



CQAB

Course Quality Advisory Board

ERASMUS MUNDUS ASSOCIATION

ADVANCES-Advanced Development in Social Work

Report was generated on 28 Feb 2016

Contents

1 Foreword	4
1.1 Course Quality Advisory Board	5
2 Introduction to the current report	6
3 Supporting services	8
3.1 Support received before the start of the Erasmus Mundus course	8
3.1.1 Consortia	9
3.1.2 Aalborg University, Denmark	10
3.1.3 University of Lincoln, United Kingdom	10
3.2 Support received during the orientation program	11
3.2.1 Consortia	12
3.2.2 Aalborg University, Denmark	13
3.2.3 Technical University of Lisbon, Portugal	13
3.2.4 University of Lincoln, United Kingdom	14
3.3 Helpfulness of units and people	14
3.3.1 Consortia	15
3.3.2 Aalborg University, Denmark	16
3.3.3 Technical University of Lisbon, Portugal	16
3.3.4 University of Lincoln, United Kingdom	17
3.4 Support received on various issues	17
3.4.1 Consortia	18
3.4.2 Aalborg University, Denmark	18
3.4.3 University of Lincoln, United Kingdom	18
4 Assessment and feedback	19
4.1 Module assessment	19
4.1.1 Consortia	20
4.1.2 Aalborg University, Denmark	22
4.1.3 Technical University of Lisbon, Portugal	22
4.1.4 University of Lincoln, United Kingdom	23
5 Teaching/learning and supervision	24
5.1 Teaching/learning	24
5.1.1 Aalborg University, Denmark	24
5.1.2 Technical University of Lisbon, Portugal	25
5.1.3 University of Lincoln, United Kingdom	25
5.2 First supervisor.	26



6	Internship/field experience and personal development	27
6.1	Personal development.	27
7	Acknowledgments	28



1 Foreword

The present report was compiled by the Course Quality Advisory Board (CQAB) of the Erasmus Mundus Student and Alumni Association (EMA) with the main purpose of providing Erasmus Mundus Joint Master Degree (EMJMD) courses with customized student feedback that emerged from the 2015 edition of the Course Quality Student Services (CQSS) survey. This feedback could potentially aid courses in their quest of **improving student services**, and **benchmark** against other course in the Erasmus Mundus umbrella.

The CQSS survey reached its **second edition**. The current edition of the survey brings a number of improvements. Many of these **improvements emerged from the feedback provided by EMJMD consortia** following the release of the previous CQSS survey reports, and **Erasmus Mundus students**. At the recommendation of EMJMD consortia, the course reports now include **comparative information** about each course in relation to the other EMJMD courses that received a sufficient number of responses. At the suggestion of survey respondents, the 2015 CQSS survey edition was released at the end of the academic year, to ensure that all respondents have completed at least two EMJMD semesters before being asked to evaluate their experience. Additional changes have been made to the 2015 edition of the CQSS survey to streamline the survey experience, to facilitate the data analysis process, and to capture information about key subpopulations among EMJMD students. For further reference, a **full description of the methodology** behind the creation of the 2015 edition of the CQSS survey and the analysis procedures behind the CQSS reports is going to be published in the first 2016 edition of the academic journal Education Studies Moscow.

Due to our responsibility towards the entire EMJMD community and the over 2000 students and alumni that fully completed our lengthy survey, **the results emerging from the 2015 edition of the CQSS survey will be made available to the broad public on an interactive online platform**. The online platform will contain the graphical information included in this report, and be made available online shortly after the distribution of course reports to EMJMD consortia. By making this information public, CQAB does not aim at classifying or creating rankings among EMJMD courses, but to add transparency to our data, and offer current and prospective students the ability to better prepare for what CQAB considers to be an invaluable educational experience.

The work of CQAB would not exist and could not continue **without the support of numerous committed volunteers spread all across the world**, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data and interpreting descriptive graphical information. **CQAB is grateful, humbled and proud to have supported the CQSS project fully through volunteer work**, and thus without external interference.

Among the CQAB volunteers, two stand out: Mikhail Balyasin and Luis Carvalho. Mikhail is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report, and created the CQSS interactive online platform. Luis coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents.

CQAB is grateful for the ongoing support received from the **Erasmus Mundus Student and Alumni Association, and its leadership structures**. We are indebted to representatives of the **European Commission**, and EMJMD course coordinators whom we consider allies in a joint quest of consolidating the excellence brand of EMJMDs.

CQAB is eager to receive further feedback from each course coordinator and other stakeholders on how future CQSS reports and their contents may be improved in order to maximize their usefulness. We understand that courses themselves are best suited to address quality concerns, and we strongly suggest that the information in report, with its limitations, is triangulated with internally available data at the level of each course.

Please address all questions and remarks about this report to Georgiana Mihut at cqab.chair@em-a.eu.

With gratitude and hope for a fruitful future collaboration,

Georgiana Mihut, Chair of the Course Quality Advisory Board



1.1 Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis as part of the Erasmus Mundus Student and Alumni Association. Its members have not and do not receive financial benefits as a result of their CQAB related activities. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

1. Management of the e-mail account ****em.feedback@em-a.eu****, that assists students with pressing quality issues;
2. **Survey Team**, tasked with conducting the CQSS survey;
3. **Communication Team**, a newly created structure aimed at facilitating the promotion of CQAB activities.

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 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 the CQSS survey is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic yet unique issues around quality across joint degree courses, and the general underrepresentation of students in the systemic evaluation of the EMJMD programme.



2 Introduction to the current report

This report introduces three distinct sources of information. First, it aims to bring to your attention the **24 responses** received from current or past students of ADVANCES-Advanced Development in Social Work. The respondents represent **21 distinct nationalities**. Collectively they have spent more than **481 hours** to answer the survey questions. The responses are introduced in graphical form for each indicator and dimension captured in the CQSS survey that received 10 or more responses. The graphical information follows the structure illustrated in Figure 1, where the name of the dimension (and often the name of the survey question) appears as a figure header (in this case **Overall satisfaction**), and each indicator is displayed on a separate row. The figure illustrates the proportion of respondents that selected each of the four Likert scale options available. Figure 1 illustrates the actual overall satisfaction of respondents with the course.

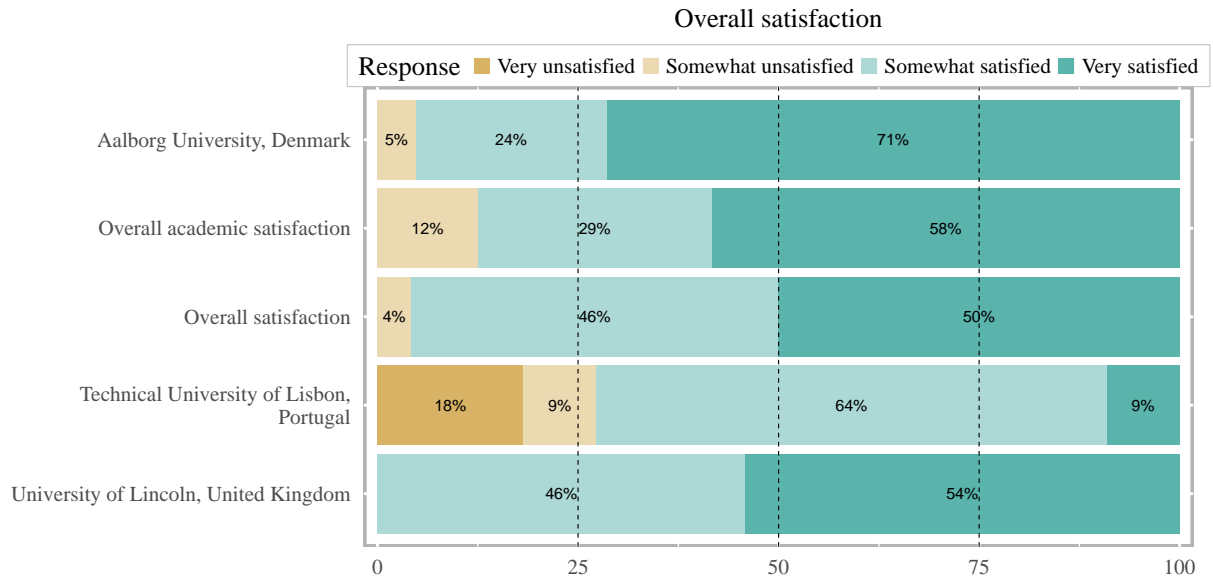


Figure 1: Example of graphical distribution of survey responses

Second, for each indicator evaluated through the CQSS survey, comparative data on the aggregated performance among all EMJMD courses with 10 or more responses is introduced (see Table below).

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	24	3.38	3.21	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.67	3.44	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	23	3.22	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row in Table above represents a distinct indicator evaluated as part of the CQSS survey. Each table includes all indicators which received 10 or more responses and compose a dimension. Tables include

- The number of responses received for each indicator (n);
- The mean for each indicator corresponding to focus course of the report (Mean);
- The aggregated mean for the respective indicator across all EMJMD courses (EM mean).

Additionally, the table provides information about the distribution of means across all EMJMD courses with 10 or more responses. The distribution of means is displayed as ranges of means in quantile increments. As such, 25% of all EMJMD courses with 10 or more responses will be found in each of the four columns. The quantile corresponding to the course profiled in each report is highlighted. This display facilitates an easy comparison between a given programme and its peers. The means displayed in the comparison tables are



obtained by converting Likert-scale survey responses to numeric values. CQSS respondents were asked to evaluate each indicator on a four point Likert-scale, from “Very unsatisfied” or “Disagree” to “Very satisfied” or “Agree”. For the purpose of the means utilized in this report, each Likert-scale option corresponds to the following numeric values:

- a. “Very unsatisfied” or “Disagree” = 1;
- b. “Unsatisfied” or “Somewhat disagree” = 2;
- c. “Satisfied” or “Somewhat agree” = 3;
- d. “Very satisfied” or “Agree” = 4.

