



EMA

Erasmus Mundus Students and Alumni Association

CoDe-Joint European Master in Comparative Local Development

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, 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 20 students of your program. They represent 15 countries and collectively they have spent more than 350 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	20	3.20	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	20	3.55	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	20	2.90	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

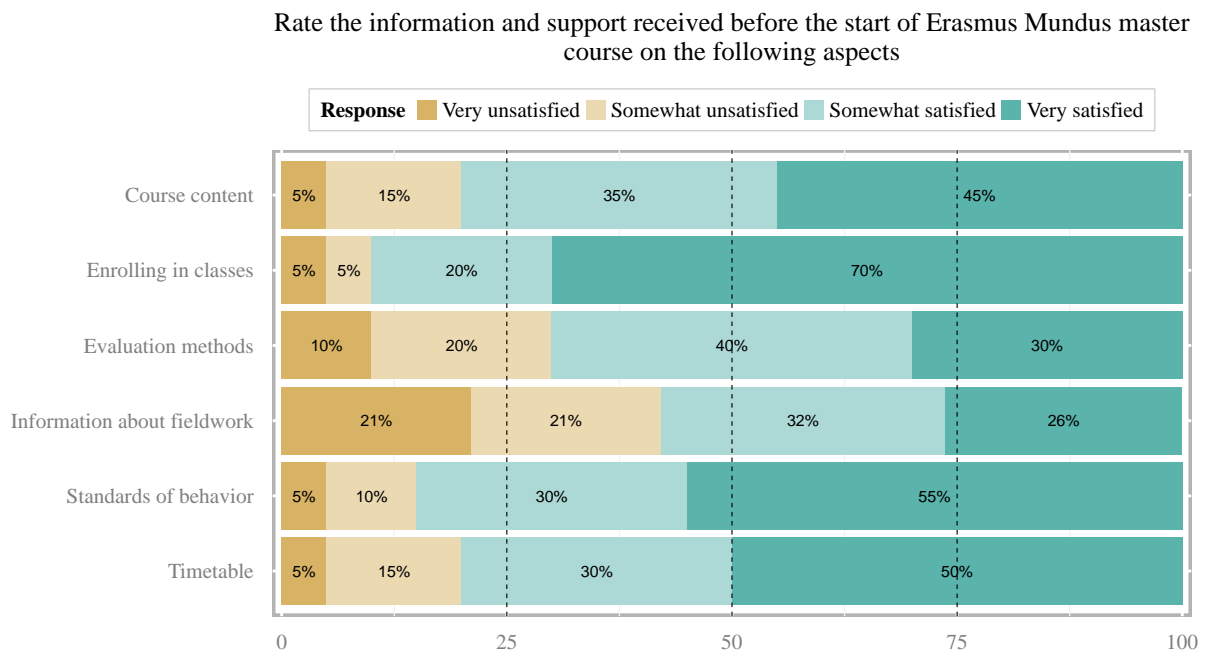
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3.1 Support received before the start of the Erasmus Mundus course

Before the start of the course most students received enough support on standards of behaviour and enrolment process, however with 5% students being very dissatisfied with instructions on these two points. More attention should be dedicated to course content and timetable, where fifth of the students felt unsatisfied. Overall 30 to 40% students report they need more careful guidance on evaluation methods and fieldwork. CoDe programme is evaluated to be in the last half and quarter respectively regarding the two points among the other Erasmus Mundus courses.

All three Universities, Corvinus Univ. of Budapest, Univ. of Regensburg and Univ. of Trento performed exceptionally well on local transportation support. Estimation of living expenses worked well for the first two universities, but requires update from Univ. of Trento with more than fifth of the students giving negative feedback. Accommodation support is an issue at Corvinas and Regensburg Univ. with 20% student unsatisfied, compared to only 5% at Univ. of Trento. Health insurance and visa issues need minor change at Regensburg Univ. Most of the settle-up questions require more help at Trento Univ. with approx. 15% student unsatisfied with banking, health insurance and language courses information.

3.1.1 Consortia

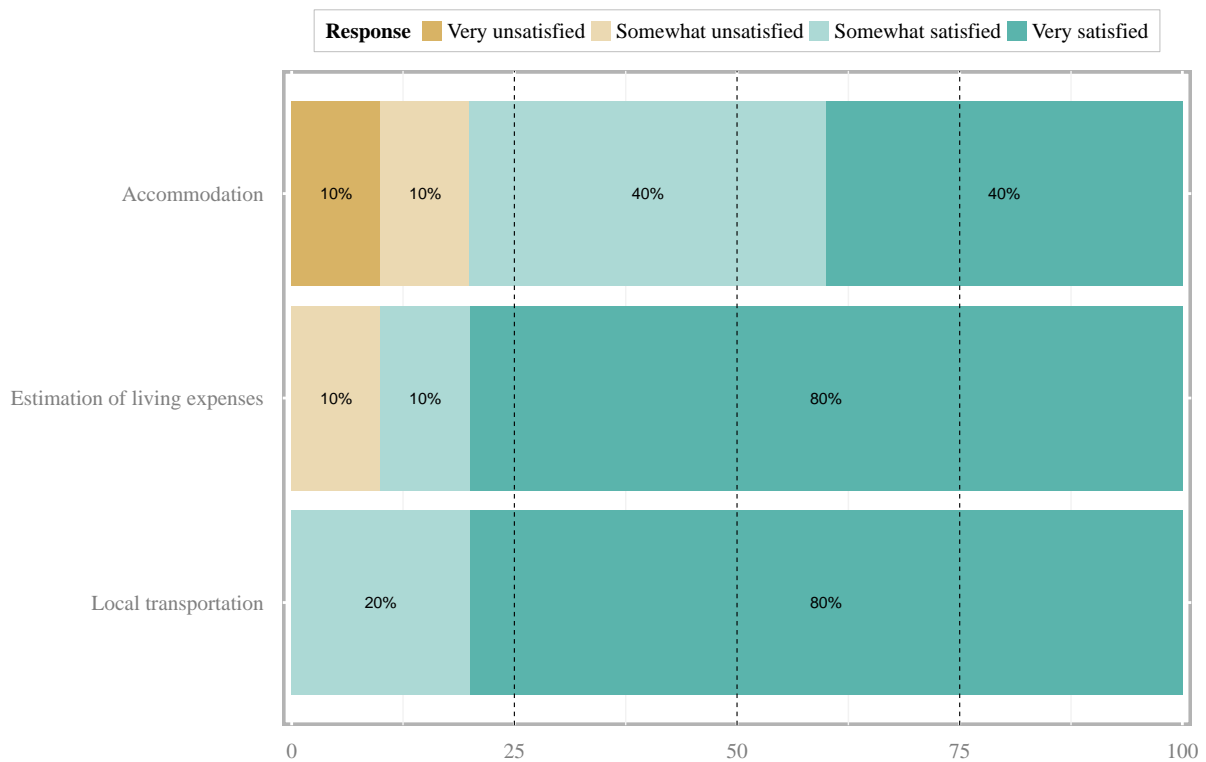


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	20	3.20	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	20	3.55	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	20	2.90	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	20	2.63	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	20	3.35	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	20	3.25	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

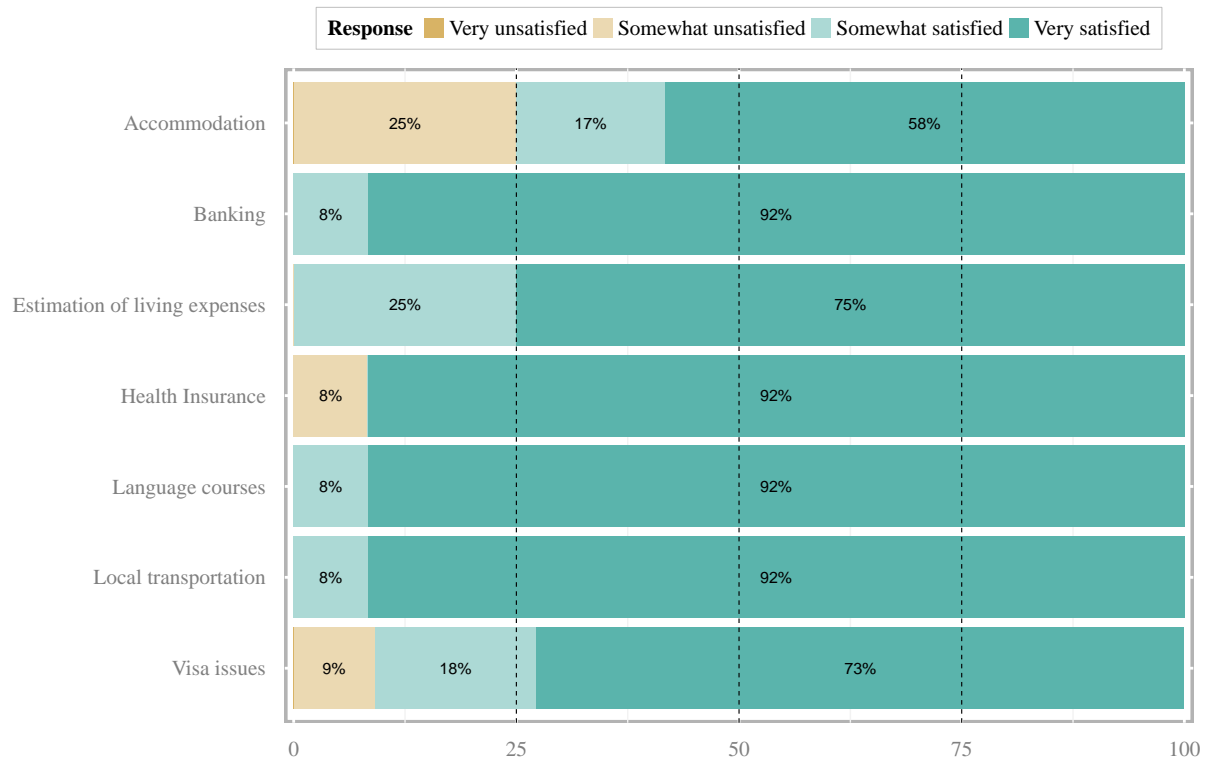
3.1.2 Corvinus University of Budapest, Hungary

