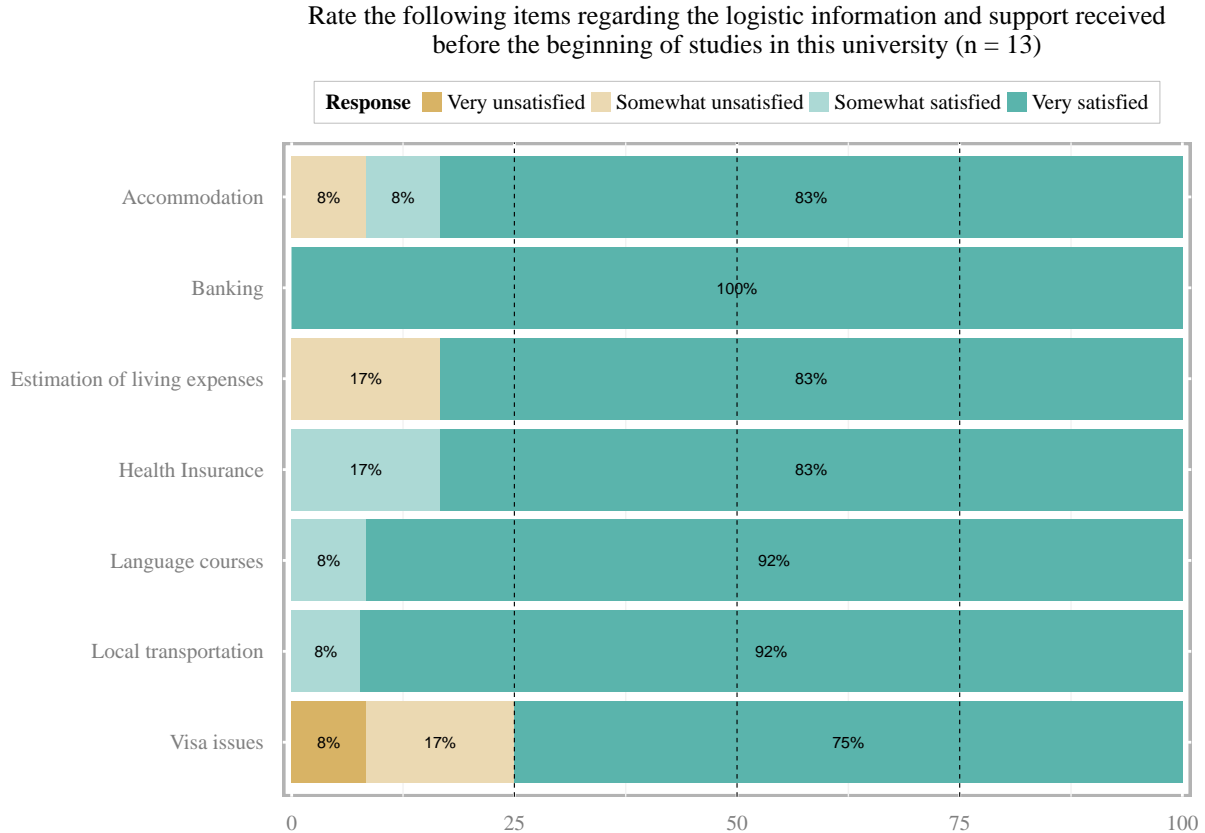
Table 1: Summary statistics

3.1.2 Polytechnic Institute of Santarem, Portugal

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 12)



