



**EMA**

Erasmus Mundus Students and Alumni Association

## EM3E-Erasmus Mundus Master in Membrane Engineering

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

*Report was generated on 04 Jan 2016*

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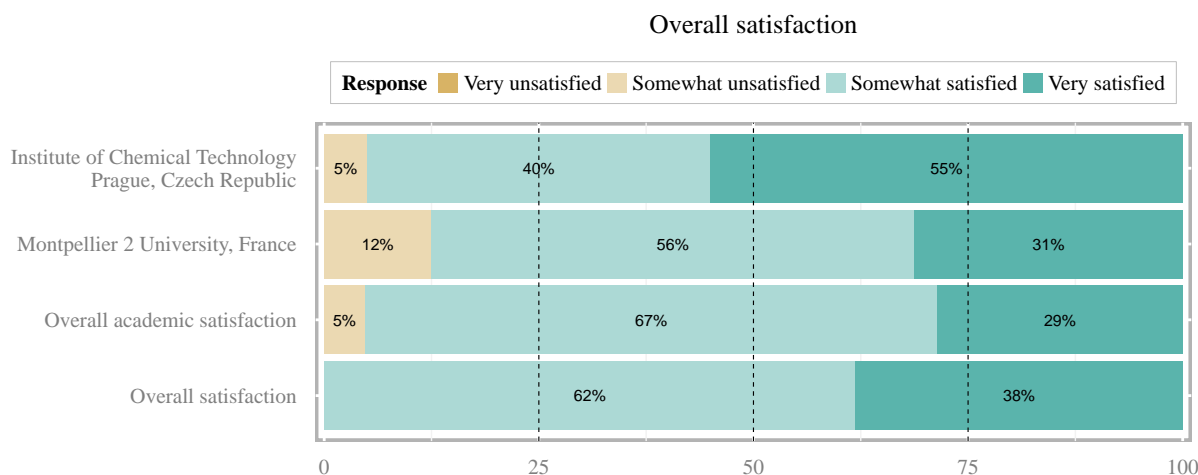
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## 1 Executive summary (?)



## 2 Introduction

### 2.1 Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis, and its members have not and do not receive financial benefits from their CQAB related activity. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

1. Programme Representative Network (PRnet), aimed at coordinating the relation between Erasmus Mundus courses and EMA.
2. Management of the [em.feedback@em-a.eu](mailto:em.feedback@em-a.eu), that assists students with pressing quality issues.
3. Survey Team, tasked with conducting the CQSS survey.

CQAB was created as a result of the pressing and constant concerns of EMA members about the quality of the student experiences as part of an Erasmus Mundus (EM) course. Internally, CQAB has a variety of tools to capture student concerns and to interact with student representatives from various programmes, but the CQSS survey represents its most comprehensive and systematic initiative focused on quality assurance. The inception and design of CQSS is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic issues around quality across courses, and the general underrepresentation of students in evaluating the EMJMD programme.

For any concerns, questions or feedback on this report, please contact us at [chair.cqab@em-a.eu](mailto:chair.cqab@em-a.eu).

### 2.2 Introduction to the CQSS survey

Our survey was filled in by 21 students of your program. They represent 14 countries and collectively they have spent more than 10 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	21	3.24	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	21	3.62	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	21	3.05	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.



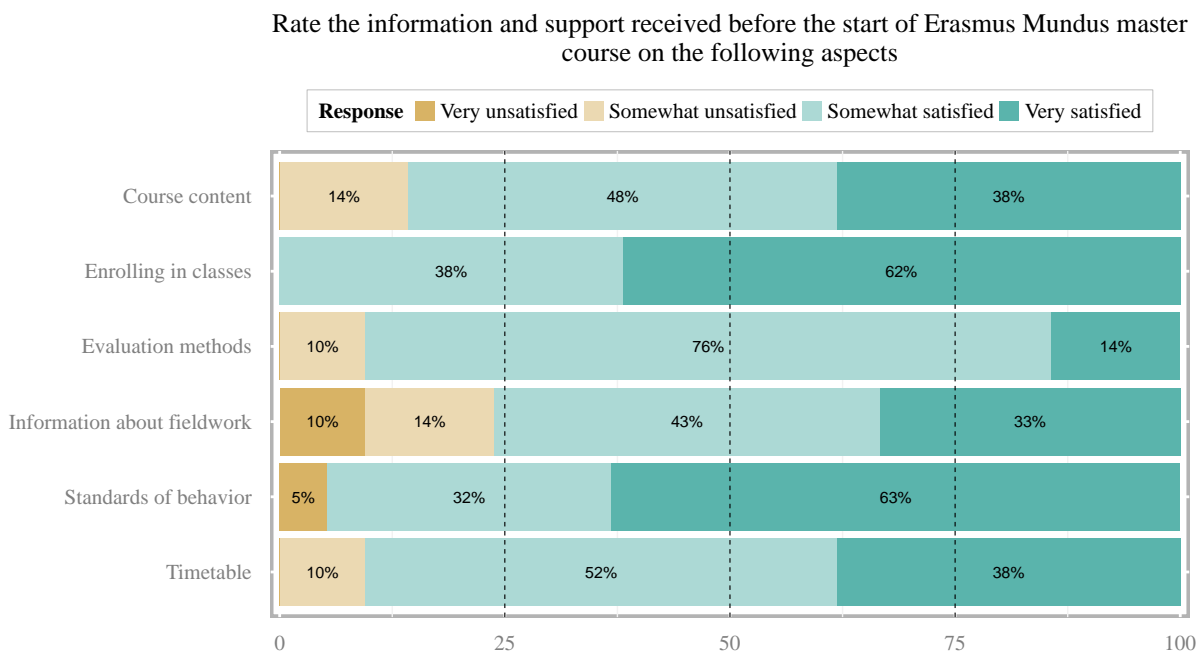
### 3 Supporting services

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

In general, students were quite satisfied with the support received before the start of the program with majority of indicators falling into the third quartile. Students had concerns mainly about “Evaluation Methods” and “Information about fieldwork”. The need for clarification of the “Evaluation Methods” was expressed by 86 % of the students, with only 14 % of the students totally satisfied with the provided support. This indicator falls into the second quartile which suggests a need for improvement of this course aspect. Majority of the respondents, 66 %, would like to receive more “Information about the fieldwork”. Dissatisfaction of some students with “Course content” and “Timetable” suggests possible revision of these course elements. The students were most satisfied with the support received on “Enrolling in Classes”, making this indicator fall into the fourth quartile. As for the organizational issues and logistic information obtained from each university before the start of the program, students were overall very satisfied. In the case of the Institute of Chemical Technology in Prague, a minor number of the students expressed moderate dissatisfaction mainly with the support received on “Banking”, “Visa Issues” and “Accommodation”. More improvement is needed at the Montpellier 2 University where there were concerns regarding the quality of the support received on organizational issues such as “Banking”, “Accommodation”, and “Language Courses”.

