



EMA

Erasmus Mundus Students and Alumni Association

M.E.S.C.-Master in Materials for Energy Storage and Conversion

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

Report was generated on 17 Dec 2015

Contents

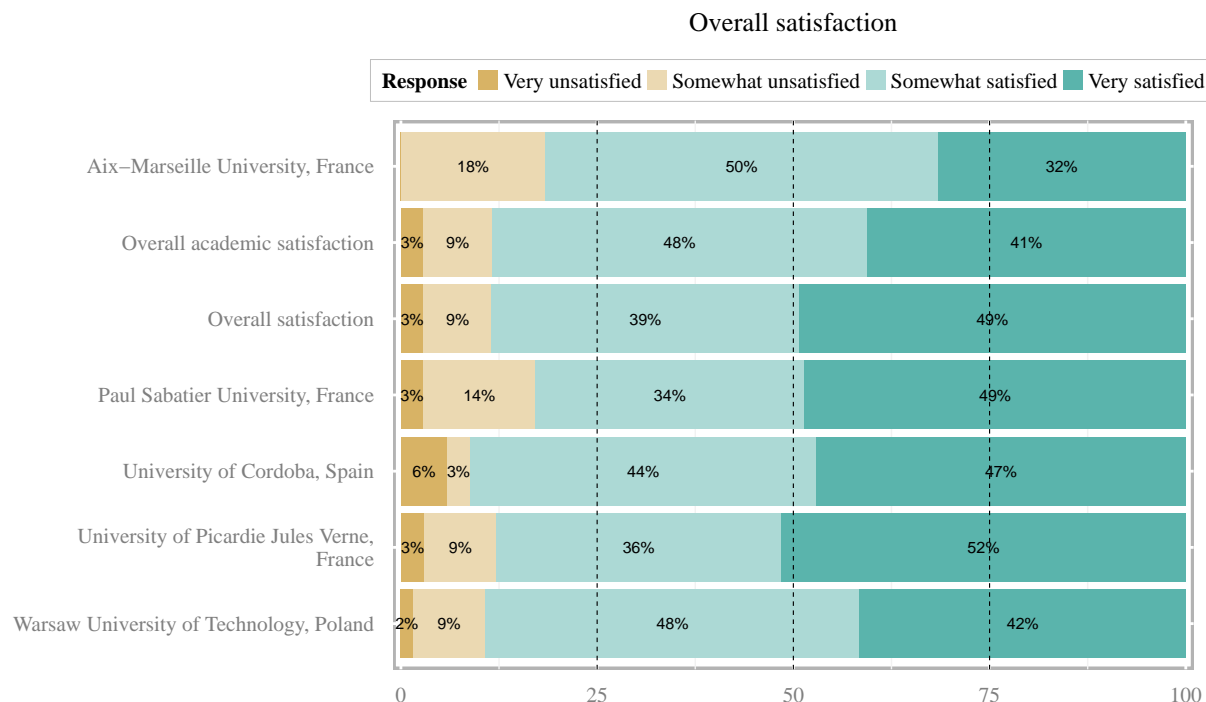
1	Executive summary (?)	4
2	Introduction	4
2.1	Course Quality Advisory Board	4
2.2	Introduction to the CQSS survey	4
2.3	Structure of current report	5
3	Supporting services	6
3.1	Support received before the start of the Erasmus Mundus course	6
3.1.1	Consortia	6
3.1.2	Aix-Marseille University, France	7
3.1.3	Paul Sabatier University, France	8
3.1.4	University of Cordoba, Spain	9
3.1.5	University of Picardie Jules Verne, France	10
3.1.6	Warsaw University of Technology, Poland	11
3.2	Support received during the orientaion program	11
3.2.1	Consortia	11
3.2.2	Aix-Marseille University, France	13
3.2.3	Paul Sabatier University, France	14
3.2.4	University of Cordoba, Spain	15
3.2.5	University of Picardie Jules Verne, France	16
3.2.6	Warsaw University of Technology, Poland	17
3.3	Helpfulness of units and people	17
3.3.1	Consortia	17
3.3.2	Aix-Marseille University, France	19
3.3.3	Paul Sabatier University, France	20
3.3.4	University of Cordoba, Spain	21
3.3.5	University of Picardie Jules Verne, France	22
3.3.6	Warsaw University of Technology, Poland	23
3.4	Support received on various issues	23
3.4.1	Consortia	23
3.4.2	Aix-Marseille University, France	24
3.4.3	Paul Sabatier University, France	25
3.4.4	University of Cordoba, Spain	26
3.4.5	University of Picardie Jules Verne, France	27
3.4.6	Warsaw University of Technology, Poland	28



4	Assessment and feedback	29
4.1	Module assessment	29
4.1.1	Consortia	29
4.1.2	Aix-Marseille University, France	31
4.1.3	Paul Sabatier University, France	32
4.1.4	University of Cordoba, Spain	33
4.1.5	University of Picardie Jules Verne, France	34
4.1.6	Warsaw University of Technology, Poland	35
5	Teaching/learning and supervision	36
5.1	First supervisor.	36
5.2	Second supervisor.	36
5.3	Teaching/learning	37
5.3.1	Aix-Marseille University, France	37
5.3.2	Paul Sabatier University, France	38
5.3.3	University of Cordoba, Spain	39
5.3.4	University of Picardie Jules Verne, France	40
5.3.5	Warsaw University of Technology, Poland	41
6	Internship/field experience and personal development	42
6.1	Field experience.	42
6.2	Personal development.	42
7	Acknowledgments	44



1 Executive summary (?)



2 Introduction

2.1 Course Quality Advisory Board

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

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

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

For any concerns, questions or feedback on this report, please contact us at chair.cqab@em-a.eu.

2.2 Introduction to the CQSS survey

Our survey was filled in by 69 students of your program. They represent 31 countries and collectively they have spent more than 1811 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	69	3.25	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	69	3.45	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	69	2.93	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

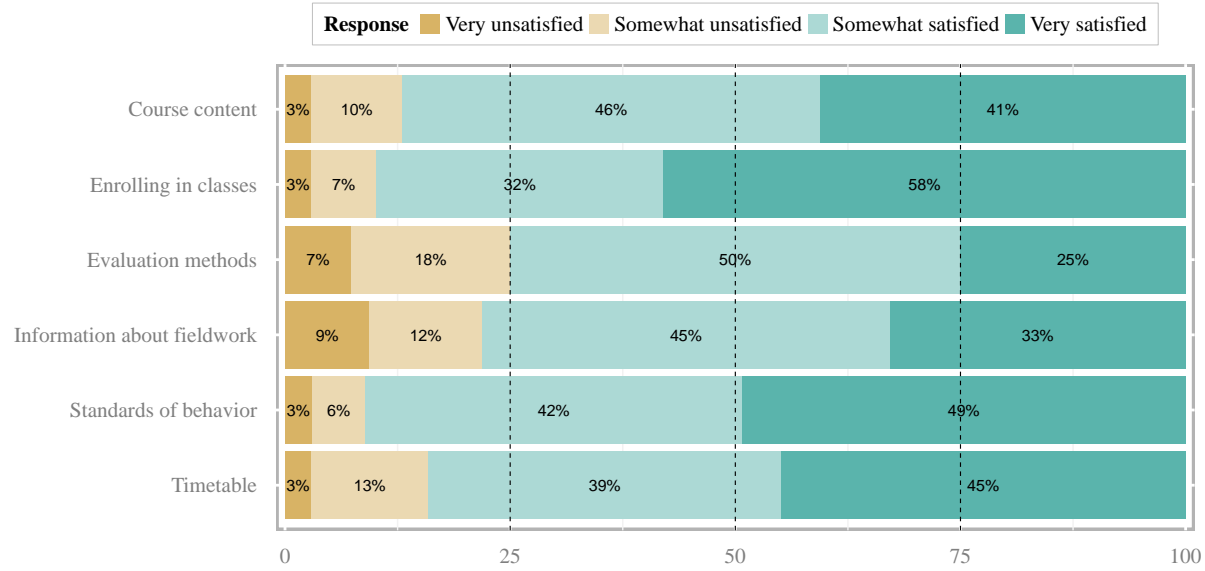
We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