3.1.3 University of Oviedo, Spain

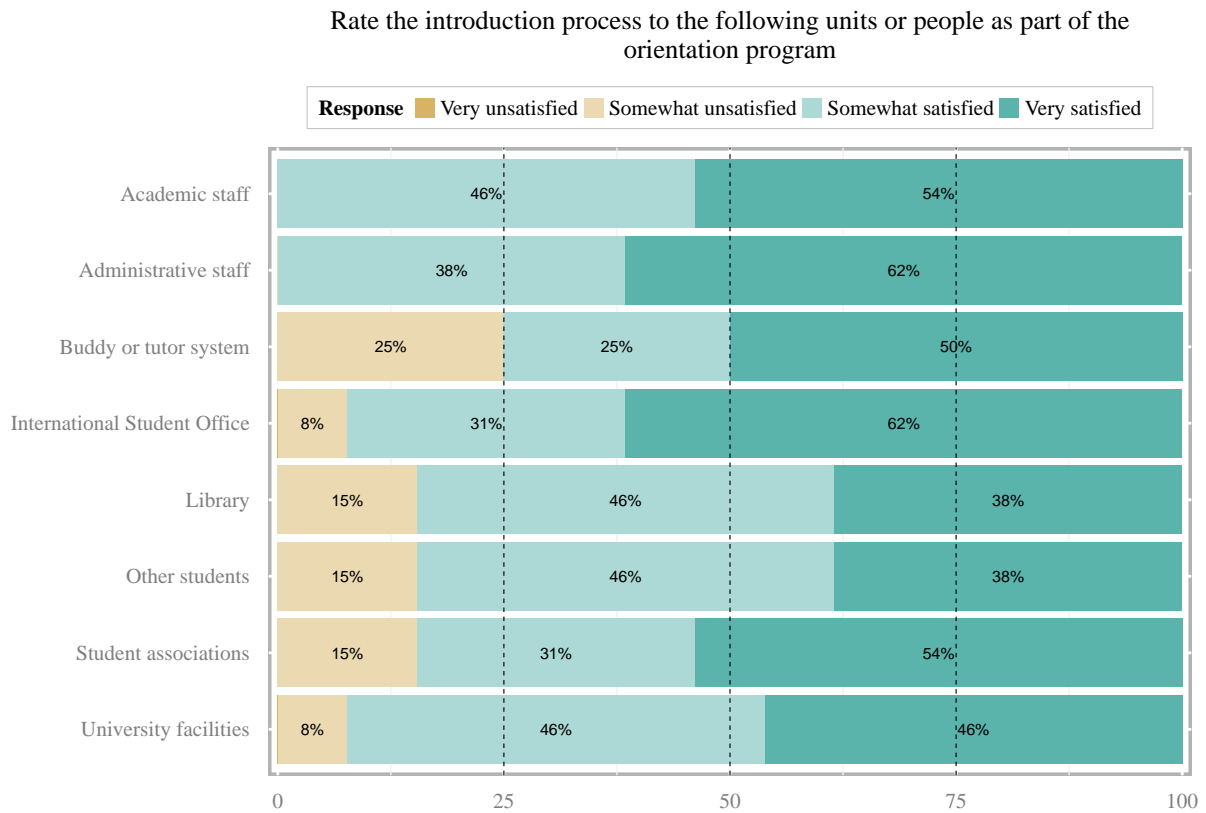


3.2 Support received during the orientation program

Overall, the reported scores for ‘3.2 Support received during the orientation program’ were positive and scored above the EM mean for 5 of the 8 dimensions. Overall, “Buddy or tutor system”, “International Student Office” and “Student associations” all placed in the top quartile, even though 25% of respondents reported being ‘somewhat unsatisfied’ with the “Buddy or tutor system”. Sixty-two percent (62%) of all responses indicated ‘very satisfied’ with regards to “Administrative staff” and “International Student Office”. Specifically, Polytechnic Institute of Santarem (Portugal) at least 50% ‘very satisfied’ responses for all 8 dimensions, while University of Oviedo (Spain) received at least 62% of its responses as ‘very satisfied’ for each of the dimensions.



3.2.1 Consortia

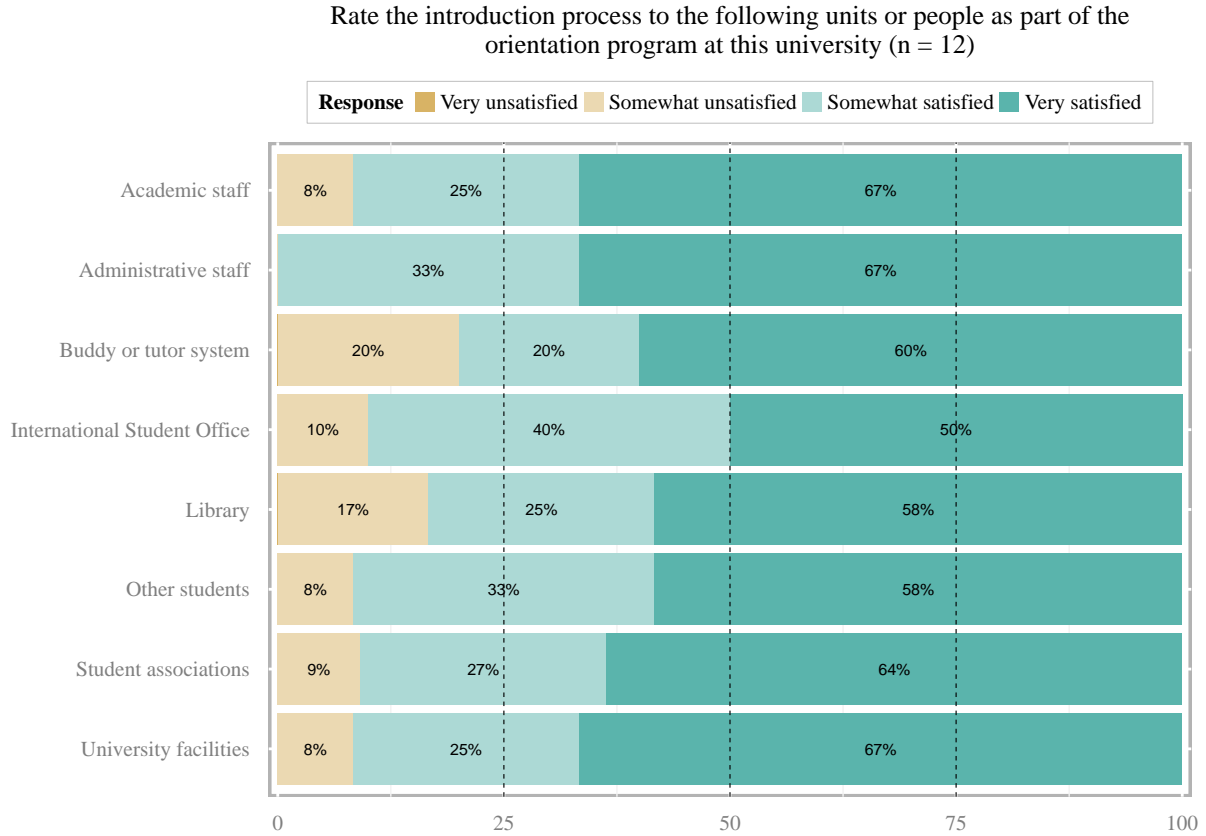


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	13	3.54	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	13	3.62	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	13	3.25	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	13	3.54	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	13	3.23	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	13	3.23	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	13	3.38	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	13	3.38	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