##### 3.1.1 Consortia

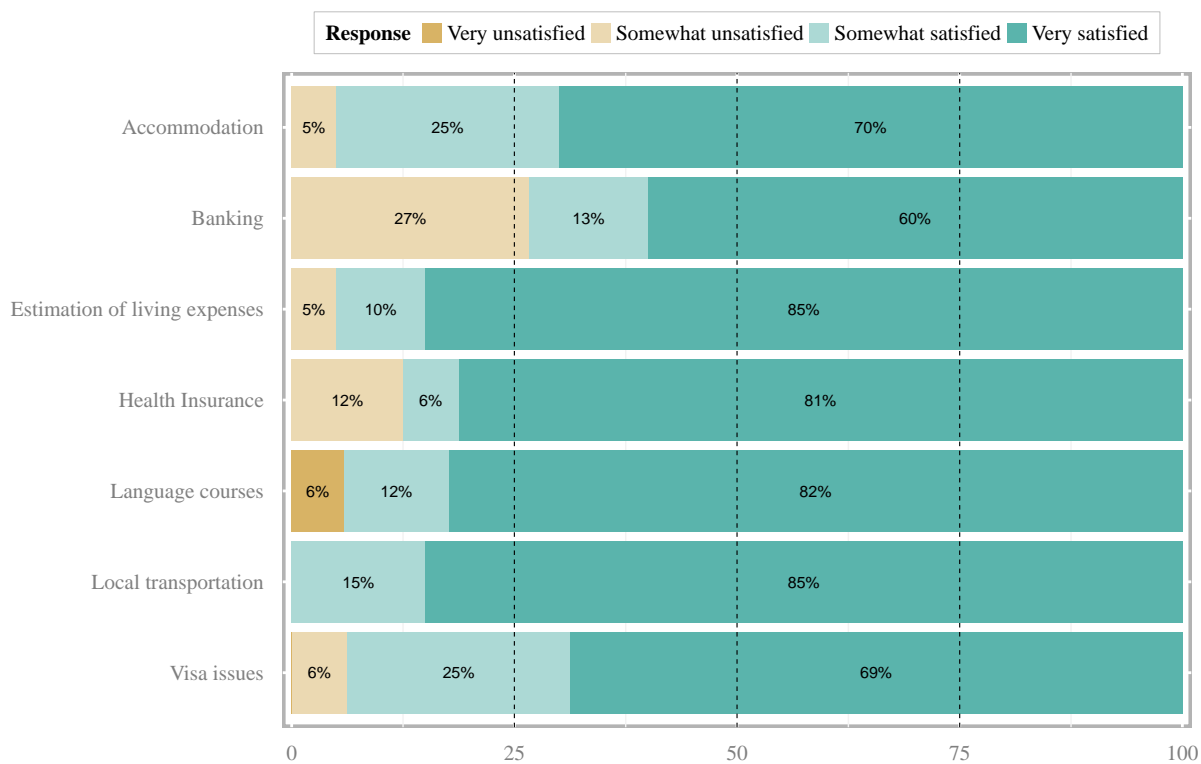


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	21	3.24	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	21	3.62	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	21	3.05	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	21	3.00	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	21	3.53	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	21	3.29	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

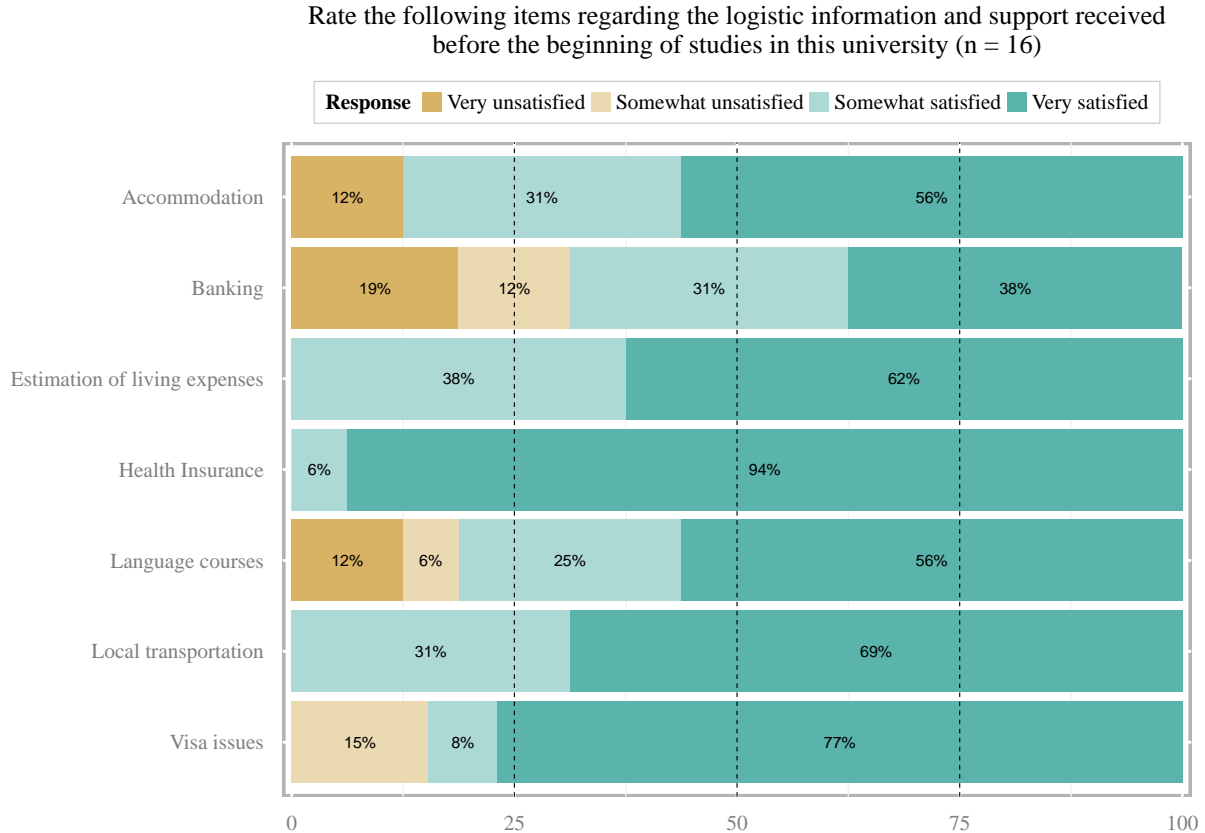
Table 1: Summary statistics

### 3.1.2 Institute of Chemical Technology Prague, Czech Republic

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 21)



## 3.1.3 Montpellier 2 University, France



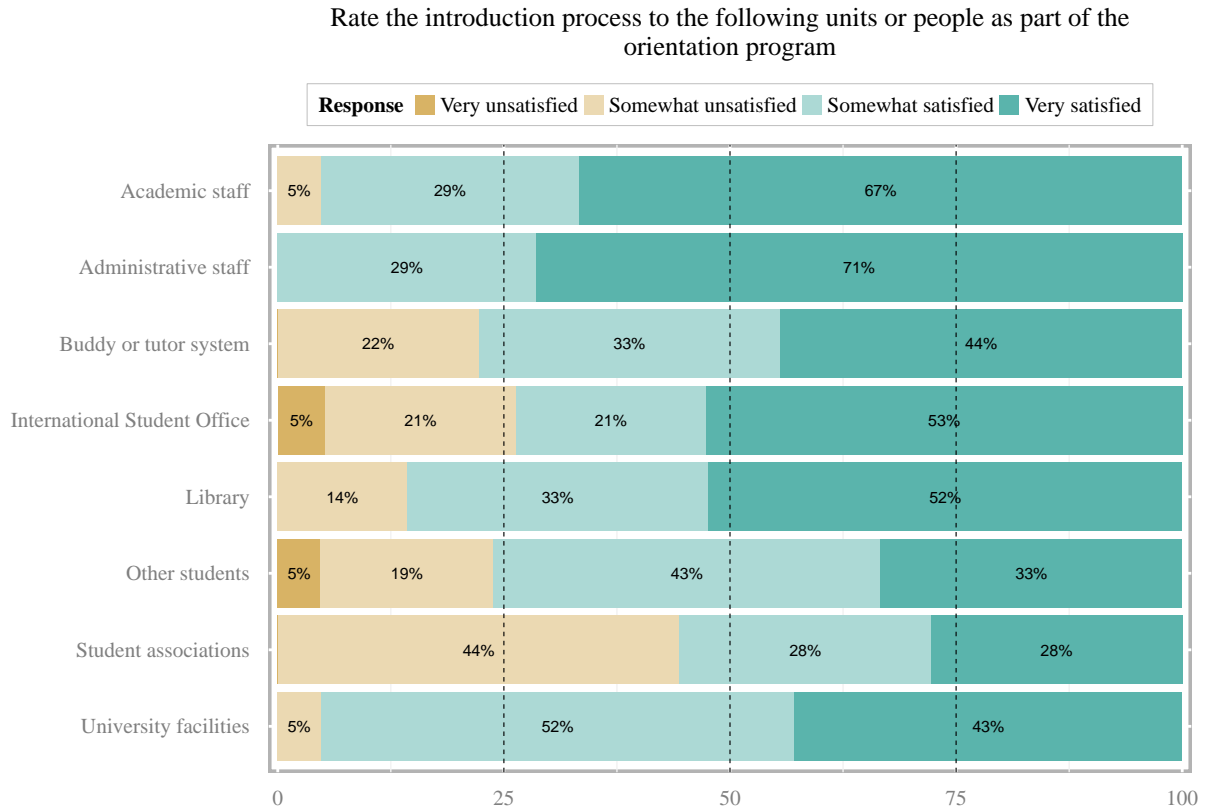
## 3.2 Support received during the orientation program