3.1.1 Consortia

Question:B.1.1

Rate the information and support received before the start of Erasmus Mundus master course on the following aspects



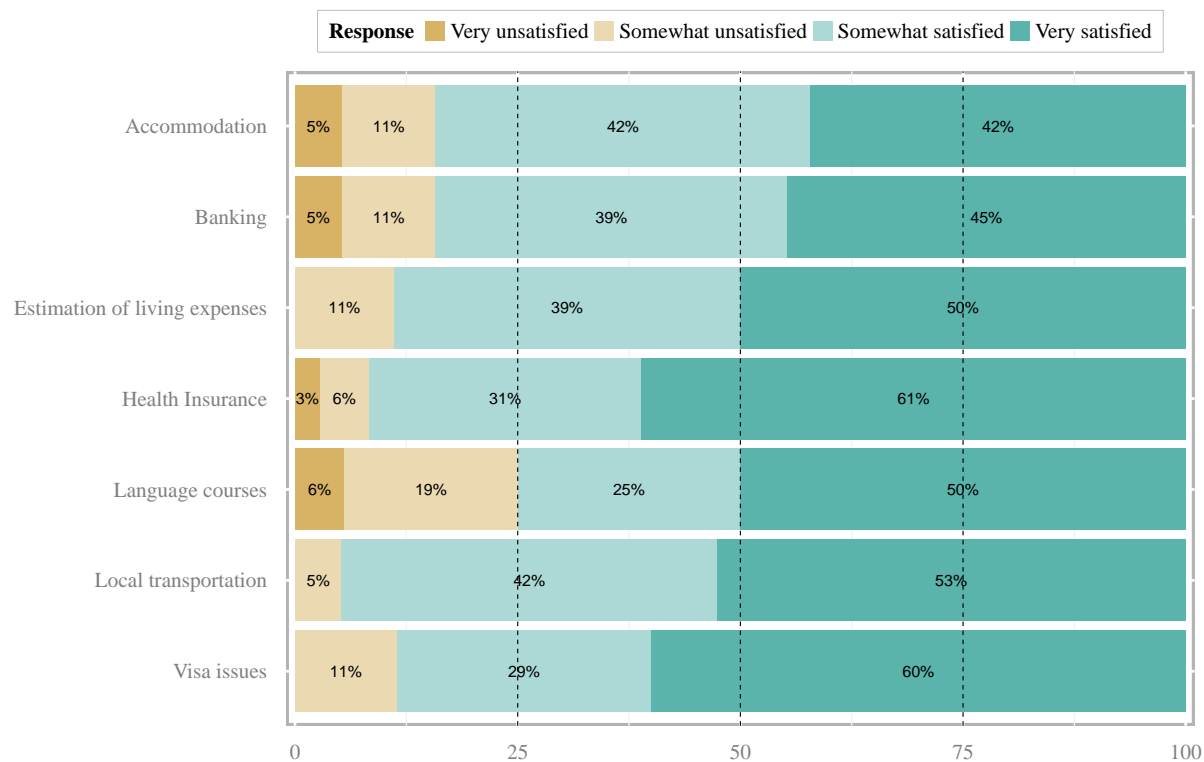
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	69	3.25	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	69	3.45	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	69	2.93	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	69	3.02	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	69	3.37	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	69	3.26	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



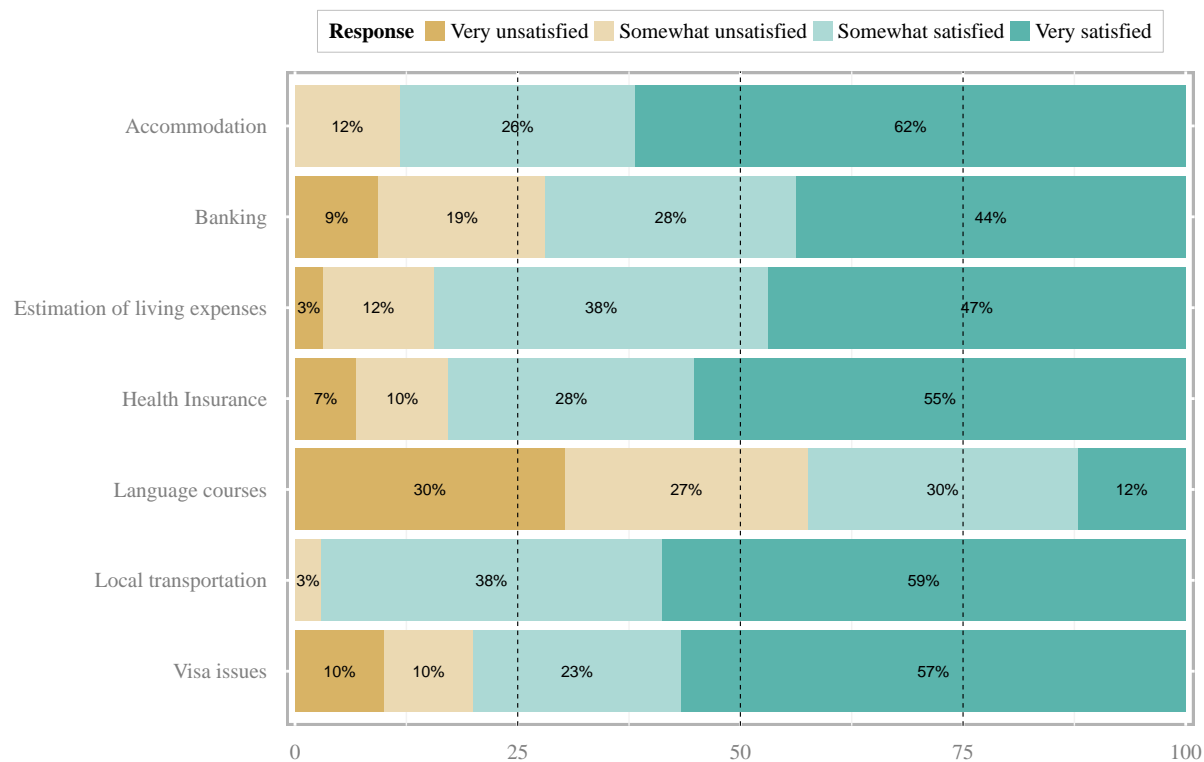
3.1.2 Aix-Marseille University, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 42)



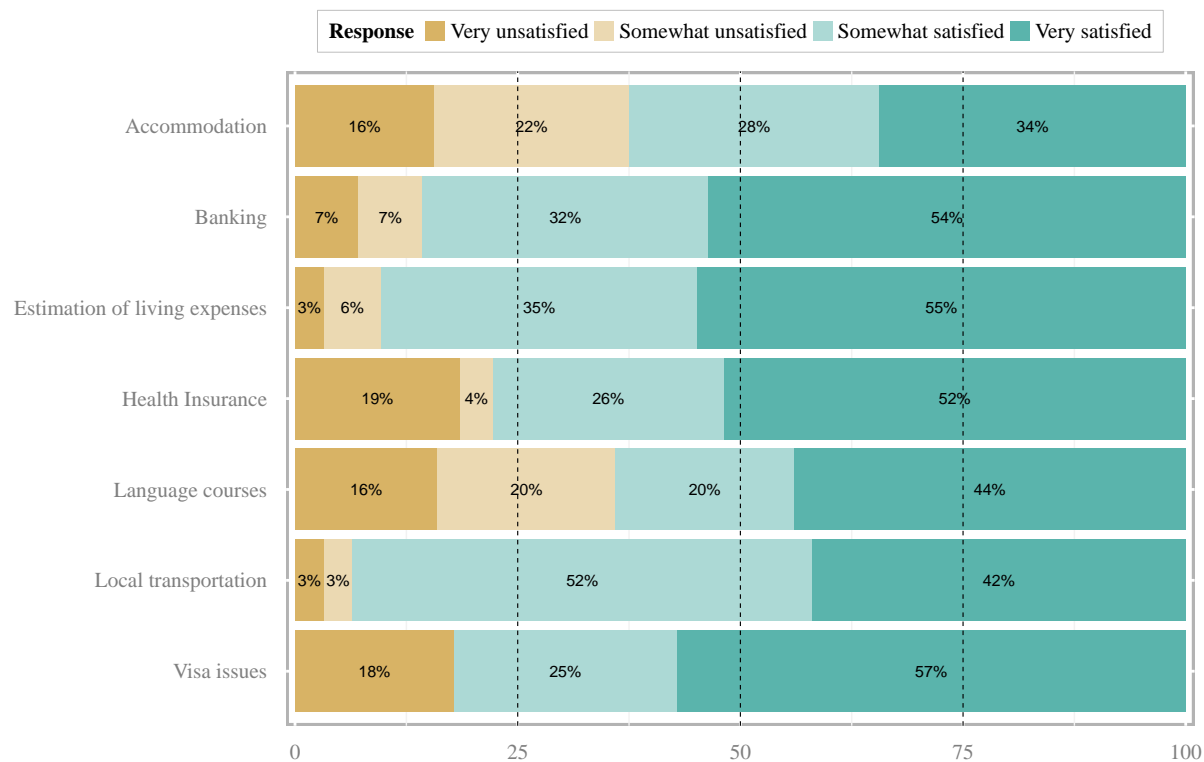
3.1.3 Paul Sabatier University, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 36)