Therefore, the average score for any given indicator in a table ranges from a minimum of 1 to a maximum of 4, where 4 represents a perfect score for an indicator.

Third, few of the sections of the report introduce an overall description of the qualitative analysis of relevant open ended questions the CQSS survey asked. These selected sections do not pertain solely to the qualitative answers received for , but instead offer the range of positions and issues discussed freely by respondents across all EMJMD courses. These sections aim to serve as a source of reference and narratives to better understand the statistical data presented.

The information in this report is introduced following the structure employed by the CQSS survey. Through its design, the CQSS survey aims at capturing both the **overall experience** of students within an EMJMD, and the experience students had independently at **each institution attended**. To reflect this dichotomy, each section of the report will introduce both the **overall evaluation of an indicator**, as reflected by respondents, and **the evaluation of the same or comparable indicator in the context of different universities attended**. The most extensive section of the report focuses on providing information about the **supporting services available to students**. The evaluation of the quality of supporting services available to students is broken down between the evaluation of:

- 1. Support structures received before the start of the EMJMD programme;
- 2. Support structures received during the orientation programme;
- 3. The general helpfulness of various units and individuals;
- 4. Support received on various specific student issues.

The following section of the report introduces the indicators used to capture the quality of the assessment and feedback processes. Next, the responses of students to questions pertaining to the quality of teaching, learning and supervision are presented. Lastly, the report displays aspects connected to the quality of the internship experience, the field experience and personal development.



3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

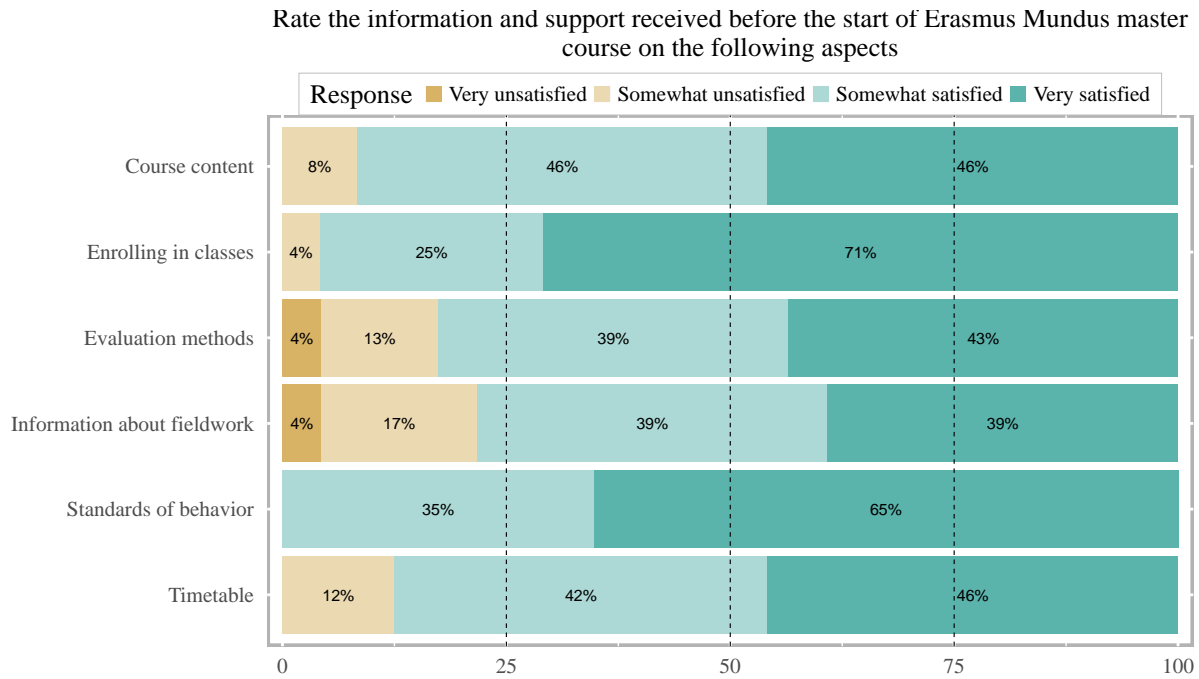
Section 3.1 measures students satisfaction with the support received before the start of their Erasmus Mundus course. When analyzing the findings, it is important to mention that throughout the entire report, higher levels of satisfaction are measured in terms of percentages of very satisfied responses, 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 in terms of 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 unsatisfied responses. Indicators with the lowest levels of satisfaction have been identified as follows: 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.



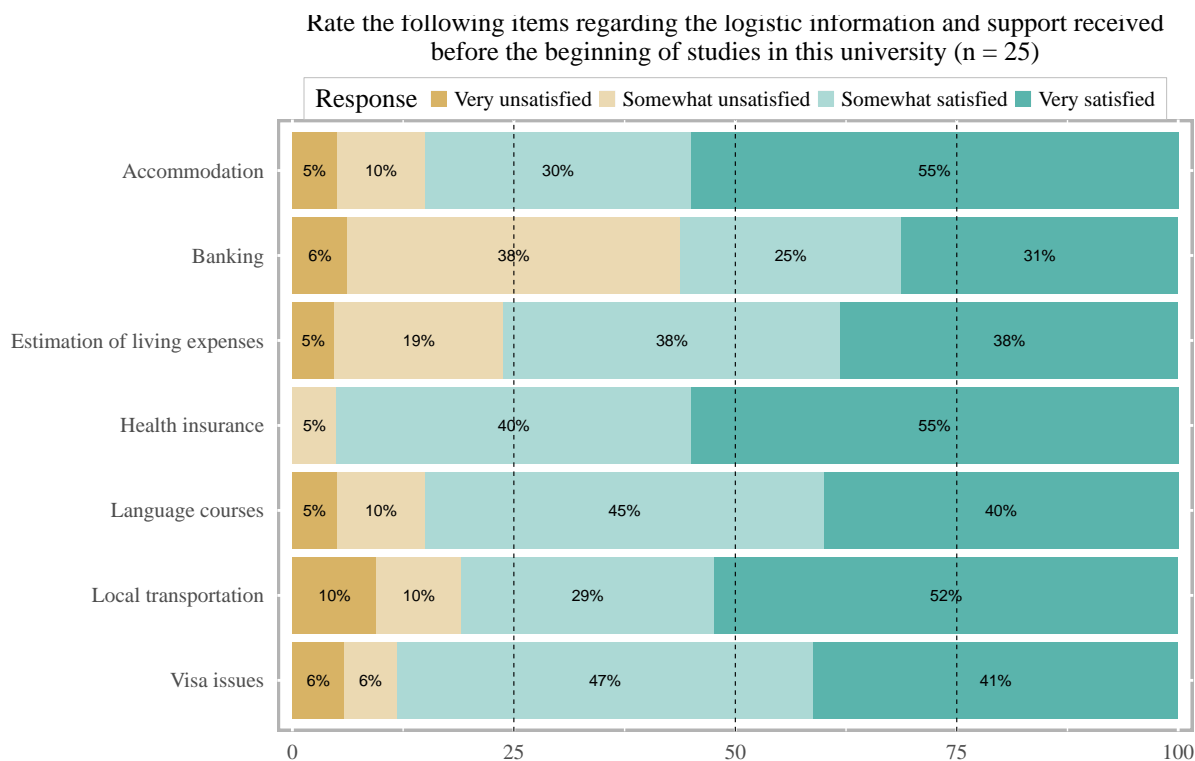
3.1.1 Consortia



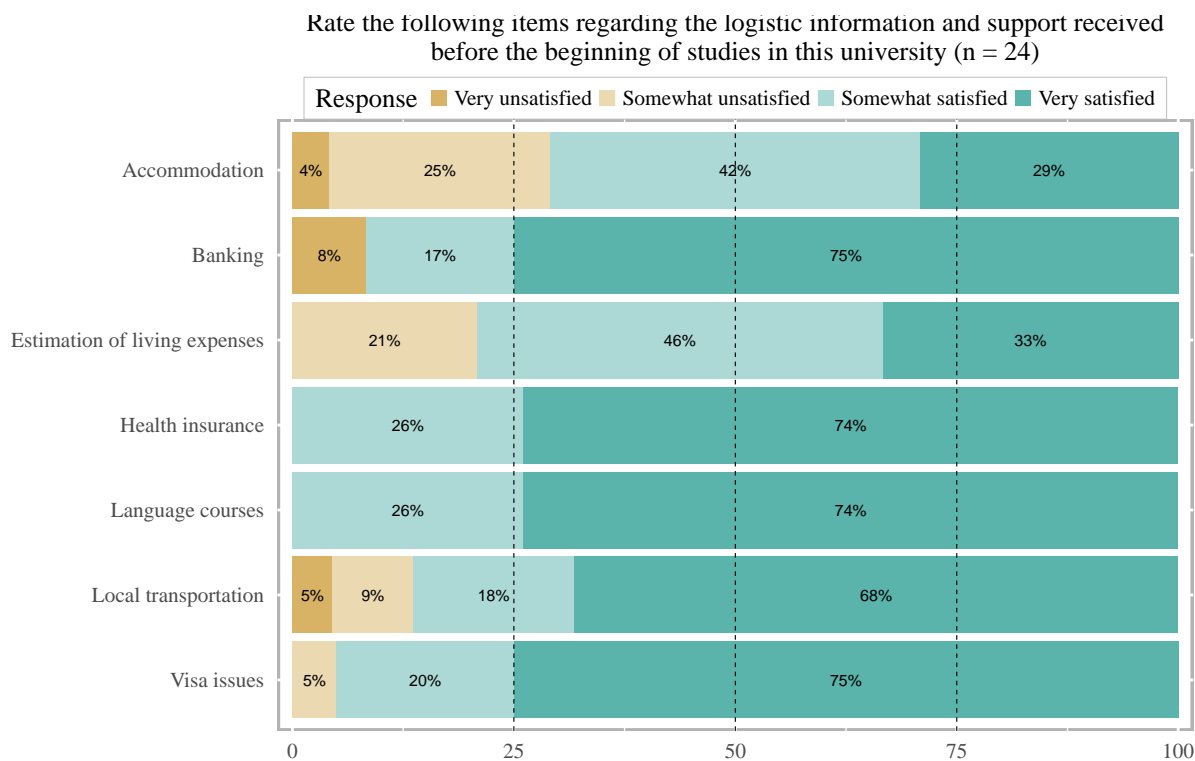
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	24	3.38	3.21	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.67	3.44	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	23	3.22	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	23	3.13	2.98	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	23	3.65	3.45	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	24	3.33	3.15	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