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 15)

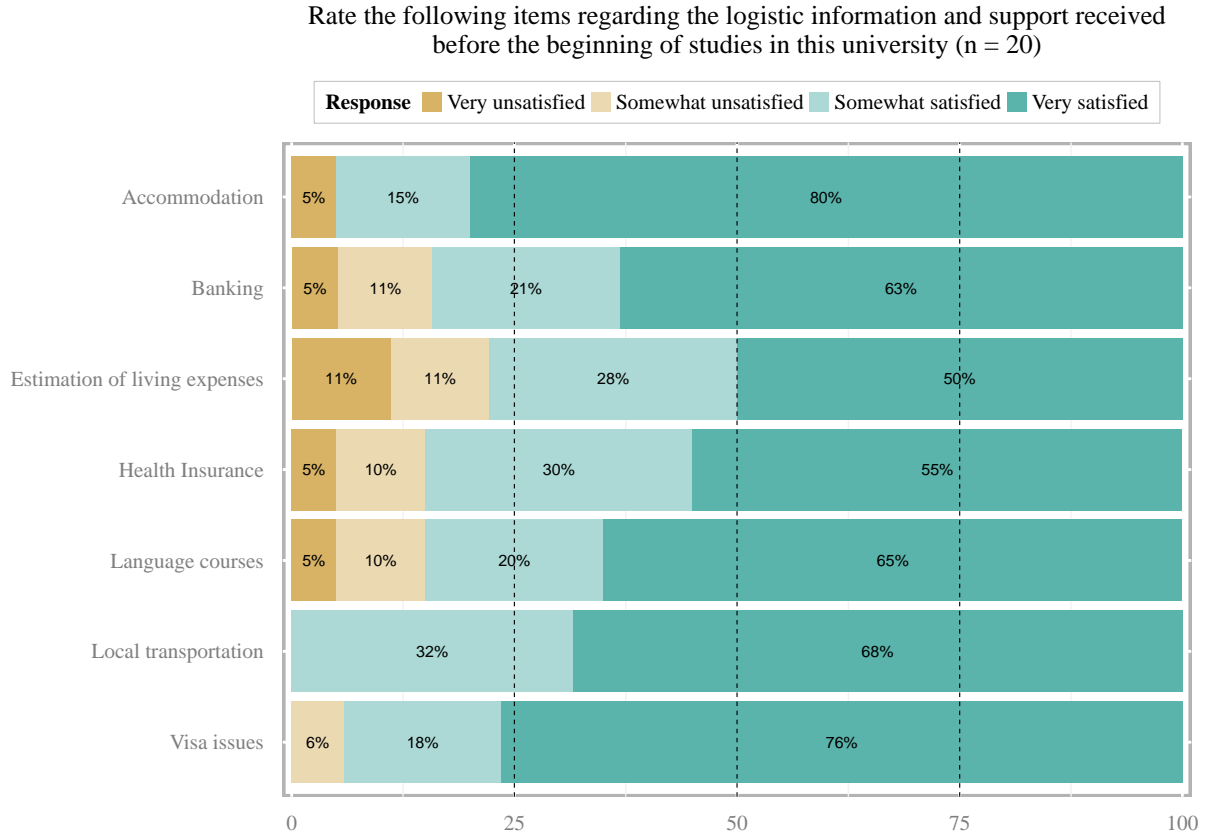


3.1.3 University of Regensburg, Germany

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



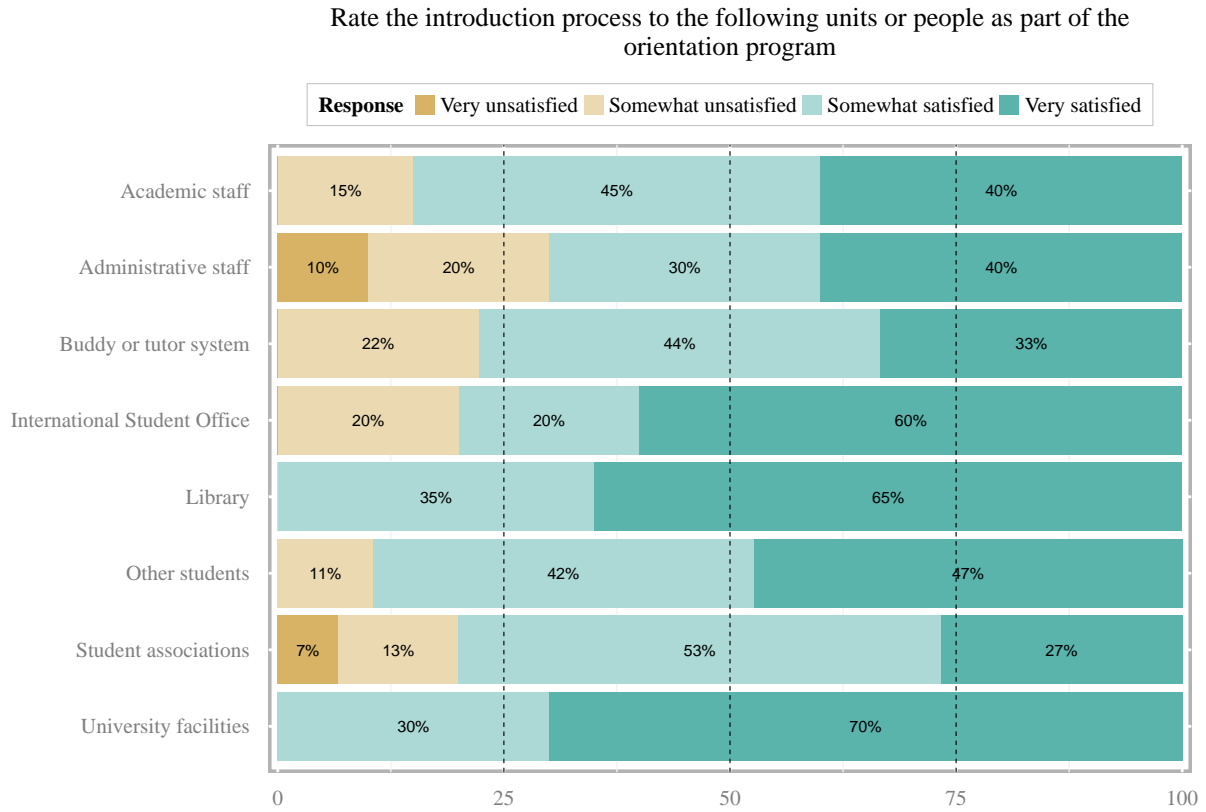
3.1.4 University of Trento, Italy



3.2 Support received during the orientation program

During the orientation program organised by universities very satisfactory performance was achieved on library and all three university facilities information, where CoDe programme performed in the best quarter amount the other Erasmus Mundus courses. Less than a fifth of the students is somewhat unsatisfied with academic staff, tutor system and International Student Office information. The introductory process from administrative staff and student associations shows the least satisfaction, with 30 and 20% unsatisfied respectively. CoDe Academic and administrative staff involvement in orientation process shows performance in the lowest quarter amount all the EM courses. These general results are mainly influence by 30% students unsatisfied by administrative staff help at Univ. of Trento, 10% unsatisfied by Uni. of Budapest and 8 and 16% unsatisfied by Univ. of Regensburg by academic and administrative staff support. The latter should also pay attention to explanations on tutor system, International Student Office and Student associations, with 10 to 20% dissatisfaction rate. Univ. of Trento has an area to improve in introduction to Library and tutor system.