On the whole, students were satisfied with the introduction to academic units and affiliated people to a varied extent. The least efficient was the process of introducing “Student Associations” what is reflected by the fact that 44 % of the students were quite unsatisfied with it. As such, this indicator falls into the second quartile. There are also certain issues with the introduction to the “Other students”, which indicator falls into the first quartile. Only 33 % of the students were satisfied with this integration aspect, what suggests a need for improvements. Overall, the majority (more than 50 % of the students) was satisfied with the introduction to the “Academic staff”, “Administrative Staff”, “International Student Office”, and “Library”. However, in the case of the “International Student Office” some students expressed also their dissatisfaction, which makes this indicator fall into the second quartile. Whereas most of the students have rather positive impression about introduction of the “University Facilities”, the results of the survey indicate that there is some room for improvement of this aspect as the indicator falls into the second quartile. Although the students have also mixed opinions about the “Buddy or tutor system” (completely satisfactory for 44 % of the students), this indicator stands out with a positive value in the quartile classification comparing to the data regarding all the EM courses. In case of the Institute of Chemical Technology in Prague, the majority of students was generally very satisfied with the above aspects during the orientation program (between 70 % and 83 % of the students depending on the indicator). More improvement is again needed at the Montpellier 2 University. The students were most dissatisfied with the introduction to the “International Student Office” and “Student Associations” (for the 14 % of the students each of these aspects were very problematic). Similarly, improvement is also needed in the “Buddy and tutor systems”, introduction of “Library” and “University facilities”, and integration with “Other students”, as the majority of the students were not totally content about these aspects of the orientation period.





## 3.2.1 Consortia



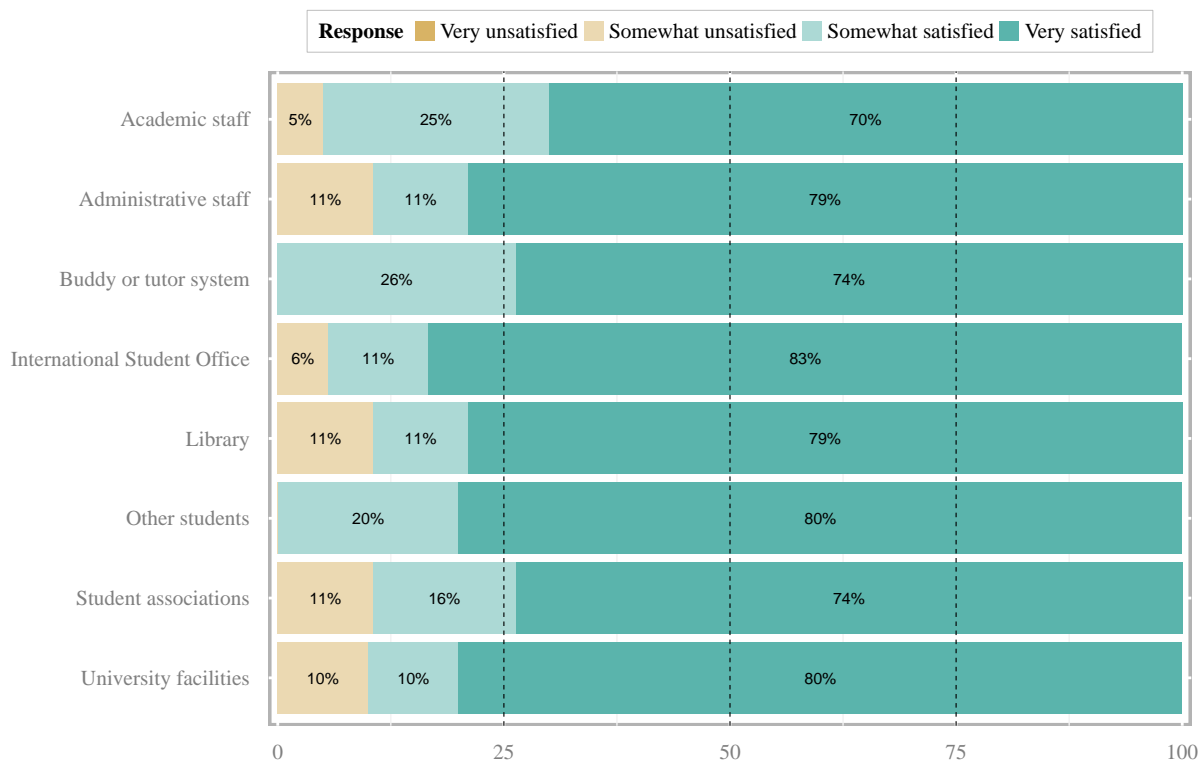
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	21	3.62	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	21	3.71	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	21	3.22	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	21	3.21	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	21	3.38	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	21	3.05	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	21	2.83	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	21	3.38	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

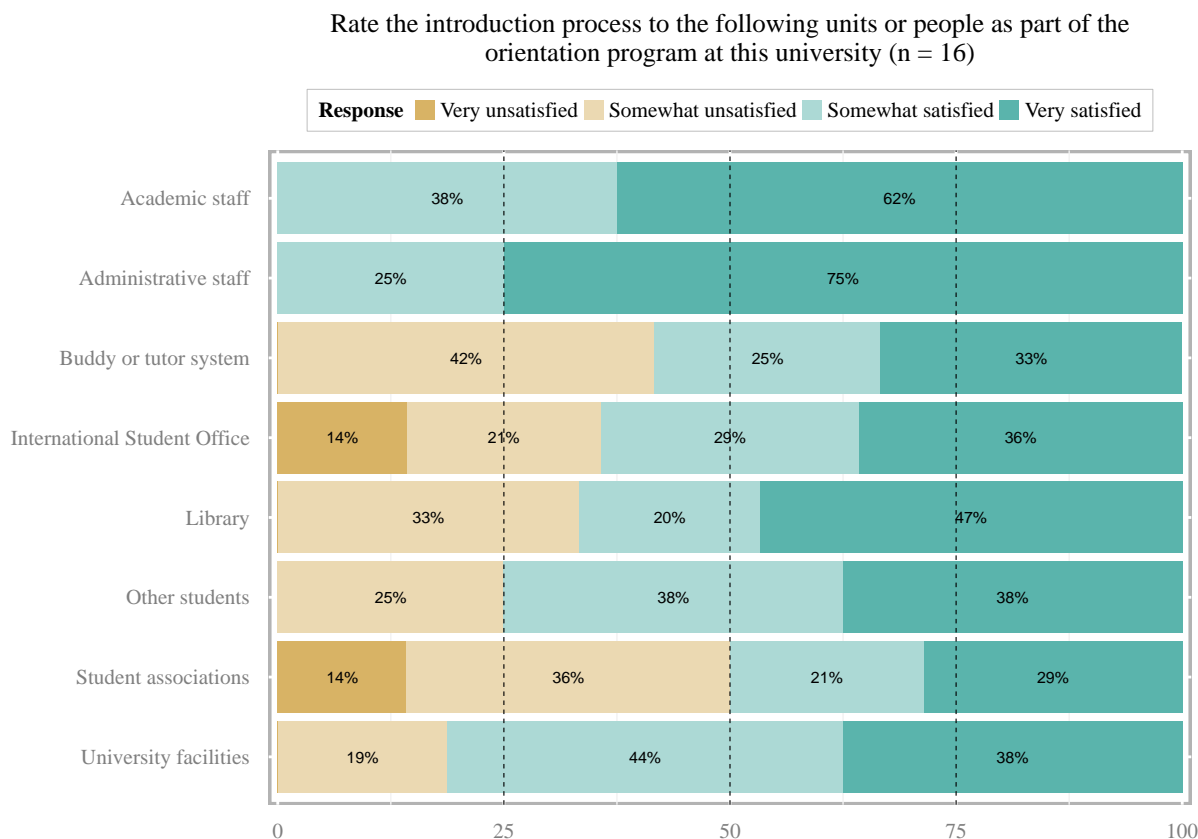


## 3.2.2 Institute of Chemical Technology Prague, Czech Republic

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 21)



