EMA
Erasmus Mundus Students and Alumni Association

ADVANCES-Advanced Development in Social Work

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association
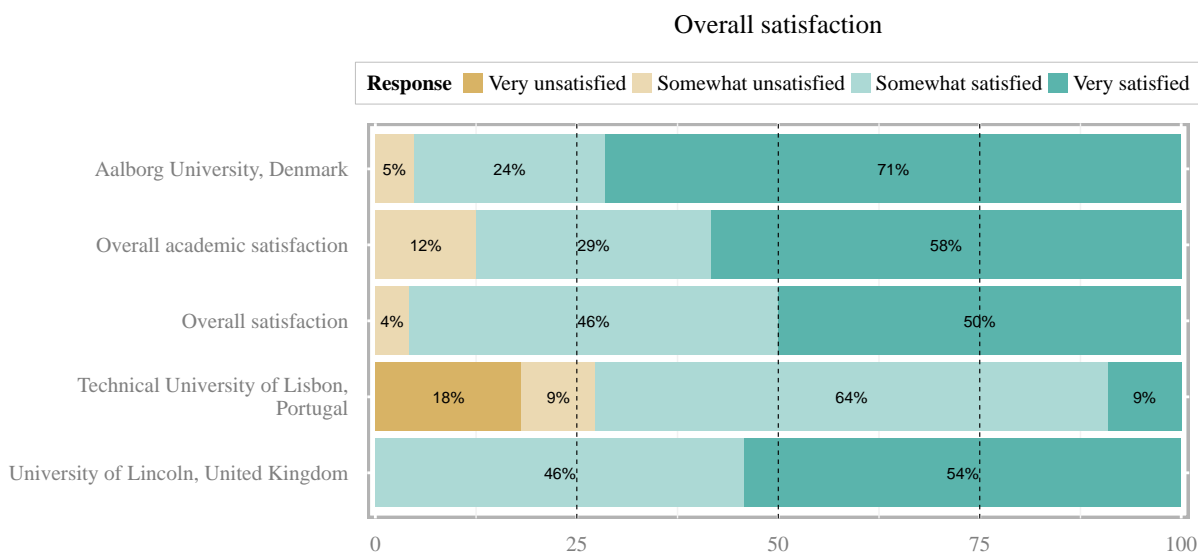
Report was generated on 04 Jan 2016

Contents

1   Executive summary (?)

Overall satisfaction

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Aalborg University, Denmark: 5% | 24% | 71%

Overall academic satisfaction: 12% | 29% | 58%

Overall satisfaction: 4% | 46% | 50%

Technical University of Lisbon, Portugal: 18% | 9% | 64% | 9%

University of Lincoln, United Kingdom: 46% | 54%

0   25   50   75   100

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 21 countries and collectively they have spent more than 481 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 idicators 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 aon 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	3.38	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.67	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.22	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

Section 3.1 measures students' satisfaction with the support received before the start of their Erasmus Mundus course. When analyzing the findings, it is important to mention that throughout the entire report, higher levels of satisfaction are measured in terms of percentages of "very satisfied" responses, while lower levels are treated as the sum of "very unsatisfied" and "unsatisfied" responses. Graph 3.1.1 provides information on students' satisfaction with the support received by the program consortia as a whole. The following 6 indicators were used in this question: (1) "Course content", (2) "Enrolling in classes", (3) Evaluation methods, (4) "Information about field work", (5) "Standards of behavior", and (6) "Timetable". Overall, the graph shows that the majority of respondents reported being "somewhat satisfied" or "very satisfied" with the information and support received by the consortia with respect to all 6 indicators. Lower levels of satisfaction (as measured by the sum of "very unsatisfied" and "somewhat unsatisfied" responses) were recorded for the following indicators: "Information about fieldwork" (21%), "Evaluation methods" (17%), "Timetable" (12%), "Course content" (8%), and "Enrolling in classes" (4%). Nevertheless, all of these indicators fall in the fourth quartile, except for "Course content" and "Information about fieldwork", which appear to be in the third quartile (see Table 1). Higher levels of satisfaction (as measured by the percentages of "very satisfied responses") were recorded for the indicators "Enrolling in classes" (71%), and "Standards of behavior" (65%). Both indicators fall in the fourth quartile. Apart from rating their satisfaction with the consortia, students were also asked to rate the support received from each university (graphs 3.1.2 & 3.1.3). The following 7 indicators were used in this question: (1) "Accommodation, (2)"Banking", (3)"Estimation of living expenses", (4)"Health insurance", (5)"Language courses", (6)"Local transportation", and (7)"Visa issues". The majority of students reported being either"very satisfied" or "somewhat satisfied" with the support provided by Aalborg University (n=25) and the University of Lincoln (n=24). In the case of Aalborg University, it is important to note that all indicators registered a certain number of "very unsatisfied" or "somewhat satisfied" responses. Indicators with the lowest levels of satisfaction are the following: "Banking" (41%), "Estimation of living expenses" (24%), and "Local transportation" (20%). In addition, more than 50% of respondents stated being "very satisfied" with three indicators - accommodation (55%), health insurance (55%) and local transportation (52%). In the case of the University of Lincoln, the lowest levels of satisfaction were recorded for the indicators "Accommodation" (29%), "Estimation of living expenses" (21%), and "Local transportation" (14%). Students reported being "very satisfied" with the support offered in regards to "Banking" (75%), "Visa issues" (75%), "Health insurance" (74%), and "Language courses" (74%). Due to a low number of respondents, findings concerning the Technical University of Lisbon were not included in this analysis.

3.1.1   Consortia

Rate the information and support received before the start of Erasmus Mundus master course on the following aspects
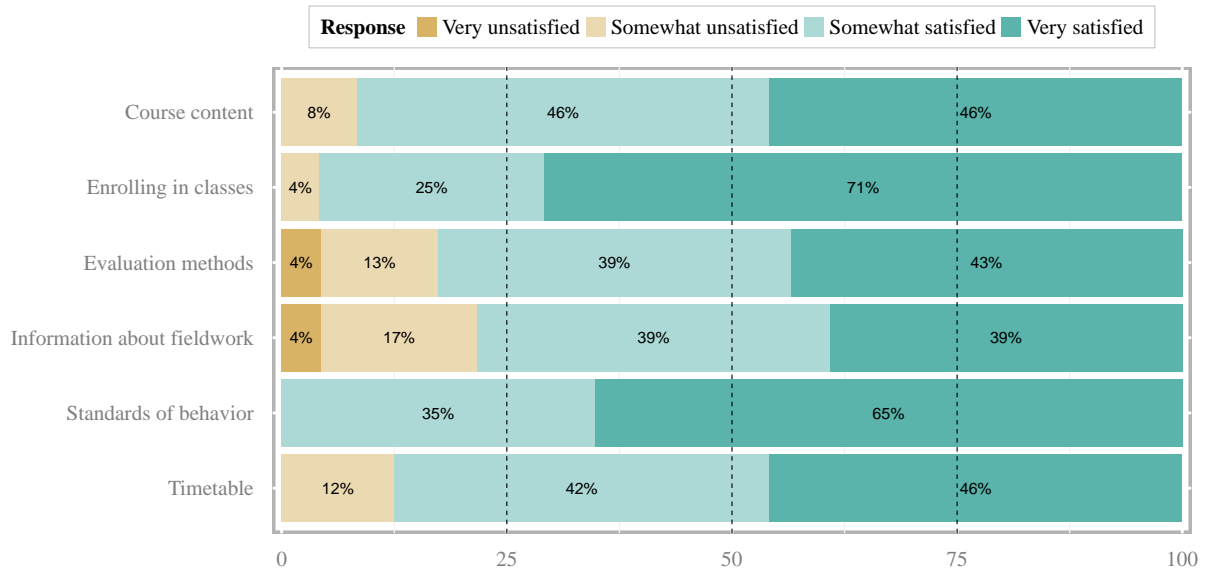
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	24	3.38	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.67	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.22	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	24	3.13	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	24	3.65	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	24	3.33	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 Aalborg University, Denmark

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 25)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Accommodation	5%	10%	30%	55%
Banking	6%	38%	25%	31%
Estimation of living expenses	5%	19%	38%	38%
Health Insurance	5%		40%	55%
Language courses	5%	10%	45%	40%
Local transportation	10%	10%	29%	52%
Visa issues	6%	6%	47%	41%