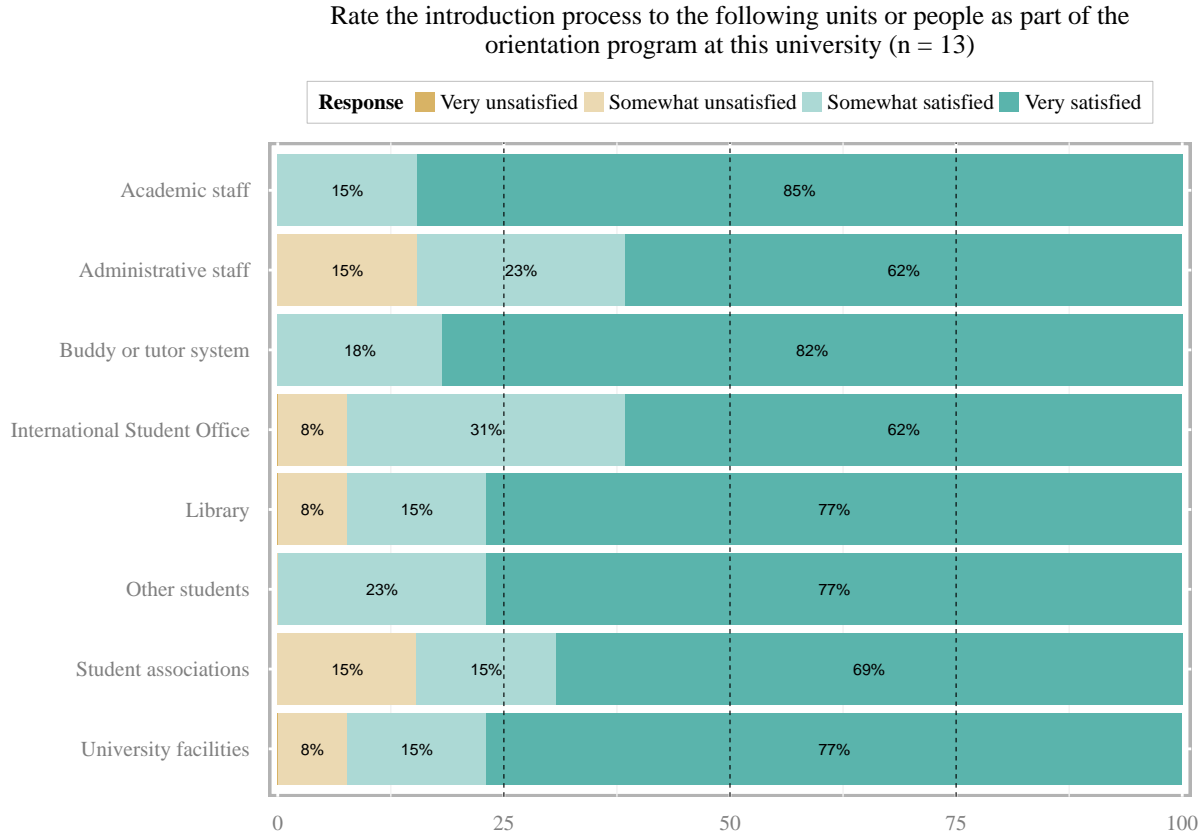
Table 2: Summary statistics



3.2.2 Polytechnic Institute of Santarem, Portugal



3.2.3 University of Oviedo, Spain

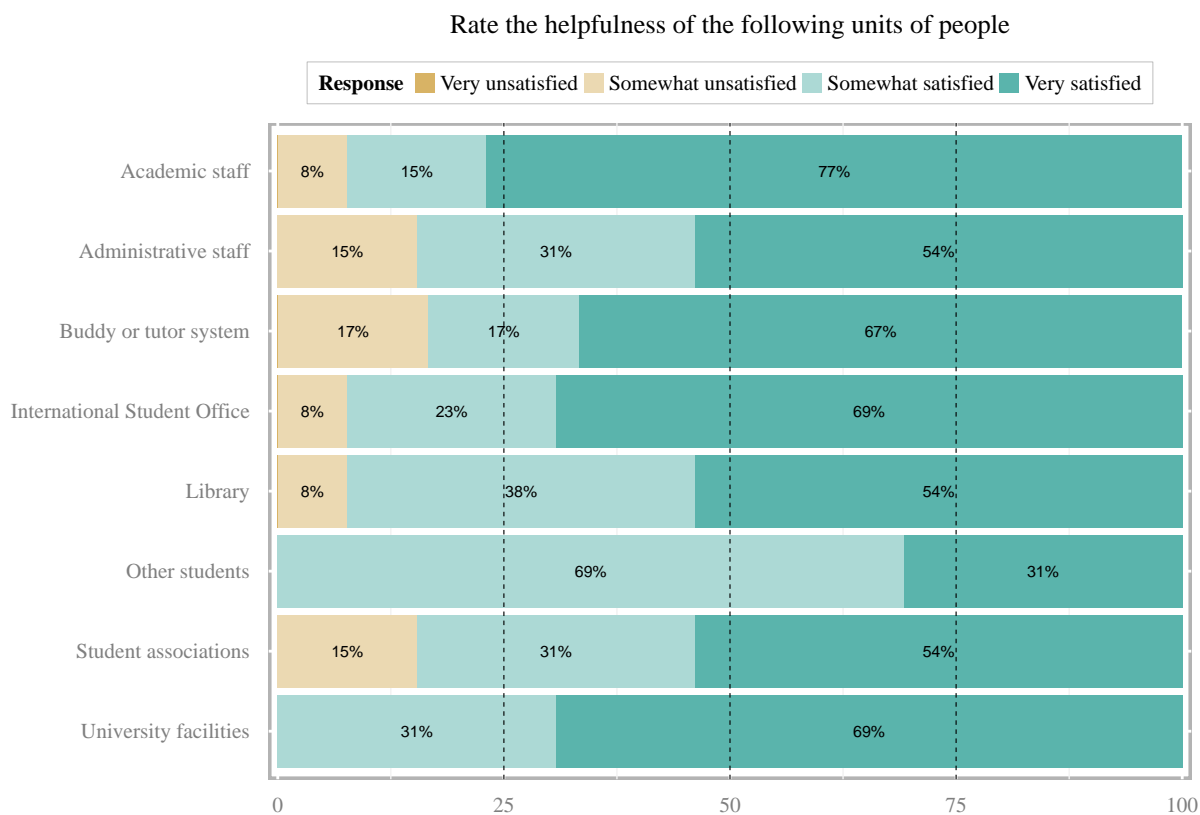


3.3 Helpfulness of units and people

Overall, “Administrative staff” and “Other students” fell into the third quartile; while all other dimensions fell into the top quartile (with the exception of “Library”, which fell into the 2nd quartile). “Academic Staff”, “Administrative staff”, “International Student Office”, “Student association” and “University facilities” all received at least a 70% response rate of ‘very satisfied’ at the Polytechnic Institute of Santarem (Portugal). The University of Oviedo (Spain), received responses of ‘very satisfied’ at a rate of 73% or higher, with “Academic staff” receiving responses of ‘very satisfied’ at a rate of 92%.