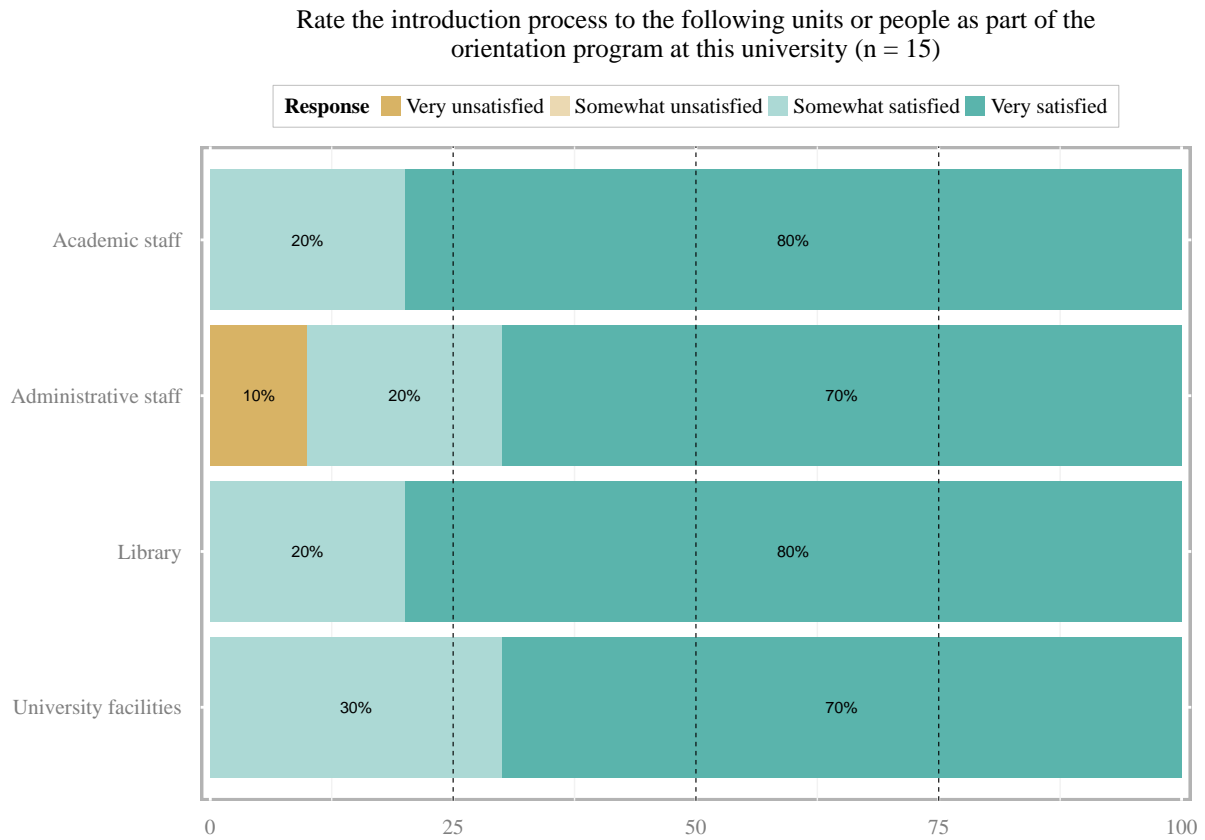
3.2.1 Consortia



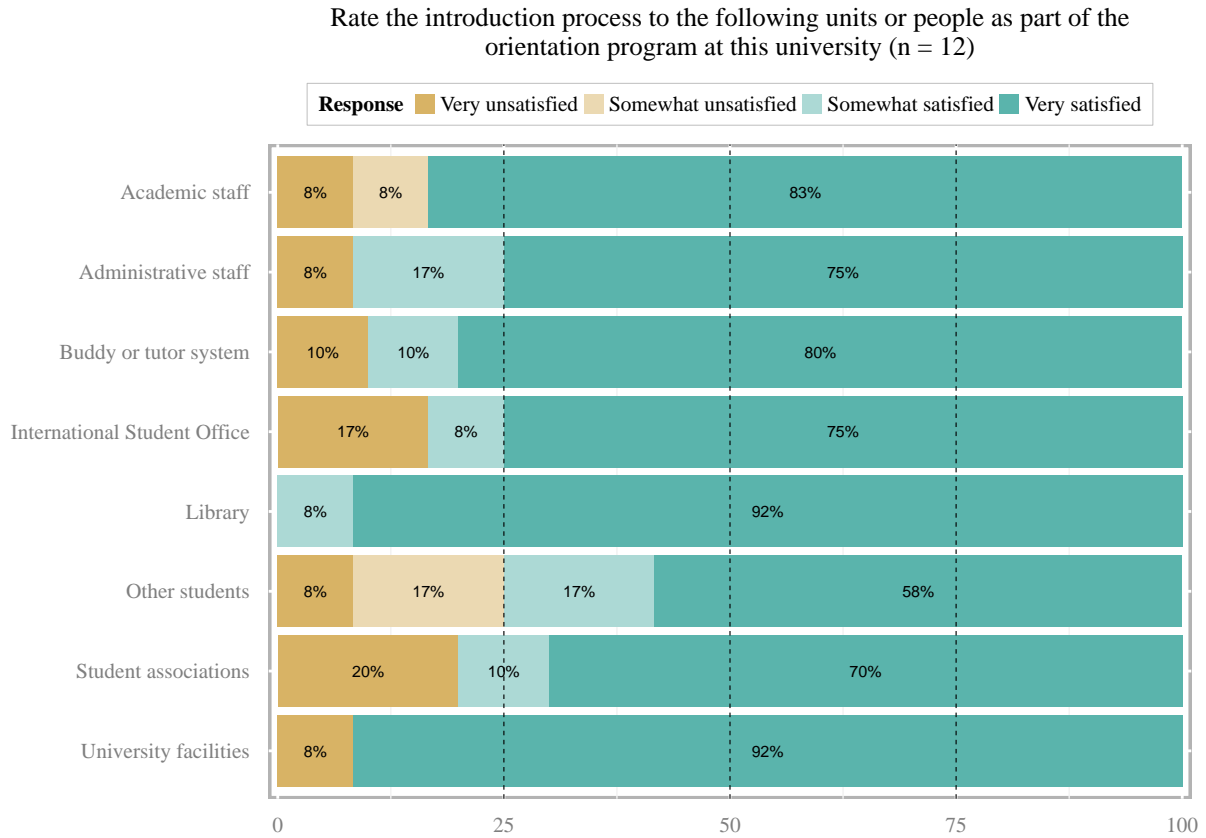
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	20	3.25	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	20	3.00	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	20	3.11	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	20	3.40	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	20	3.65	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	20	3.37	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	20	3.00	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	20	3.70	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

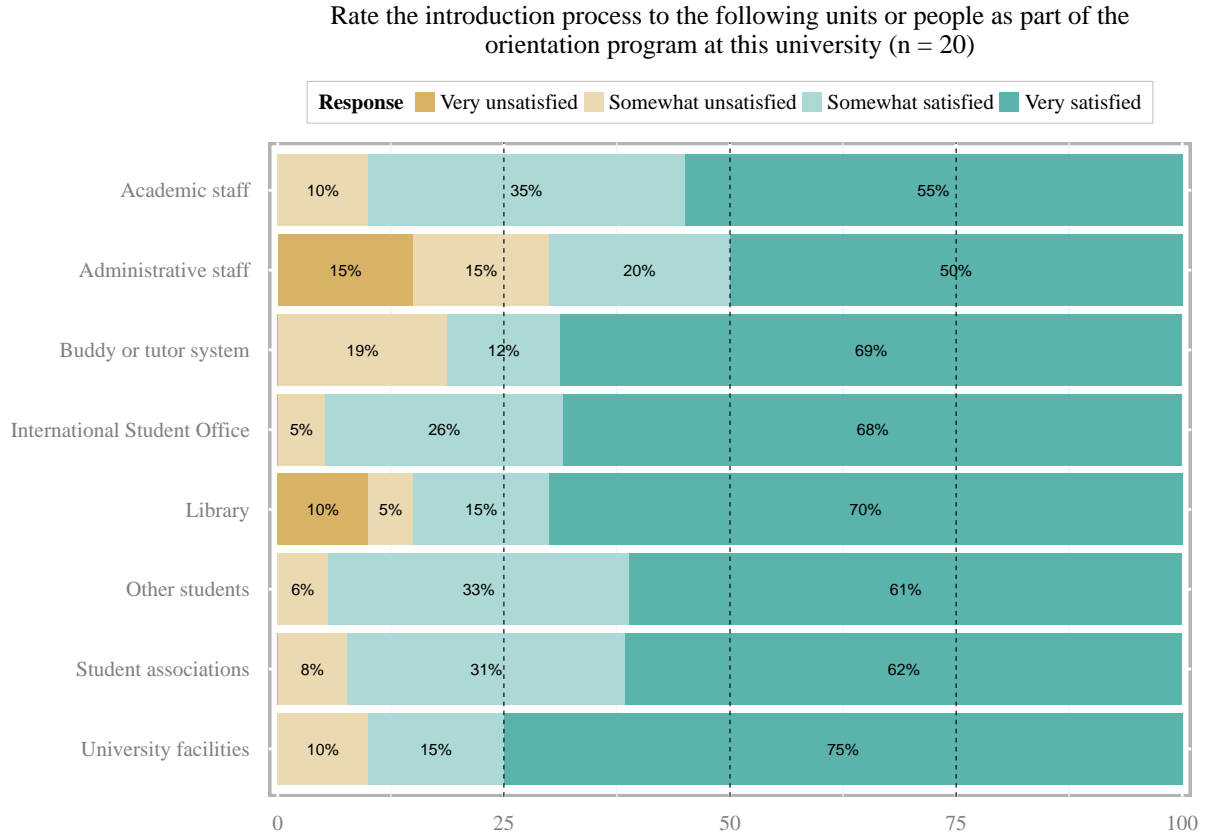
3.2.2 Corvinus University of Budapest, Hungary