3.1.3   University of Lincoln, United Kingdom
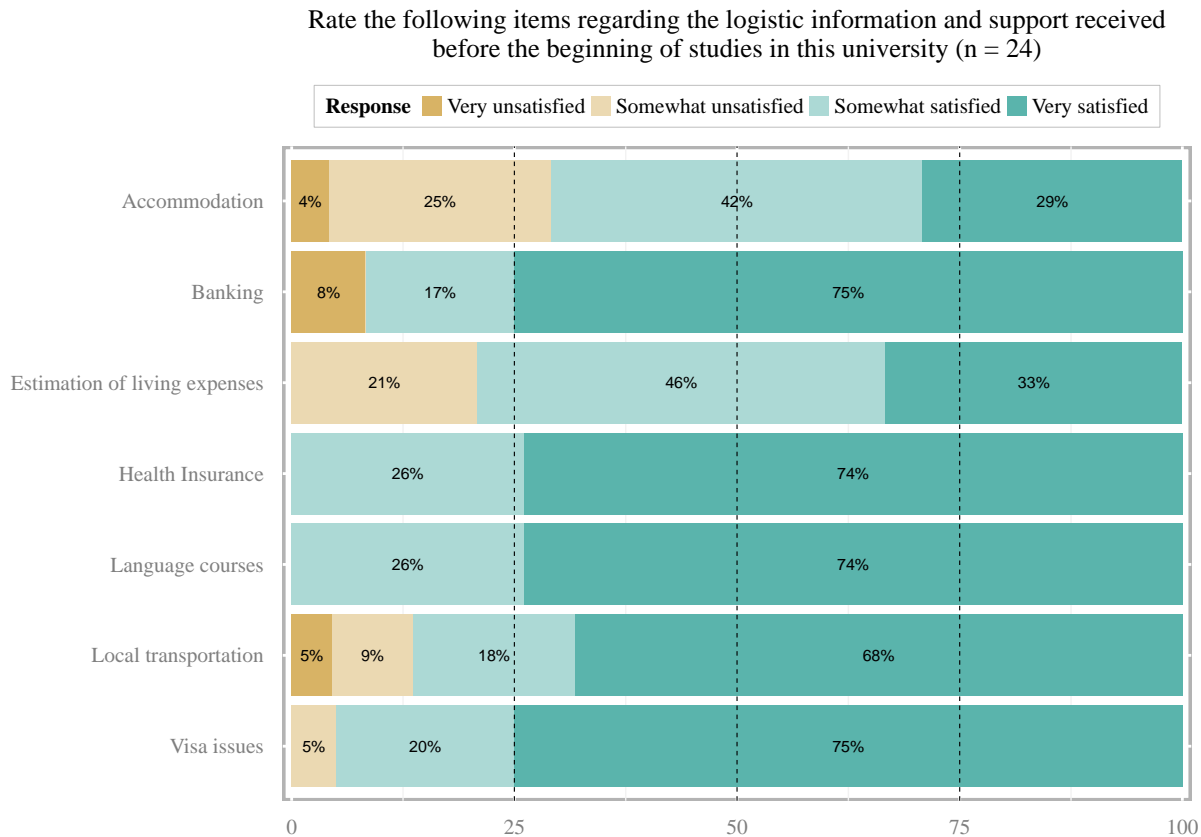
Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 24)
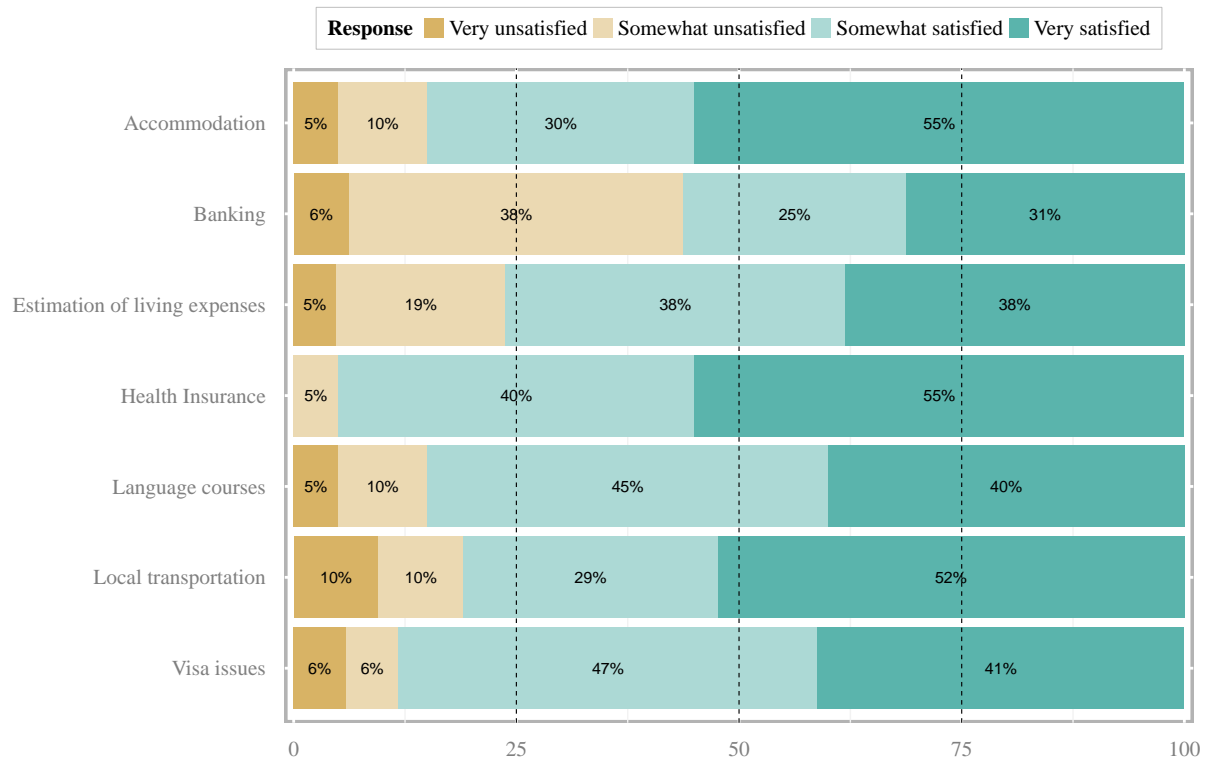
3.2   Support received during the orientation program

Section 3.2 measures students' satisfaction with the support received by the consortia and by individual universities during the orientation program. The following 8 indicators were used in this analysis: (1) "Academic staff", (2) "Administrative staff", (3) "Buddy or tutor system", (4) "International Student Office", (5) "Library", (6) "Other students", (7) "Student associations", and (8) "University Facilities". Graph 3.2.1 provides information on students' satisfaction with the support received by the program consortia during the orientation program. Overall, the majority of respondents stated being "very satisfied" or "somewhat satisfied" with all indicators. The lowest levels of satisfaction were recorded for the indicators "Student associations" (18%), "Other students" (12%), and "International Student Office" (12%). In addition, the indicators "International Student Office" and "Other students" fall in the second quartile, and "Student associations" - in the third quartile (see Table 2). Students were "very satisfied" with the support received from "Academic staff" (83%), "Library" (79%), "University facilities" (71%), and "Administrative staff" (71%). All of these indicators appear to be in the fourth quartile. Twenty-five respondents rated their satisfaction with the support provided by Aalborg University during the orientation period. The lowest levels of satisfaction were recorded for the indicators "Student associations" (25%) and "Buddy or tutor system" (15%). The highest levels of satisfaction were registered for the indicators: "Library" (71%), "University facilities" (71%) and "Academic staff" (70%). Eighteen respondents rated their satisfaction with the support offered by the Technical University of Lisbon during the orientation period. Due to a limited number of responses, only four indicators were included in this analysis: (1) "Academic staff", (2) "Administrative staff", (3) "Library", and (4) "University facilities". The levels of satisfaction with the academic staff and administrative staff are somewhat mixed. Results concerning the indicators "Library" and "University facilities" show a more alarming situation. Approximately 70% of respondents reported being "somewhat

unsatisfied" or "very unsatisfied' with the introduction process to library services, and 50% with the university facilities. Twenty-four respondents rated their satisfaction with the support offered by the University of Lincoln during the orientation period. The level of satisfaction with the institutional support offered during the orientation period appears to be the highest, compared to the other two universities. Two indicators recorded slightly lower levels of satisfaction:"Buddy or tutor system" (15%), and "Student associations" (13%). Highest levels of satisfaction were identified for the indicators "Administrative staff" (88%), Library (88%), "Academic staff" (79%), and "University facilities" (79%).
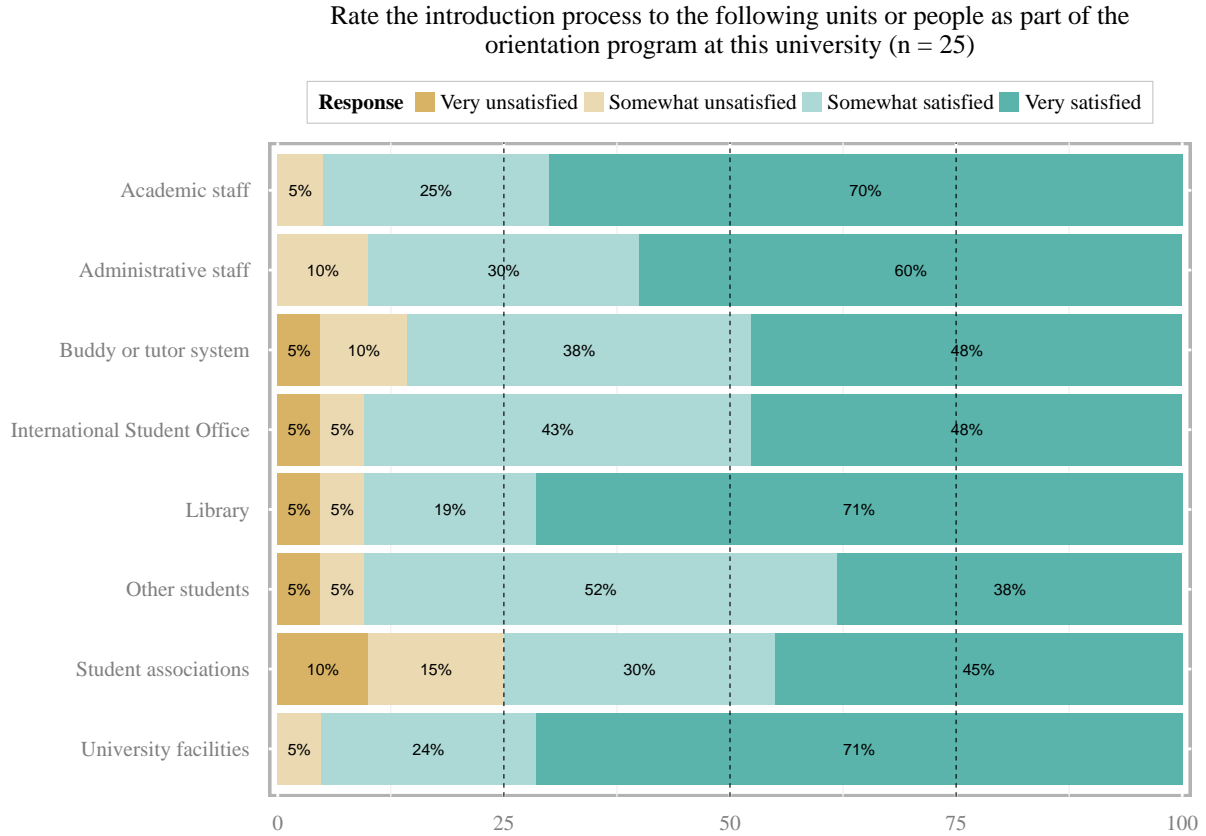
3.2.1 Consortia