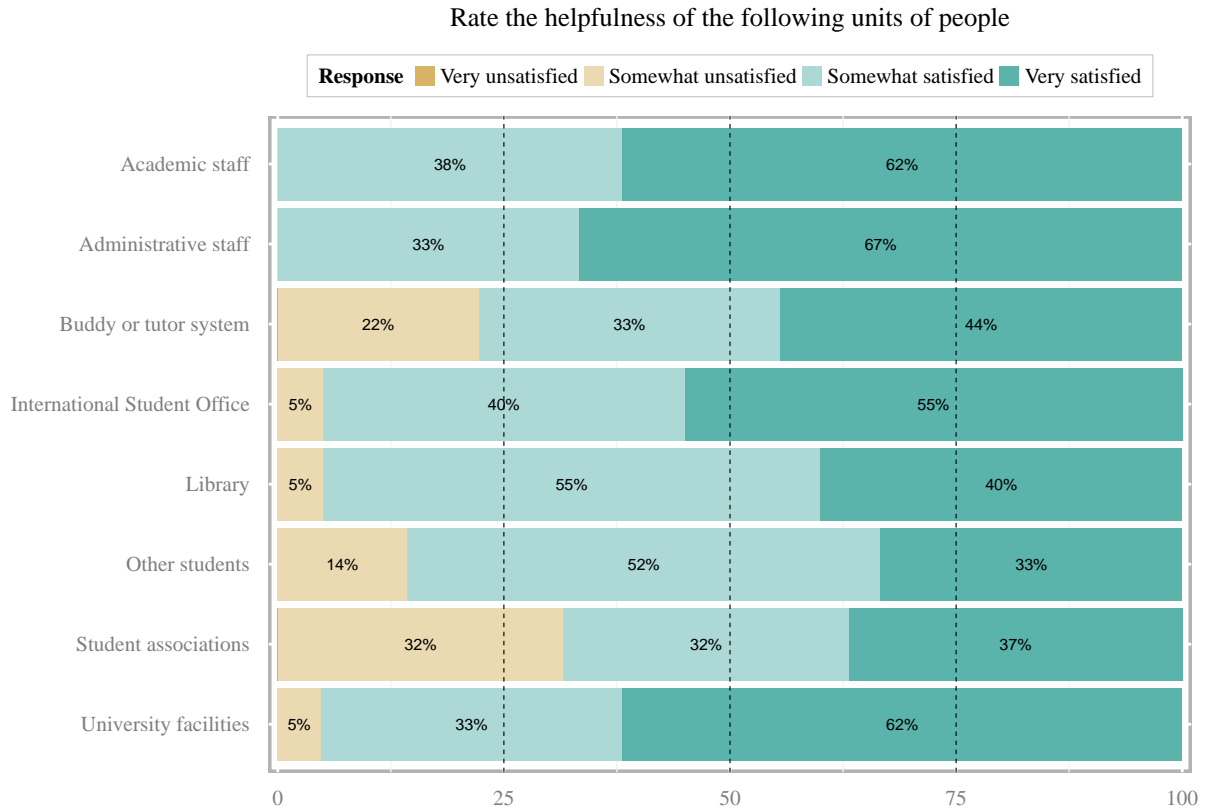
## 3.2.3 Montpellier 2 University, France



## 3.3 Helpfulness of units and people

On the whole, students found the units of people helpful during the program. Some students expressed their moderate dissatisfaction with “Student associations” (32 %), and “Buddy or tutor system” (22 %). The first indicator falls into the second quartile what suggests a room for improvement of this aspect. In case of the second indicator “Buddy or tutor system”, it stands out with a very positive value in the fourth quartile in comparison with all the EM courses. Certain part of respondents found “Other students” rather unhelpful (14 %). Some attention should be paid in order to improve this aspect as this indicator falls into the first quartile. For majority of the students (>50 %) helpfulness of “Academic Staff”, “Administrative Staff”, “International Student Office”, and “University facilities” were very satisfactory. The analysis of these aspects at each university shows that there were no issues at the Institute of Chemical Technology in Prague as most of the students were very satisfied with all of the units of people. Some students expressed slight dissatisfaction with the helpfulness of “Health Services” (24 %) and “Library” (16 %). At the Montpellier 2 University students were the most dissatisfied with functioning of the “Buddy and tutor system” and “Student associations”.

## 3.3.1 Consortia



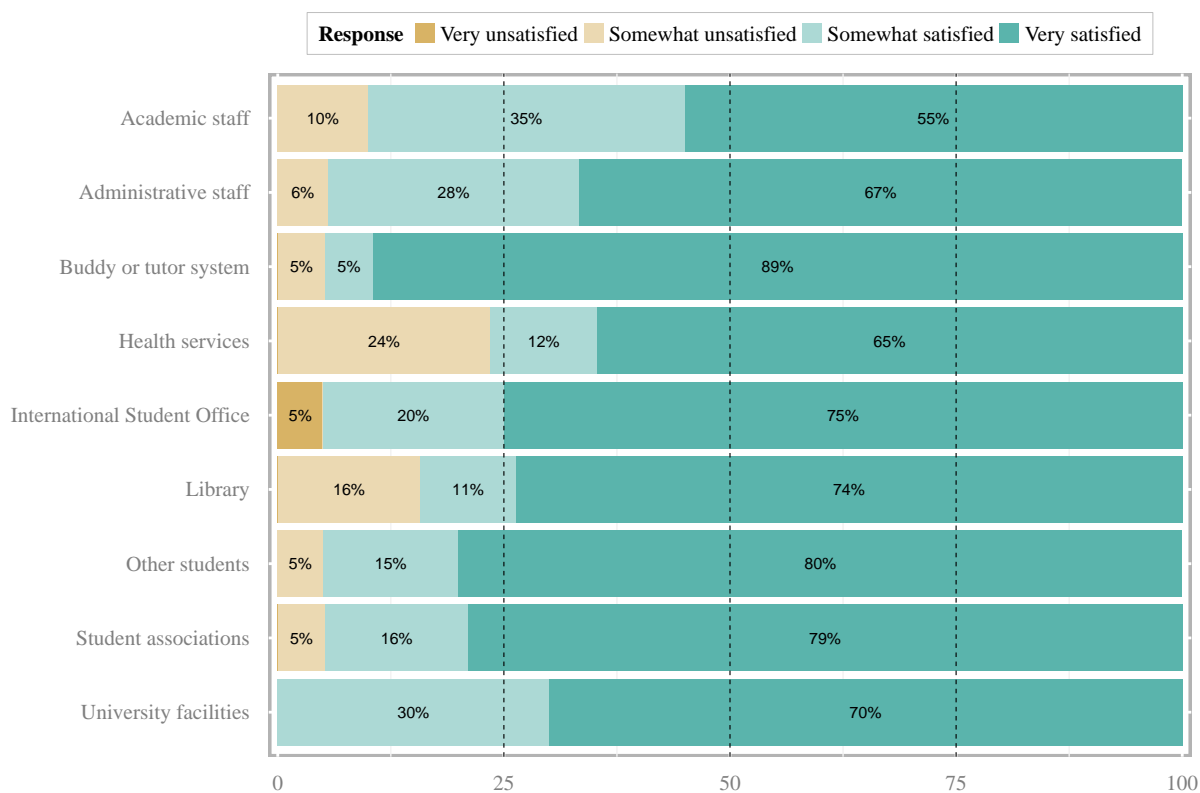
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	21	3.62	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	21	3.67	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	21	3.22	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	21	3.50	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	21	3.35	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	21	3.19	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	21	3.05	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	21	3.57	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