3.2.3 University of Regensburg, Germany



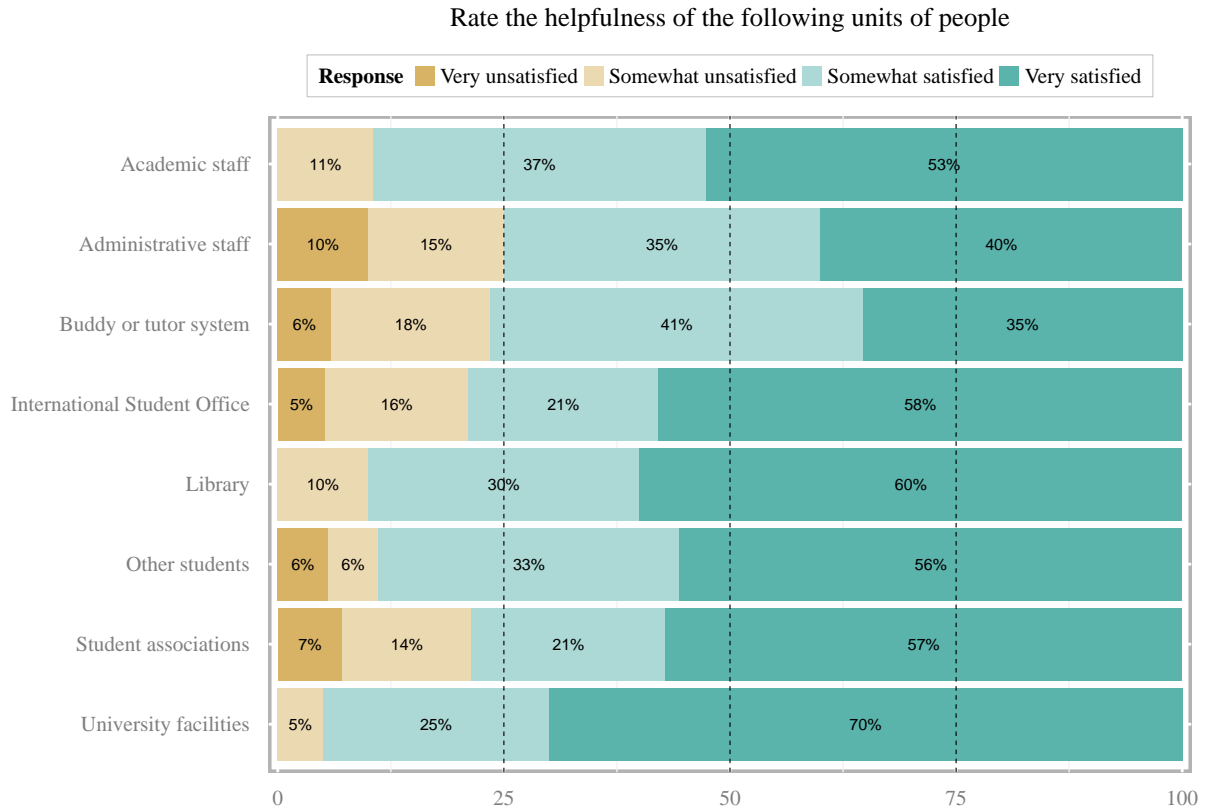
3.2.4 University of Trento, Italy



3.3 Helpfulness of units and people

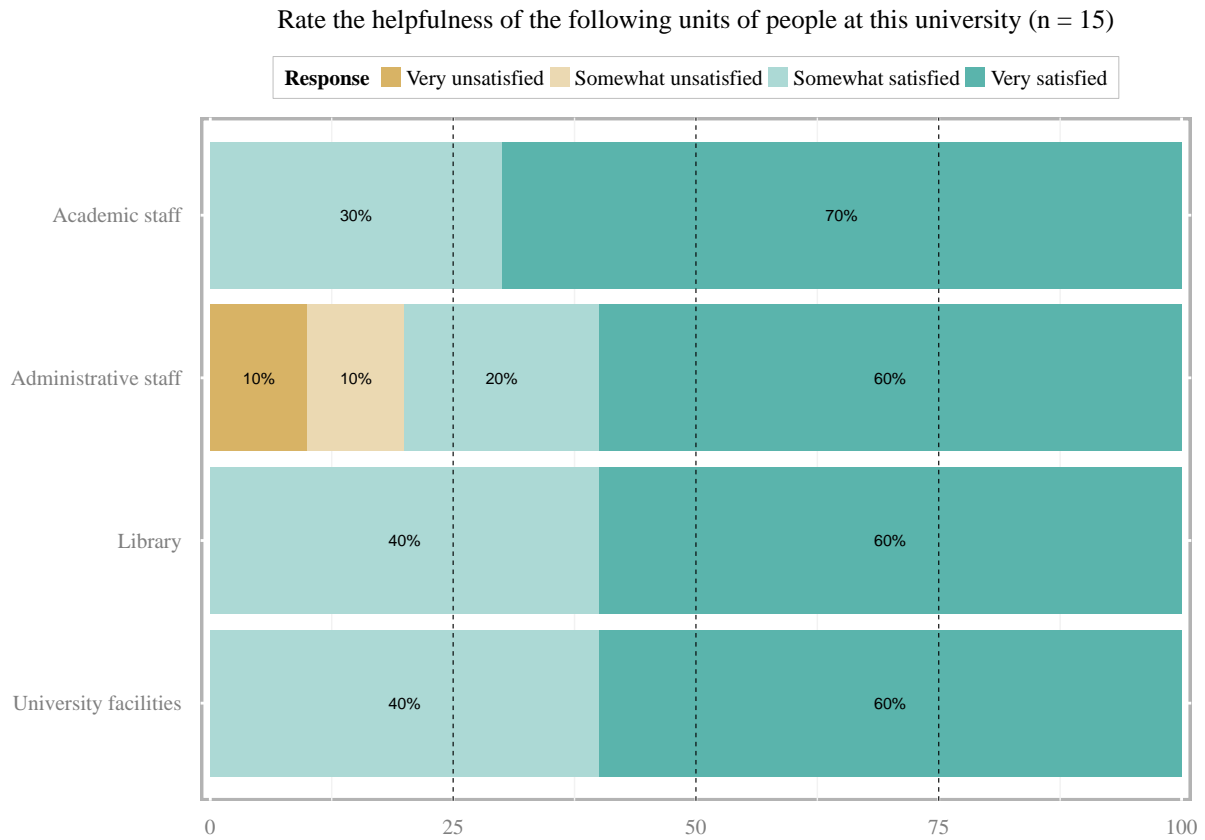
As proved in the previous section administrative staff did not manage to be helpful for a quarter of students. The Tutor system, International office and Students associations were not helpful for approx. 20% of students. Comparing with results from the previous section, this might be due to the fact that those students did not receive enough introductory information. Most of the students reported the opinion that university facilities were helpful, bringing CoDe to the first quarter of best results on this point amount other EM courses. Student association helpfulness also falls into the best quarter, despite the rather unsatisfactory result. All three Universities have high dissatisfaction rate with administrative staff helpfulness, ranging from 16 to 27%. Regensburg Univ. similar to report of the previous section has approx. 10% students unsatisfied with helpfulness of tutor system, health services, International student office, library and Univ. facilities. 10% of Univ. of Trento found the health services not helpful. Tutor system, library and academic staff showed minor dissatisfaction among 16-20% of the students.

3.3.1 Consortia



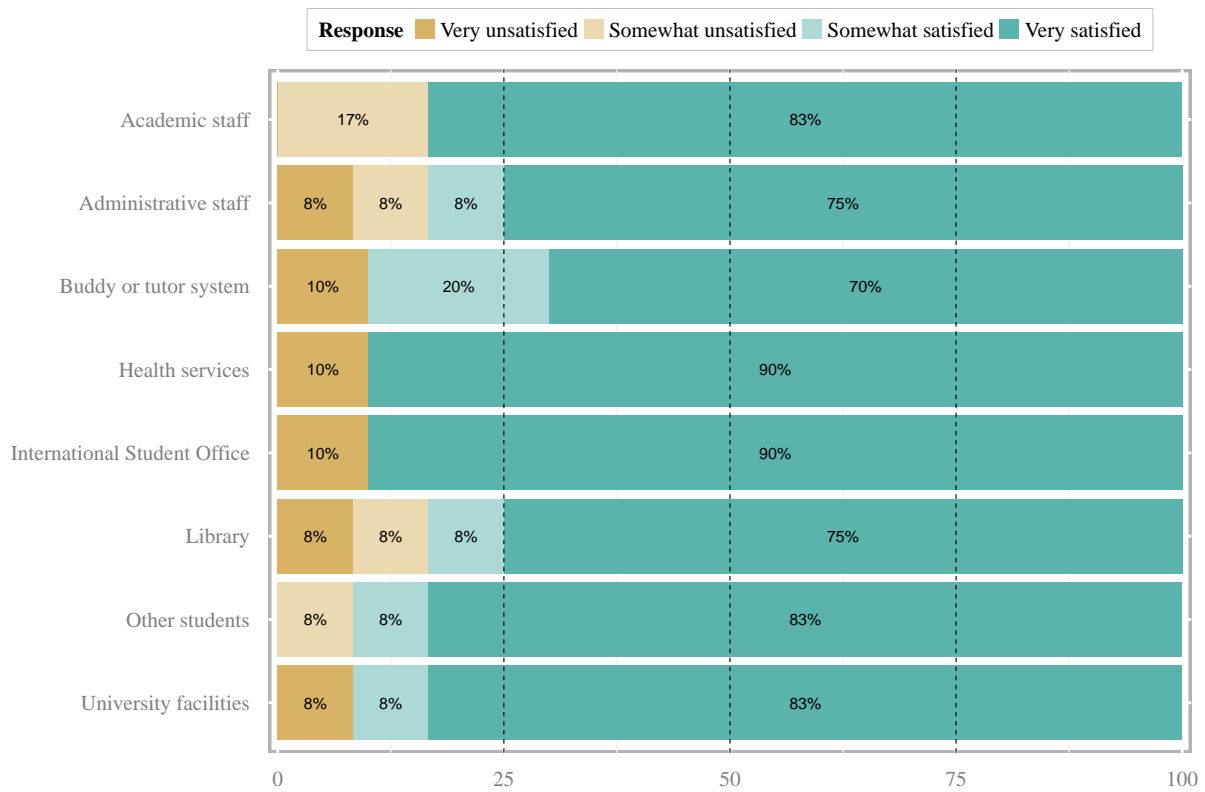
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	20	3.42	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	20	3.05	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	20	3.06	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	20	3.32	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	20	3.50	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	20	3.39	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	20	3.29	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	20	3.65	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