3.3.1 Consortia



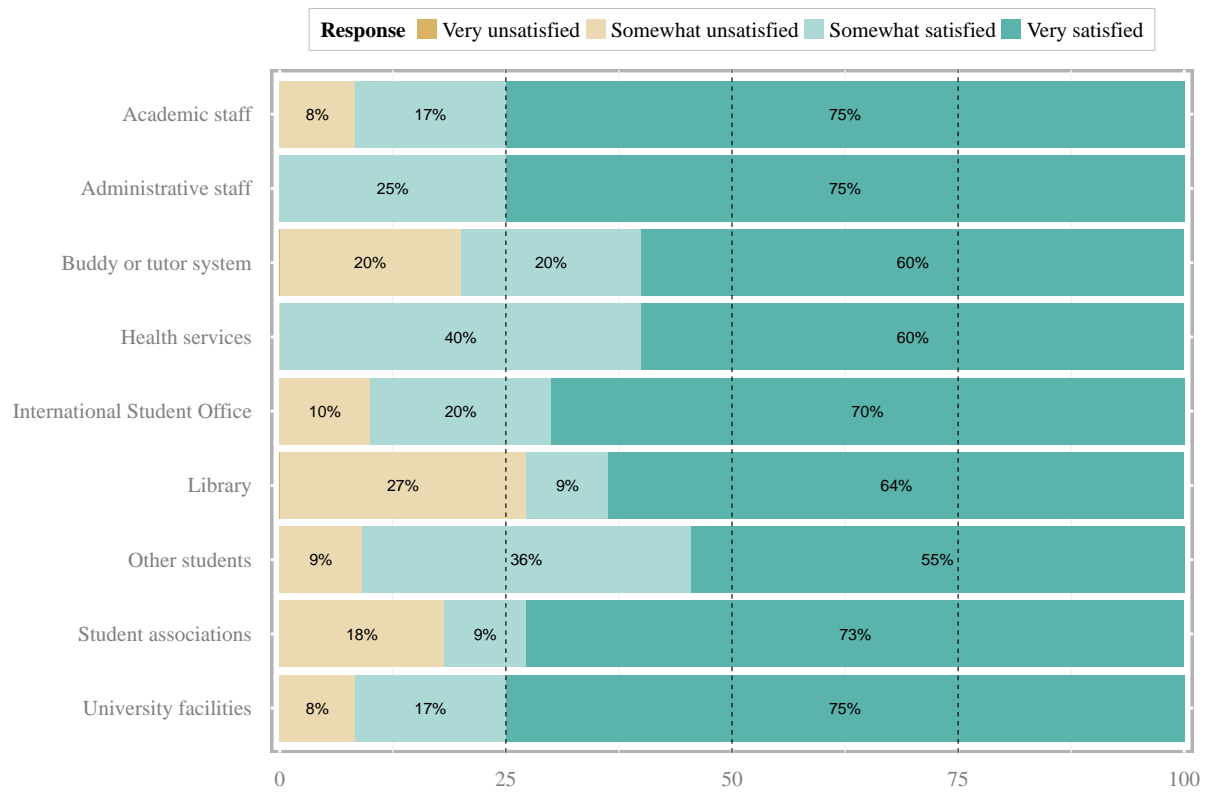
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	13	3.69	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	13	3.38	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	13	3.50	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	13	3.62	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	13	3.46	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	13	3.31	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	13	3.38	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	13	3.69	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

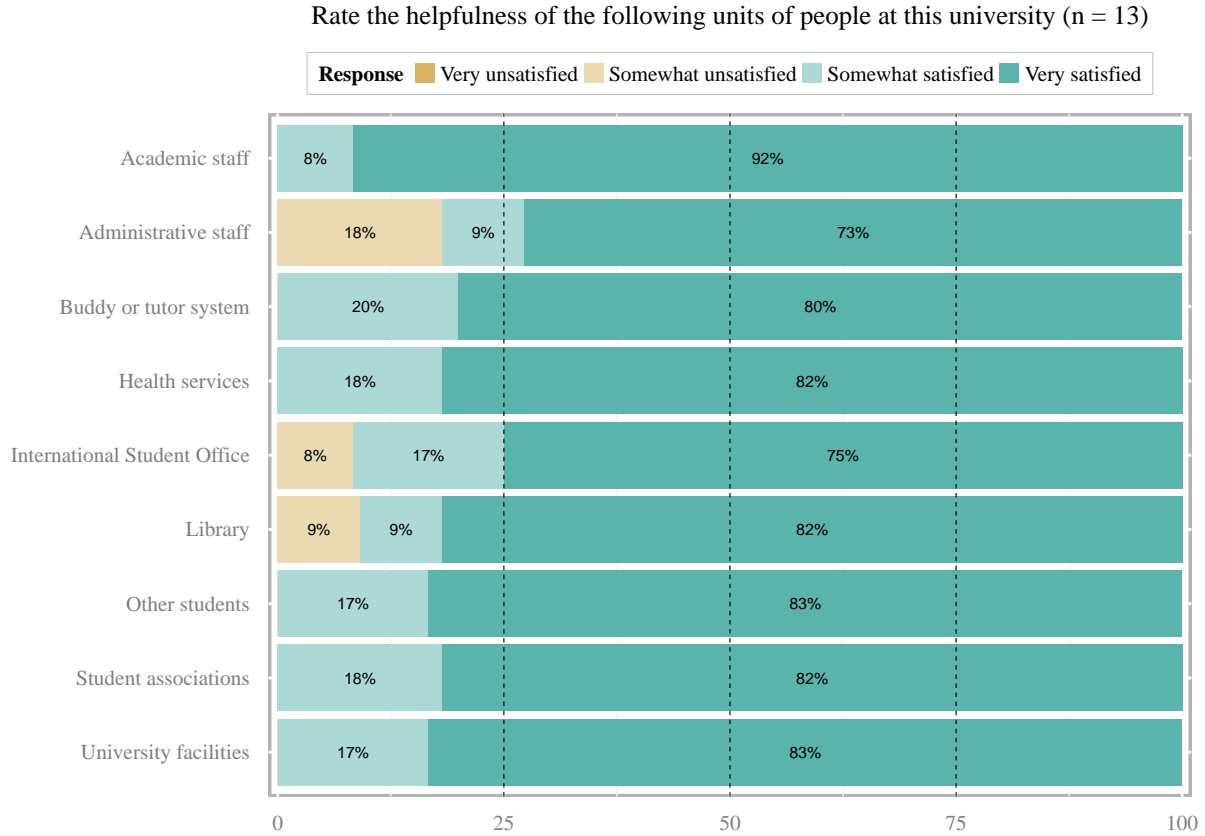


3.3.2 Polytechnic Institute of Santarem, Portugal

Rate the helpfulness of the following units of people at this university (n = 12)



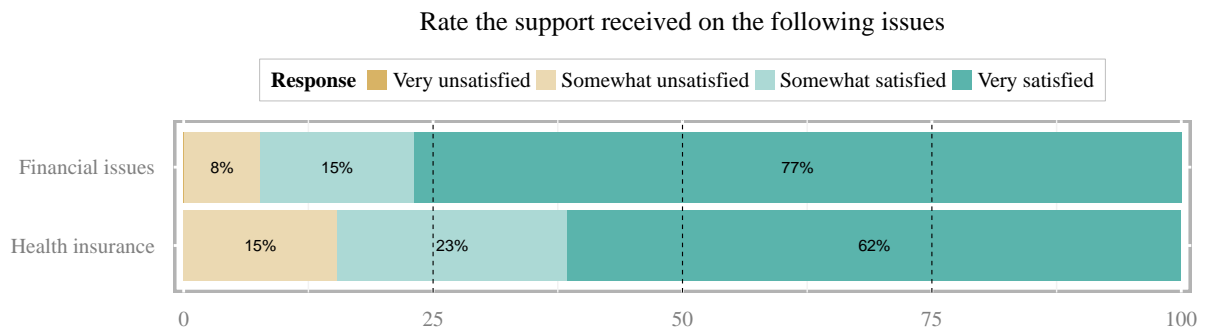
3.3.3 University of Oviedo, Spain



3.4 Support received on various issues

“Financial issues” and “Health insurance” fell into the first and second quartile, respectively, with a 77% and 62% ‘very satisfied’ reported response (respectively). Over 60% of respondents reported by ‘very satisfied’ with “Availability of extracurricular activities” and “Quality of extracurricular activities” at each institution.