Rate the introduction process to the following units or people as part of the orientation program
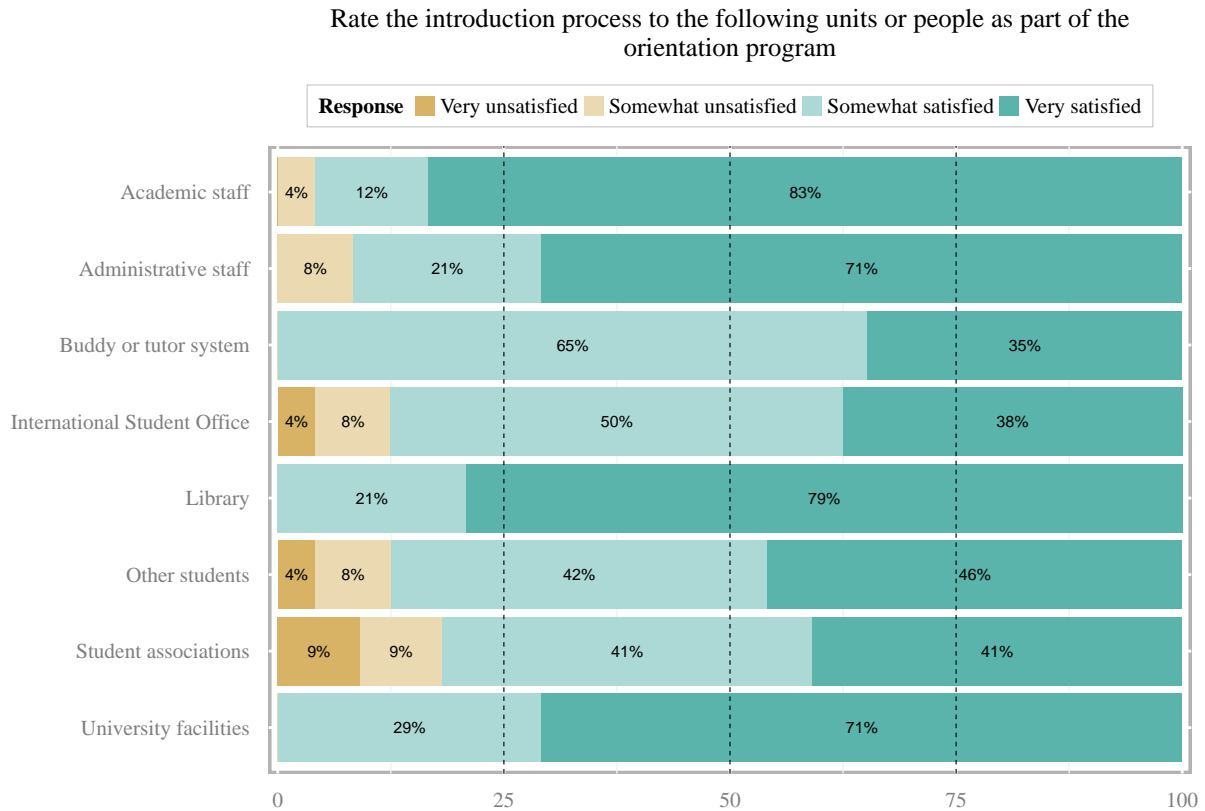
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.79	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	24	3.62	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	24	3.35	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	24	3.21	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	24	3.79	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	24	3.29	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	24	3.14	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	24	3.71	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   Aalborg University, Denmark

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 25)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Academic staff: 5%, 25%, 70%

Administrative staff: 10%, 30%, 60%

Buddy or tutor system: 5%, 10%, 38%, 48%

International Student Office: 5%, 5%, 43%, 48%

Library: 5%, 5%, 19%, 71%

Other students: 5%, 5%, 52%, 38%

Student associations: 10%, 15%, 30%, 45%

University facilities: 5%, 24%, 71%

0   25   50   75   100

3.2.3 Technical University of Lisbon, Portugal

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 18)

3.2.4   University of Lincoln, United Kingdom

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 24)

3.3   Helpfulness of units and people

Section 3.3 measures students' satisfaction with the helpfulness of units and people. Following the same trend, students were asked to rate their satisfaction with the consortia and with individual universities. Eight indicators were used in this section - (1) "Academic staff", (2) "Administrative staff", (3) "Buddy or tutor system", (4) "International Student Office", (5) "Library", (6) "Other students", (7) "Student associations", and (8) "University Facilities". Overall, the summary statistics table shows that students are generally satisfied with the helpfulness of the aforementioned units of people. Lowest levels of satisfaction were recorded for the indicators "Student associations" (26%), "Other students" (12%), and "International student Office" (9%). These indicators are distributed in the second, first, and respectively, third quartile (see Table 3). Highest levels of satisfaction were recorded for the indicators "Academic Staff" (83%) "Administrative staff" (67%) and "Library" (62%). These measures fall in the fourth quartile. In the case of Aalborg University, respondents (n=25) expressed somewhat lower satisfaction with respect to "Student associations" (27%) and "Other students" (15%). As regards the remaining indicators, 50% of respondents or more indicated being "very satisfied" with the helpfulness of the given units of people. In the case of Technical university of Lisbon, only 4 indicators were analyzed due to a limited number of responses. These indicators are (1) "Academic staff", (2)" Administrative staff", (3)"Library", and (4)"University facilities". As it appeared in the previous question, more than half of respondents (n=18) reported being"very unsatisfied" or "somewhat unsatisfied" with the "Library" (60% of "very unsatisfied and somewhat unsatisfied responses") and "University facilities" (60% of "somewhat unsatisfied responses"). As regards "Academic staff" and "Administrative staff", the majority of students reported being either "somewhat satisfied' or"very satisfied". The University of Lincoln recorded the highest level of student satisfaction among the three institutions. Somewhat lower levels of satisfaction were identified in the case of"Student associations" (14%) and "Buddy or tutor system" (12%).

On the other hand, students reported being "very satisfied" with the helpfulness of the "Library" (91%), "Academic staff" (83%) and "University facilities" (83%).

3.3.1   Consortia

Rate the helpfulness of the following units of people
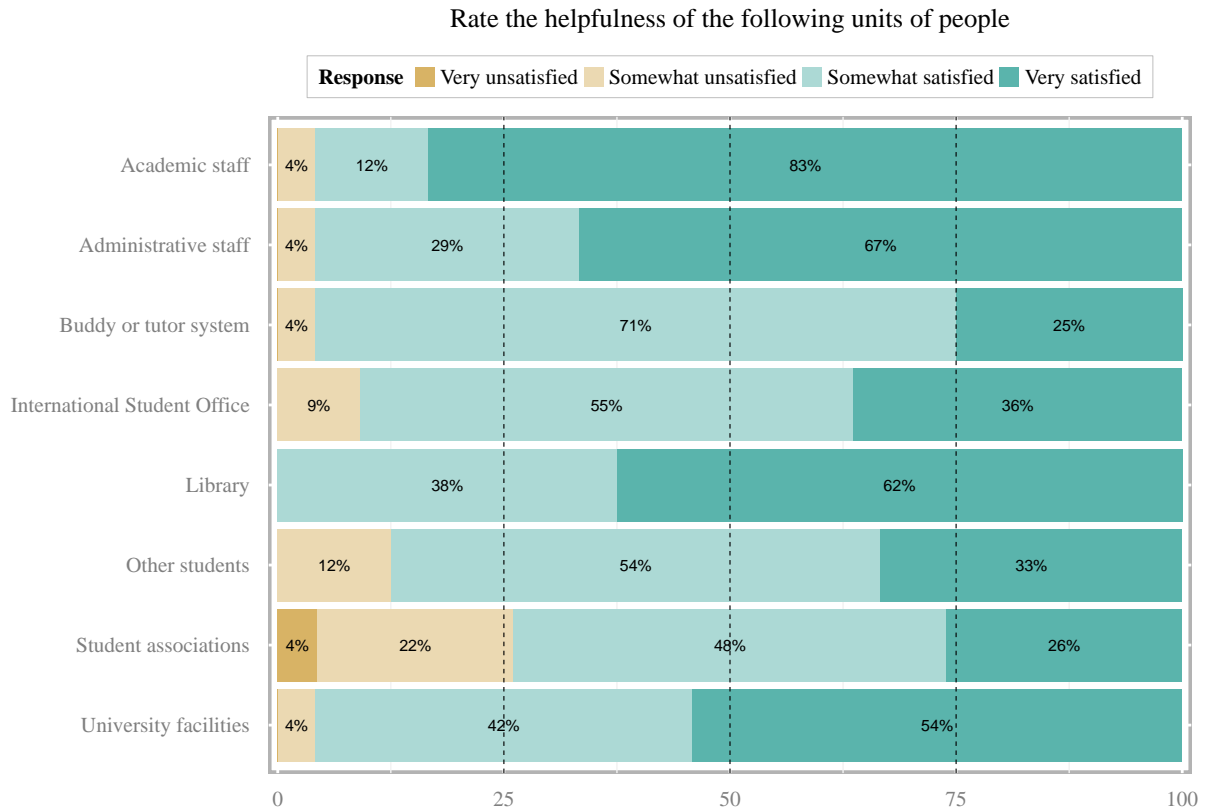
|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.79	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	24	3.62	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	24	3.21	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	24	3.27	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	24	3.62	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	24	3.21	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	24	2.96	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	24	3.50	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   Aalborg University, Denmark