3.1.3 University of Lincoln, United Kingdom



3.2 Support received during the orientation program

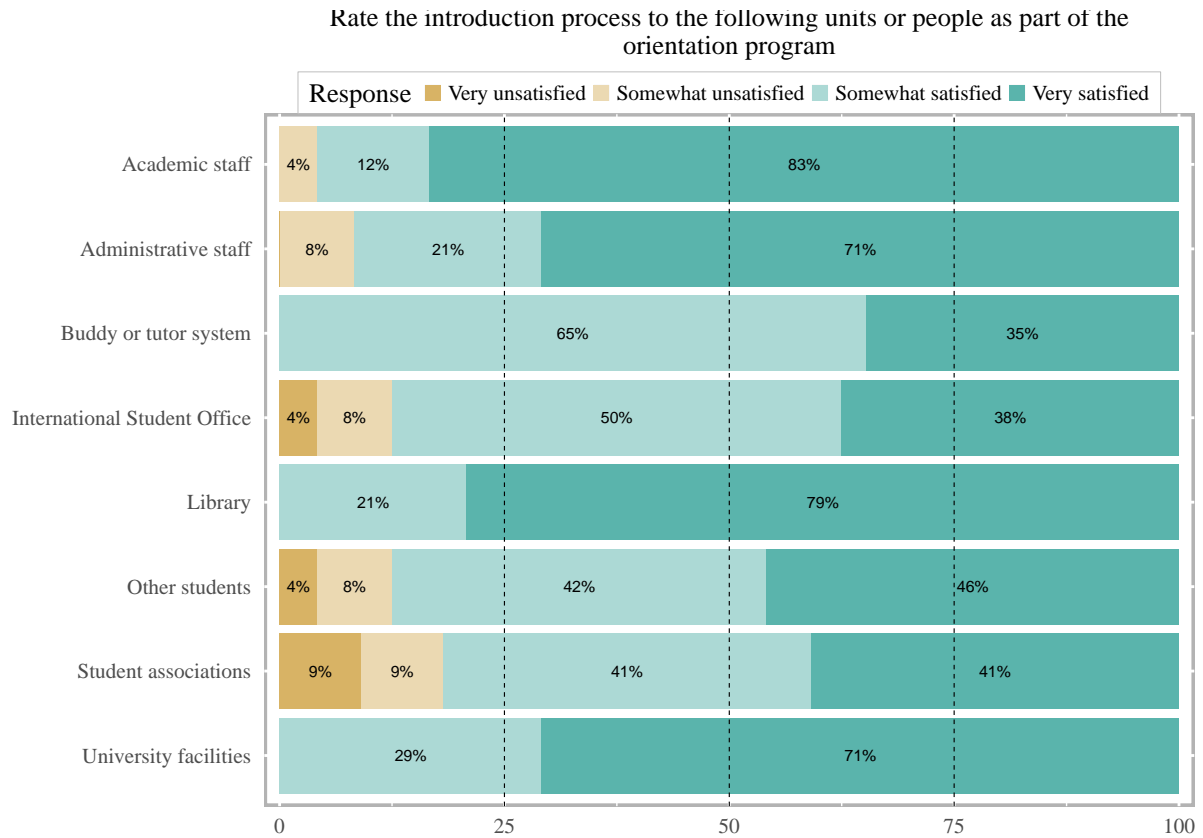
Section 3.2 measures students satisfaction with the support received by the consortia and by individual universities during the orientation program. The following 8 indicators were used in this analysis: (1) Academic staff, (2) Administrative staff, (3) Buddy or tutor system, (4) International Student 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 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, and 50% - with the University facilities. Twenty-four respondents rated their satisfaction with the support offered by the University of Lincoln. 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

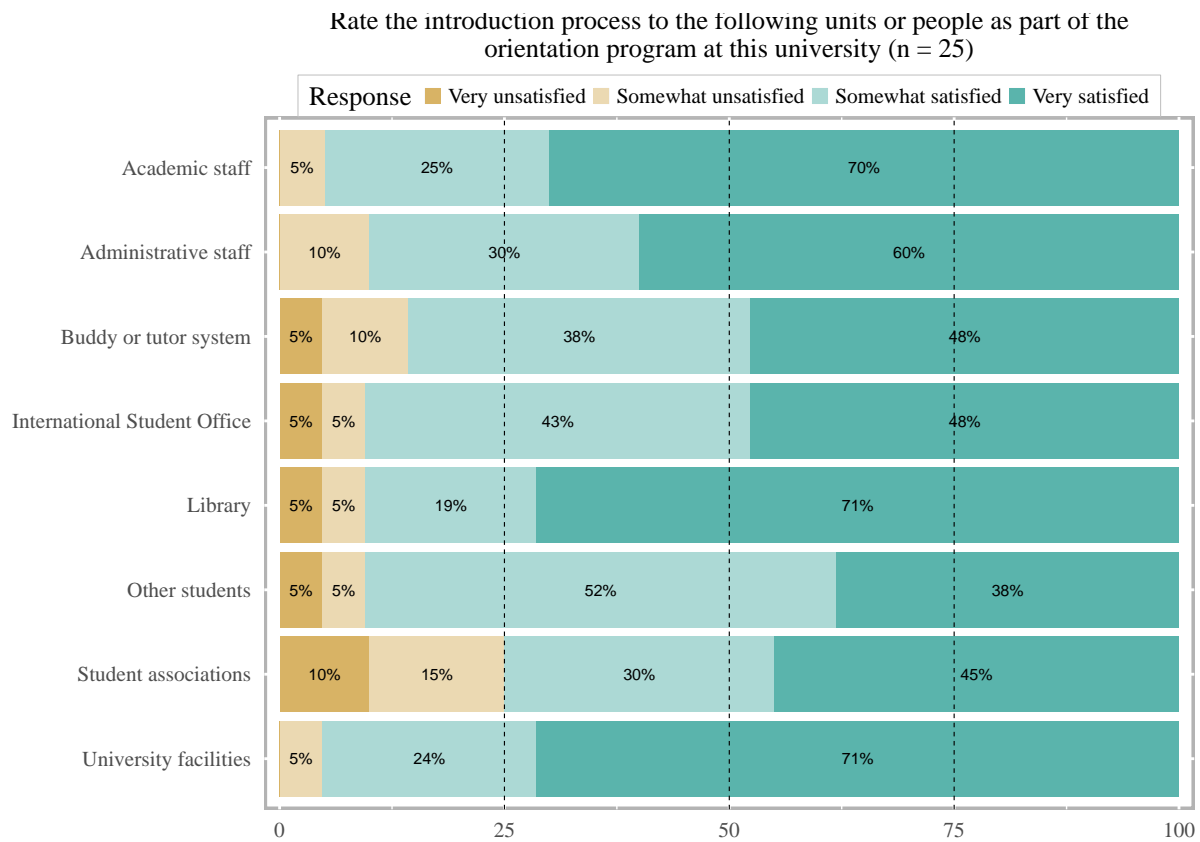


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.79	3.46	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	24	3.62	3.40	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	23	3.35	2.97	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	24	3.21	3.23	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	22	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	3.39	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