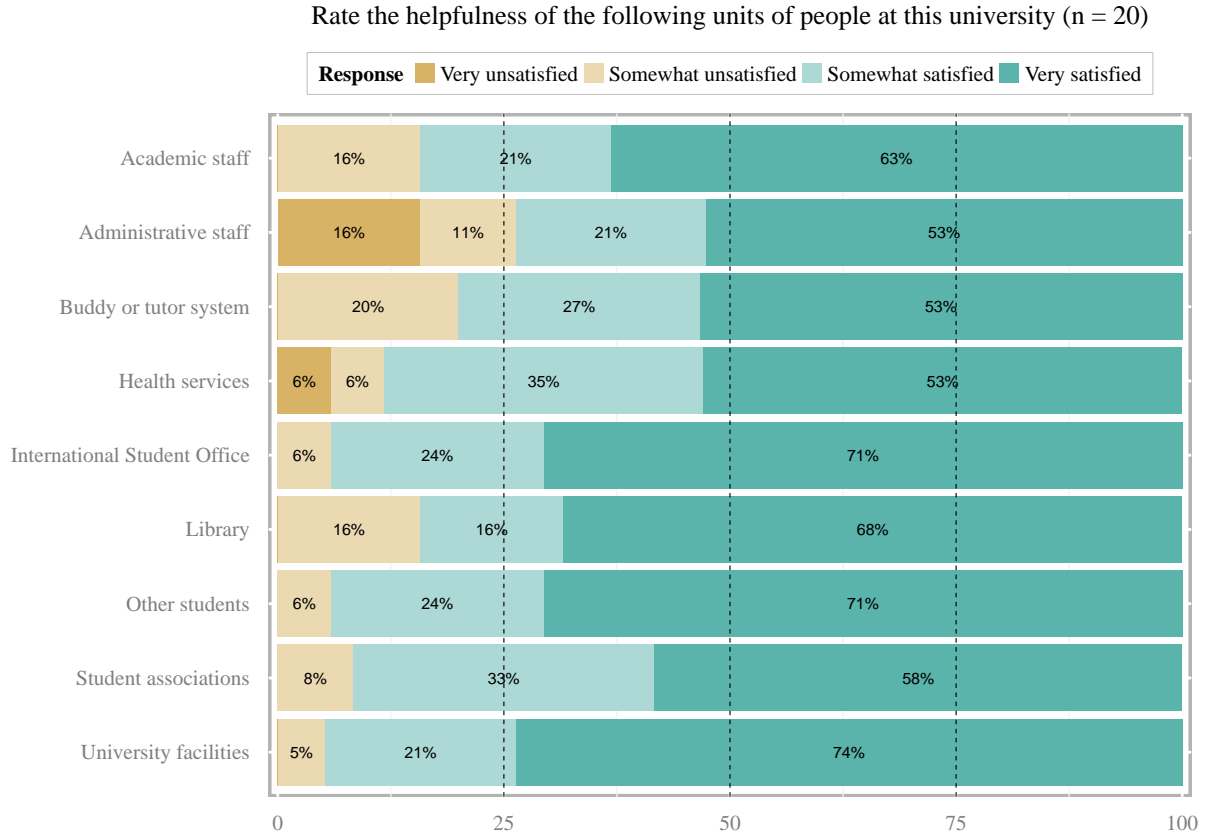
3.3.2 Corvinus University of Budapest, Hungary

3.3.3 University of Regensburg, Germany

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



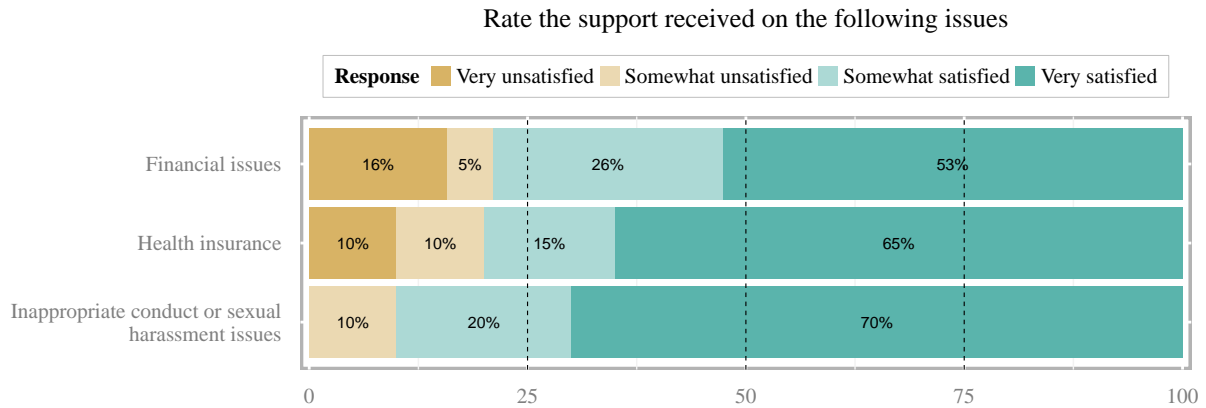
3.3.4 University of Trento, Italy



3.4 Support received on various issues

The overall rating of support on various issues showed that 20 and 25% of the students are unsatisfied with financial and health insurance issues respectively, with the first issue falling in the lower quarter amount results for other EM programs. 10% of the students have minor dissatisfaction with inappropriate conduct or sexual harassment issues, which is in the 50 to 75% of the best results. Both Univ. of Trento and Univ. of Regensburg have most students satisfied with availability and quality of extracurricular activities, with one student being very unsatisfied in the first Univ. and two unsatisfied with availability in the second Univ.

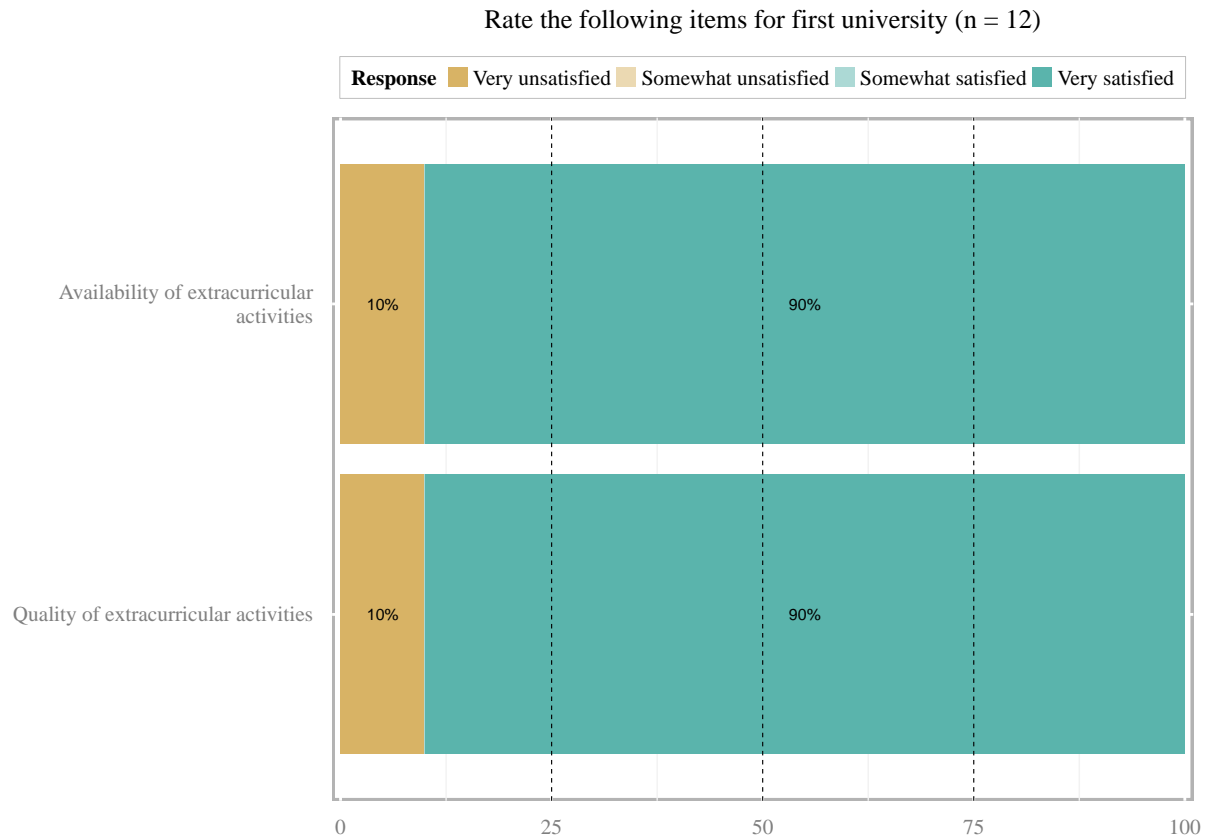
3.4.1 Consortia



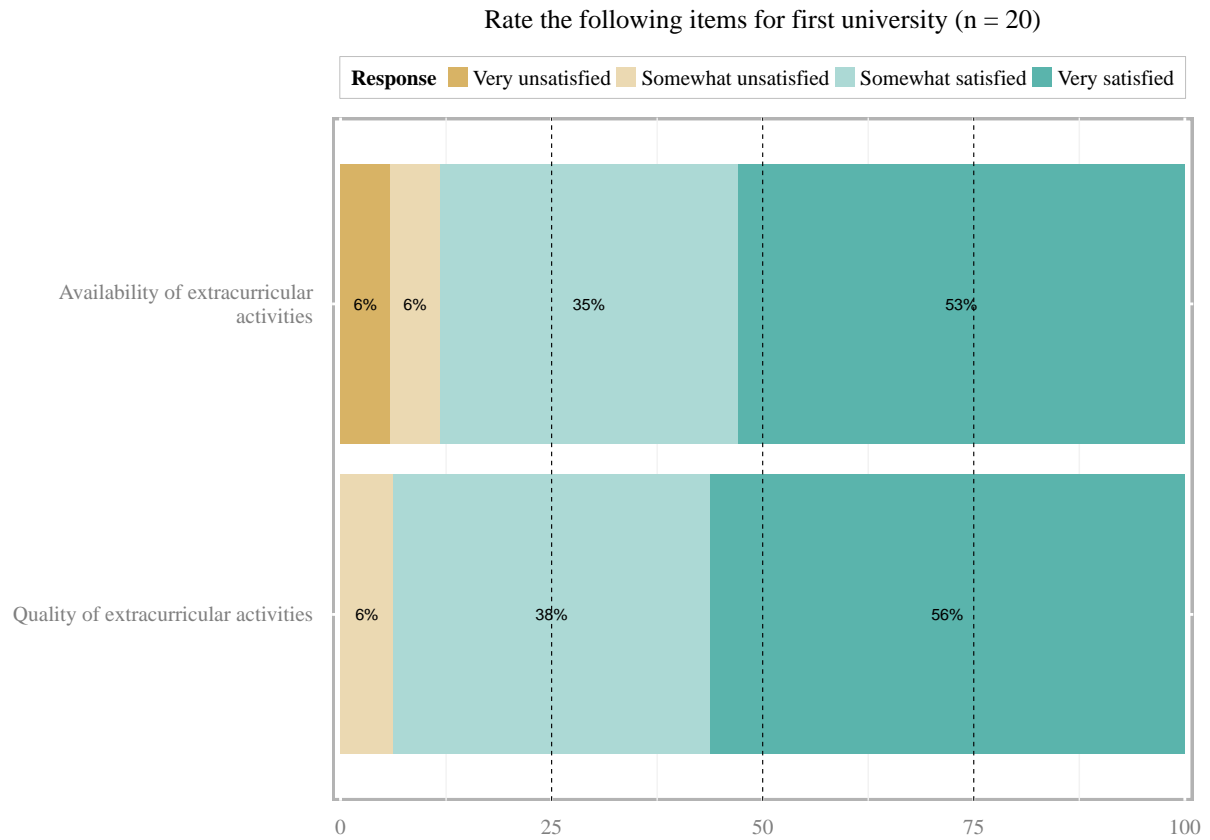
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	20	3.16	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	20	3.35	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	20	3.60	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