3.4.1 Consortia

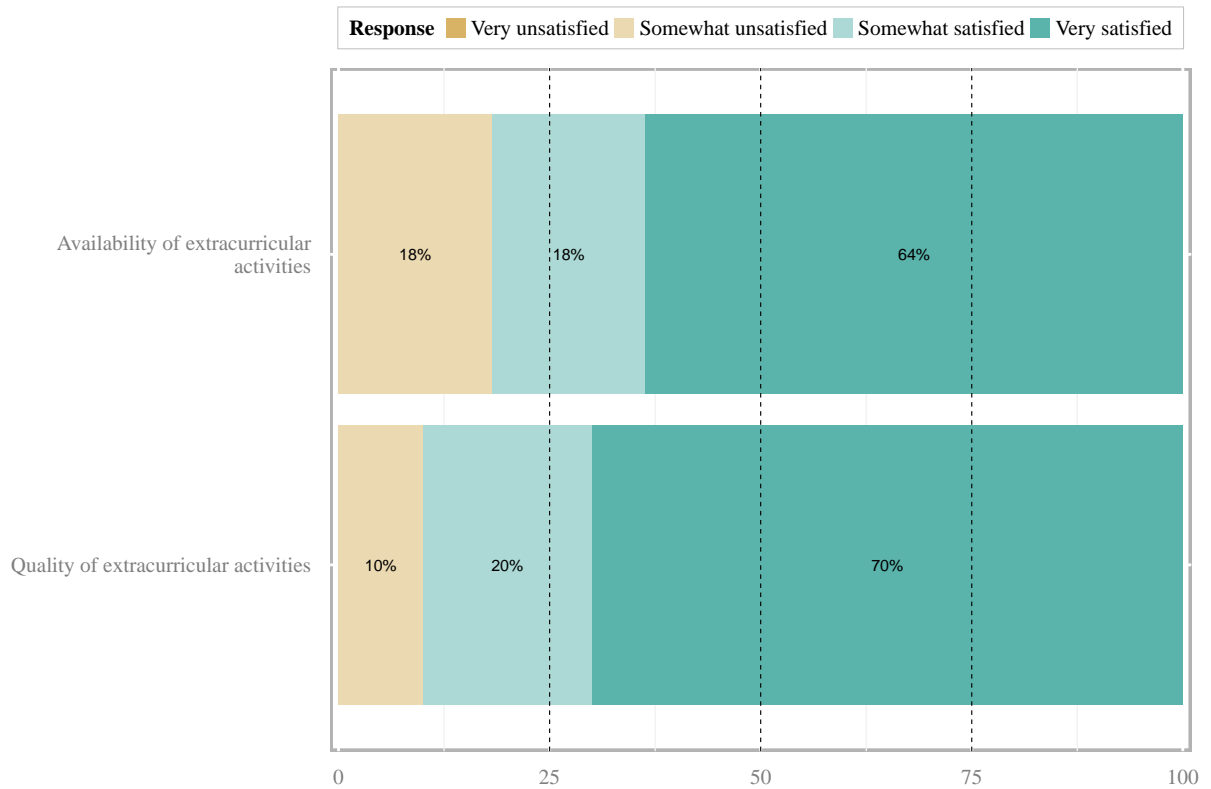


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	13	3.69	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	13	3.46	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

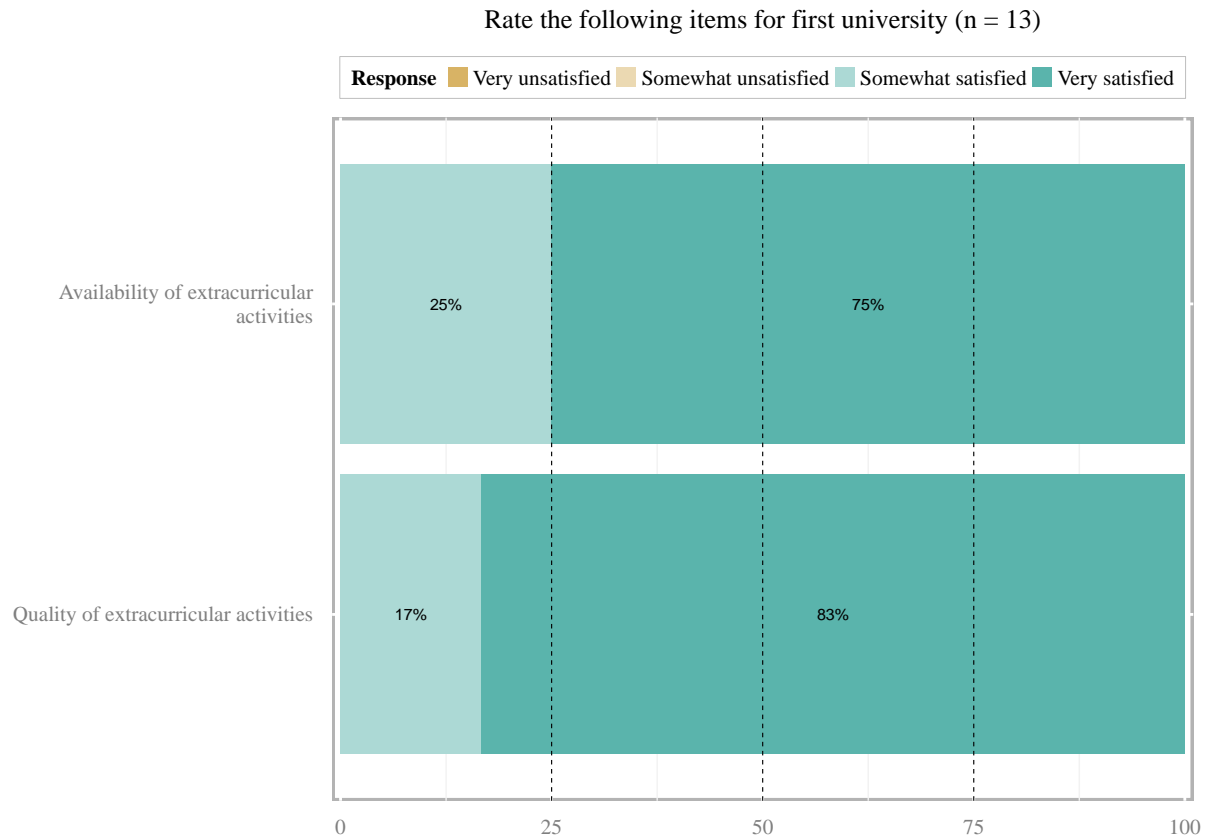
Table 4: Summary statistics

3.4.2 Polytechnic Institute of Santarem, Portugal

Rate the following items for first university (n = 12)