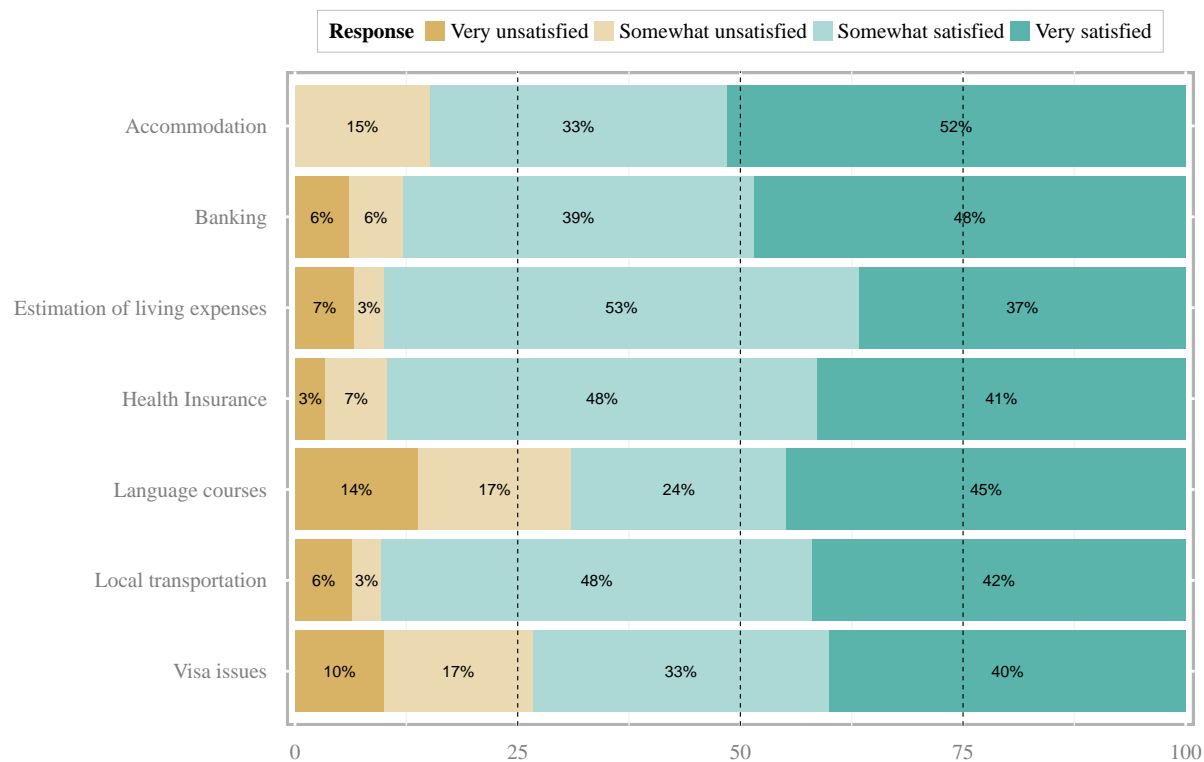
3.1.4 University of Cordoba, Spain

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 39)