Table 4: Summary statistics

3.4.2 University of Regensburg, Germany



3.4.3 University of Trento, Italy



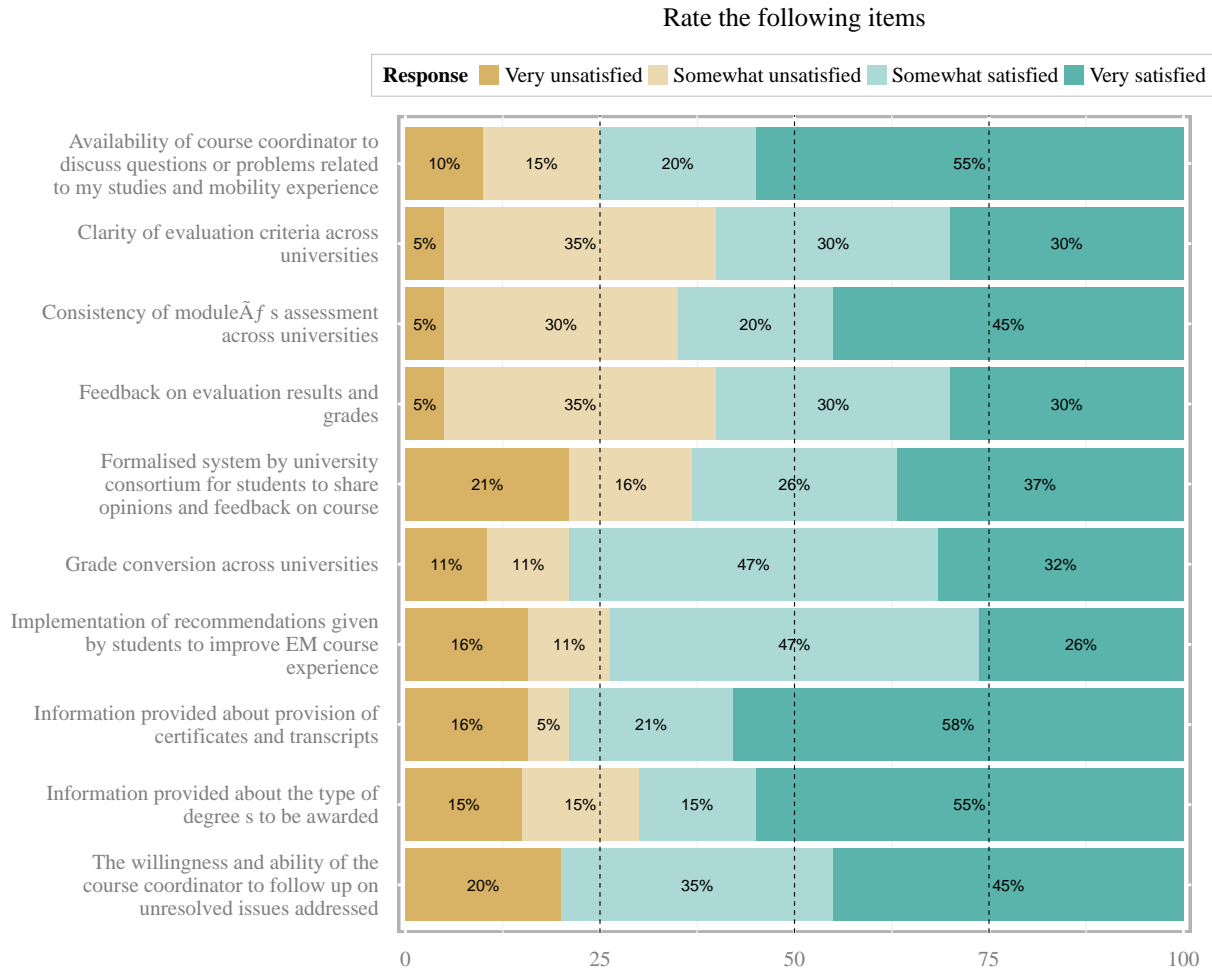
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

Stable dissatisfaction is to observe in the assessment and feedback issues. Approximately a quarter of students are unsatisfied with availability of course coordinator to discussed questions related to studies and mobility and to follow up unresolved issues, grade conversion across universities, information provided about certificates and transcripts. 27% are unsatisfied with implementation of recommendations given by students to improve EM course. More than a third is unsatisfied with clarity of evaluation criteria, consistency of modules across universities, feedback on the evaluation results, Univ. systems for students to share opinions and information about the type of the degree to be awarded. With a maximum of half students being very satisfied on each point, the recommendation is to revise the cooperation between universities on the academic course matter. Corvinus University can be marked as having high satisfaction results in most of the above listed points, especially good with feedback on the evaluation results. One to two students are unsatisfied with the above listed points in Univ. of Regensburg. 25 to 40% of students at Trento Univ. are unsatisfied with all the above listed points having strongest level at implementation of recommendations to improve EM course and the quality of feedback channel.