Rate the helpfulness of the following units of people at this university (n = 25)
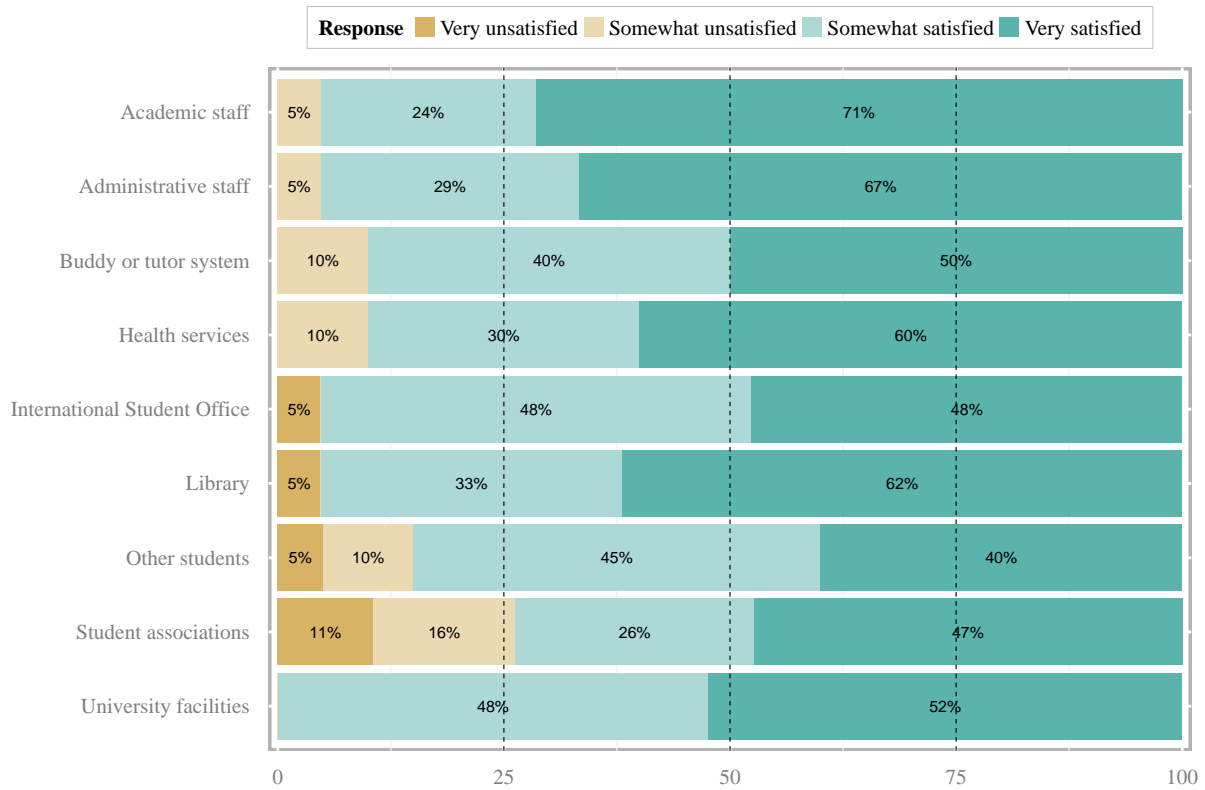
3.3.3   Technical University of Lisbon, Portugal

Rate the helpfulness of the following units of people at this university (n = 18)

Response ■ Very unsatisfied ■ Somewhat unsatisfied ■ Somewhat satisfied ■ Very satisfied

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		18%	27%	55%
Administrative staff		9%	64%	27%
Library	30%	30%	30%	10%
University facilities		60%	30%	10%

3.3.4   University of Lincoln, United Kingdom

Rate the helpfulness of the following units of people at this university (n = 24)
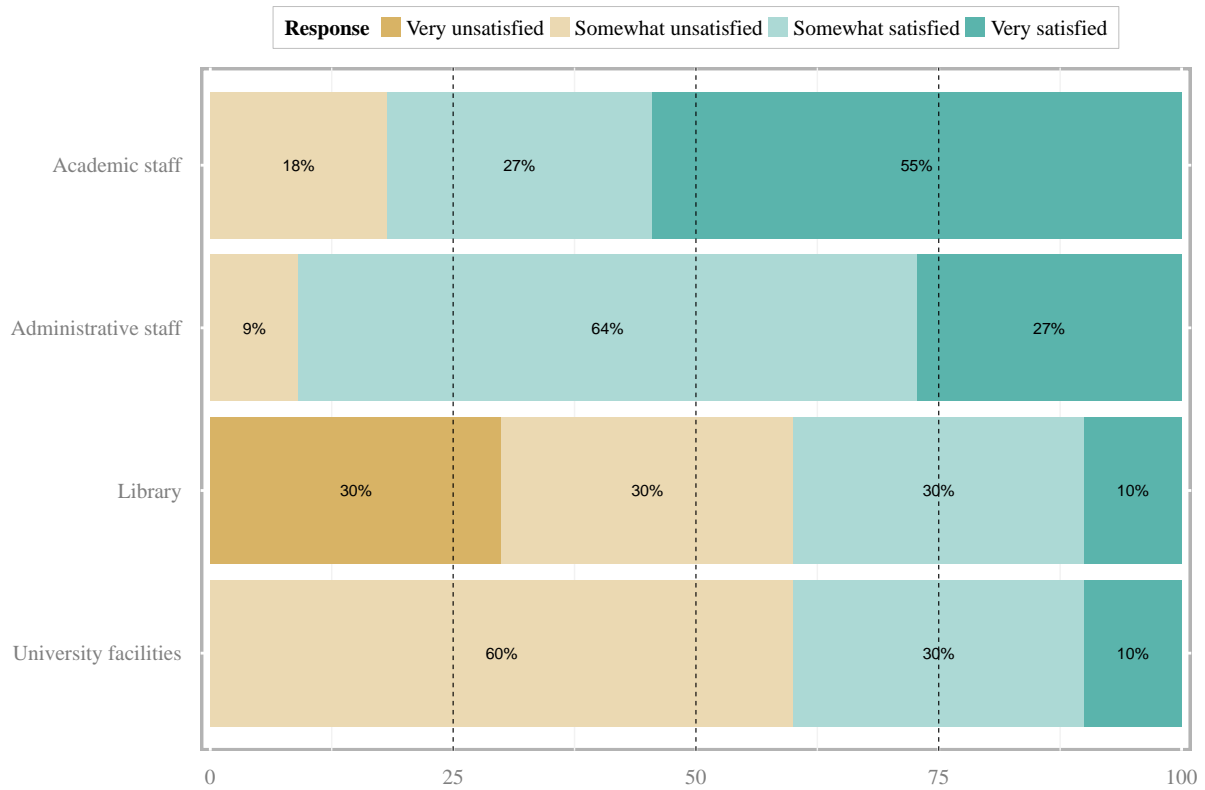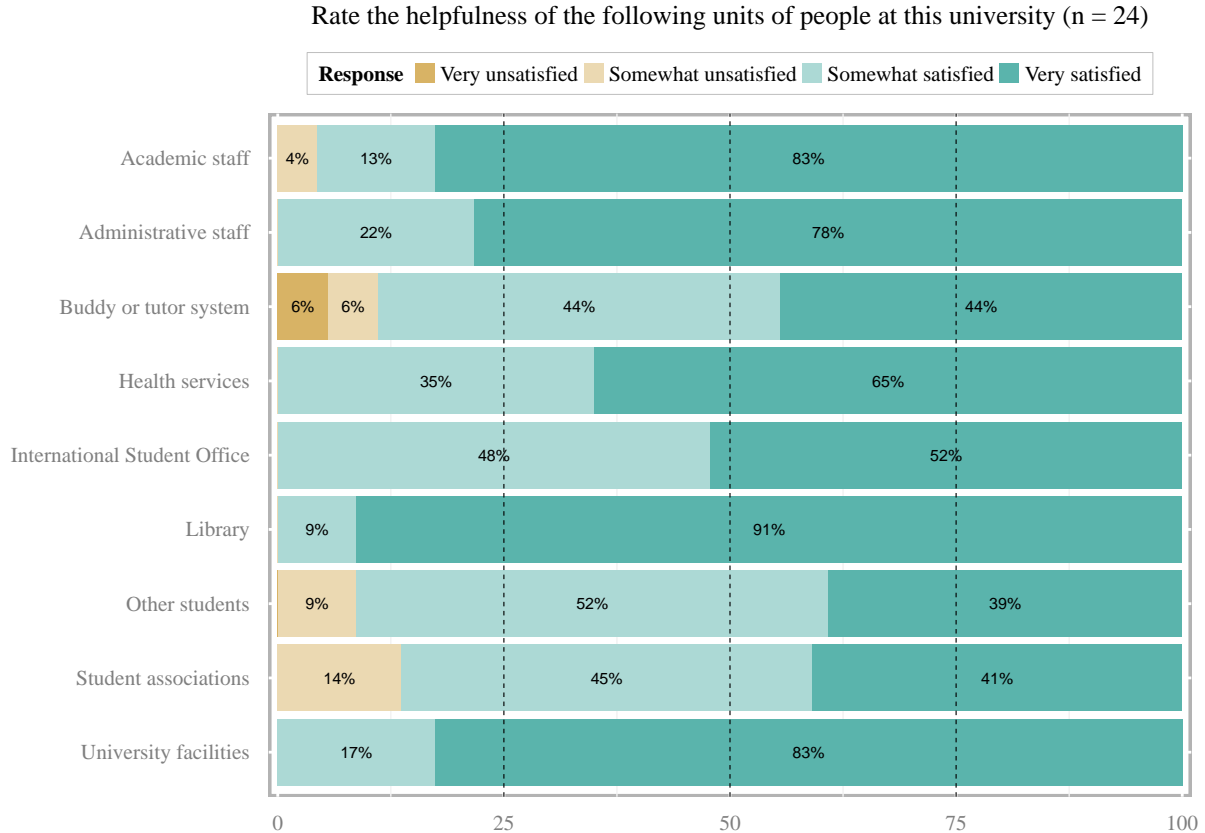