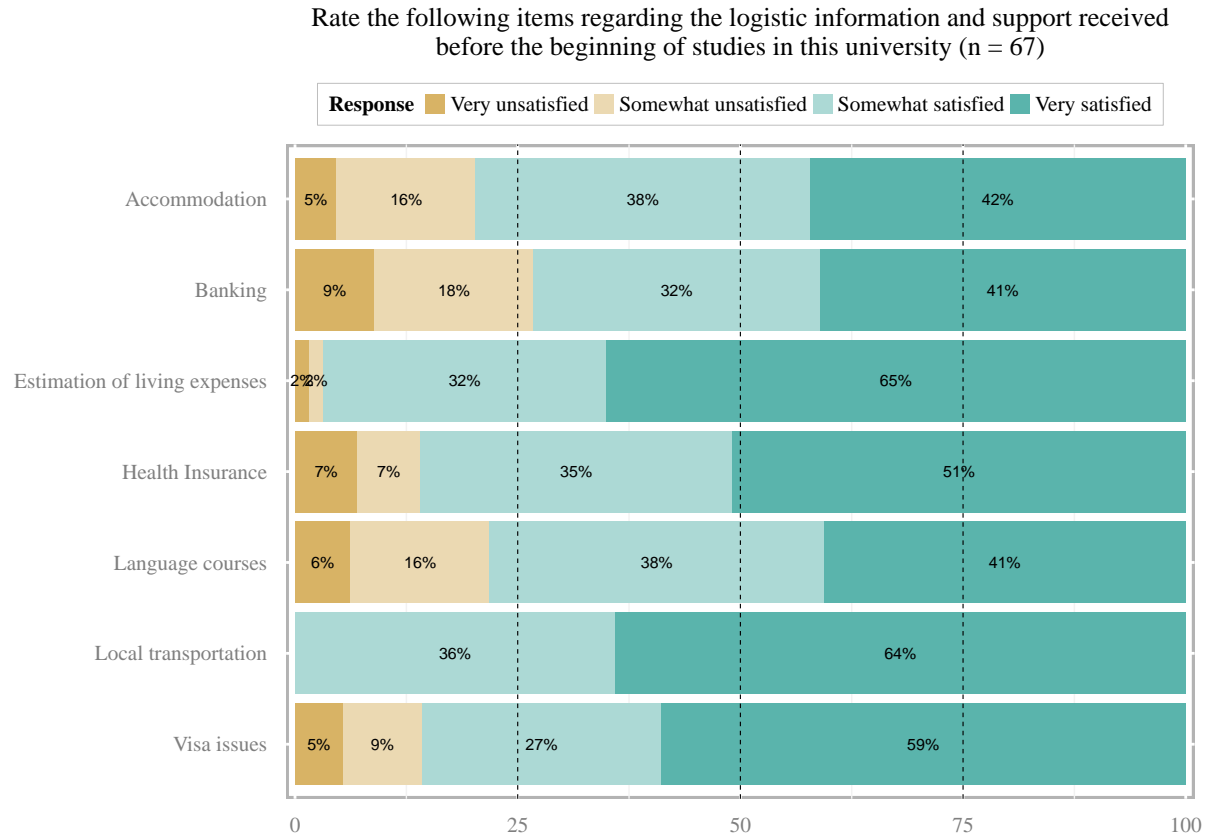


3.1.5 University of Picardie Jules Verne, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 45)



3.1.6 Warsaw University of Technology, Poland

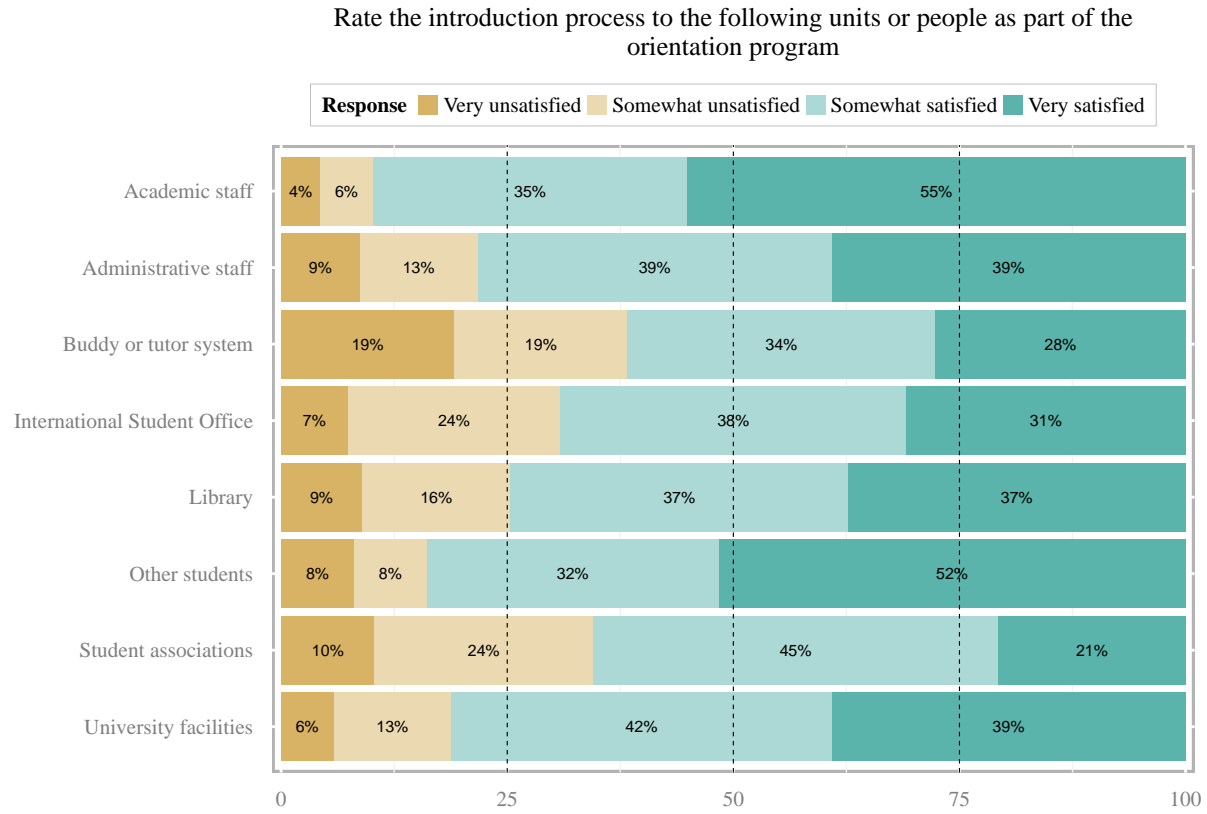


3.2 Support received during the orientaion program

3.2.1 Consortia

Question:B.1.3



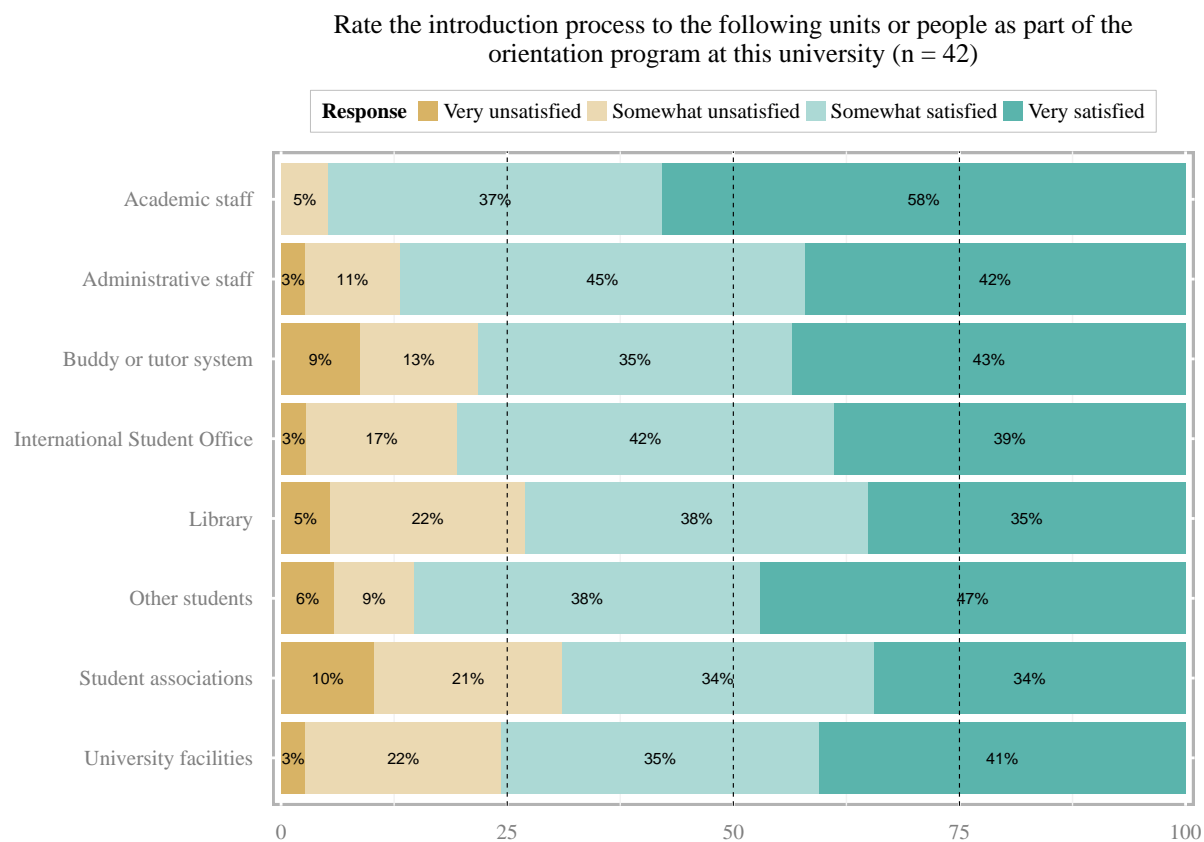


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	69	3.41	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	69	3.09	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	69	2.70	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	69	2.93	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	69	3.03	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	69	3.27	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	69	2.76	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	69	3.14	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