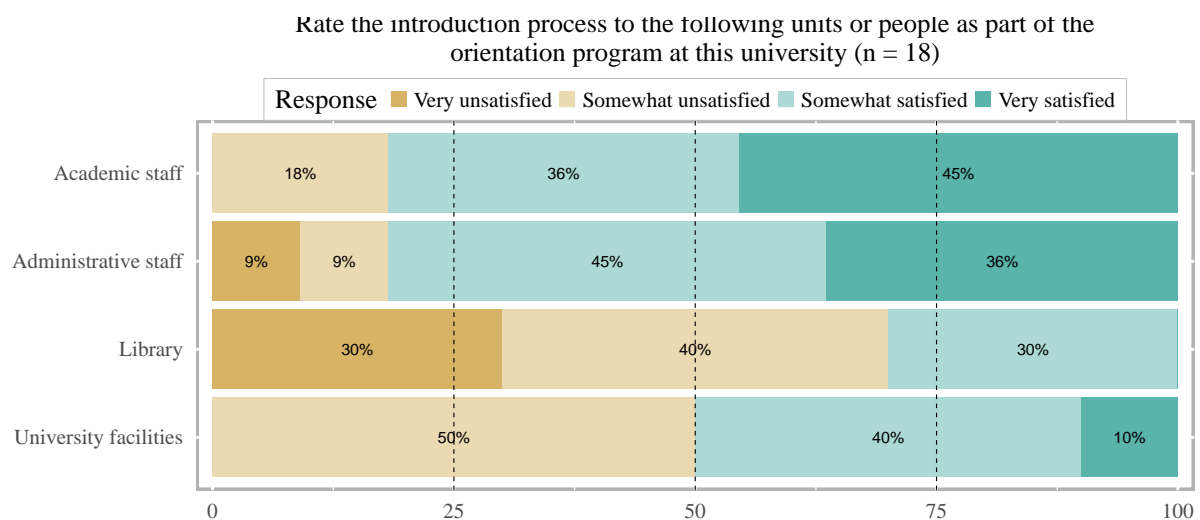
Table 2: Summary statistics



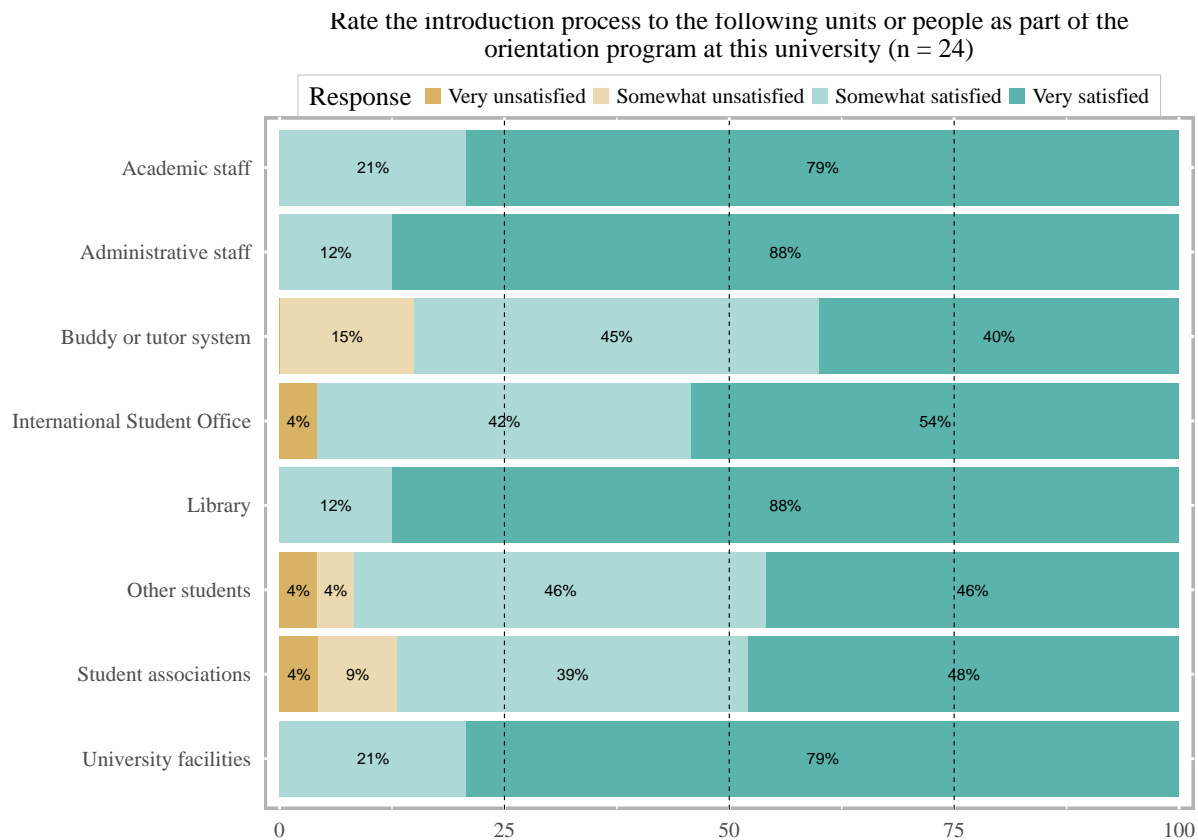
3.2.2 Aalborg University, Denmark



3.2.3 Technical University of Lisbon, Portugal



3.2.4 University of Lincoln, United Kingdom



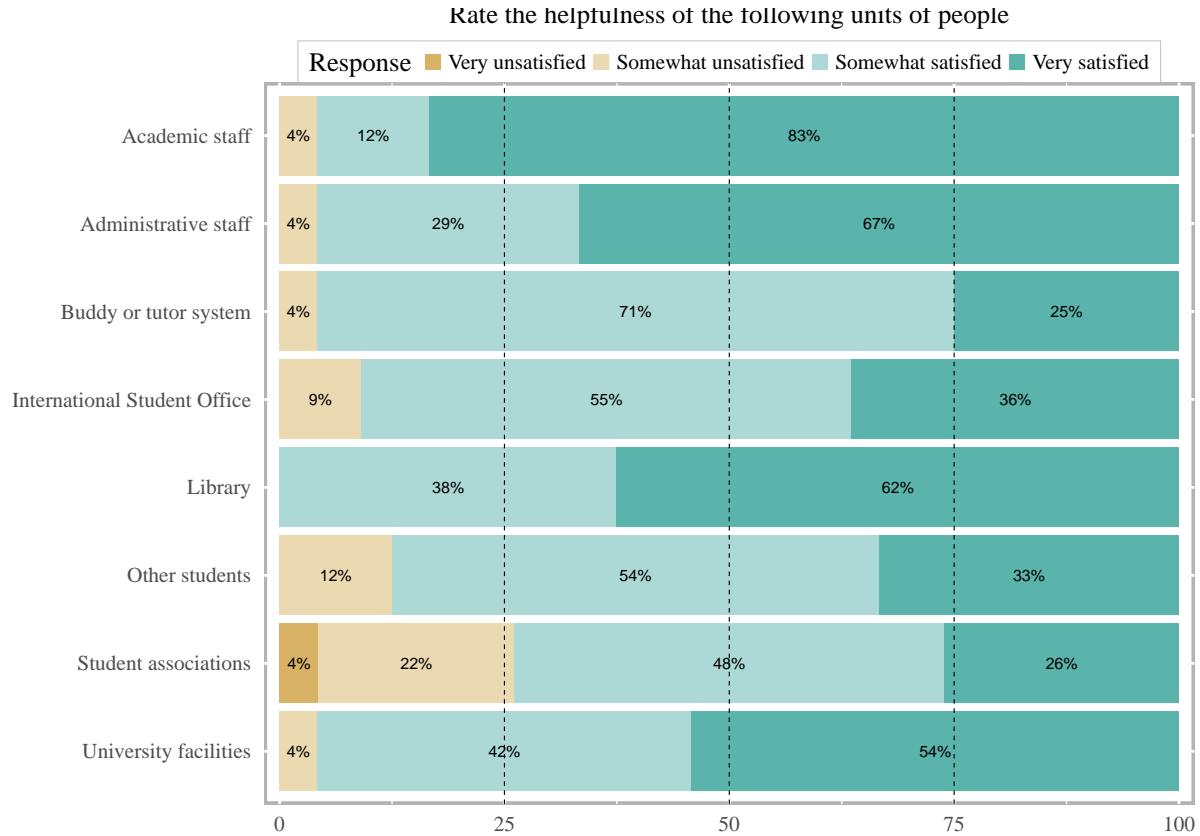
3.3 Helpfulness of units and people

Section 3.3 measures students satisfaction with the helpfulness of different units and people. Students were asked to rate their satisfaction with the consortia and with individual universities respectively. 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 third quartile respectively (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 a somewhat lower level of 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 the 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 (total 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

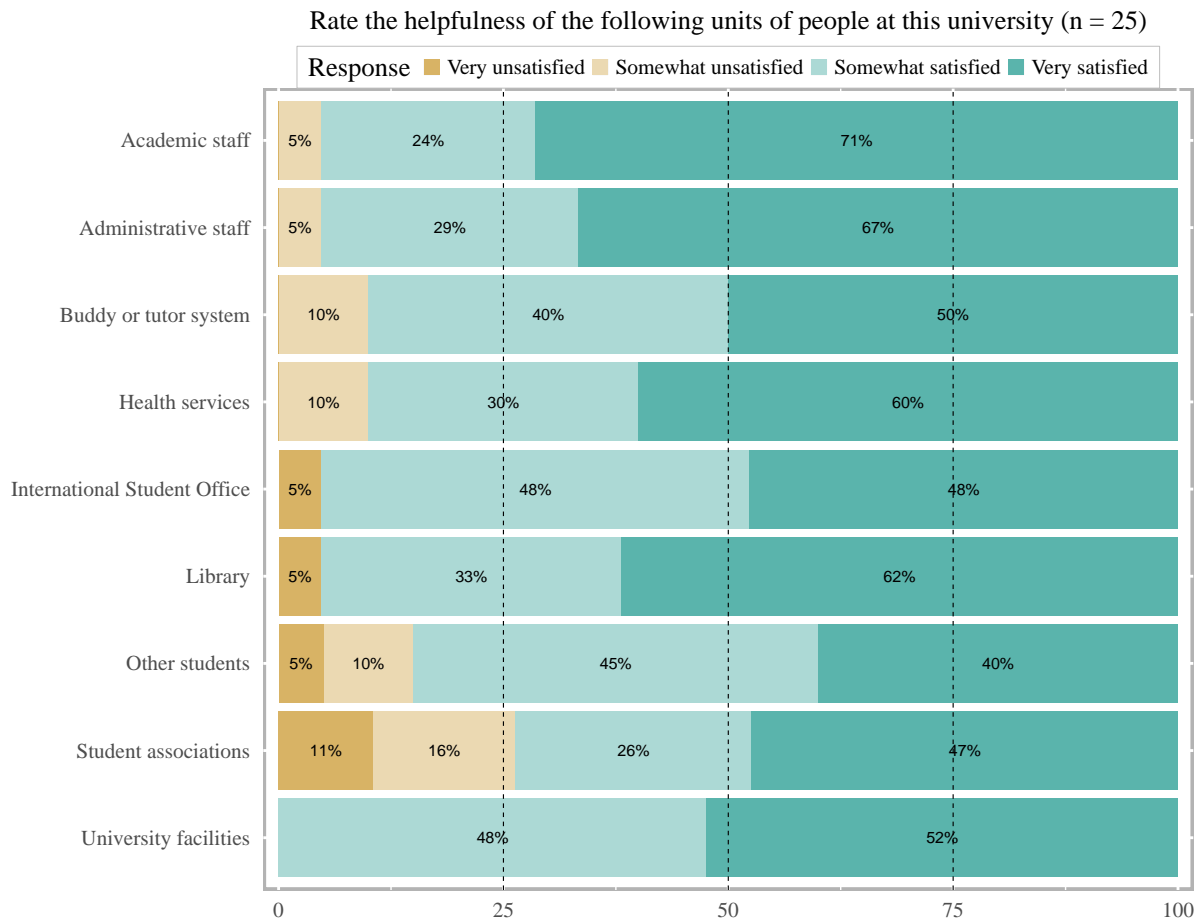


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.79	3.47	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	24	3.62	3.36	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	24	3.21	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	22	3.27	3.24	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	24	3.62	3.41	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	23	2.96	3.05	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