3.4   Support received on various issues

Section 3.4 measures students' satisfaction with the support received from the consortia and individual universities on various issues. As regards the support received from the program consortia, students were asked to rate their satisfaction in regards to 2 indicators: (1) "Financial issues" and (2) "Health insurance". The graph shows that although the majority of students reported being "very satisfied" or "somewhat satisfied" with the support received, these indicators fall in the second and third quartile, as shown in table 4. As regards the individual universities, students were asked to rate their satisfaction with (1) the "Availability of extracurricular activities" and (2) the "Quality of extracurricular activities". It is important to mention that due to a limited number of responses, only Alborg University and the University of Lincoln were included in this analysis. In the case of Aalborg University, approximately one third of respondents (total n=25) reported being "very unsatisfied" or "somewhat unsatisfied" with the "Availability of extracurricular activities" and almost 40% stated being "very unsatisfied" or "somewhat unsatisfied" with the "Quality of extracurricular activities". As regards the University of Lincoln, students' satisfaction with both indicators was higher. Approximately 90% of respondents (total n=24) stated being "very satisfied" or "somewhat satisfied" with the "Quality of extracurricular activites". At the same time, 19% of respondents stated being "very unsatisfied" or "somewhat unsatisfied" with the "Availability of extracurricular activities". This finding perhaps suggests that while the quality of activities is high, they are not necessarily made available to students.
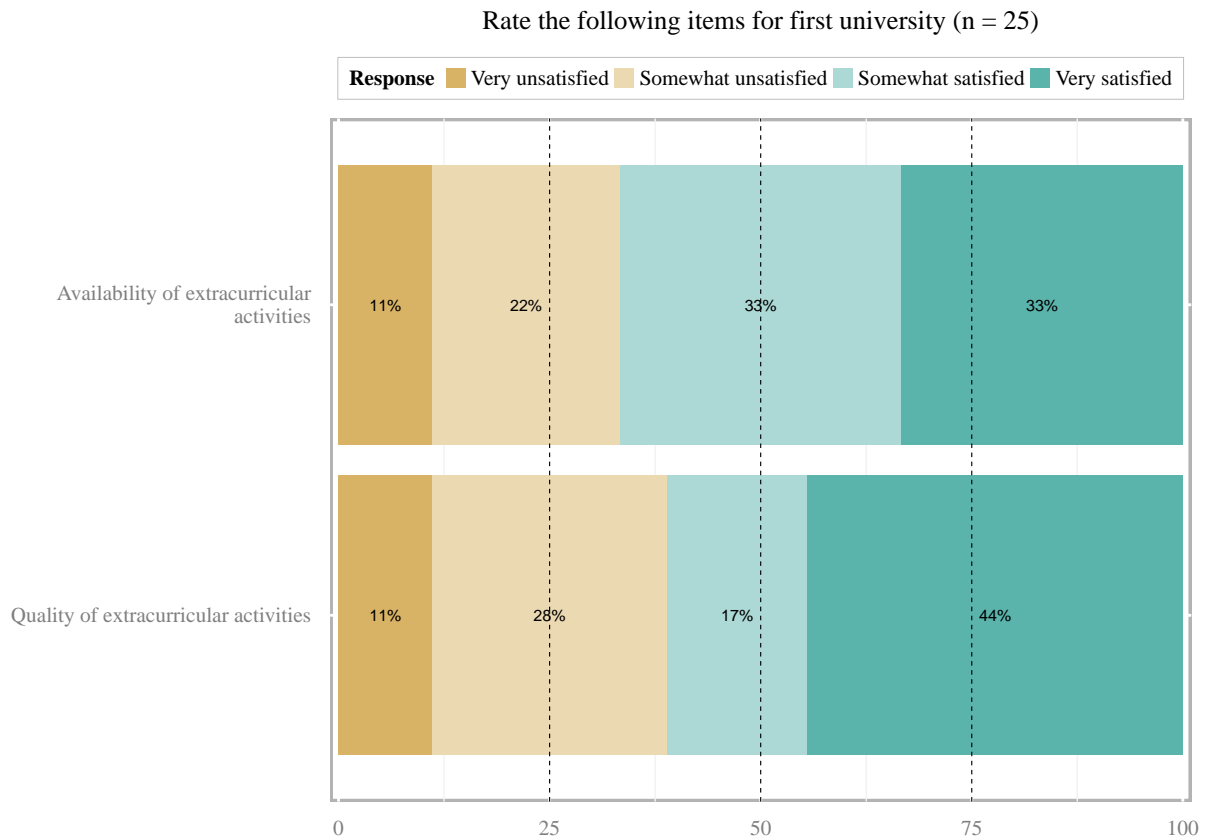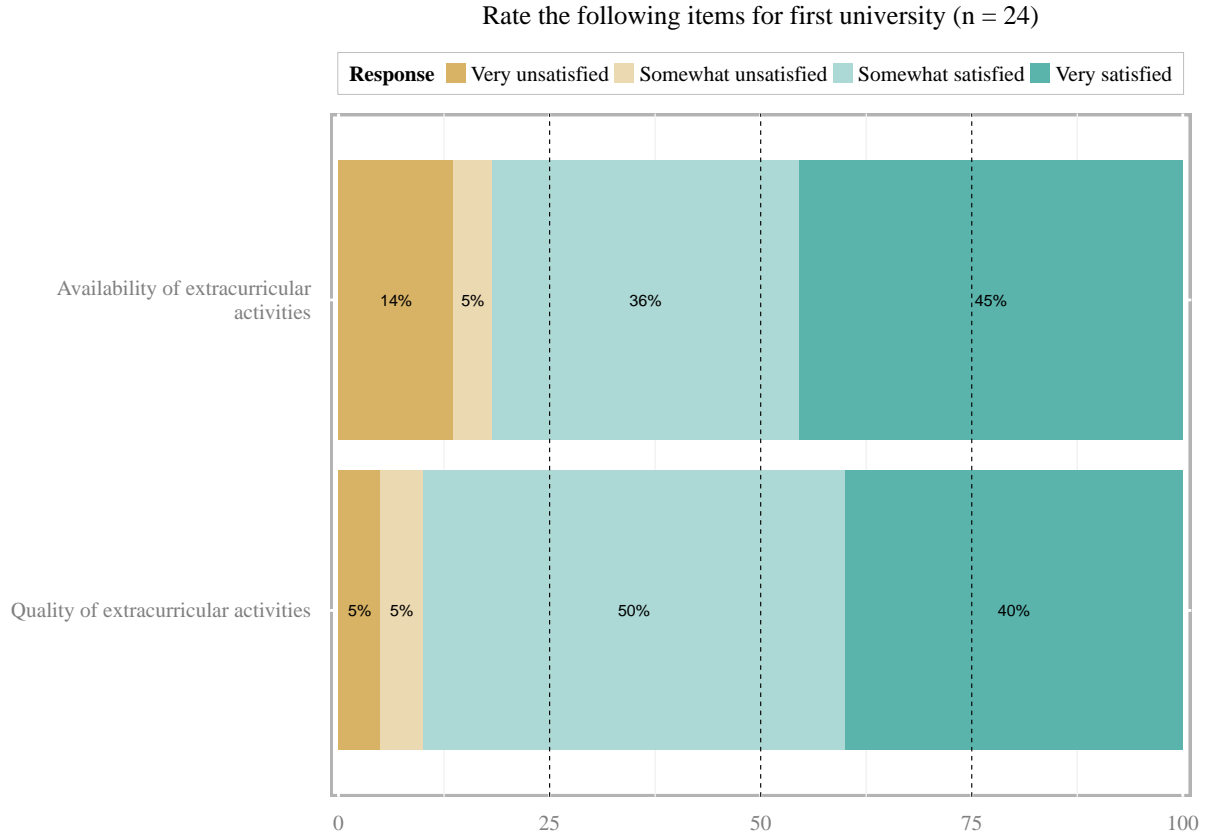
3.4.1 Consortia

Rate the support received on the following issues
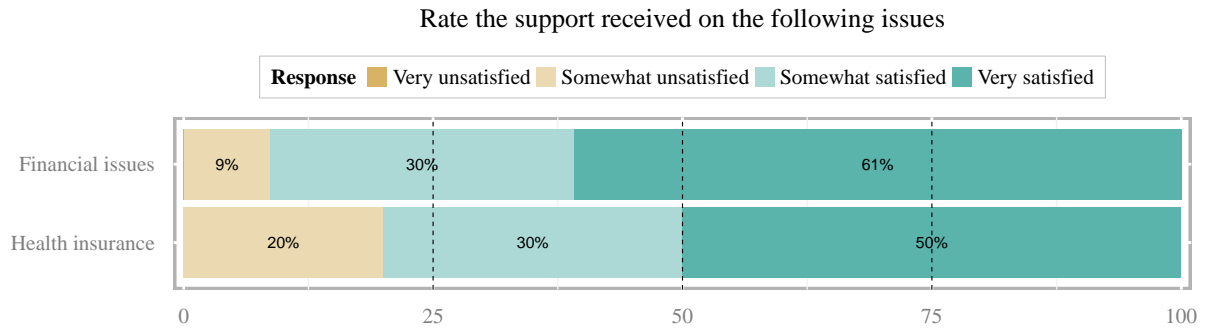
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	24	3.52	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	24	3.30	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 Aalborg University, Denmark

Rate the following items for first university (n = 25)

3.4.3   University of Lincoln, United Kingdom

Rate the following items for first university (n = 24)

4 Assessment and feedback

We will have some text here.