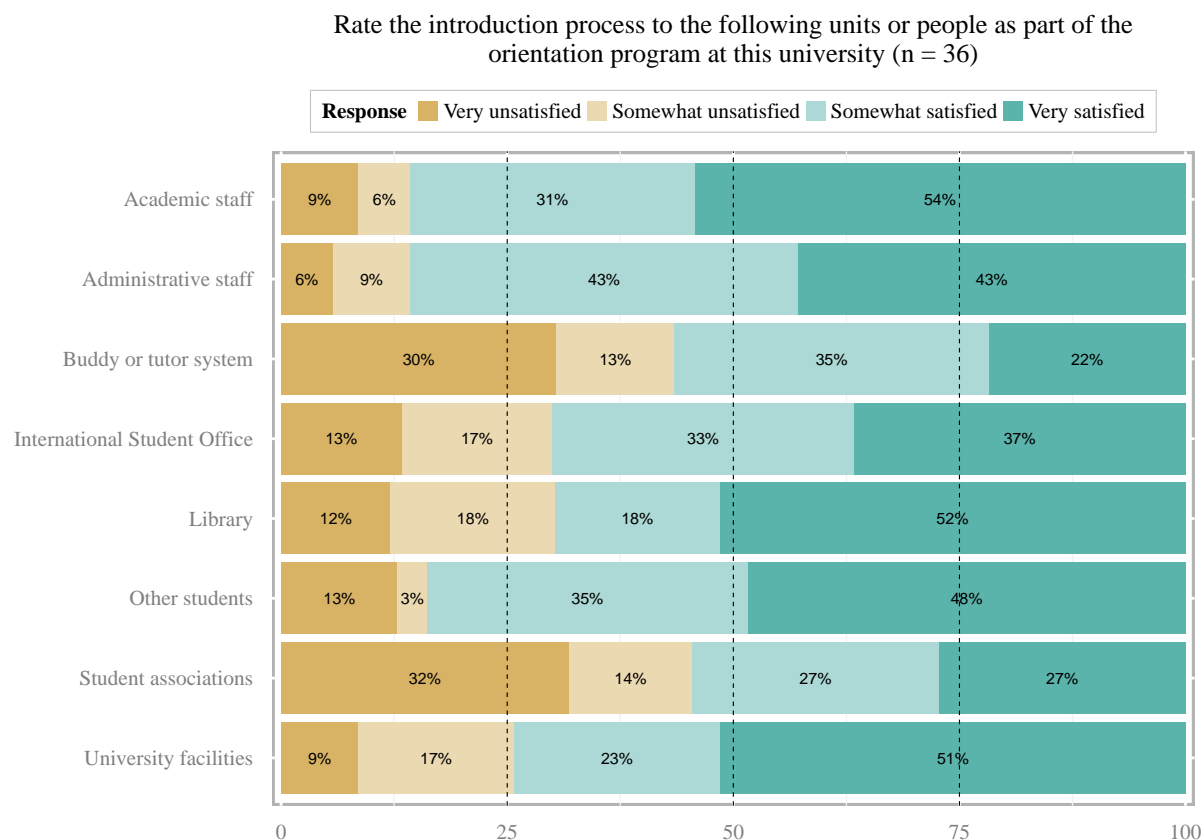
Table 2: Summary statistics



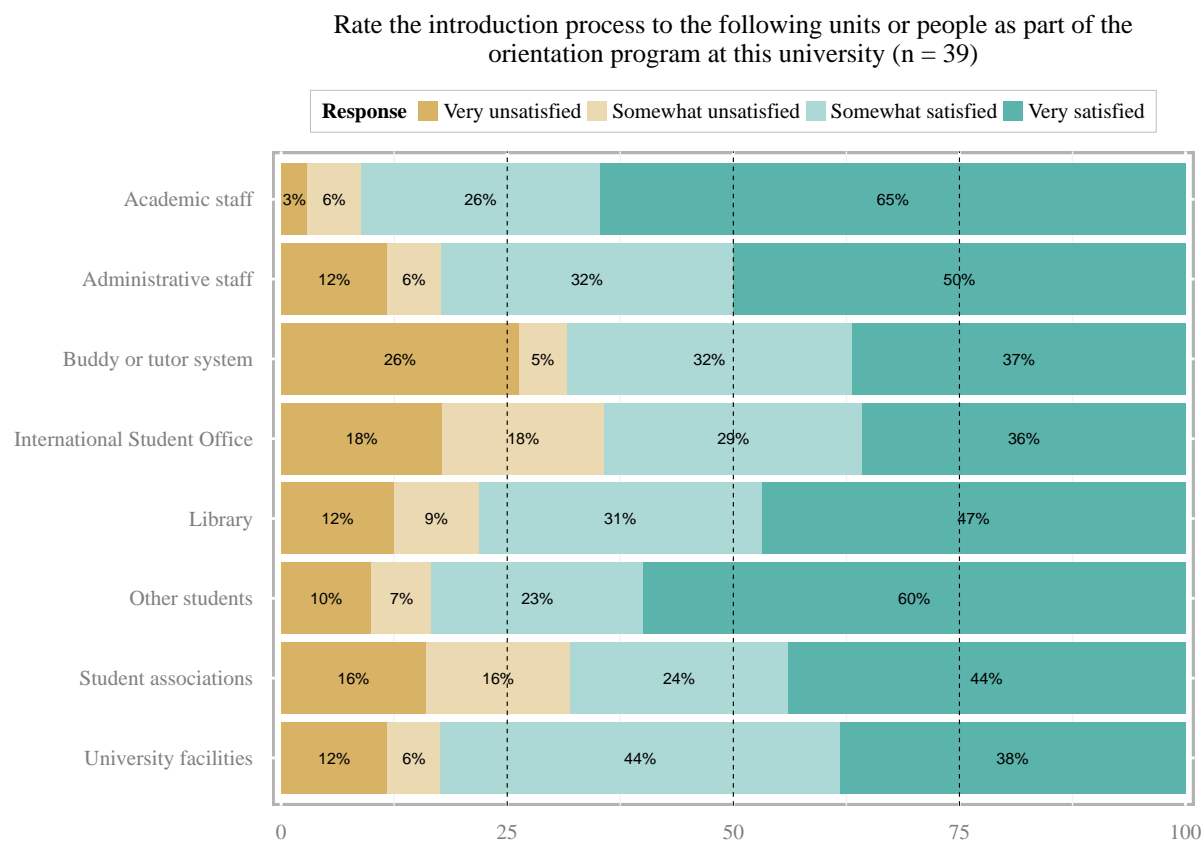
3.2.2 Aix-Marseille University, France



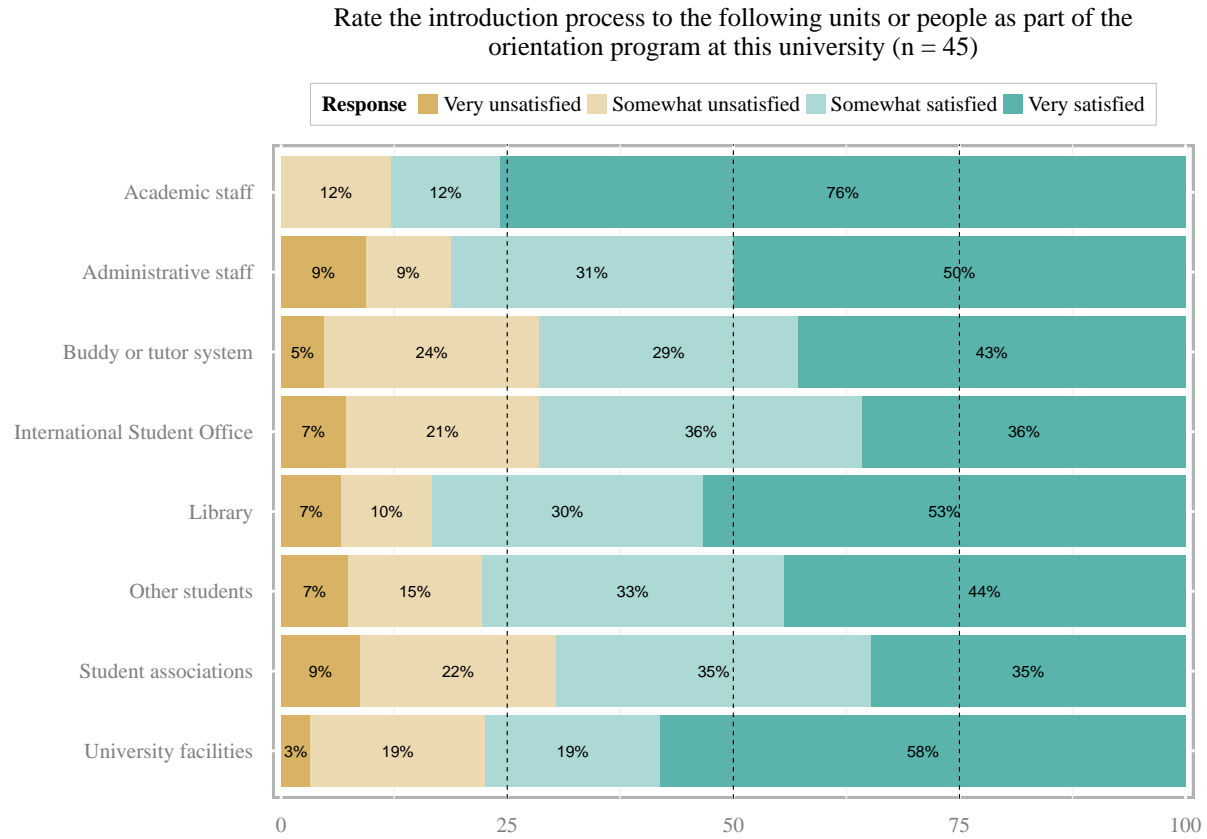
3.2.3 Paul Sabatier University, France



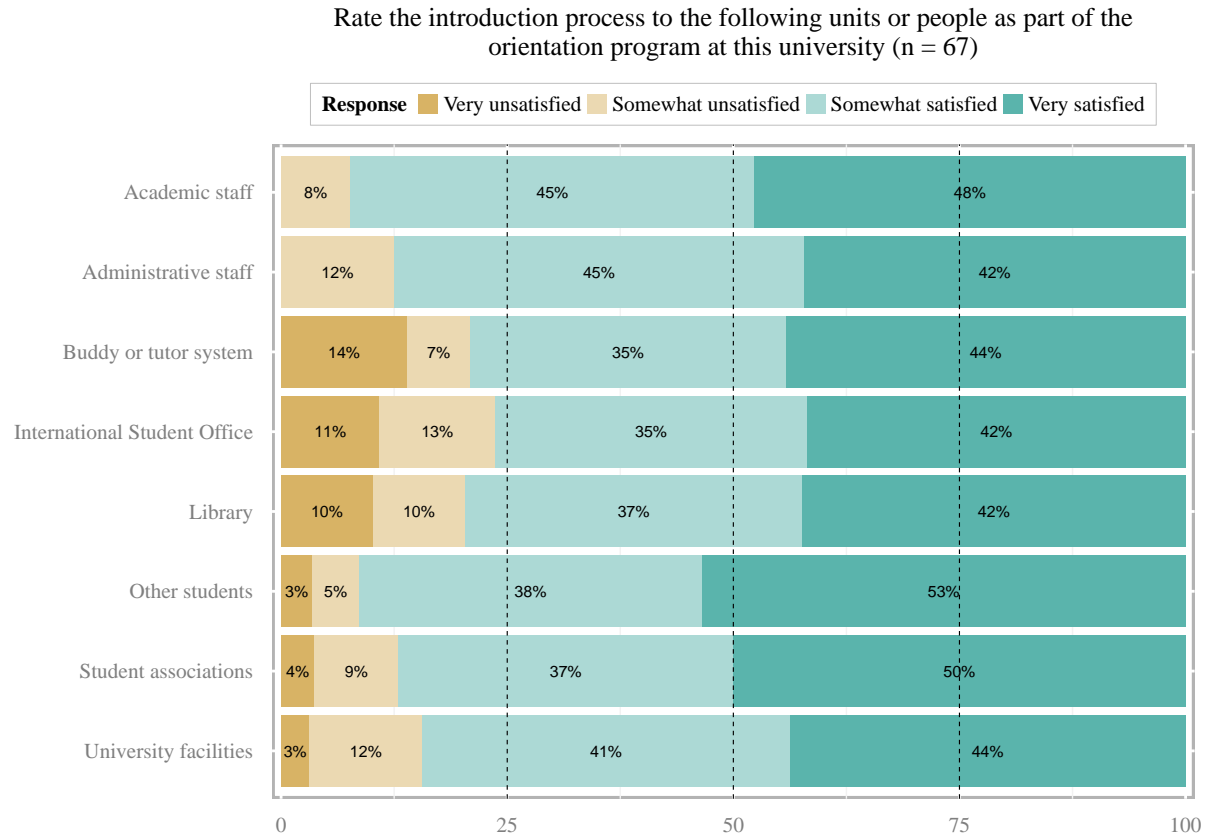
3.2.4 University of Cordoba, Spain



3.2.5 University of Picardie Jules Verne, France



3.2.6 Warsaw University of Technology, Poland

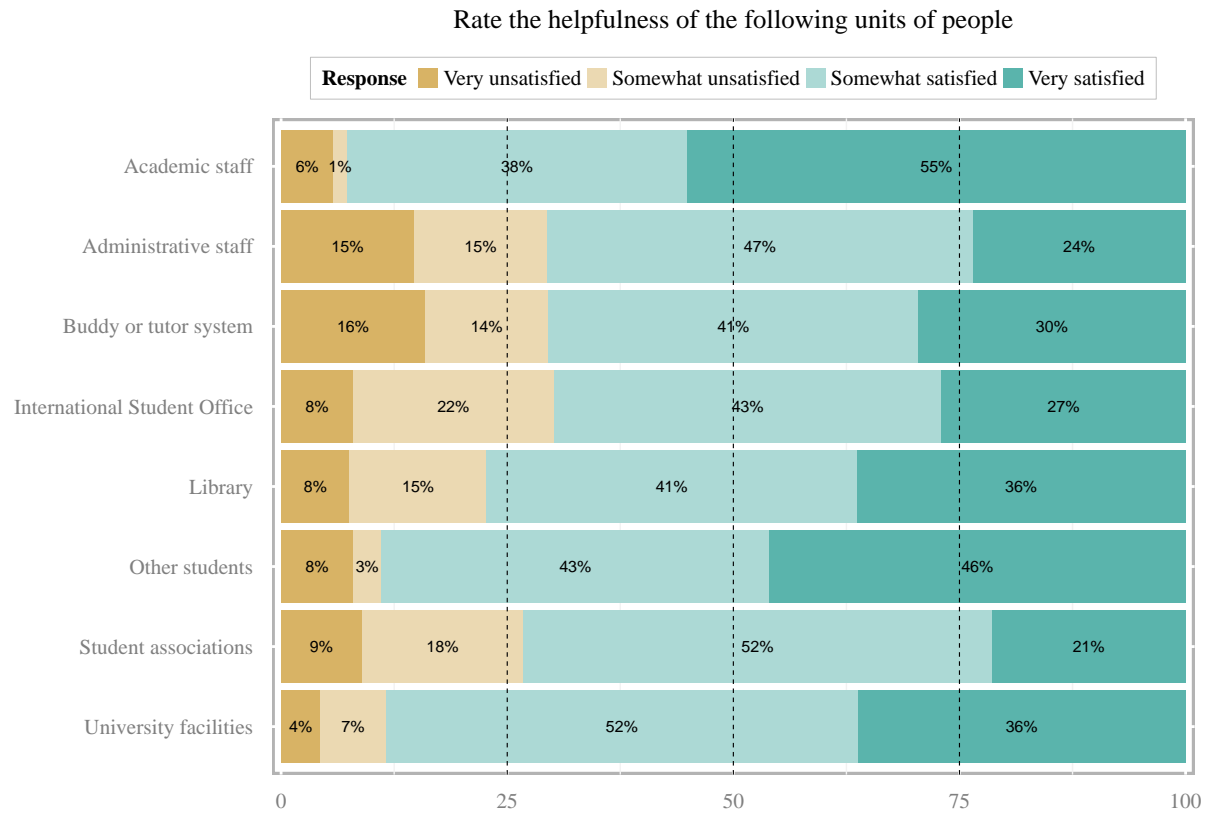


3.3 Helpfulness of units and people