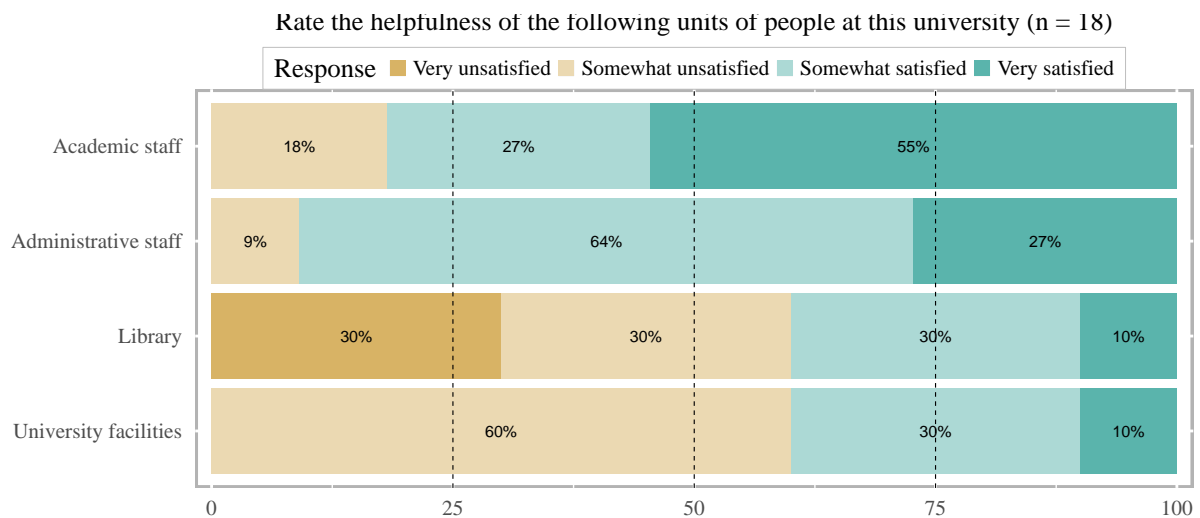
Table 3: Summary statistics



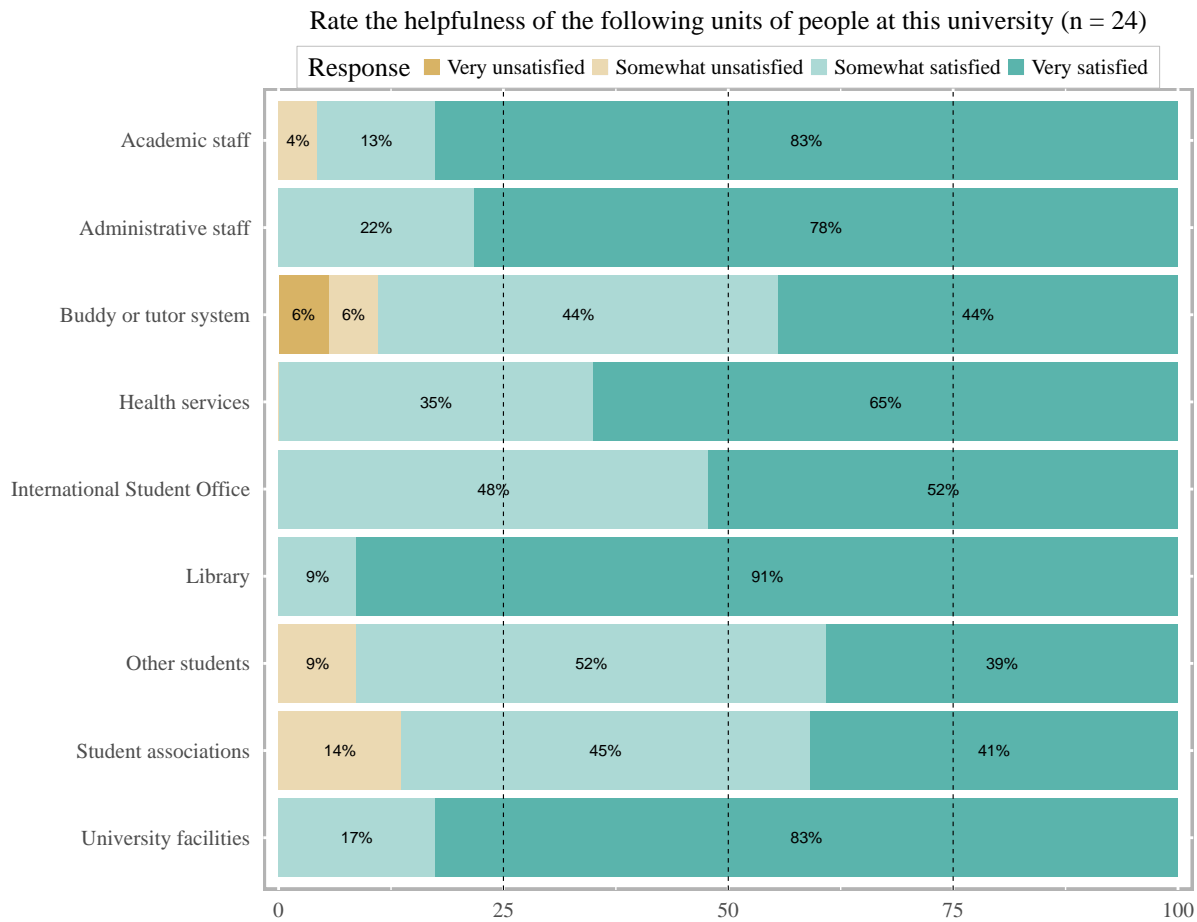
3.3.2 Aalborg University, Denmark



3.3.3 Technical University of Lisbon, Portugal



3.3.4 University of Lincoln, United Kingdom



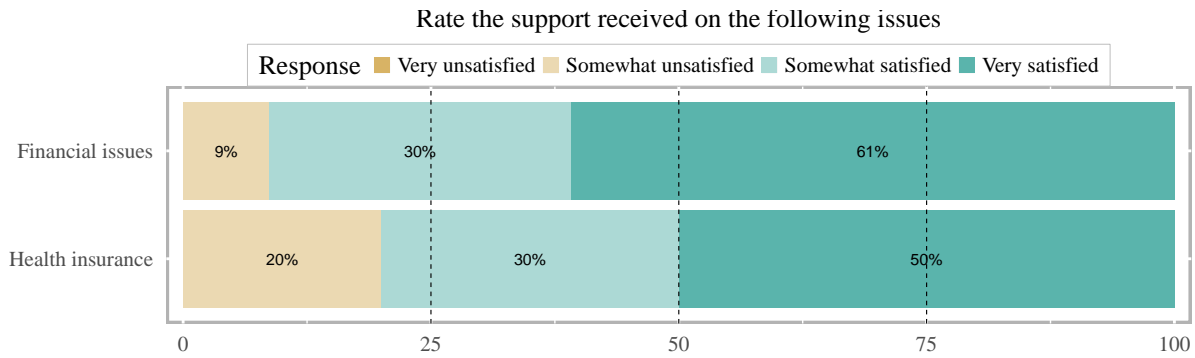
3.4 Support received on various issues

Section 3.4 measures students' satisfaction with the support received on various issues. With respect to the support provided by the program consortia as a whole, 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 far as individual universities are concerned, 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 Aalborg 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. In the case of 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 activities. 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 might be high, they are not necessarily made available to students.



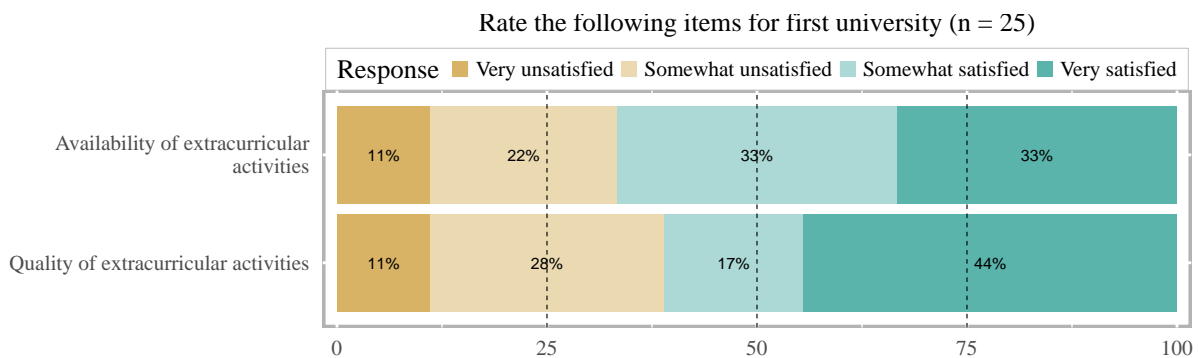
3.4.1 Consortia



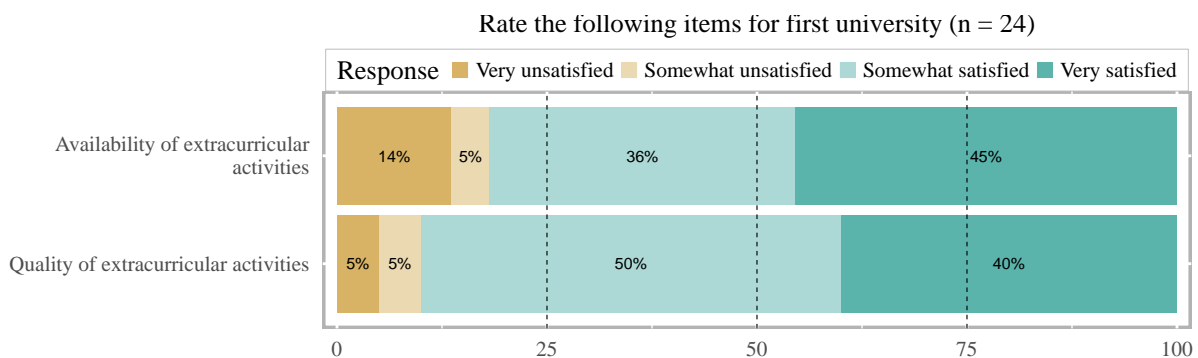
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	23	3.52	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	20	3.30	3.37	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 Aalborg University, Denmark