4.1 Module assessment

Section 4.1 measures students' satisfaction with the evaluation and module assessment. Respondents were asked to rate their satisfaction with respect to 10 indicators (see graph 4.1.1). As regards the consortia, lower levels of satisfaction were recorded for the following indicators: "Clarity of evaluation criteria across universities" (38%), "Feedback on evaluation results and grades" (25%), "Formalized system by university consortium for students to share opinions and feedback on course" (19%), and "Grade conversion across universities" (17%). On the contrary, a considerable number of students reported being "very satisfied" with the "Availability of course coordinator to discuss questions or problems related to their studies and mobility experience" (87%) and "The willingness and availability of the course coordinator to follow up on unresolved issues addressed" (88%). All of the indicators used in this question fall either in the third or fourth quartile (see Table 5). In the case of Aalborg University, 6 indicators were used to measure students' satisfaction with the evaluation and assessment provided by the institution (see graph 4.1.2). Overall, the majority of respondents (total n=25) reported being "very satisfied" or "somewhat satisfied" with all indicators. One indicator that scored a lower level of satisfaction is "Feedback on evaluation results and grades". Approximately 33% of respondents stated being "somewhat unsatisfied" with the feedback received on their grades. In the case of the Technical University of Lisbon, 5 indicators were employed (see graph 4.1.3). Approximately one third of respondents (total n=18) reported being "very unsatisfied" or "somewhat unsatisfied" with the "Formalized system through which students can share their opinions and provide feedback on the EM course", "Feedback on evaluation results and grades" and "The quality of the feedback channels at this university". In addition, 27% stated being "very unsatisfied" or "somewhat unsatisfied" with the "Ability to provide feedback on the quality of courses" and 18% expressed being "very unsatisfied" or "somewhat unsatisfied" with the "Ability to provide feedback on the quality of services offered". As regards the University of Lincoln, students' satisfaction with the module assessment was the highest among all institutions. The university could improve further on the "Feedback on evaluation results and grades", given that 12% of respondents stated being "very unsatisfied" or "somewhat unsatisfied". The indicator with the highest level of satisfaction is "Implementation of recommendations given by students to improve EM course experience" (74%).
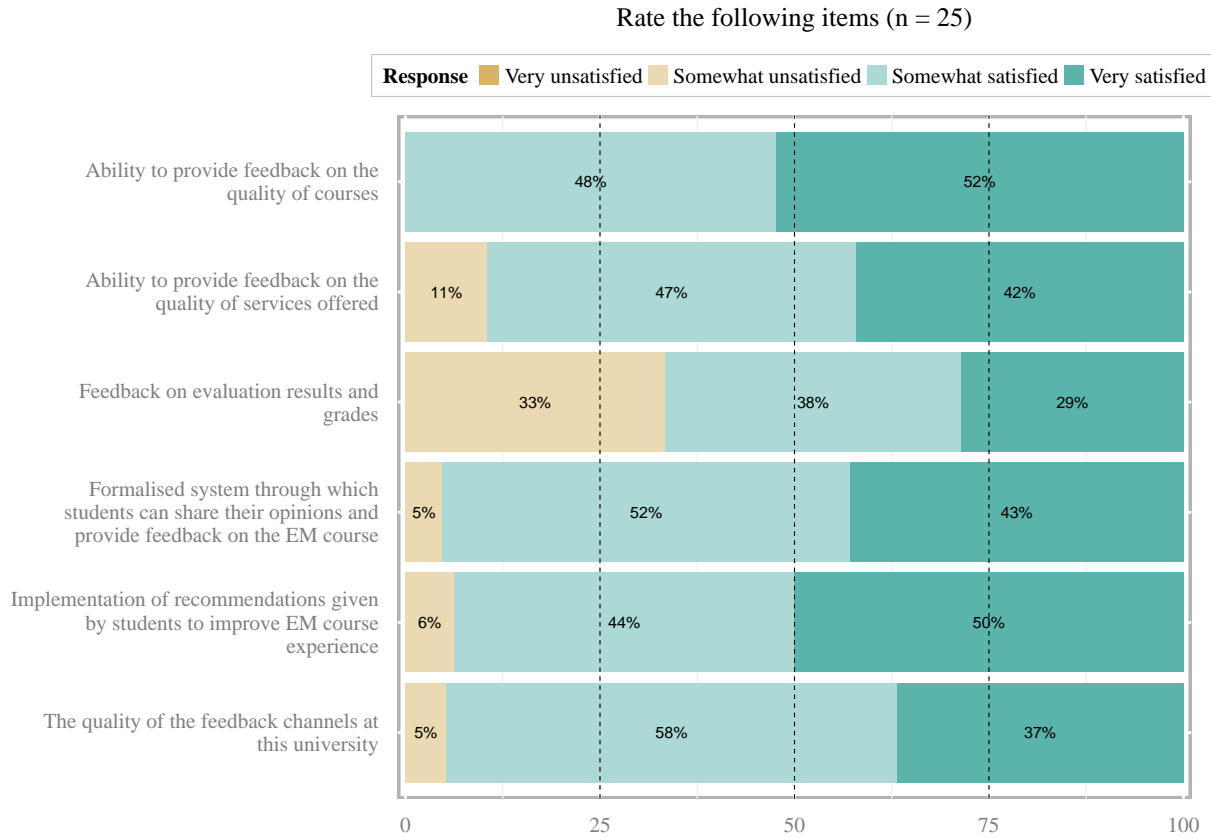
4.1.1   Consortia

Rate the following items
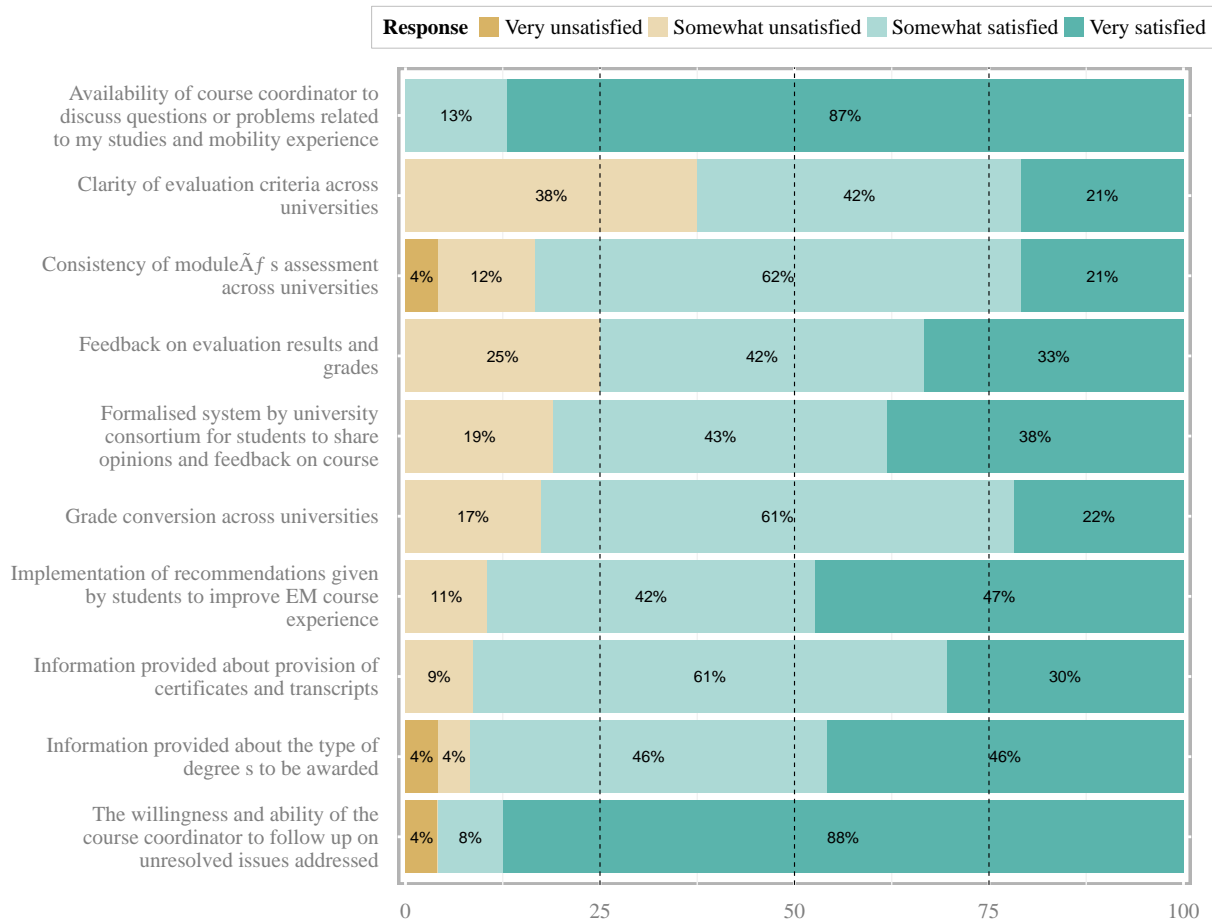
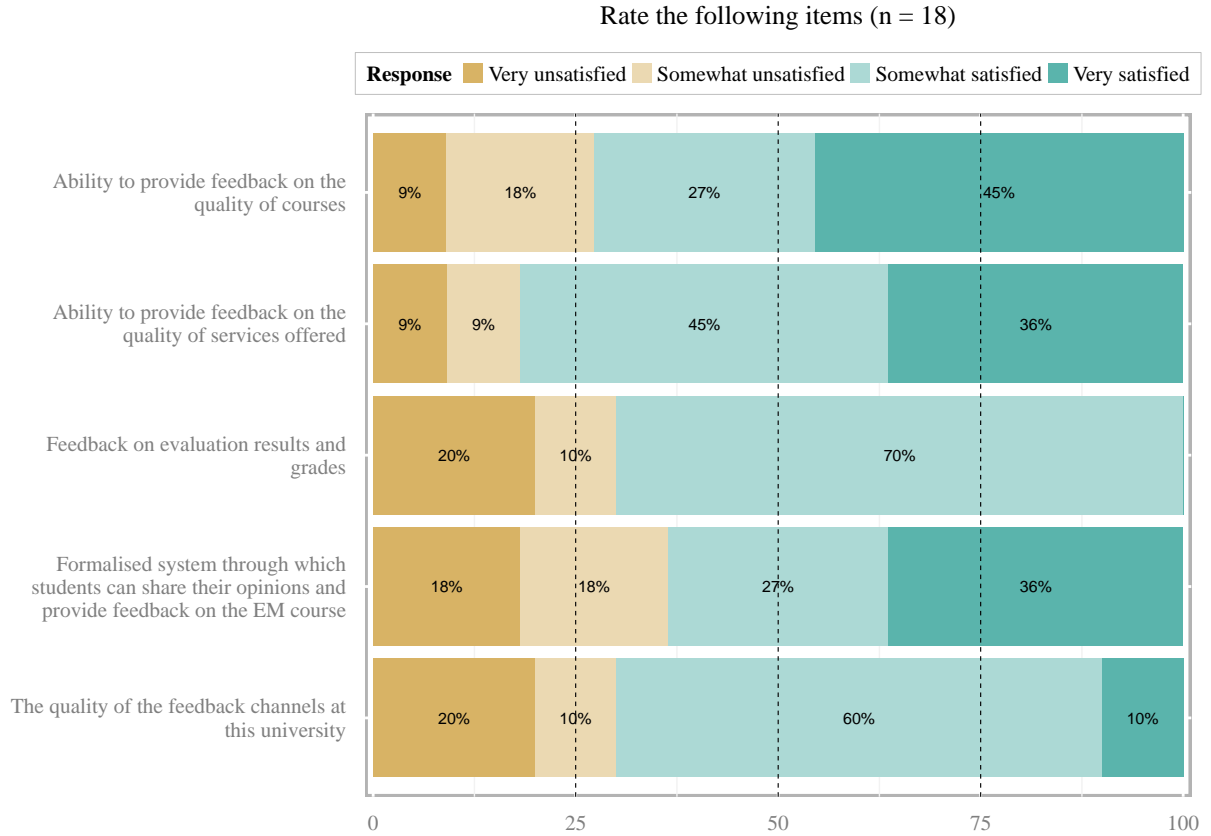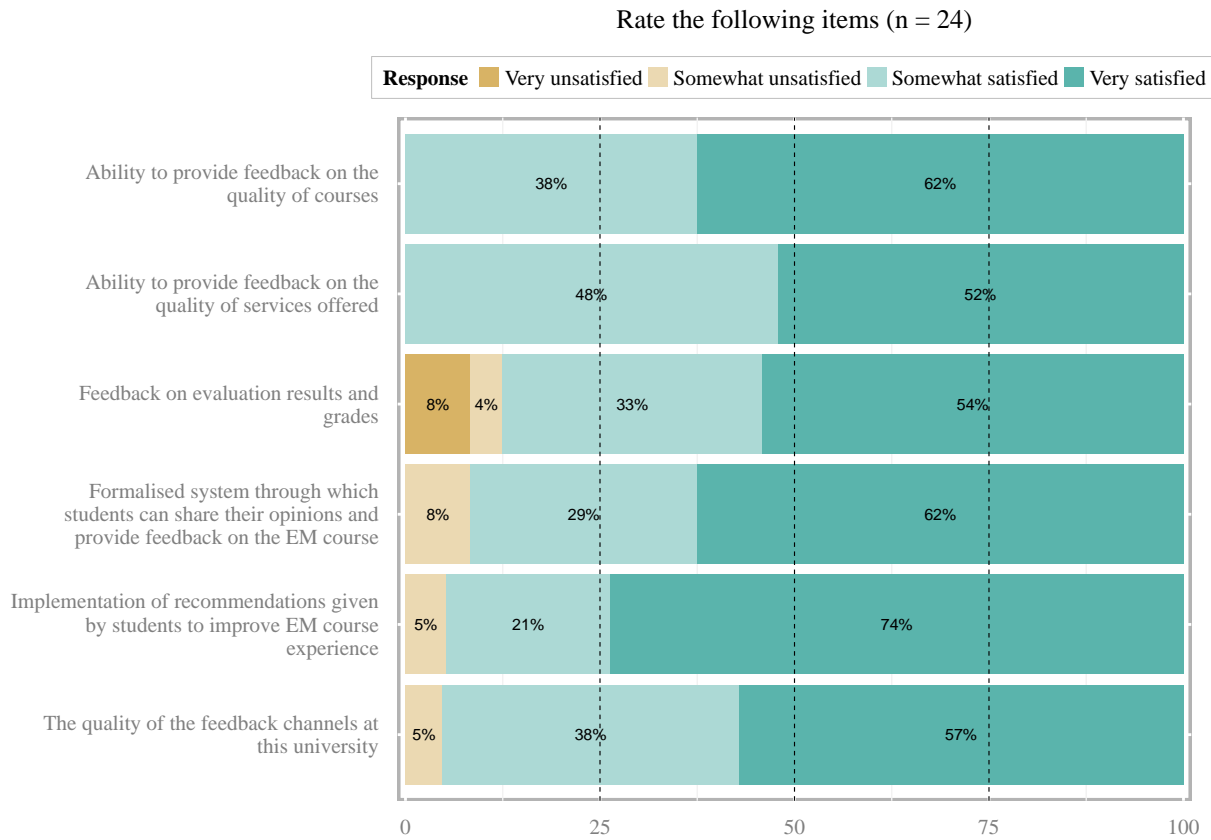|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	24	3.87	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	24	2.83	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ<U+0083> s assessment across universities	24	3.00	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	3.08	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	3.19	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	24	3.04	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	3.37	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	3.22	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	24	3.33	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	3.79	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 Aalborg University, Denmark