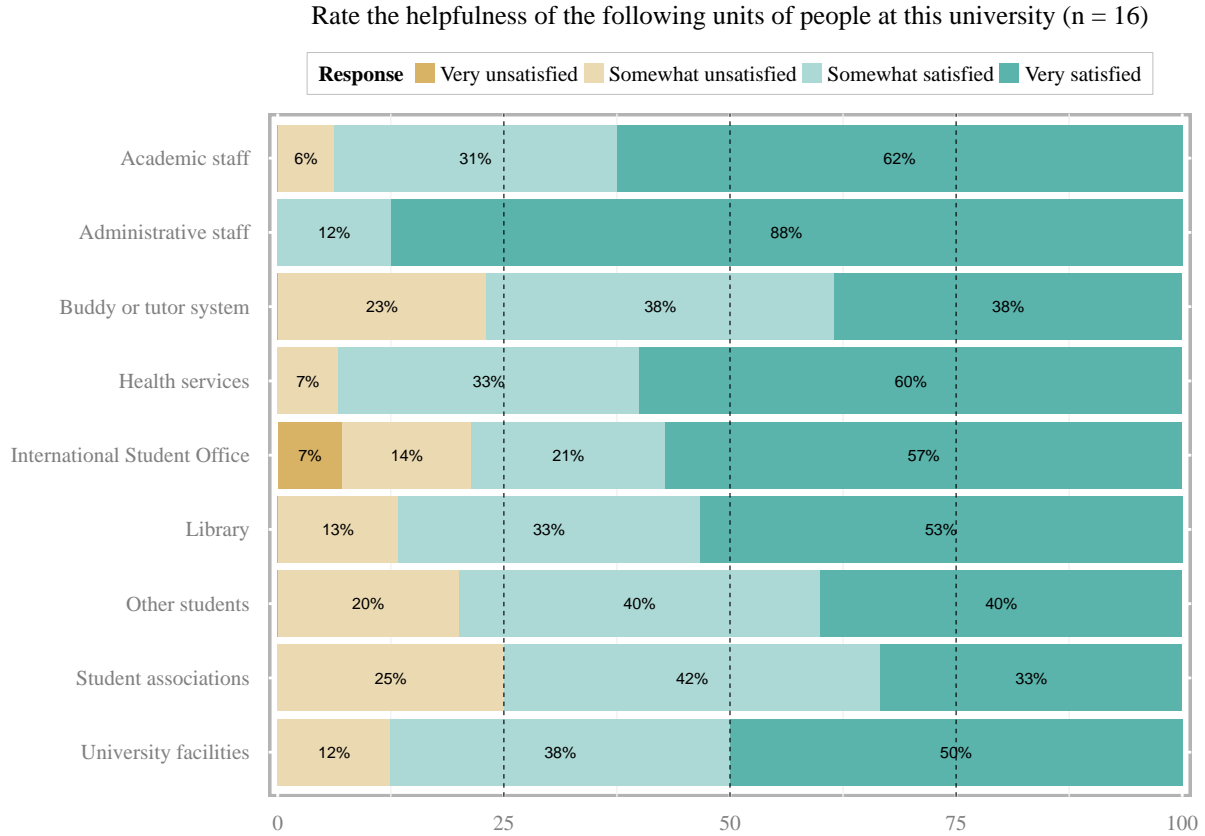


## 3.3.2 Institute of Chemical Technology Prague, Czech Republic

Rate the helpfulness of the following units of people at this university (n = 21)



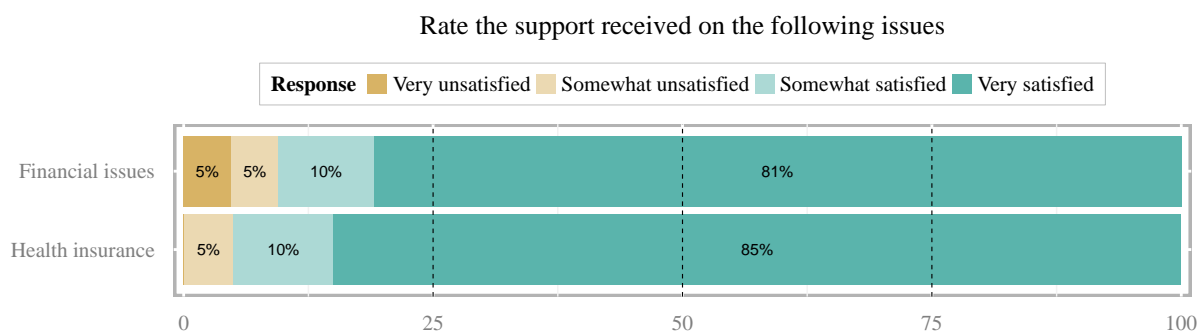
## 3.3.3 Montpellier 2 University, France



## 3.4 Support received on various issues

In general, almost all students were very satisfied with “Financial issues” (81 %) and “Health Insurance” (85 %). These two indicators stand out with a very positive value and fall into the fourth quartile. At the Institute of Chemical Technology in Prague, the majority of students had positive impressions about the “Availability of extracurricular activities” (56 % of the students were very satisfied) and “Quality of extracurricular activities” (62 % of the students were very satisfied). These numbers were significantly lower at the Montpellier 2 University, where 81 % of the students were not completely satisfied with the “Availability of extracurricular activities” and found their quality an issue (69 % of the students had some concerns about the “Quality of extracurricular activities”).