3.4.3 University of Lincoln, United Kingdom



4 Assessment and feedback

We will have some text here.

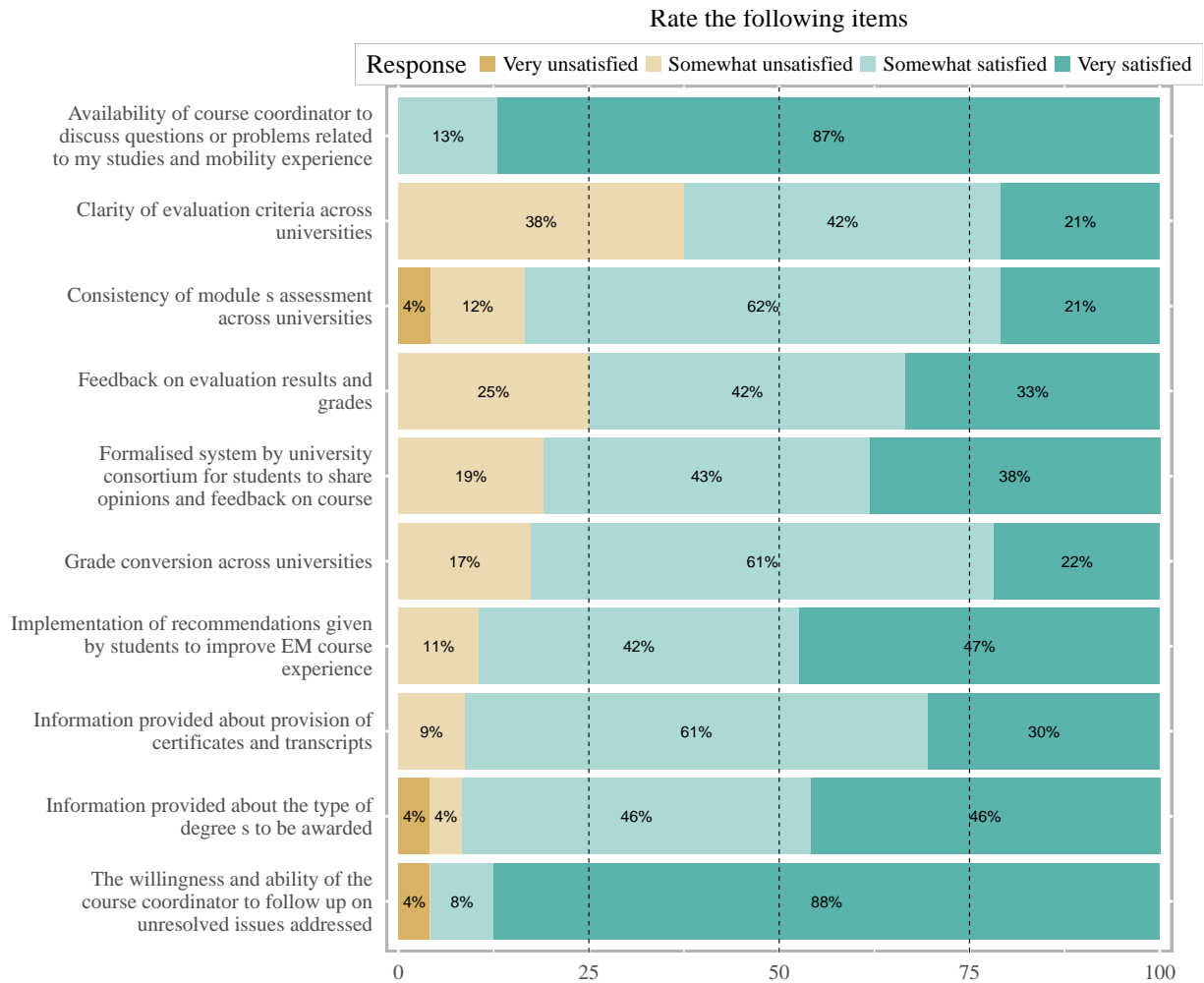
4.1 Module assessment

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, where approximately 33% of respondents stated being somewhat unsatisfied. In the case of the Technical University of Lisbon, 5 indicators were presented (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 with this dimension. 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

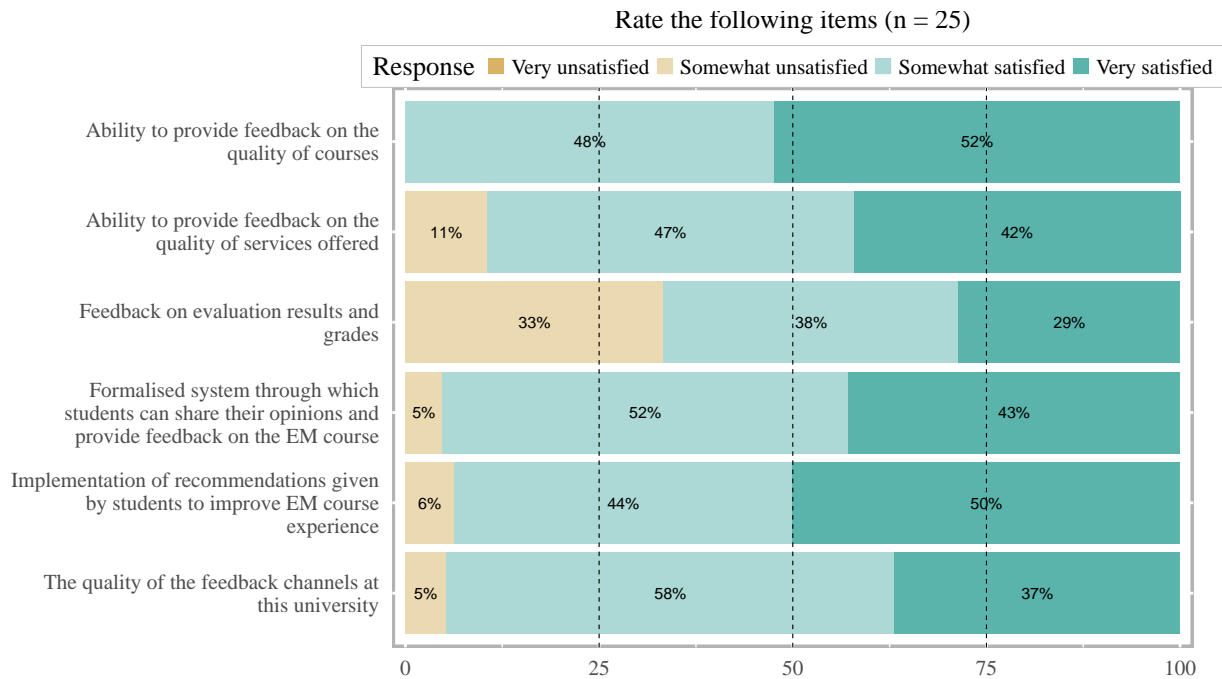


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	23	3.87	3.30	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	24	2.83	2.78	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module s assessment across universities	24	3.00	2.82	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	2.78	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	3.19	2.95	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	23	3.04	2.86	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	19	3.37	2.84	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
Information provided about provision of certificates and transcripts	23	3.22	3.04	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	3.14	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	3.27	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