3.4.3 University of Oviedo, Spain



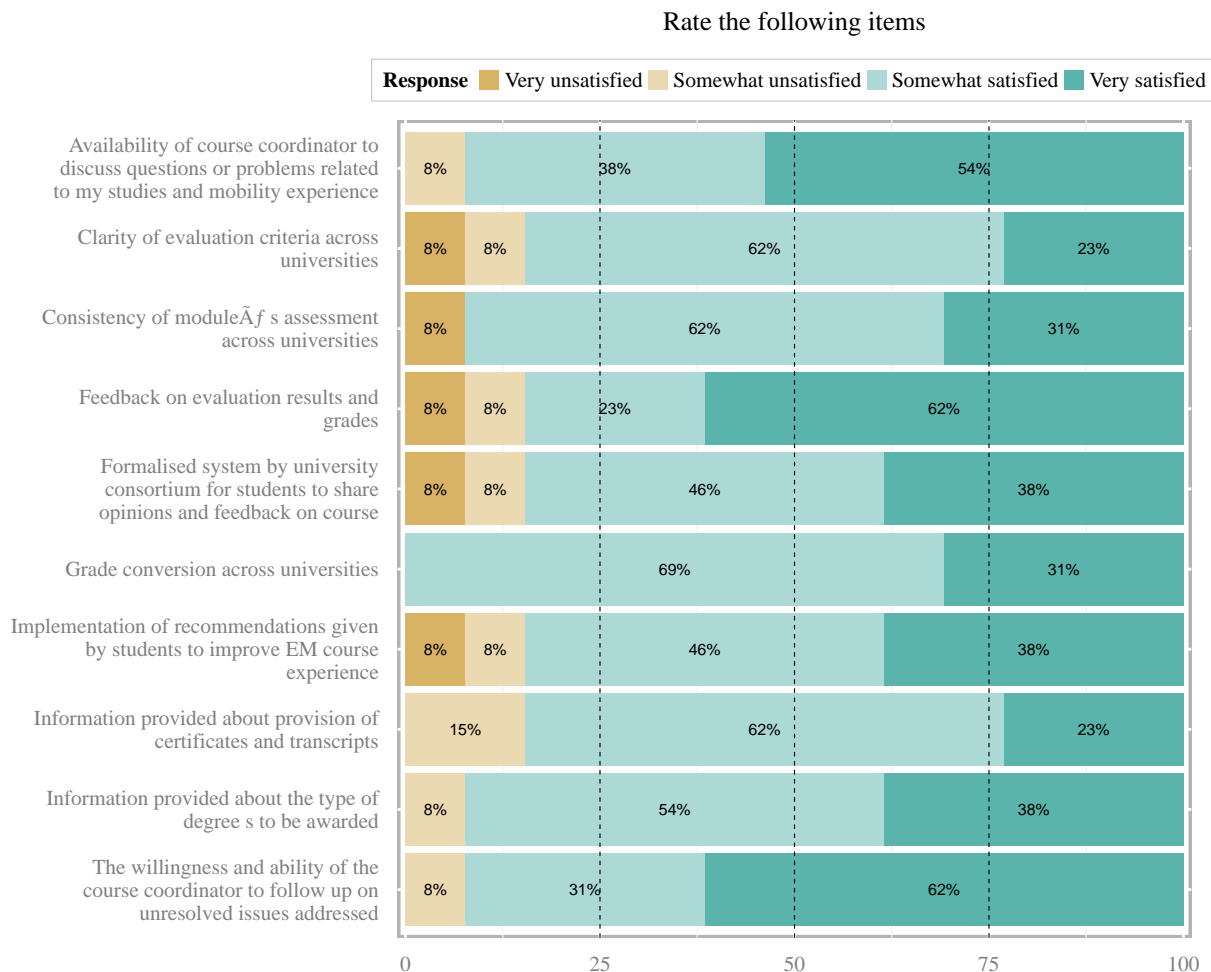
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

The over course mean for ‘Module assessment’ (‘satisfied’) was higher than the EM mean (which ranged from ‘unsatisfied’ to ‘satisfied’). “Formalised system by university consortium for students to share opinions and feedback on course” was the only dimension whose range fell below 3 (2.98-3.19), however, it still placed this dimension in the 2nd quartile. Between 8% and 15% of respondents reported being ‘very unsatisfied’ or ‘somewhat unsatisfied’ with all the dimensions, except “Grade conversion across universities”, where 69% reported being ‘somewhat satisfied’.