3.3.1 Consortia

Question: B.2.1





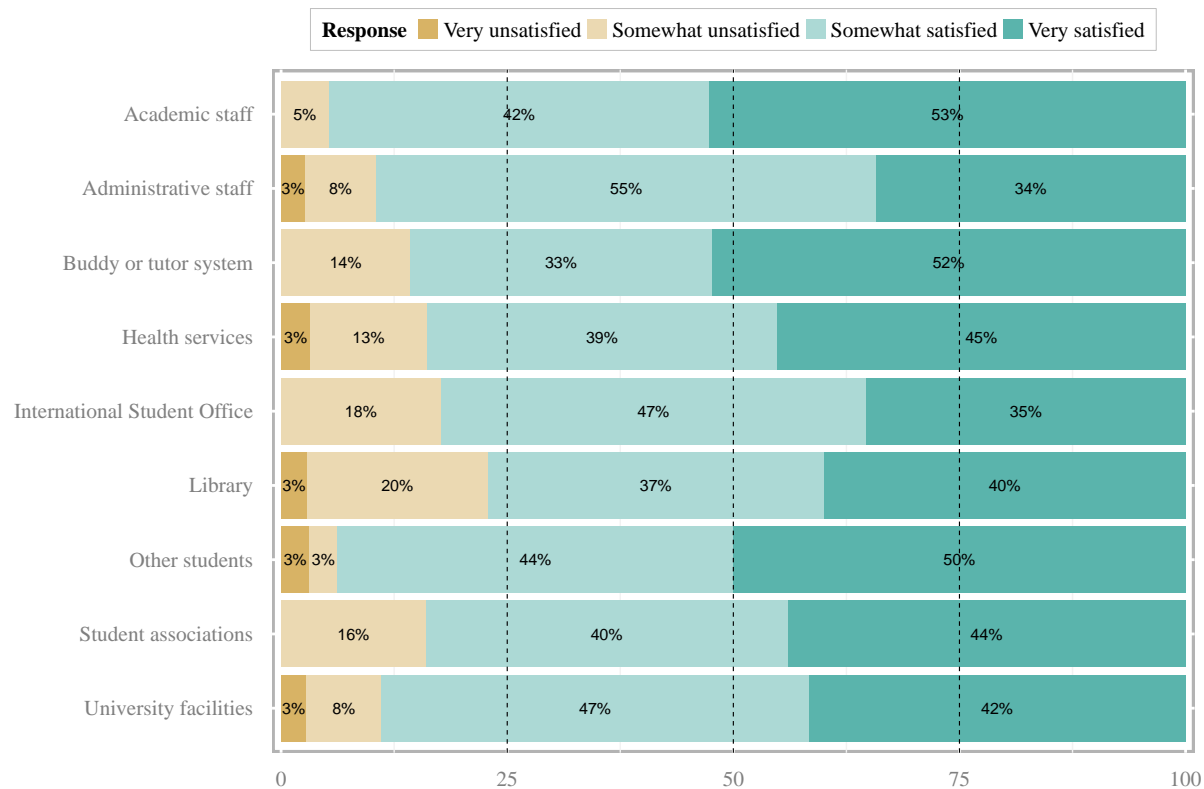
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	69	3.42	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	69	2.79	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	69	2.84	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	69	2.89	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	69	3.06	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	69	3.27	