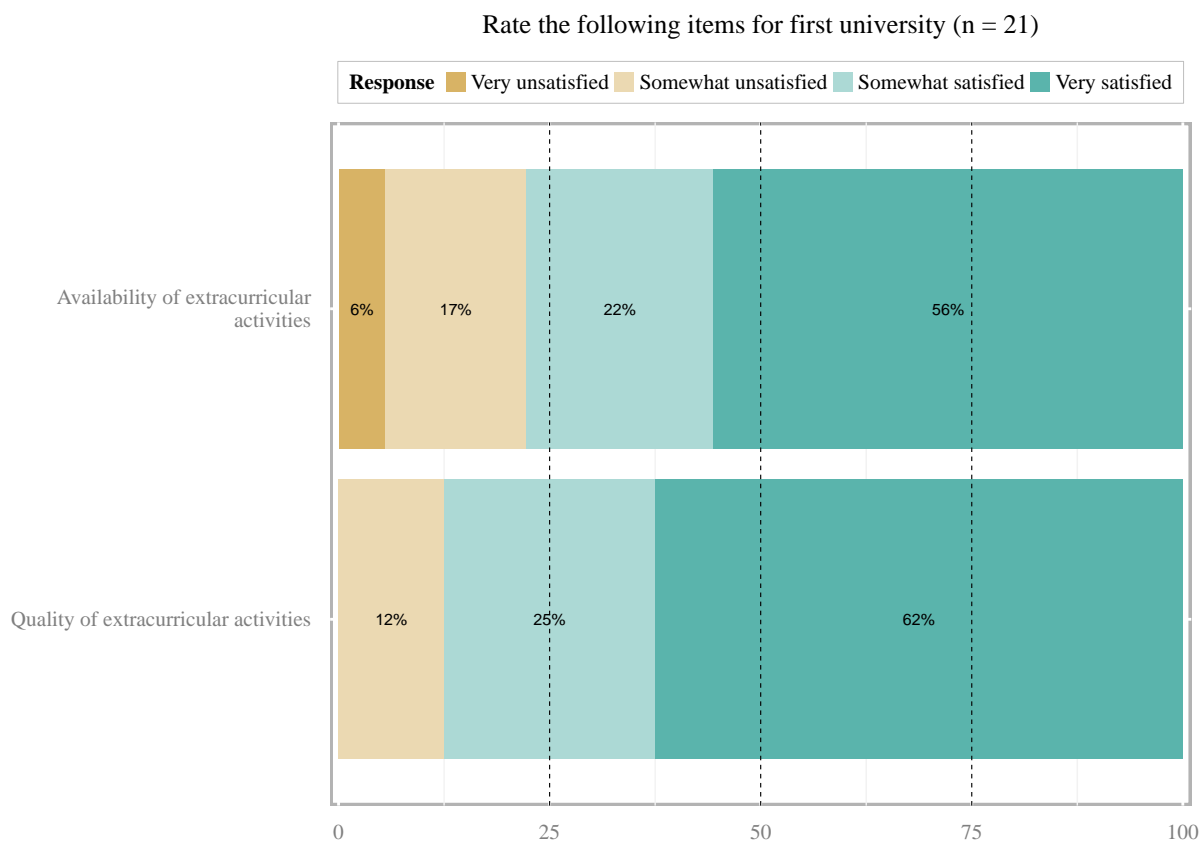
## 3.4.1 Consortia



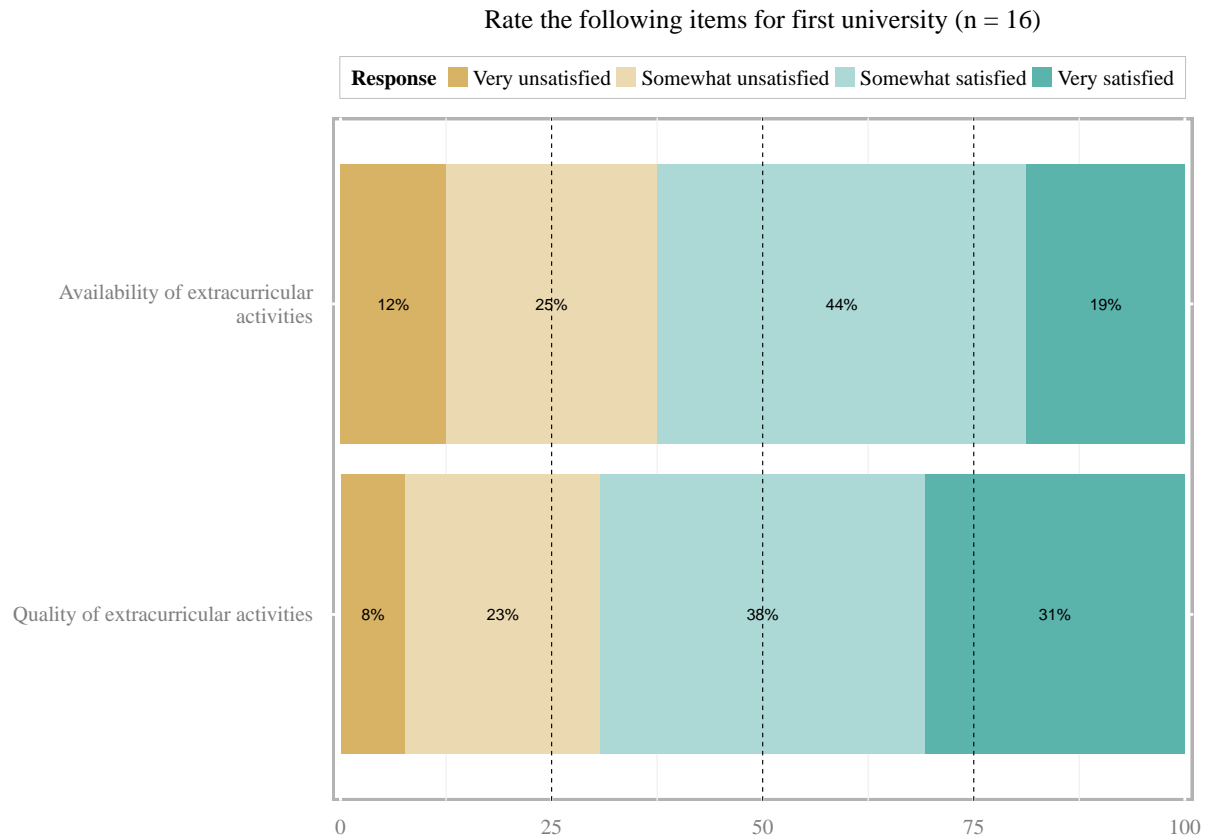
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	21	3.67	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	21	3.80	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

## 3.4.2 Institute of Chemical Technology Prague, Czech Republic



## 3.4.3 Montpellier 2 University, France





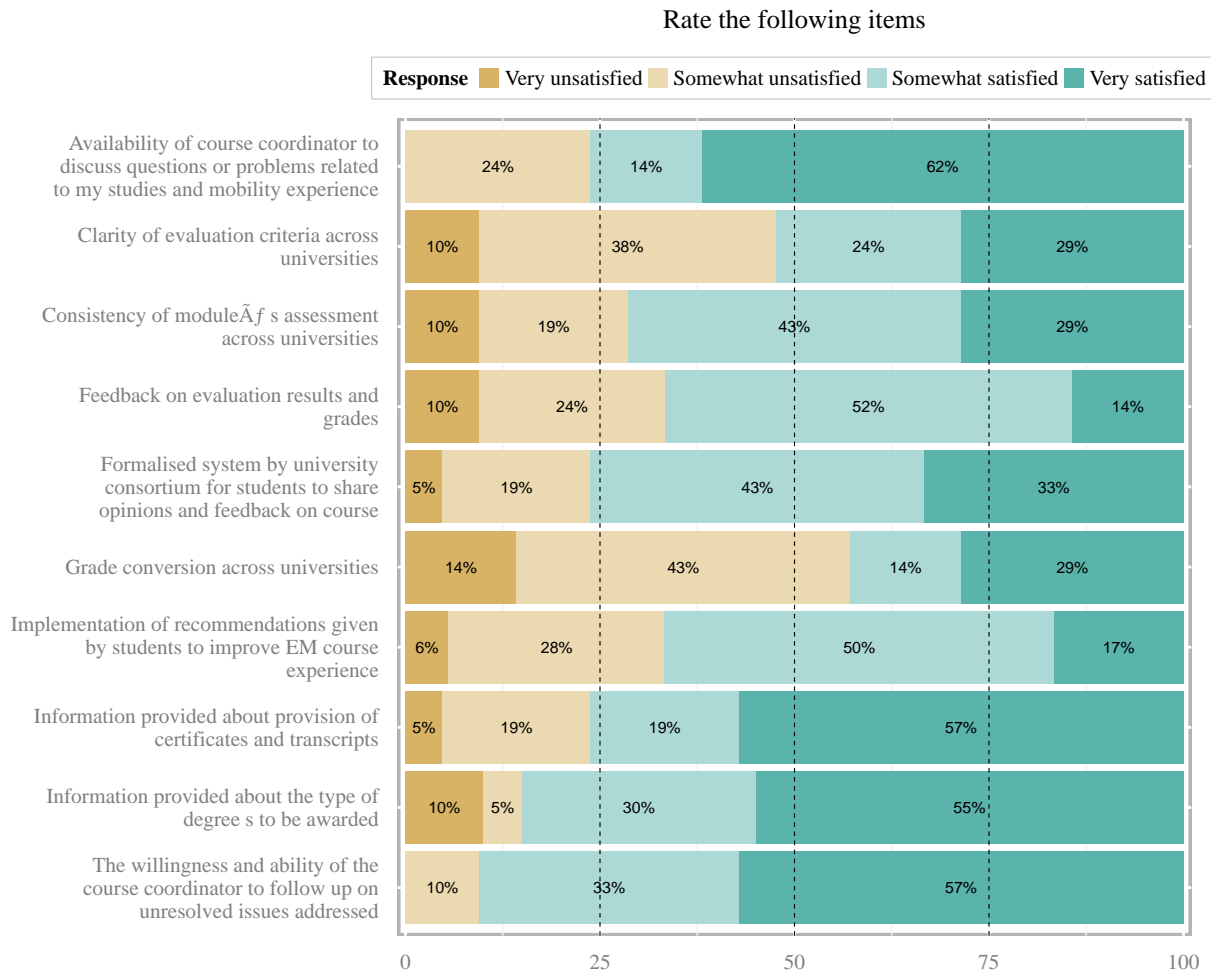
## 4 Assessment and feedback

We will have some text here.

### 4.1 Module assessment

Only one indicator - “Clarity of evaluation criteria” - ranks in the second quartile, suggesting that some students were unsure of how they were being assessed. A possible area of improvement, of which high proportions of students gave negative feedback, is the way in which modules and assessments are synchronised across partner universities. 43% of students were somewhat dissatisfied with “Consistency of module assessments across universities”, and a total of 45% of students were unhappy with “Clarity of the assessment criteria”.