4.1.1 Consortia

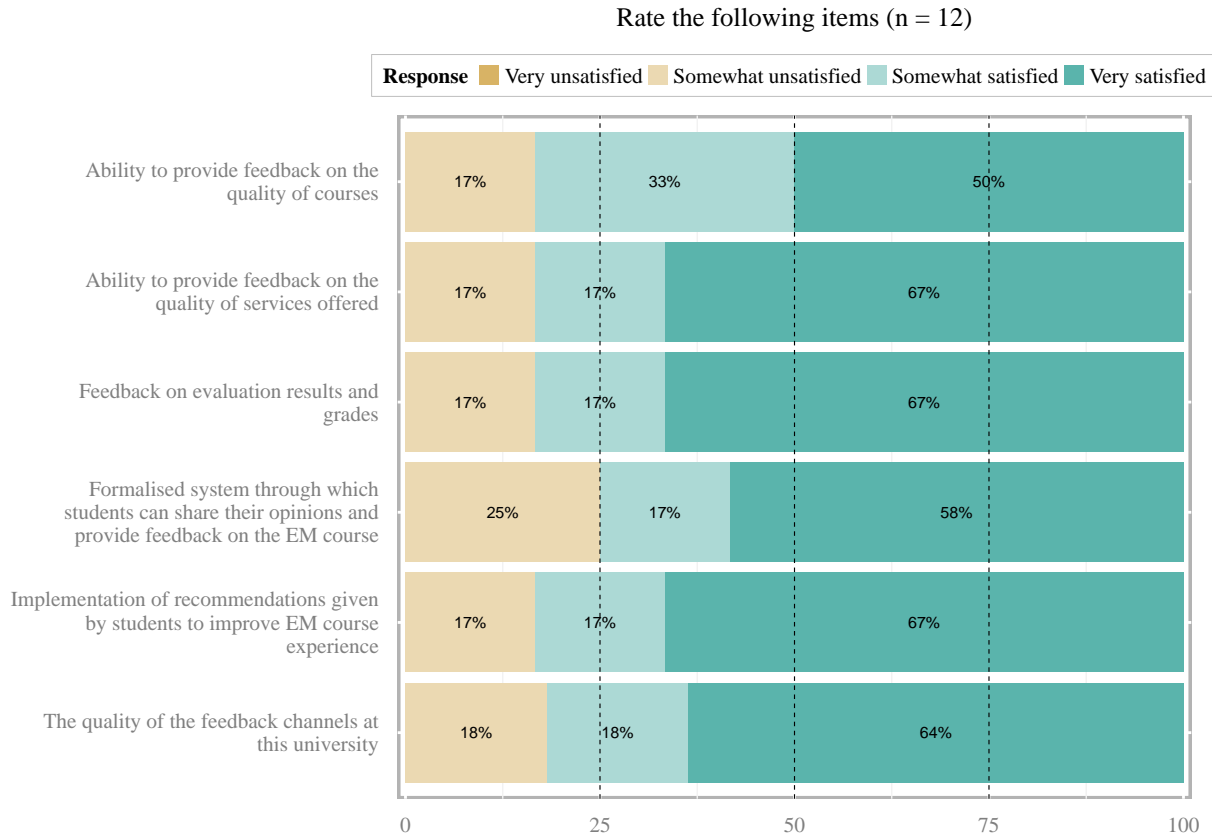


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	13	3.46	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	13	3.00	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	13	3.15	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	3.38	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	3.15	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	13	3.31	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	3.15	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	3.08	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	3.31	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	3.54	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