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	69	2.86	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	69	3.20	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics



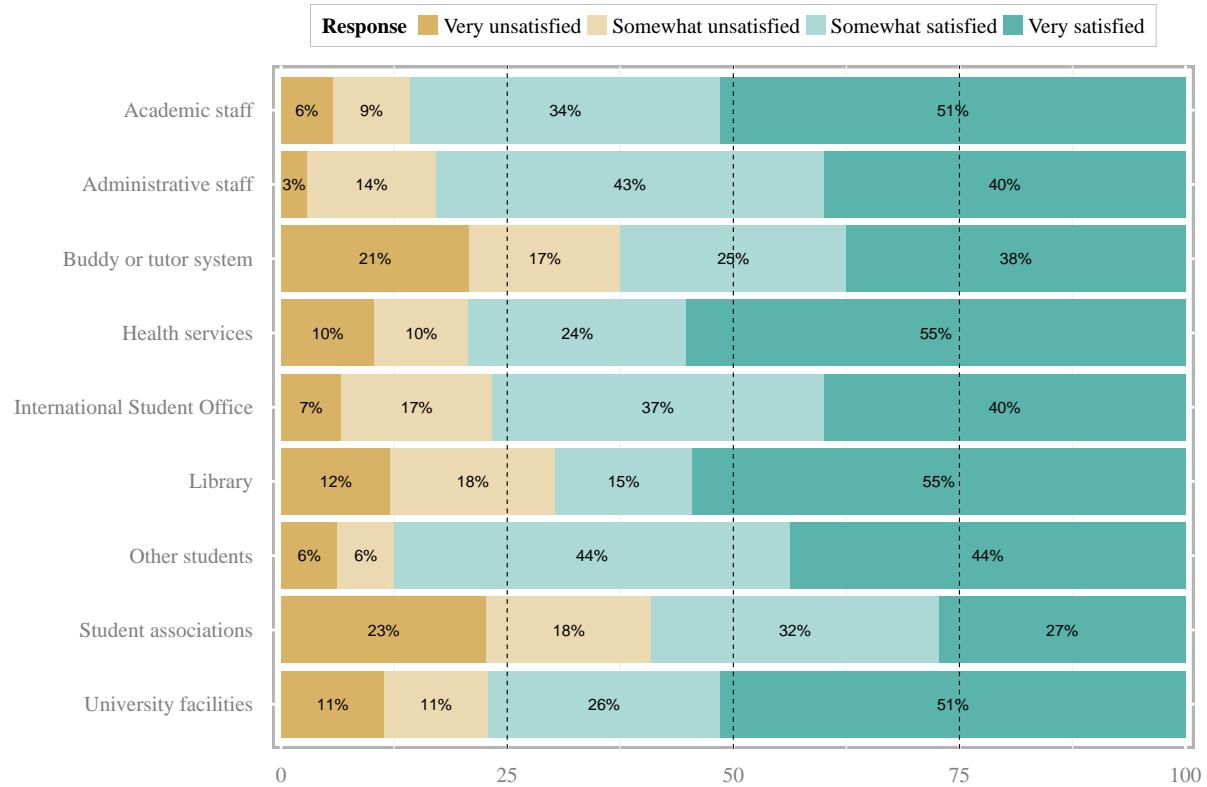
3.3.2 Aix-Marseille University, France

Rate the helpfulness of the following units of people at this university (n = 42)



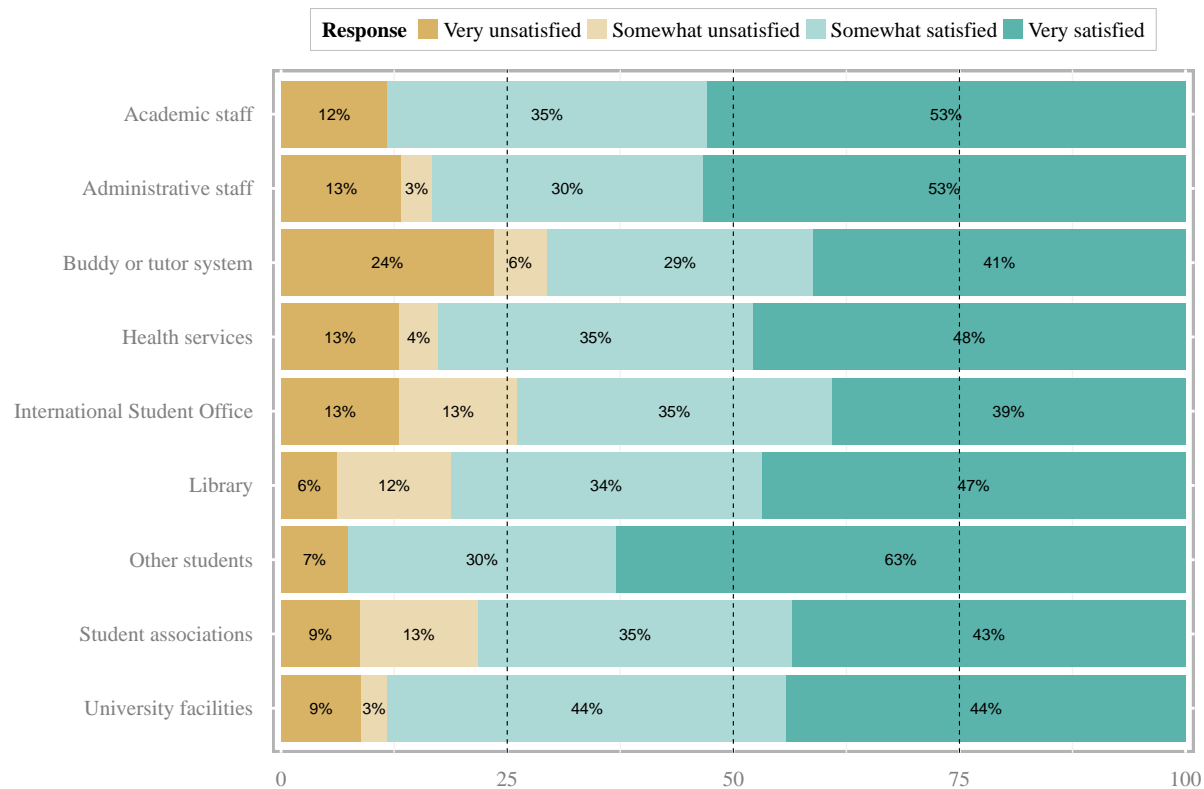
3.3.3 Paul Sabatier University, France

Rate the helpfulness of the following units of people at this university (n = 36)