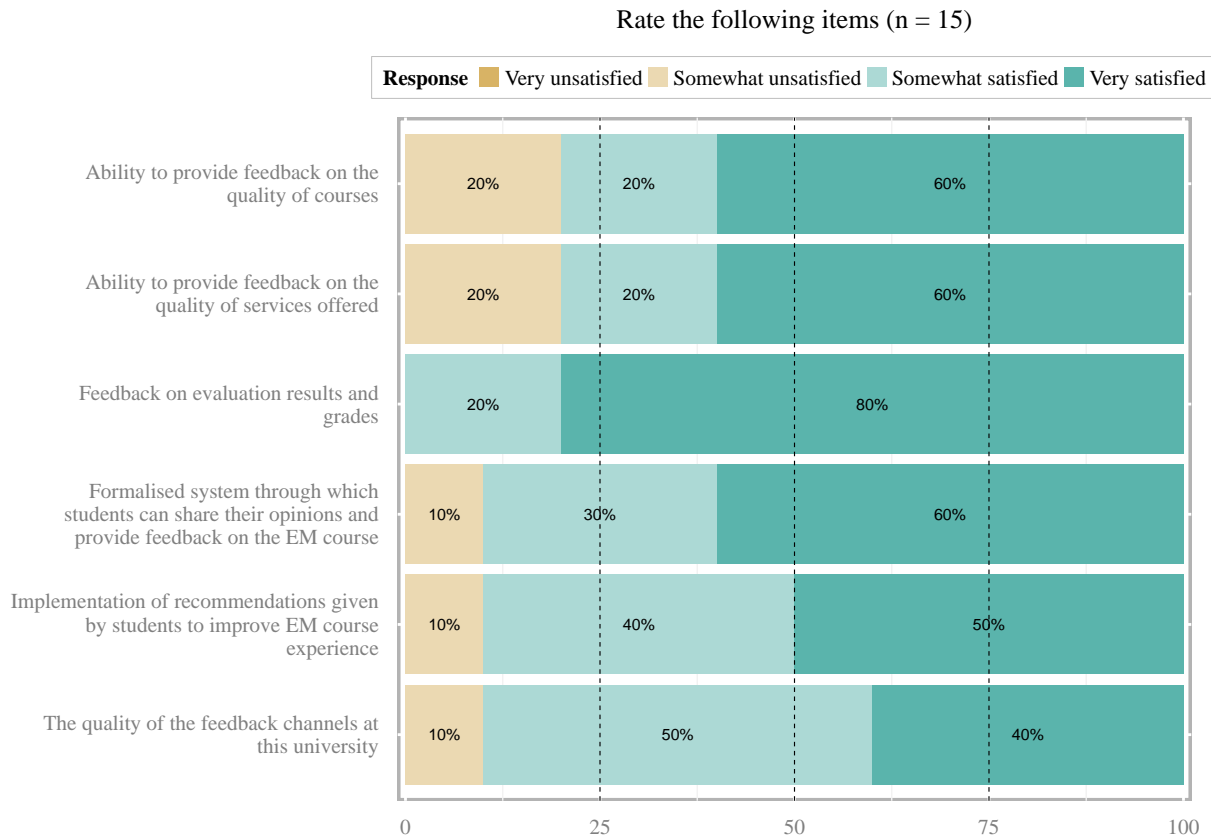
4.1.1 Consortia



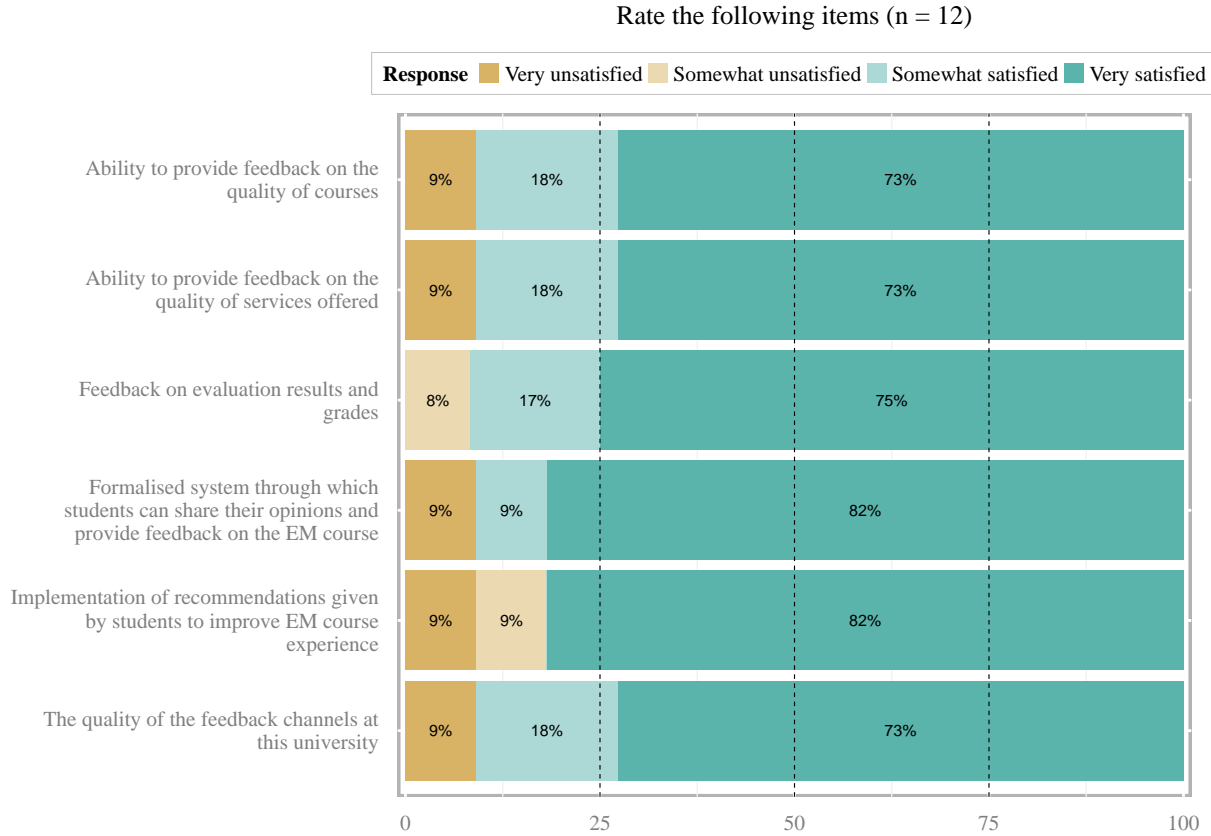
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	20	3.20	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	20	2.85	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	20	3.05	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	20	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	20	2.79	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	20	3.00	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	20	2.84	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	20	3.21	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	20	3.10	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	20	3.05	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

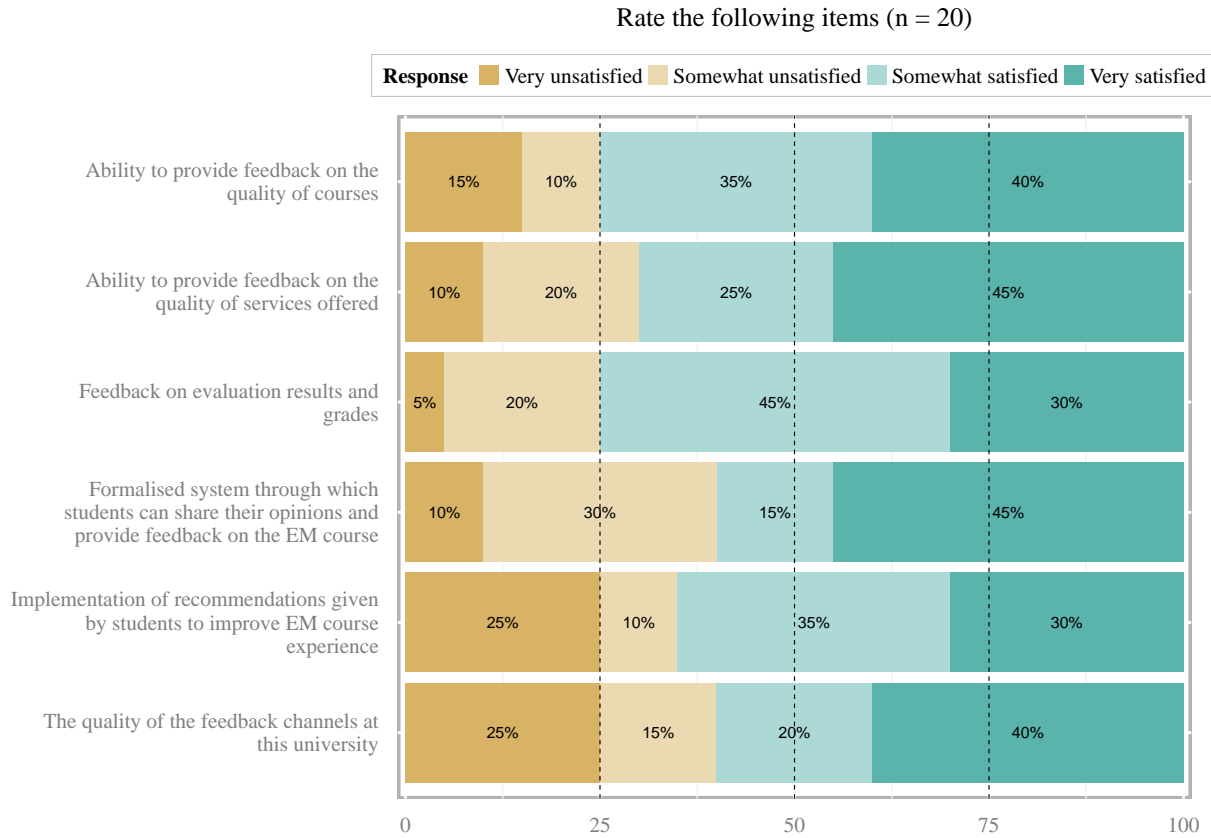
4.1.2 Corvinus University of Budapest, Hungary



4.1.3 University of Regensburg, Germany



4.1.4 University of Trento, Italy



5 Teaching/learning and supervision

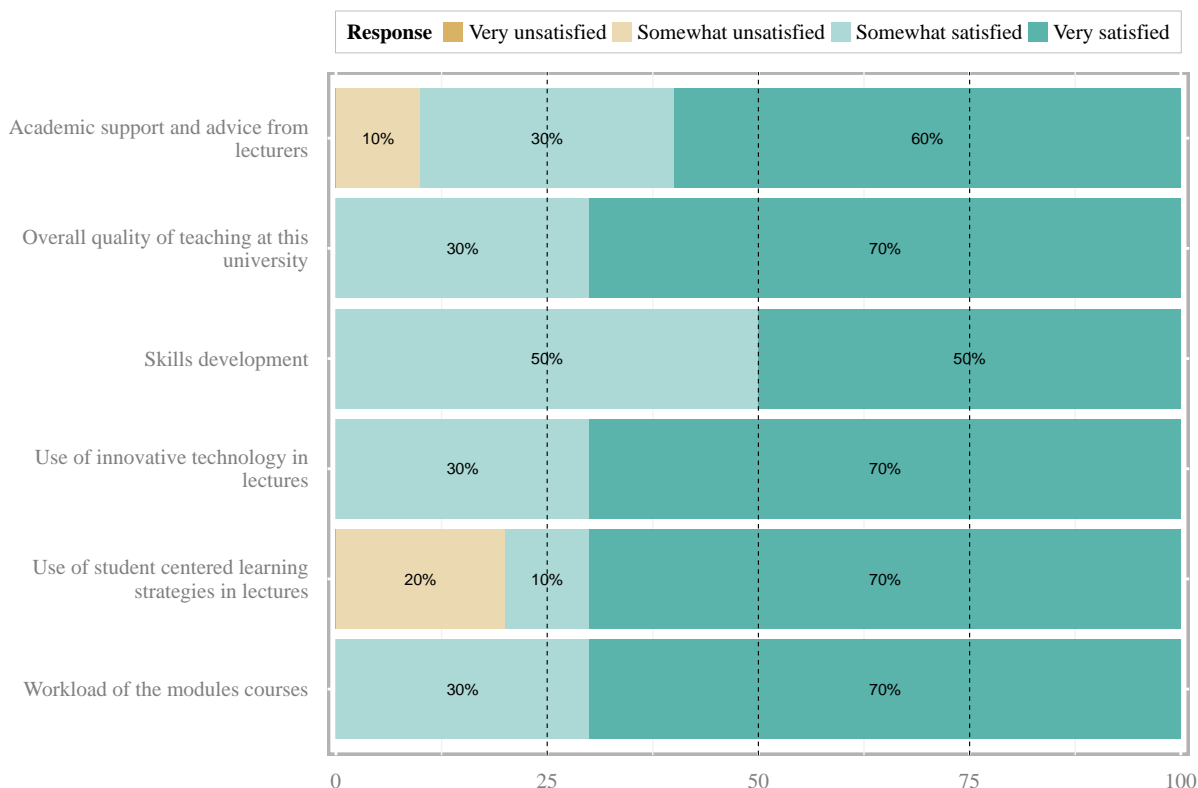
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5.1 Teaching/learning