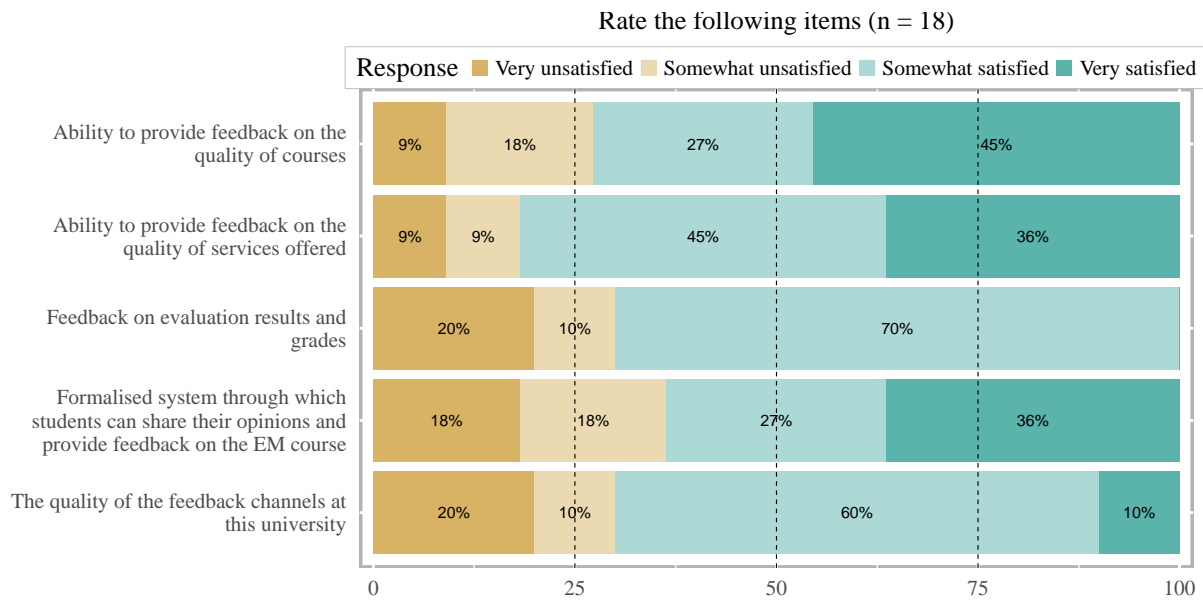
Table 5: Summary statistics



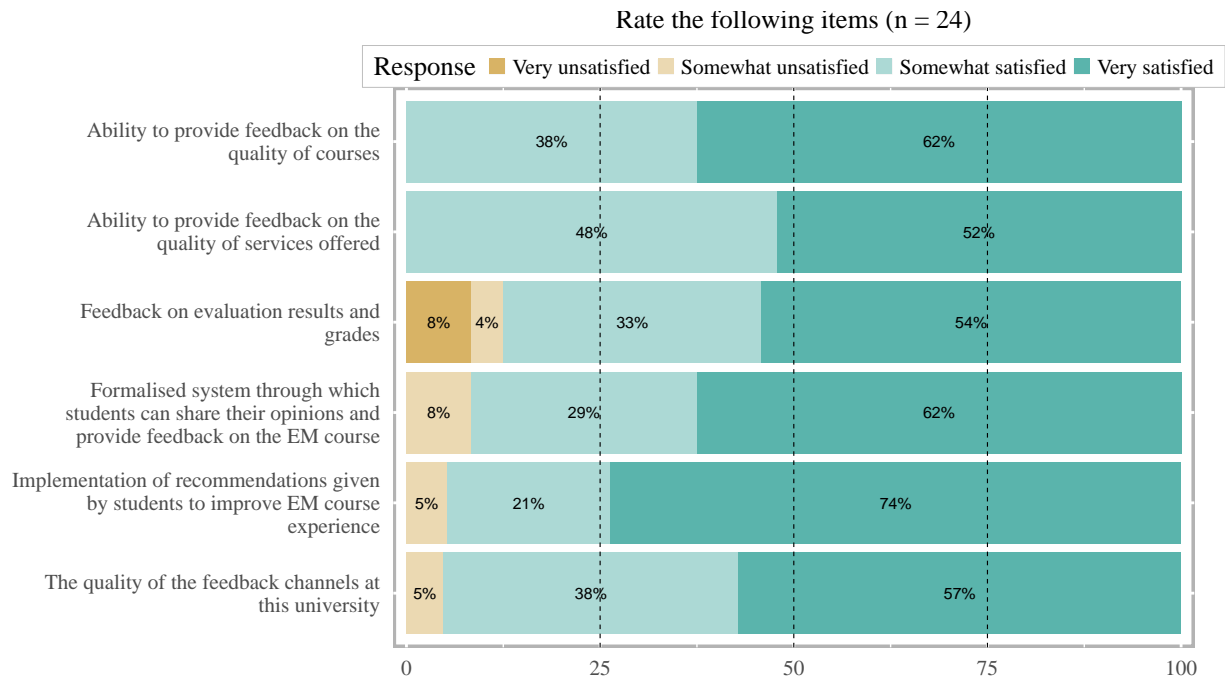
4.1.2 Aalborg University, Denmark



4.1.3 Technical University of Lisbon, Portugal



4.1.4 University of Lincoln, United Kingdom



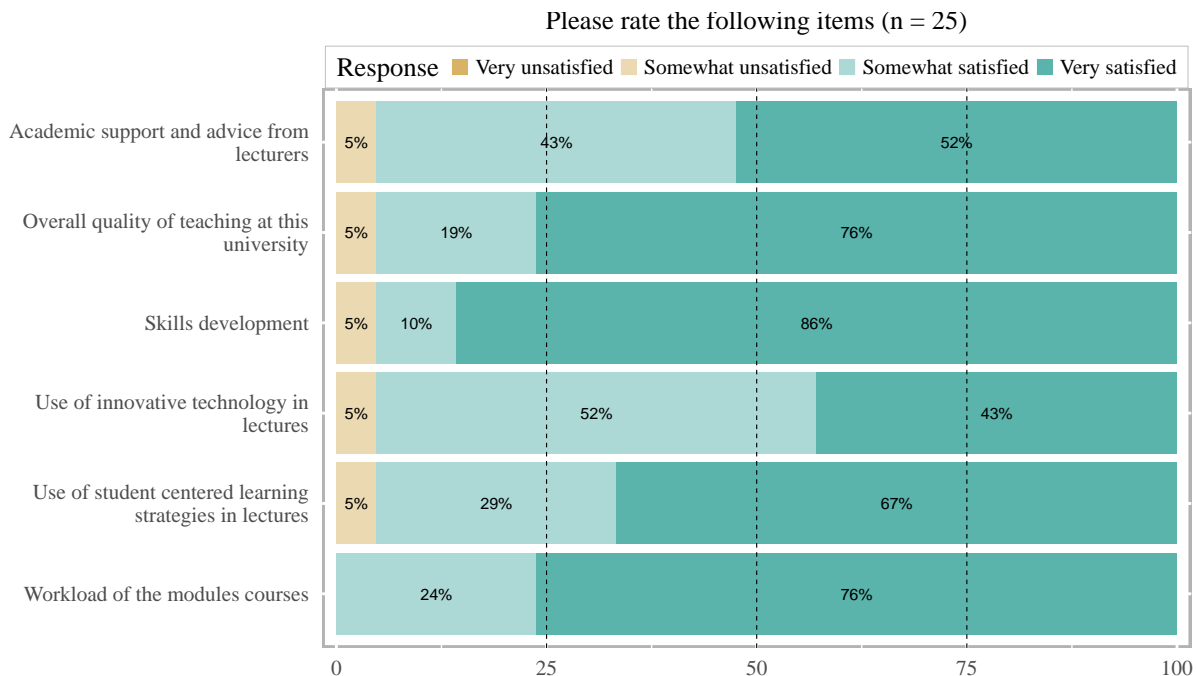
5 Teaching/learning and supervision

We will have some text here.

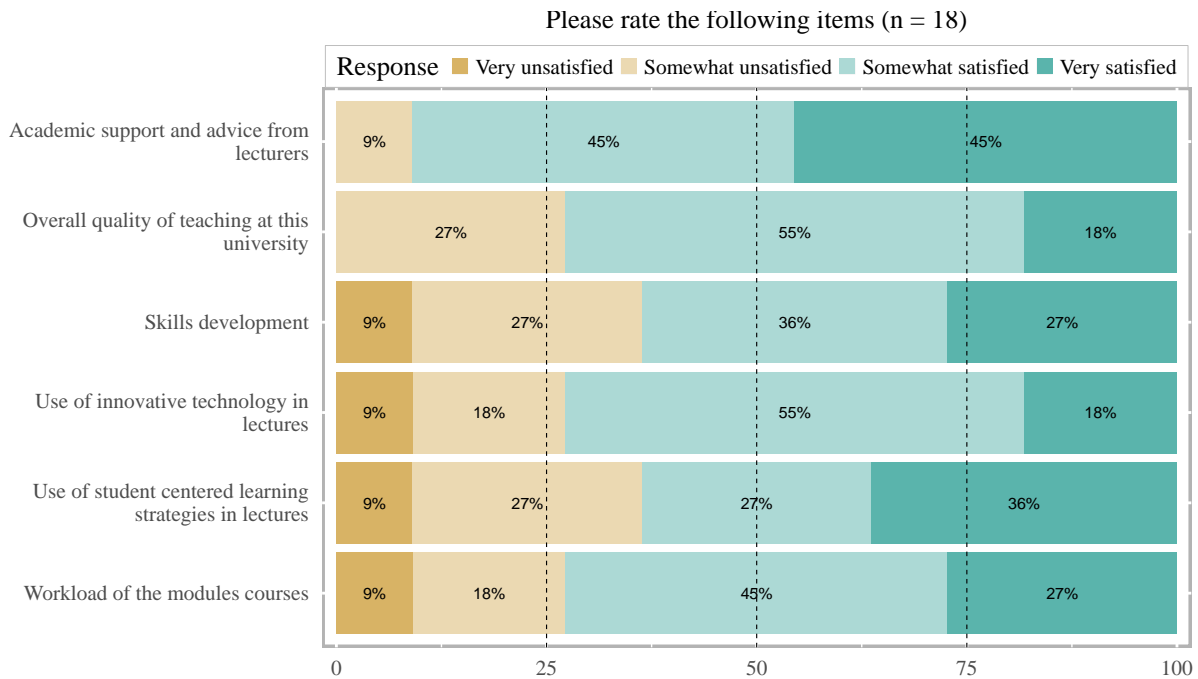
5.1 Teaching/learning

In section 5.1, 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 student 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 the Technical University of Lisbon, students overall satisfaction with teaching and learning is lower compared to the results pertaining 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) indicated 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%).