Rate the following items (n = 25)

4.1.3 Technical University of Lisbon, Portugal

Rate the following items (n = 18)

4.1.4   University of Lincoln, United Kingdom

Rate the following items (n = 24)
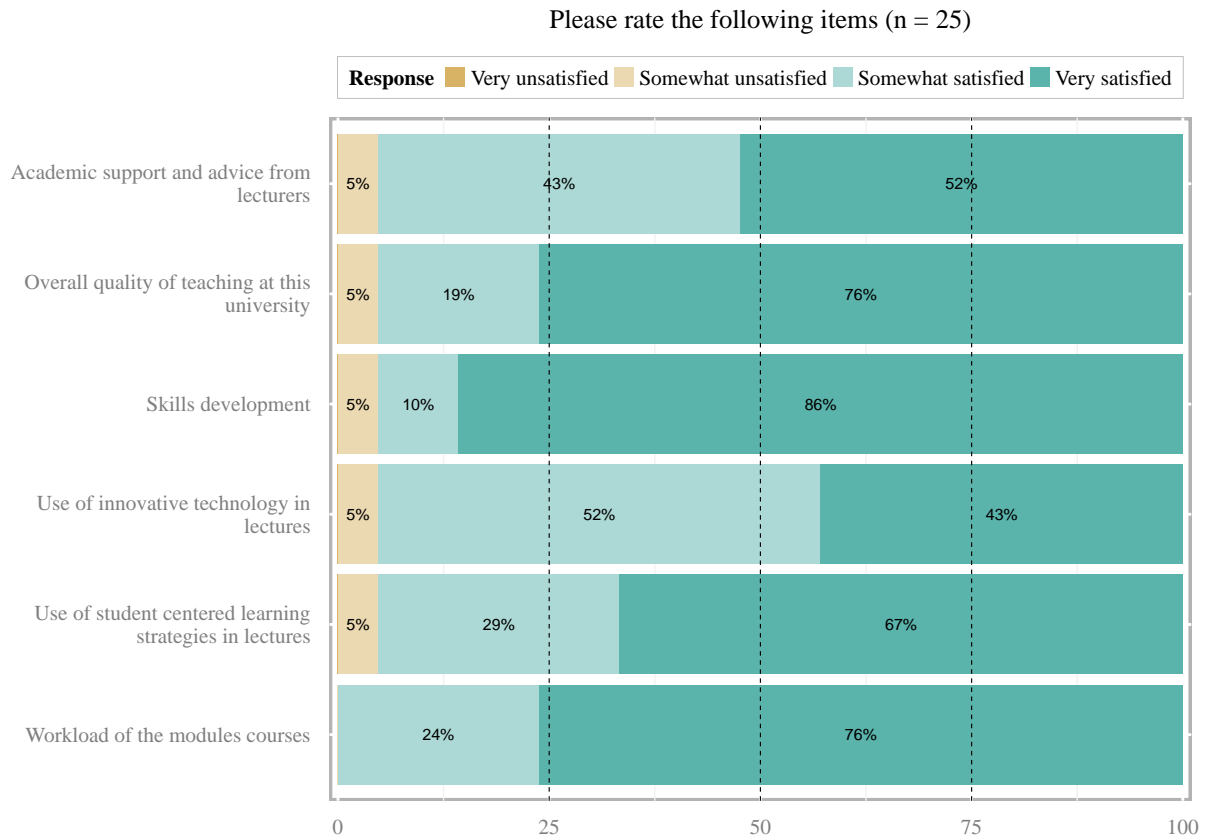
5   Teaching/learning and supervision

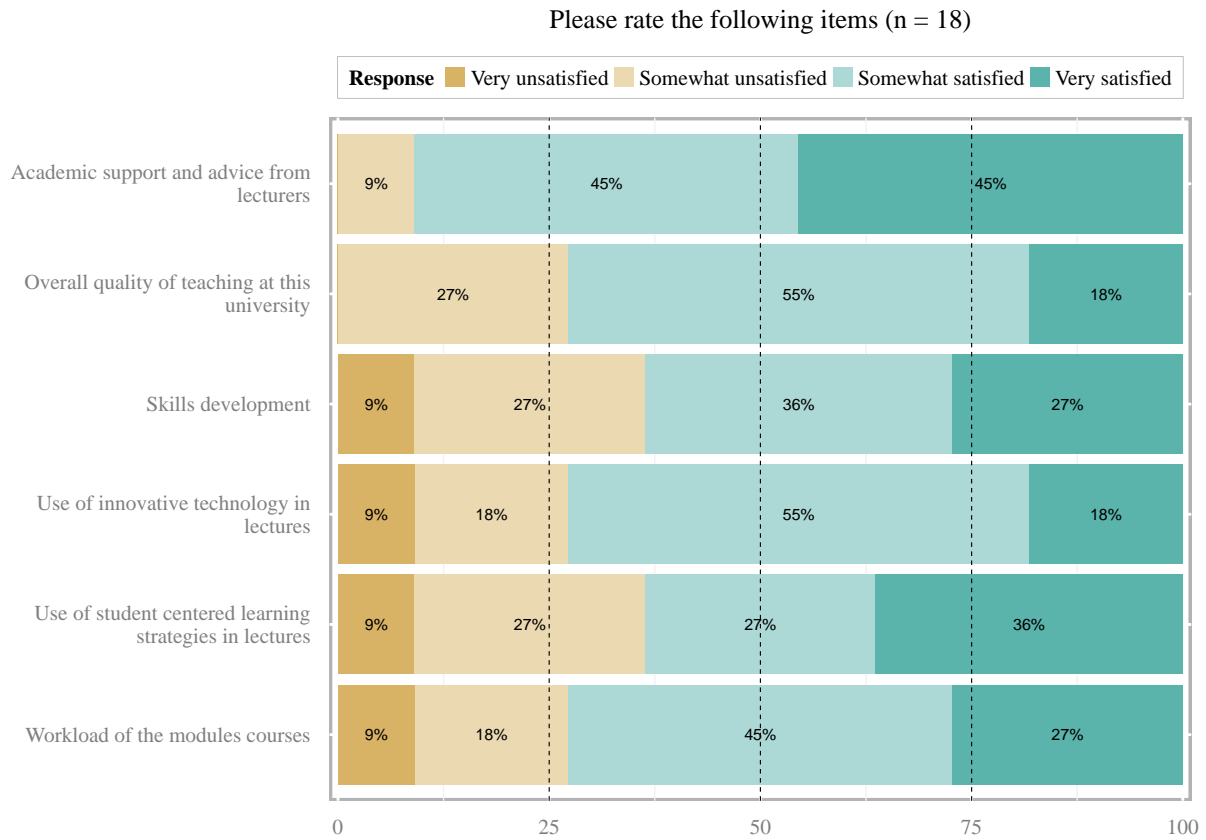We will have some text here.