#### 4.1.1 Consortia

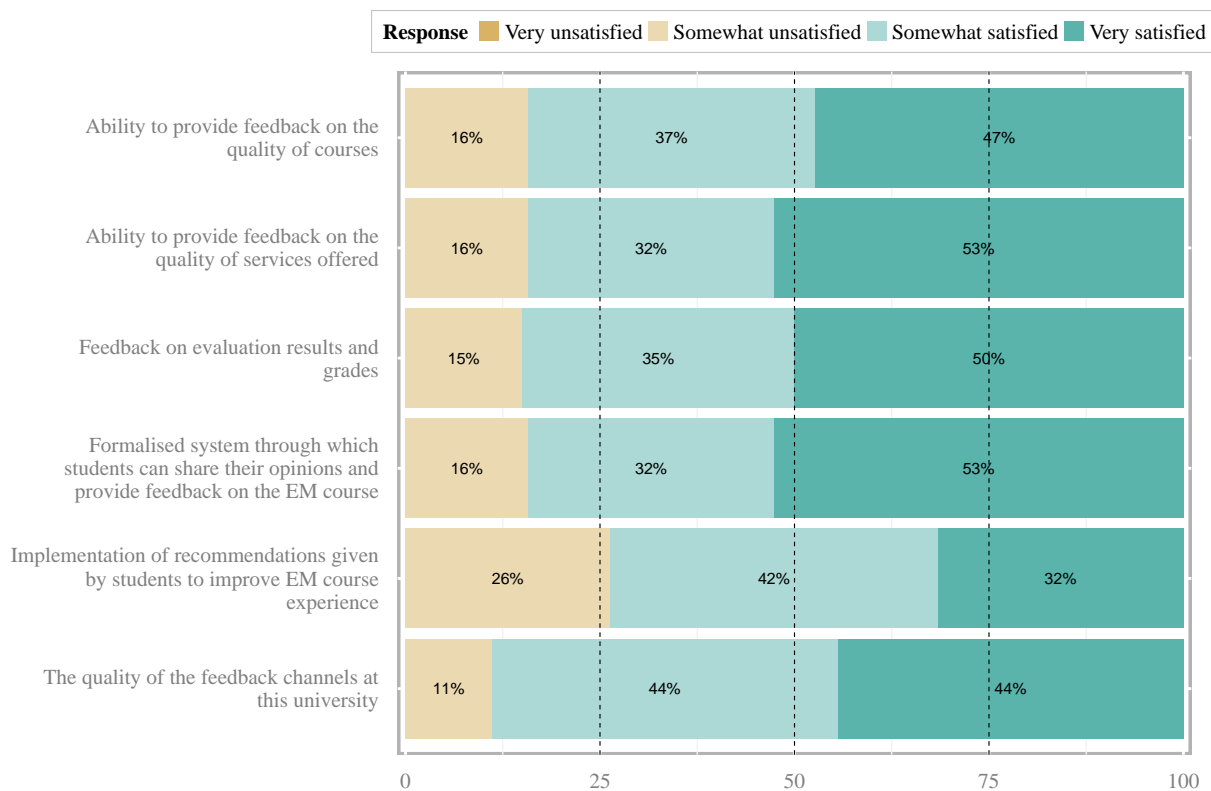


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	21	3.38	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	21	2.71	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	21	2.90	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	21	2.71	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	21	3.05	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	21	2.57	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	21	2.78	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	21	3.29	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	21	3.30	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	21	3.48	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

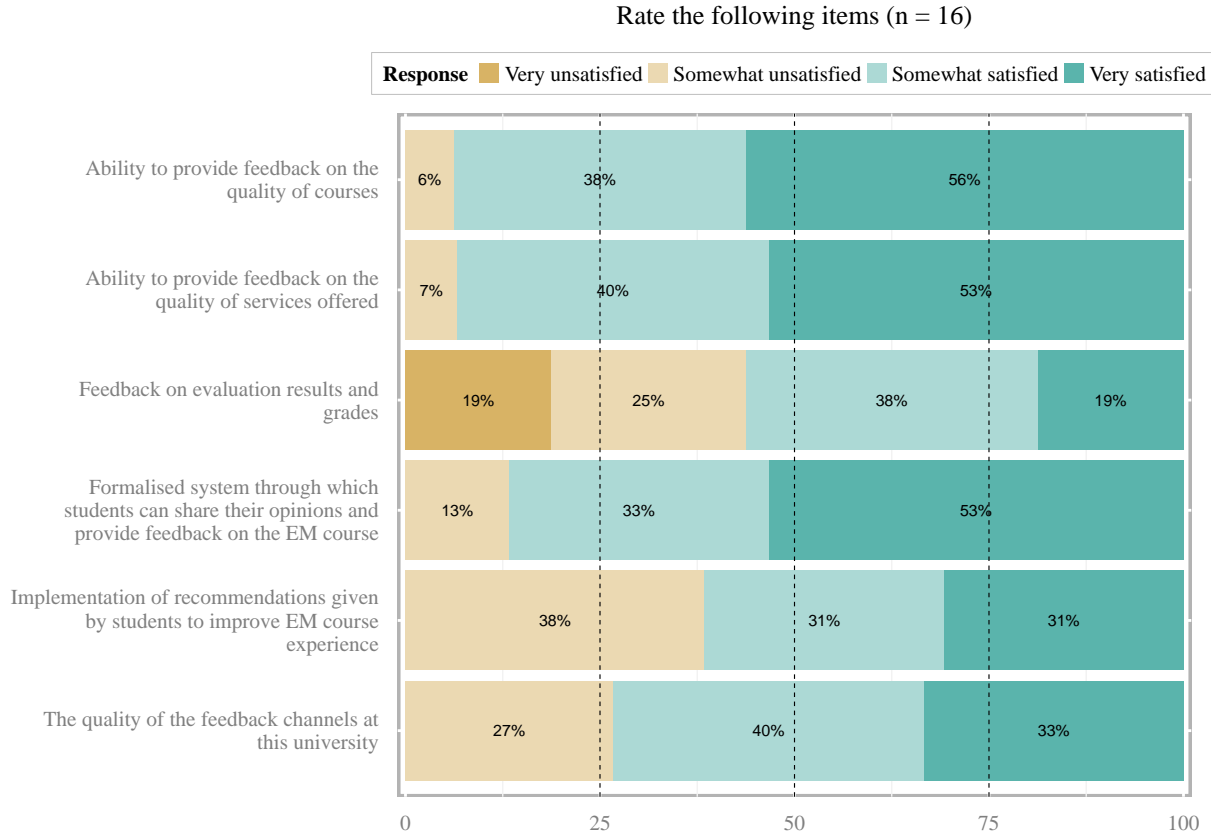
Table 5: Summary statistics

## 4.1.2 Institute of Chemical Technology Prague, Czech Republic

Rate the following items (n = 21)



## 4.1.3 Montpellier 2 University, France



## 5 Teaching/learning and supervision

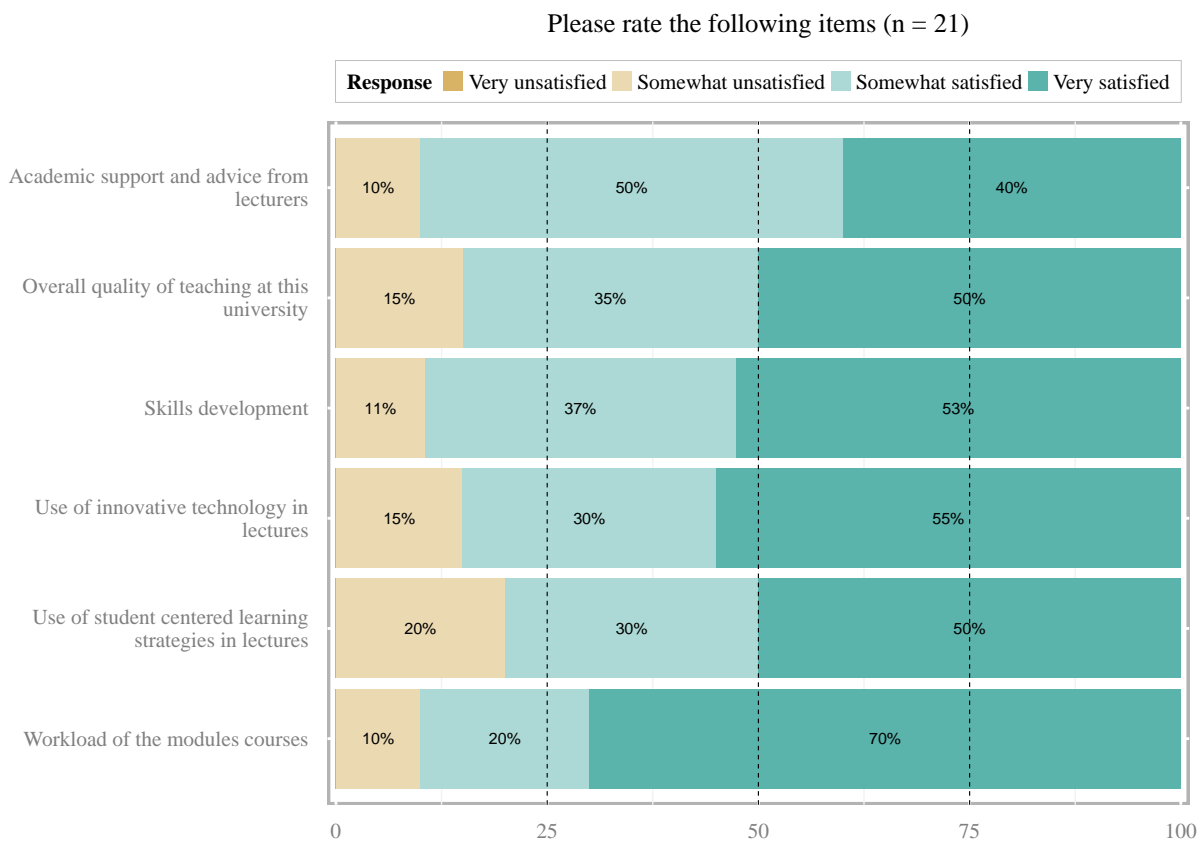
We will have some text here.