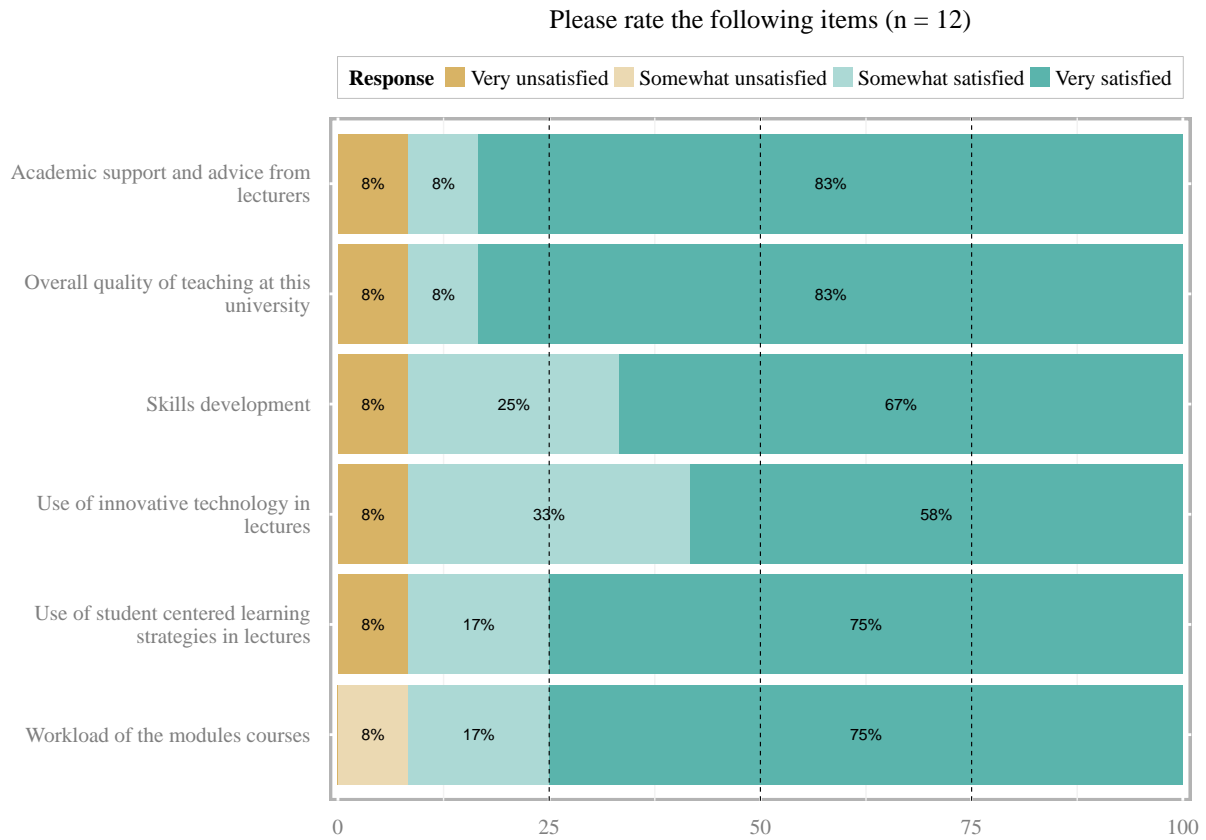
Most of the students are satisfied with the thesis work supervision, having the supervisor available for periodic meetings and receiving valuable advice. 14% of the students had minor dissatisfaction on these two points. Teaching and learning process seen separately at each university, runs smoothly at Corvinas Univ. with the only issue of 20% students having minor dissatisfaction on the use of centred learning strategies in lectures. One out of 12 students at Univ. of Regensburg was strongly unsatisfied with lectures support, overall quality of teaching, skills development, use of innovative technologies at lectures, use of student catered learning strategies and workload. At least half and in most points at least three quarters of the other students shower strong satisfaction with the study process. At Univ. of Trento 40% of the students felt unsatisfied with the use of entered learning strategies, all the other points listed above were rated unsatisfactory by quarter of students.

5.1.1 Corvinus University of Budapest, Hungary

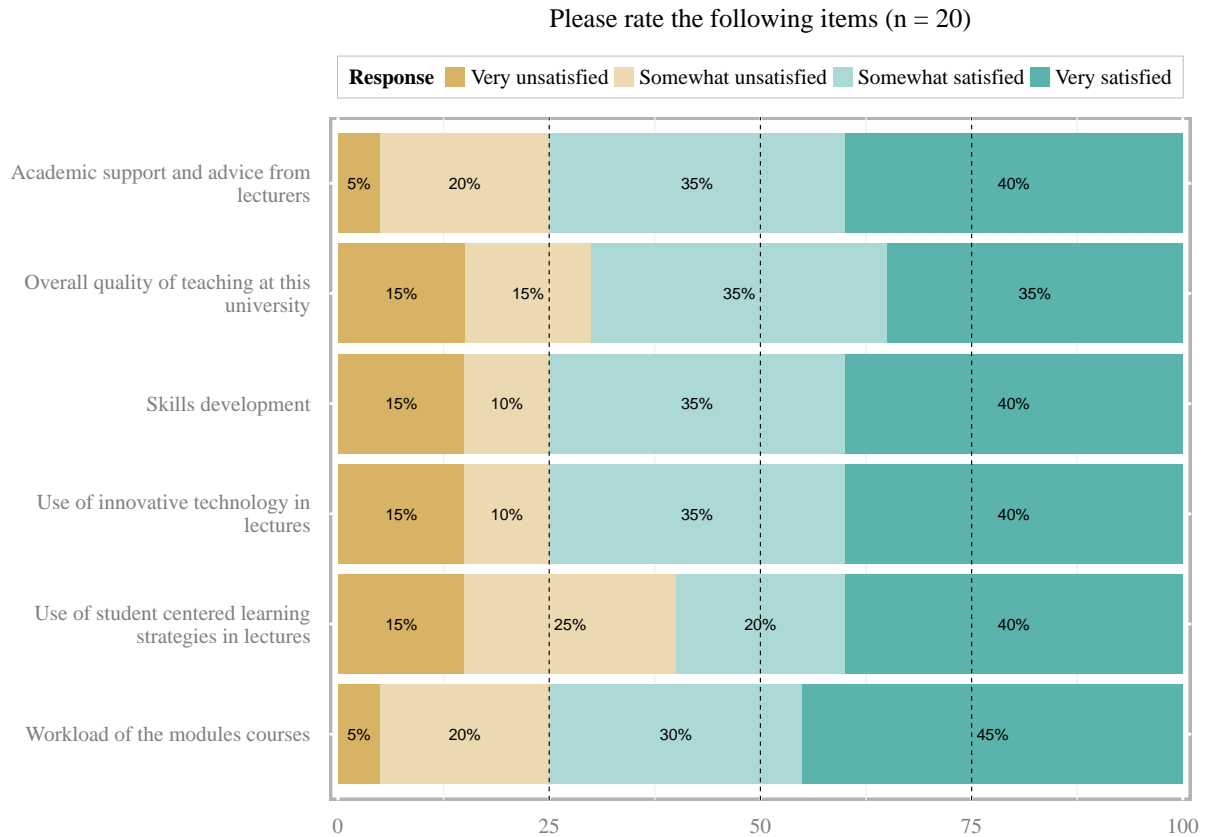
Please rate the following items (n = 15)



5.1.2 University of Regensburg, Germany

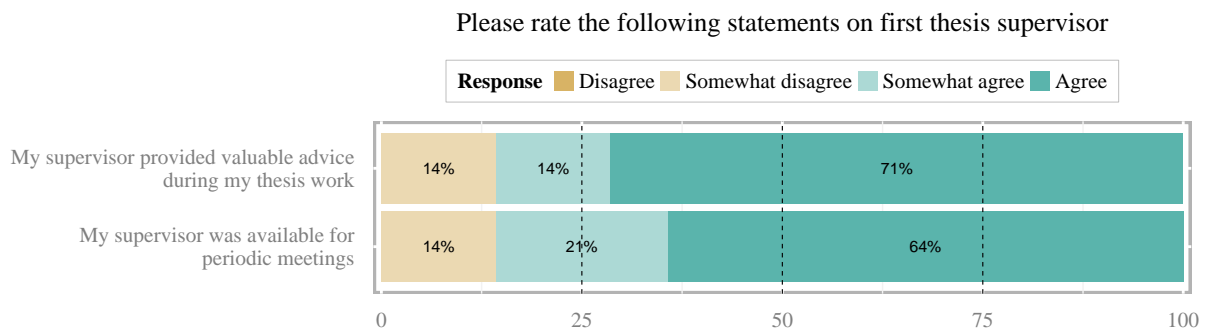


5.1.3 University of Trento, Italy



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	20	3.57	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	20	3.50	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics



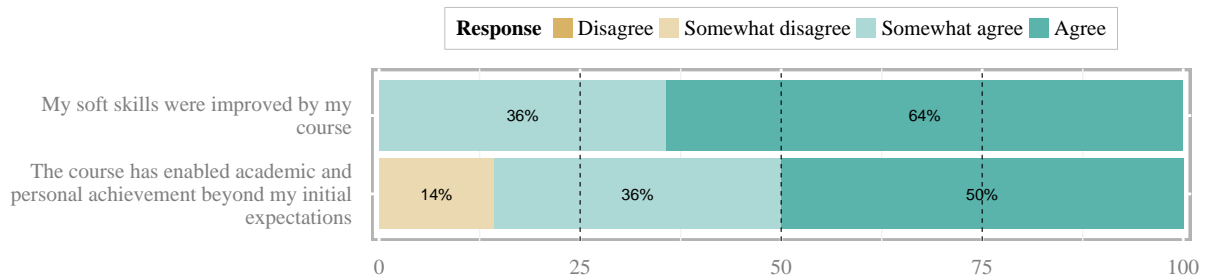
6 Internship/field experience and personal development

We will have some text here.

All of the students reported that their soft skills were improved by the course and 86% of reported that the course enabled personal and academic achievement beyond their initial expectations. CoDe results respective to other EM courses fall into the third and second quarter of best results.

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%
My soft skills were improved by my course	20	3.64	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	20	3.36	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