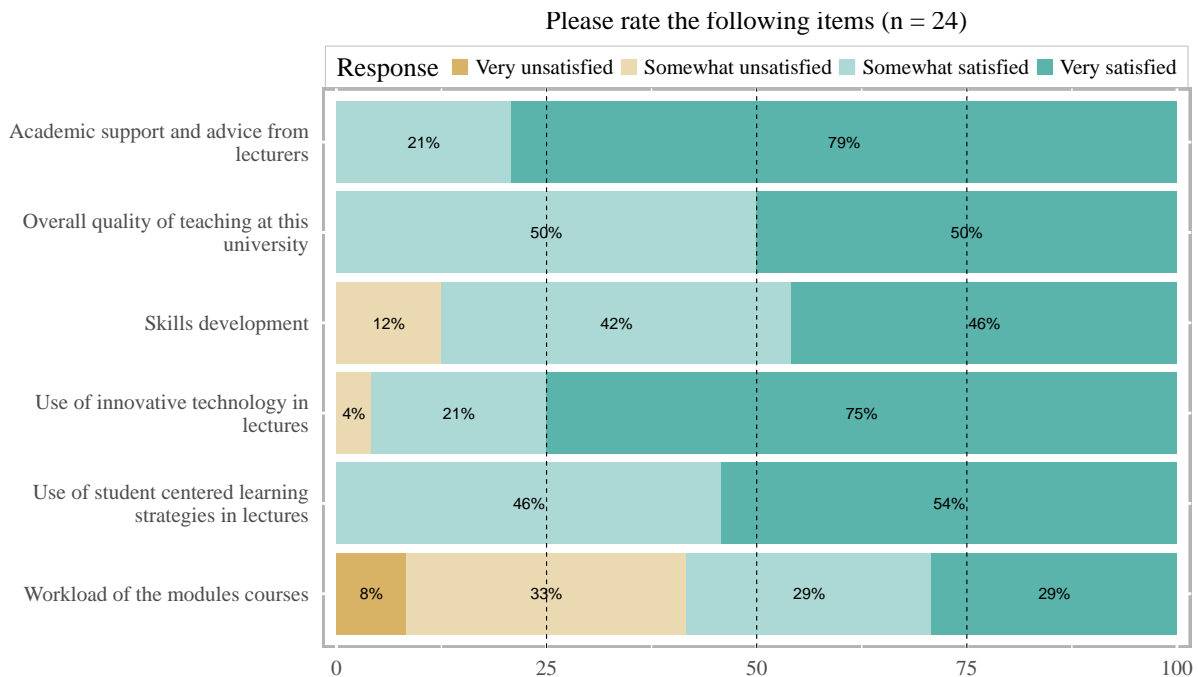
5.1.1 Aalborg University, Denmark



5.1.2 Technical University of Lisbon, Portugal



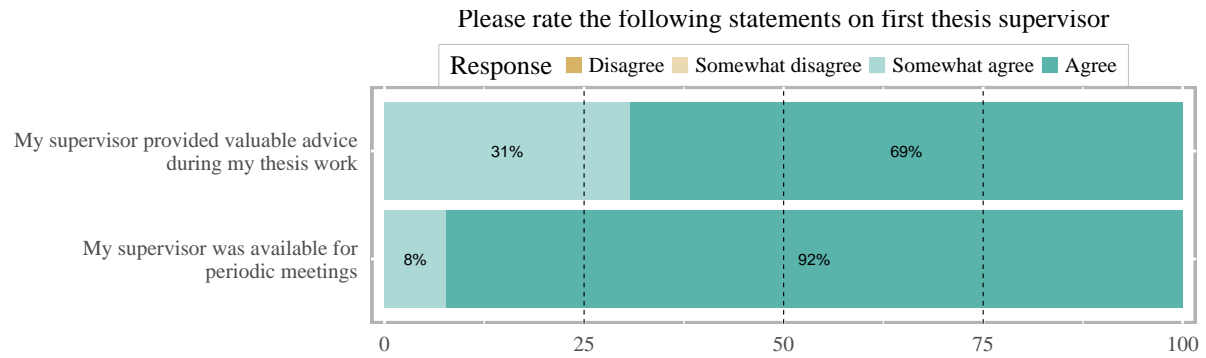
5.1.3 University of Lincoln, United Kingdom



Section 5.2 measures students satisfaction with the support provided by their first supervisor. All respondents seem to agree or somewhat agree with the statements: My supervisor provided valuable advice during my thesis work and My supervisor was available for periodic meetings. These indicators fall in the third and fourth quartile respectively (see Table 6).



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	13	3.69	3.52	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	13	3.92	3.55	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

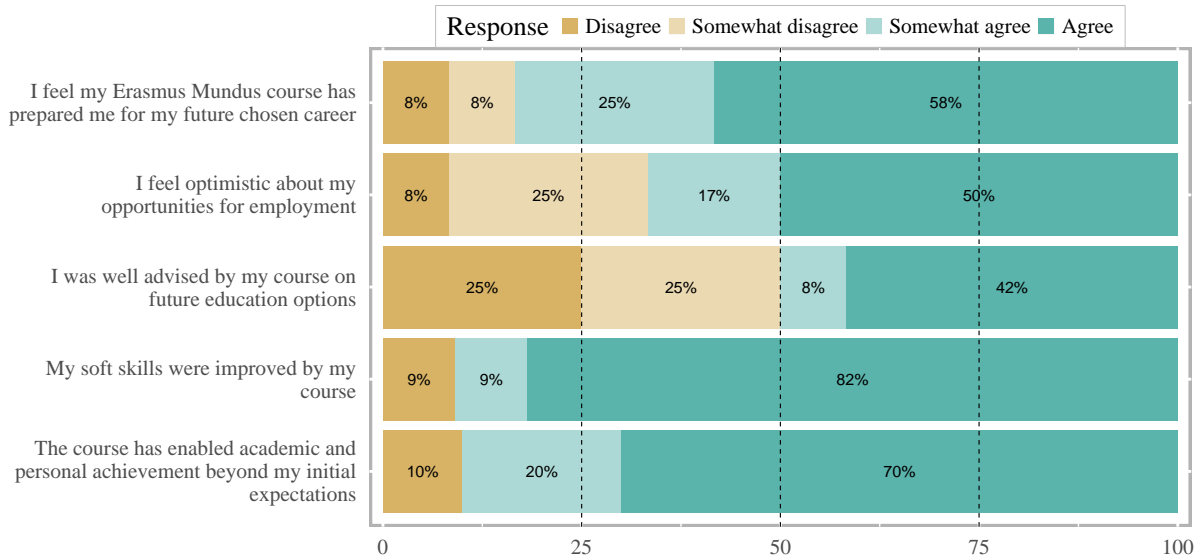
6 Internship/field experience and personal development

We will have some text here.

As part of question 6.1, students were asked to reflect on their personal development during their Erasmus Mundus 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 reveal 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 Erasmus Mundus 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 reveals 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	12	3.33	3.40	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel optimistic about my opportunities for employment	12	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	12	2.67	2.93	2.31 - 2.62	2.63 - 2.80	2.81 - 3.20	3.21 - 3.55
My soft skills were improved by my course	11	3.64	3.50	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	10	3.50	3.31	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics



7 Acknowledgments

The work of CQAB would not exist and could not continue without the **support of numerous committed volunteers spread all across the world**, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data and interpreting descriptive graphical information. **CQAB is grateful, humbled and proud to have supported the CQSS project fully through volunteer work**, and thus without external interference.

Mikhail Balyasin is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report and all others, and created the CQSS interactive online platform. **Luis Carvalho** coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents. **Waqas Ahmed** kindly provided ongoing support with tasks that needed a last minute volunteer. **Patrik Punco** and **Haneen Deeb** worked tirelessly to create the online version of the CQSS survey, and became SurveyMonkey experts in the process. Additionally, **Hannen** was involved in the process of restructuring the survey together with Luis. The new version of the CQSS survey benefited from the proofreading skills of **Tugce Schmitt** and **Chiara Dalla Libera**. **Chiara** has graciously facilitated our internal communication before the creation of a communication team. **Kristina Jaksa**, **Zhanna Saidenova**, **Sayeeda Amber Sayed**, **Rediet Tesfaye** and **Hacer Tarcanli** brought an invaluable contribution to the analysis of the qualitative data emerging from the 2015 CQSS survey. Completing the qualitative analysis was far from being a simple task, and their attention to detail, team effort and systematic approach under the coordination of **Luis** serve as an example of good practice in analyzing large sets of qualitative data.

In the fall of 2015, CQAB conducted a new recruitment process to consolidate its volunteer basis. The new CQAB members provided invaluable contributions towards finalizing the products emerging from the CQSS survey, including the 78 course reports CQAB generated this year. **Aferdita Pustina**, **Eias Hausen**, **Felix Donkor**, **Jacob Sydenham**, **Joanna Dziadkowiec**, **Marsela Giovani Husen**, **Mattia Gusella**, **Pouneh Eftekhari**, **Rishikesh Ganjwe**, **Thuy Van Truong**, **Tiana Vekic**, **Tijana Maksimovic**, **Ana Godonoga**, **Bishnu Sarker**, **Chengjia Wang**, **Daniel Prasetyo**, **Elizabeth Humberstone**, **Habtam Diriba Garomssa**, **Kseniia Goroshko**, **Nuoya Chen**, **Xinyu Wang**, and **Sonja Song** offered meaning and provided text to the numerous graphs that emerged for each course from the quantitative analysis of the CQSS survey. Combined, these volunteers wrote 91,163 words, on average 1169 customized words for each report. Each of them wrote an average of 4144 words. *Primary analyst* for that report is **Ana Godonoga** and *secondary analyst* is **Xinyu Wang**.

Muhammad Sohaib Aslam, **Wei Wang**, **Wenjie Shi**, and **Yemi Adeyeye**, members of the newly formed CQAB Communication Team provided support on communication tasks, proofreading and more. **Grischa Fraumann** and **Kate Dy** joined the CQSS task force by provided last minute proofreading help.