5.1   Teaching/learning

Section 5.1 is comprised of two parts. Firstly, it measures students' satisfaction with the support provided by their first and second supervisors. Secondly, it analyzes students' satisfaction with respect to the organization of teaching and learning at each university. As regards students' satisfaction with the support received from their first supervisor, all respondents seem to "agree" or "somewhat agree" that their supervisors provided valuable advice during their thesis work and that they were available for periodic meetings. These indicators fall in the third and fourth quartile respectively (see Table 6). Satisfaction with the support received from the second supervisor is somewhat lower. Approximately one third of respondents "disagree" or "somewhat disagree" that their second supervisor was available for periodic meetings and 27% "disagree" or "somewhat disagree" that their supervisor provided valuable advice during their thesis work. In addition, when asked to provide feedback on the statement "my second supervisor was available for consultation if the lead supervisor was unavailable", 27% of respondents disagreed or somewhat disagreed. All three indicators fall in the second quartile (see Table 7). In the second part of the question, students were asked to rate their satisfaction with the organization of teaching and learning at each university. Six indicators were used in this section: (1) "Academic support and advice from lectures", (2) "Overall quality of teaching at this university", (3) Skills development, (4) "Use of innovative technology in lectures", (5) Use of students centered learning strategies in lectures, and (6) Workload of the modules courses. In the case of Aalborg University, more than half of respondents (total n=25) reported being "very satisfied" on all indicators, except for "Use of innovative technology in lectures", where only 43% stated being "very satisfied" and 52% - "somewhat satisfied". The incidence of "somewhat unsatisfied" responses was the lowest among all institutions, which indicates that on average, students are most satisfied with the teaching and learning provided by this university. In the case of Technical University of Lisbon, students' overall satisfaction with teaching and learning is lower compared to Aalborg University. Around 36% of respondents (total n=18) stated being "very unsatisfied" or "somewhat unsatisfied" with the indicators "Skills development" and "Use of student centered learning strategies in lectures". In addition, 27% reported being "very unsatisfied" or "somewhat unsatisfied" with the "Overall quality of teaching at this university", "Use of innovative technology in lectures", and "Workload of the modules courses". As regards the University of Lincoln, more than half of respondents (total n=24) stated being "very satisfied" on 4 out of 6 indicators. A higher level of dissatisfaction (as measured by the percentages of "very unsatisfied" or "somewhat unsatisfied" responses) was recorded for the indicator "Workload of the modules courses" (42%) and "Skills development" (12%).
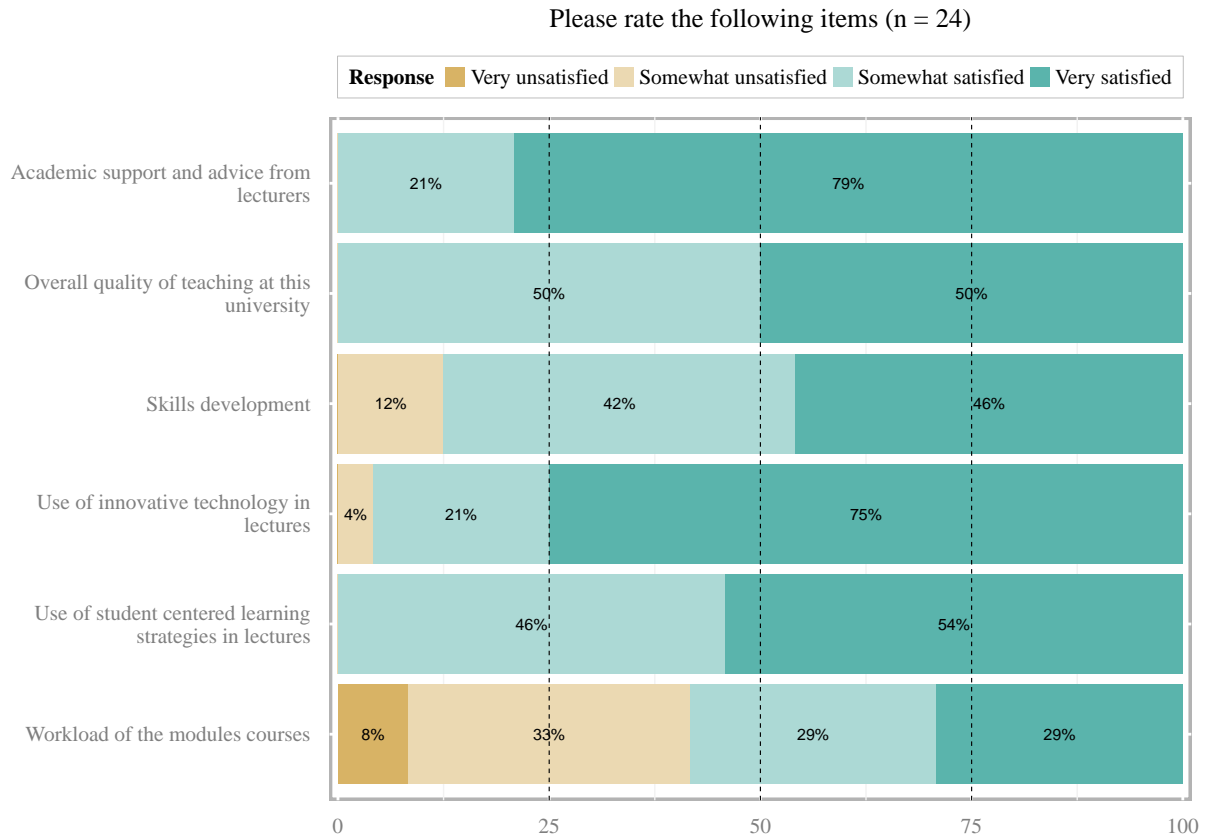
5.1.1   Aalborg University, Denmark

Please rate the following items (n = 25)

5.1.2 Technical University of Lisbon, Portugal

Please rate the following items (n = 18)

5.1.3   University of Lincoln, United Kingdom

Please rate the following items (n = 24)

NA

5.2   First supervisor.

Please rate the following statements on first thesis supervisor
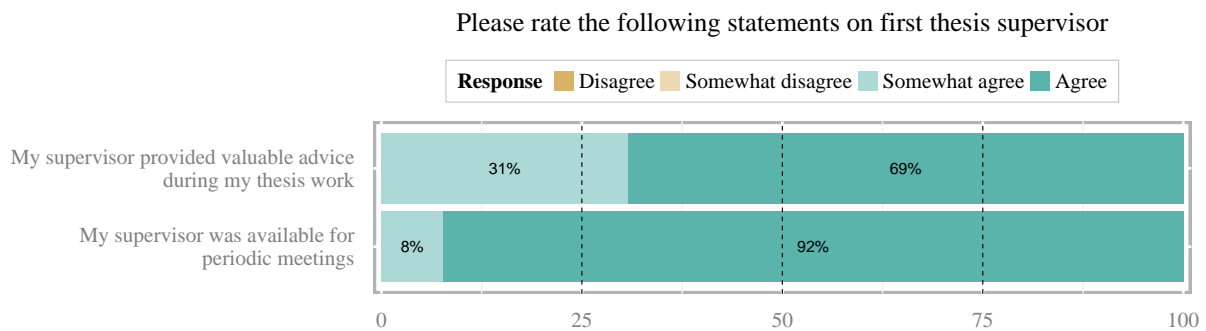
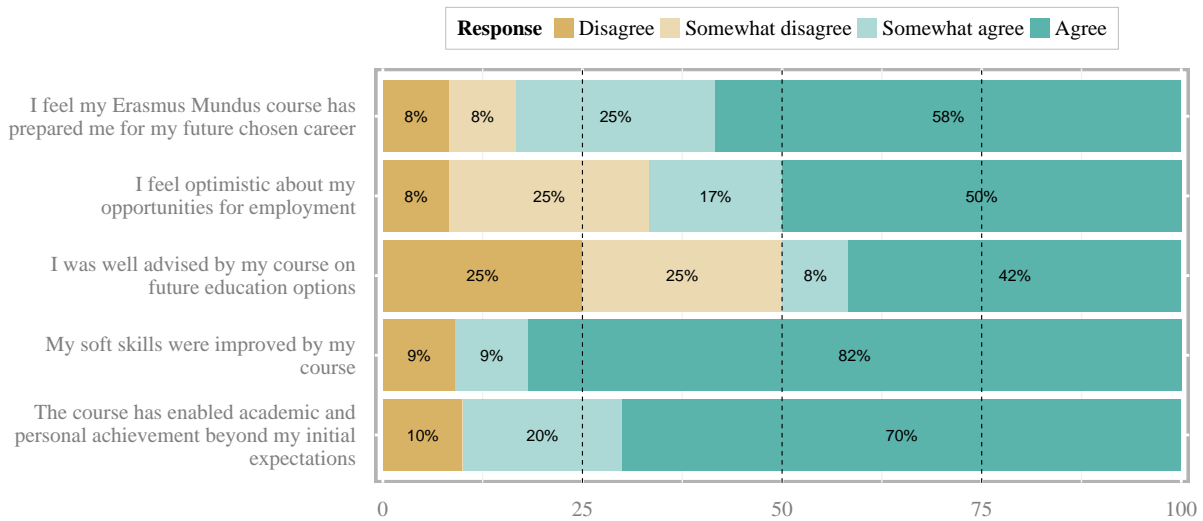|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	24	3.69	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	24	3.92	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

6   Internship/field experience and personal development

We will have some text here.

As part of question 6.1, students were asked to reflect on their personal development during their EM course. More specifically, students were presented with five statements related to career options, opportunities for employment, future education options, improvement of soft skills, academic and personal achievement, and were asked whether they agreed or disagreed with them. Results show that 82% of students "agree" that their soft skills were improved by their course, 70% "agree" that the course has enabled academic and personal achievement beyond their initial expectations, and 58% "agree" that their EM course prepared them for their future career. On the other hand, 33% "disagree" or "somewhat disagree" that they feel optimistic about their opportunities for employment. In addition, 50% of respondents "disagree" or "somewhat disagree" that they were well advised on future education options. Table 8 shows that all indicators covered in this section fall in the second and third quartiles.

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	3.33	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	3.08	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	24	2.67	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	24	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	24	3.50	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