### 5.1 Teaching/learning

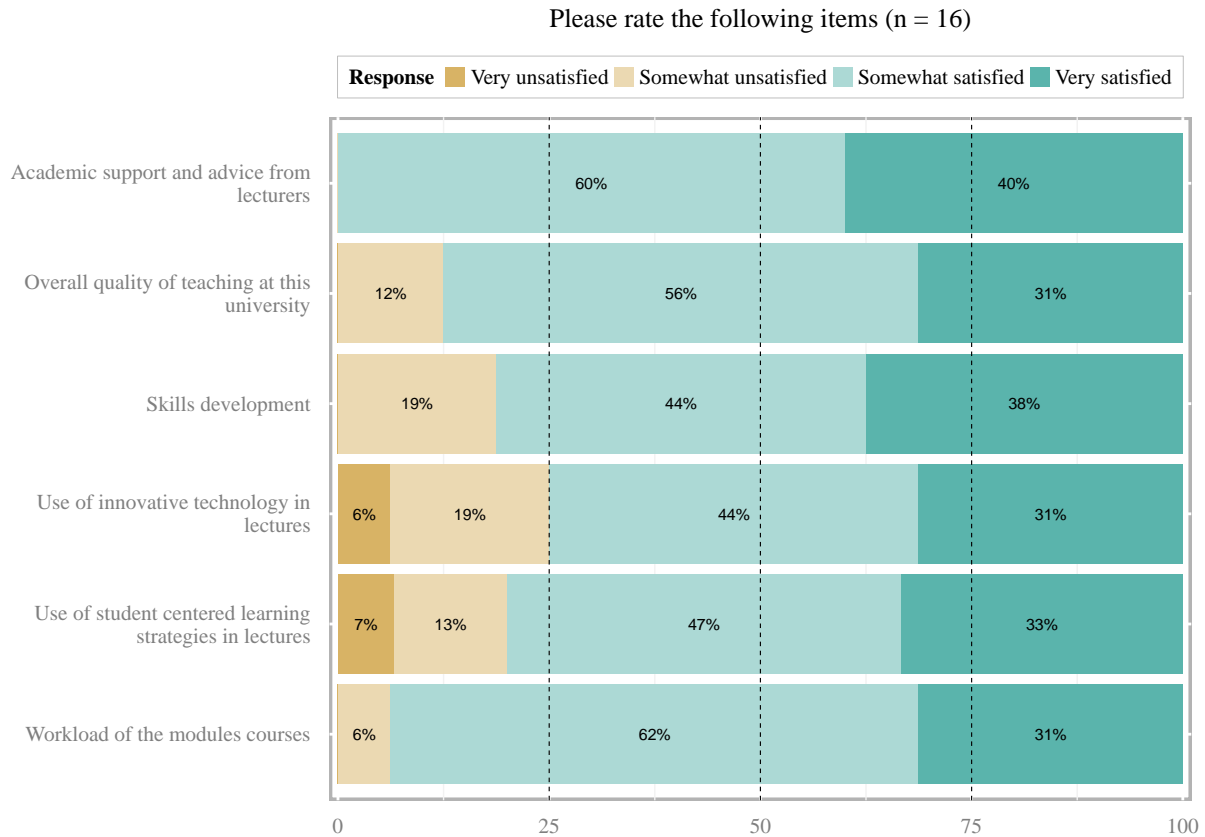
In general, almost all of the students are very satisfied with the supervision provided by their first supervisor. Majority of the students, 75 %, stated that: “My supervisor provided valuable advice during my thesis work”. Similarly, 81 % of the students were satisfied with the frequency of meeting with their supervisor. Only 12 % of the students did not fully agree with the statement that: “My supervisor was available for periodic meetings”. As such, these two indicators fall into the fourth and the third quartile respectively. More than 80 % of the students were also very satisfied with all the indicators regarding their second supervisor. Only a minor percentage of the students, 12 %, denied that “My second supervisor was available for consultation if the lead supervisor was unavailable” and that “My supervisor was available for periodic meetings” with respect to their second supervisor. On the whole, in case of the Institute of Chemical Technology in Prague, the majority of students had favorable opinions about teaching and learning aspects at this university. For all of the indicators, except for “Academic support and advice from lecturers”, more than 50 % of the students were very satisfied about these aspects. In the case of the “Academic support and advice from lecturers” 50 % of the students expressed only a moderate satisfaction, and 10 % were slightly dissatisfied. A certain number of the students at this university (20 %) were quite dissatisfied with “Use of student centered learning strategies in lectures”. The big number of students (70 %) answered that the “Workload of the modules courses” at this university was set very appropriately. In the case of the Montpellier 2 University, students assessed the teaching/learning aspects less favorably. Only approximately 1/3 of the students (from 40 % to 31 %) are very satisfied with each of the teaching/learning aspects. Although students indicated that they were quite satisfied with “Academic support and advice from lecturers”, the results of the survey shows that there is mainly some need for improvement in the case of “Skills development”, “Use of innovative technology in lectures”, and “Use of student centered learning strategies in lectures”.



## 5.1.1 Institute of Chemical Technology Prague, Czech Republic

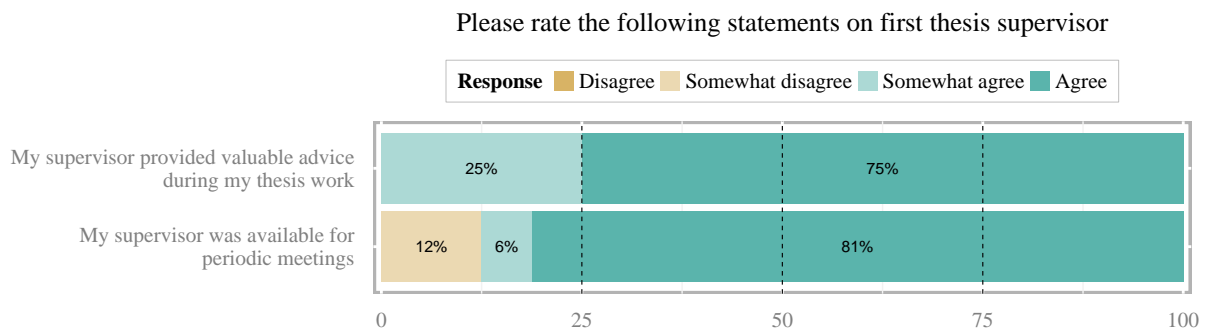


## 5.1.2 Montpellier 2 University, France



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	21	3.75	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	21	3.69	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics



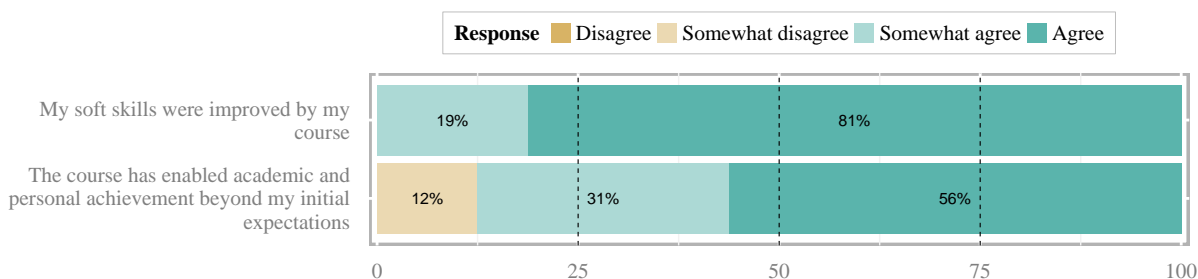
## 6 Internship/field experience and personal development

We will have some text here.

There was little concern about the aspects of the personal development. All the students were satisfied with the improvement of their soft skills during the program. Prevailing number of students (81 %) fully agree with the statement that: “My soft skills were improved by my course”. As such, this indicator stands out with a very positive value and falls into the fourth quartile. As well, the majority of students (56 %) agreed that: “The course has enabled academic and personal achievement beyond my initial expectations”, with only 12 % of the students expressing a slight disagreement in the matter of satisfying their initial expectations about the course. This indicator was thus rather favorably assessed and in placed in the third quartile.

### 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	21	3.81	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	21	3.44	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