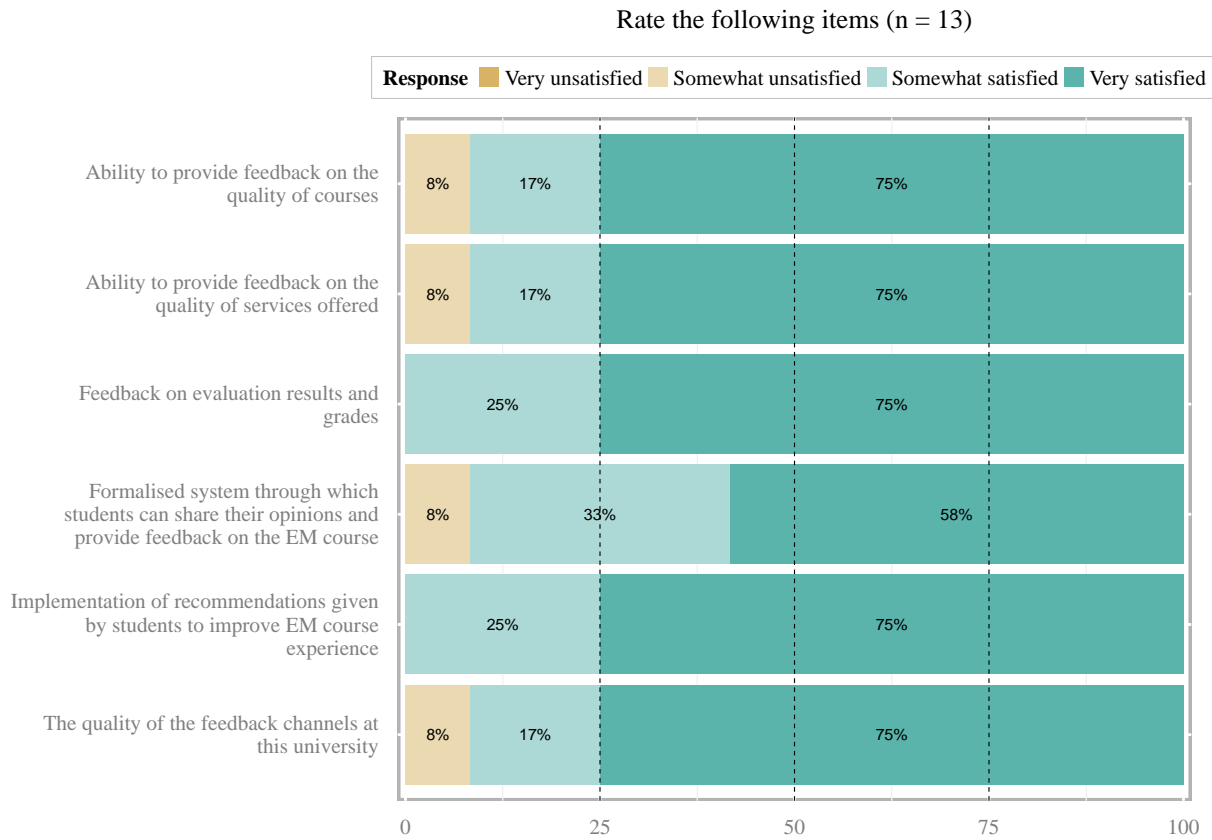
Table 5: Summary statistics



4.1.2 Polytechnic Institute of Santarem, Portugal



4.1.3 University of Oviedo, Spain



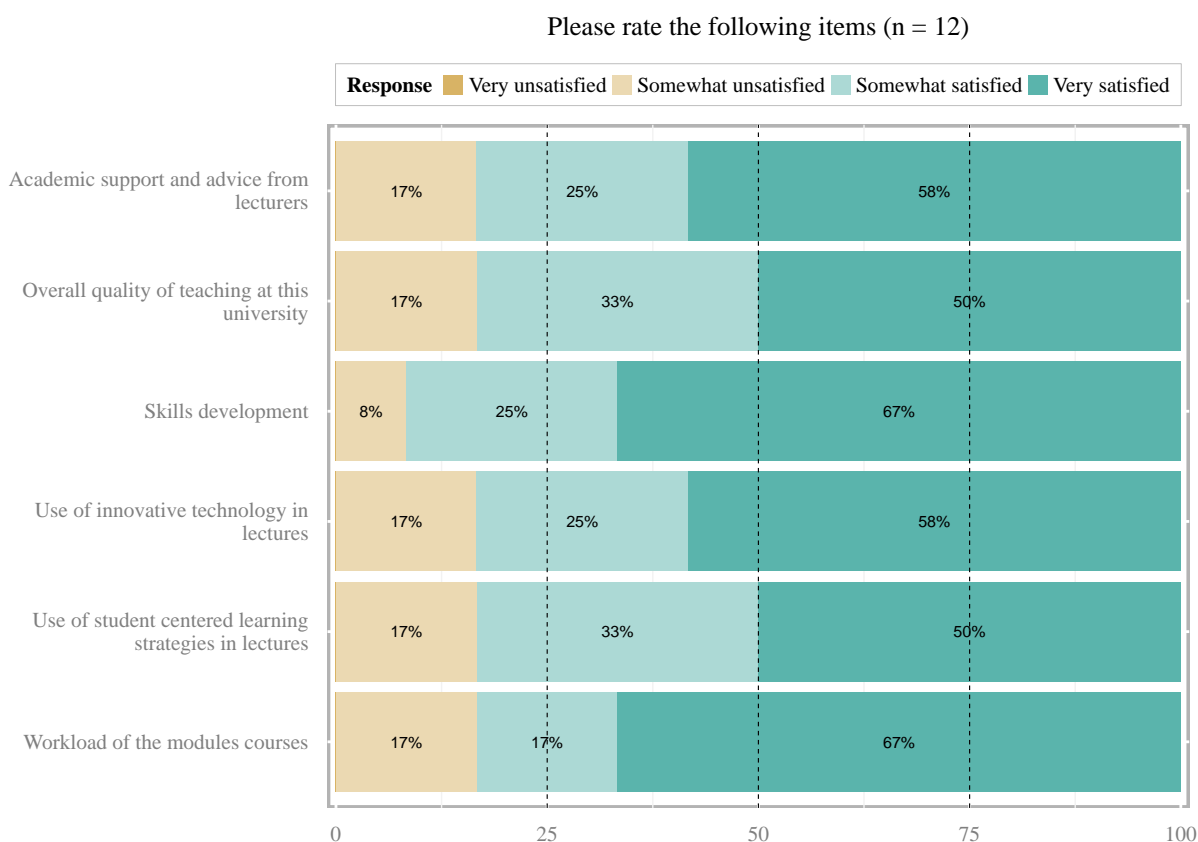
5 Teaching/learning and supervision

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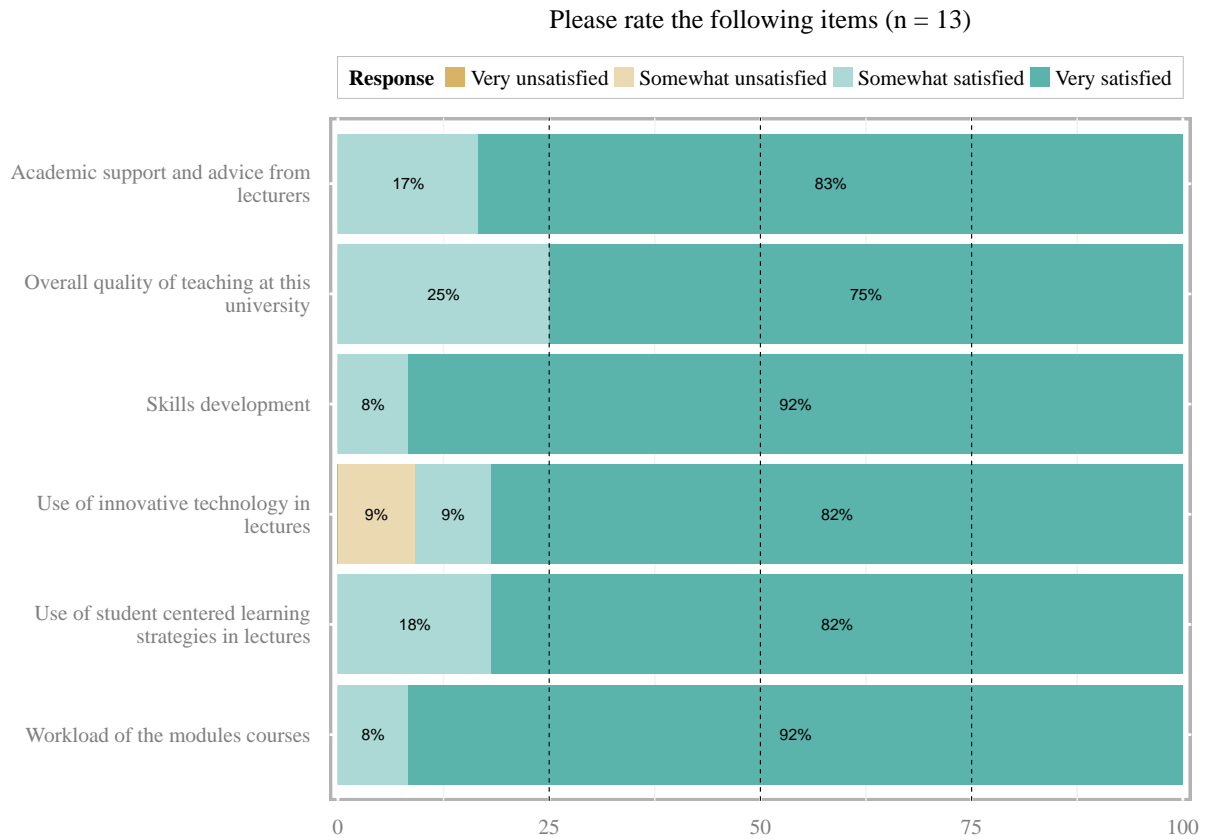
5.1 Teaching/learning

The Polytechnic Institute of Santarem (Portugal) received low (50%) response rate of ‘very satisfied’ for “Overall quality of teaching at this university” and “Use of student centered learning strategies in lectures”. On the other hand, at the University of Oviedo (Spain), 92% of respondents indicated ‘very satisfied’ for the dimensions of “Skills development” and “Workload of the modules courses”.

5.1.1 Polytechnic Institute of Santarem, Portugal



5.1.2 University of Oviedo, Spain



6 Internship/field experience and personal development

We will have some text here.



7 Acknowledgments

Some concluding remarks