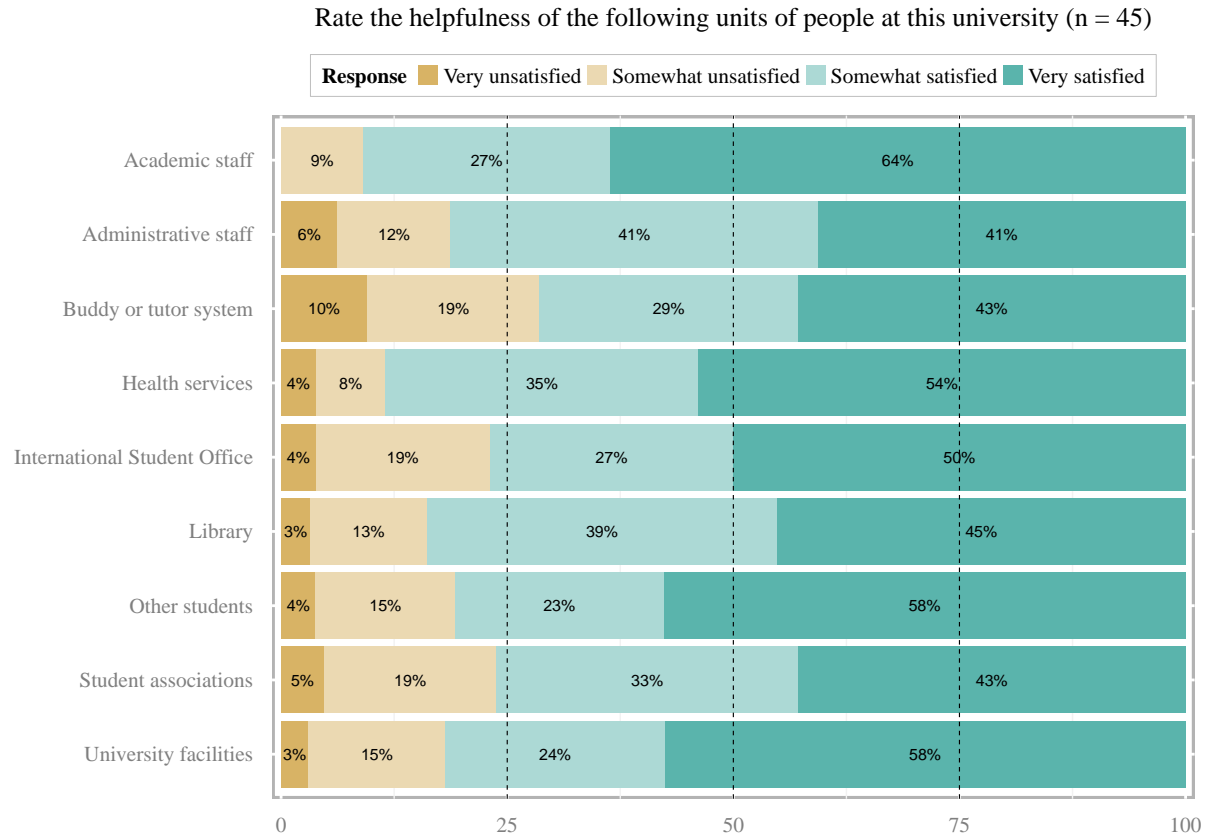


3.3.4 University of Cordoba, Spain

Rate the helpfulness of the following units of people at this university (n = 39)

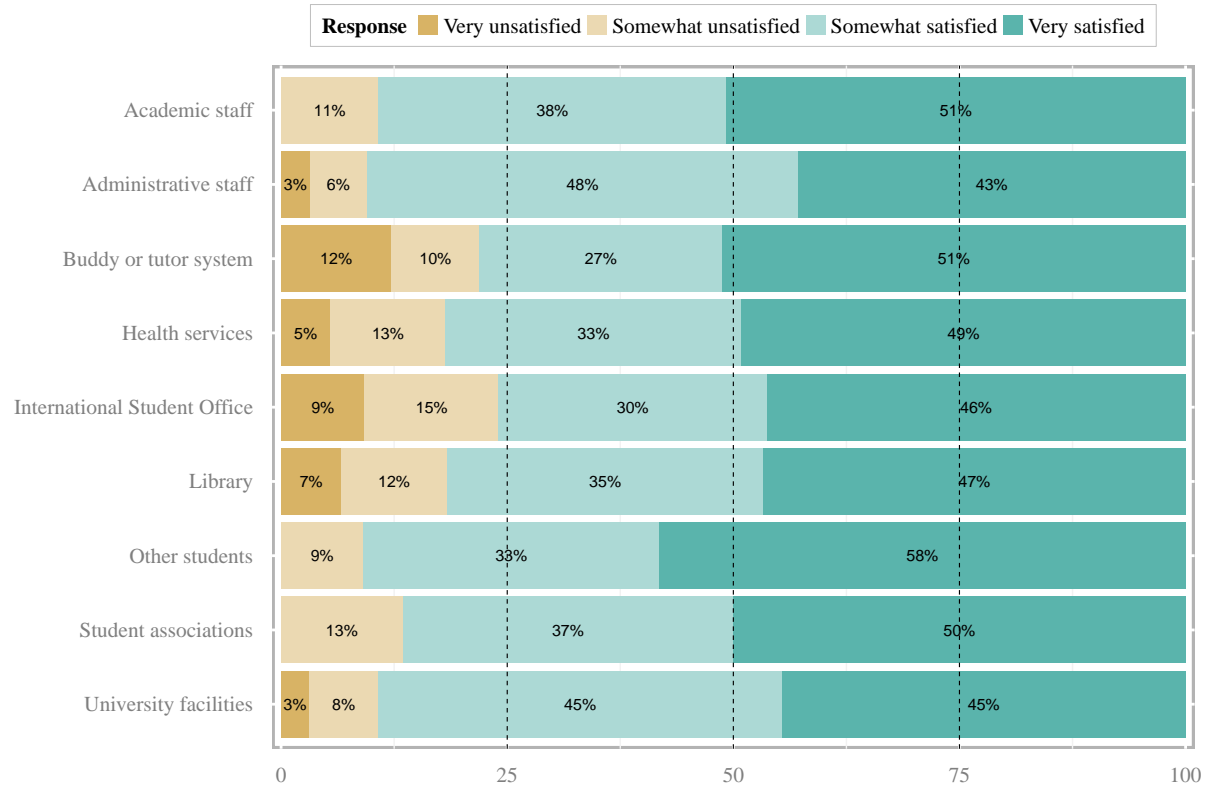


3.3.5 University of Picardie Jules Verne, France



3.3.6 Warsaw University of Technology, Poland

Rate the helpfulness of the following units of people at this university (n = 67)

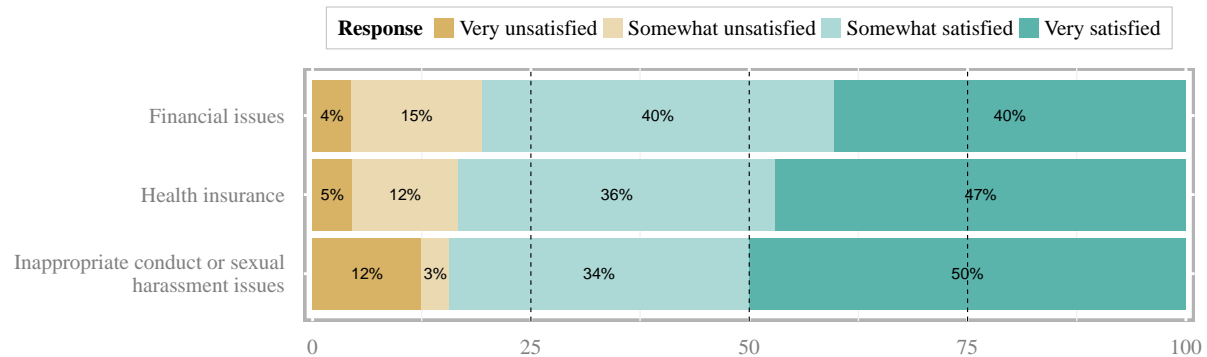


3.4 Support received on various issues

3.4.1 Consortia

Question: B.2.2

Rate the support received on the following issues

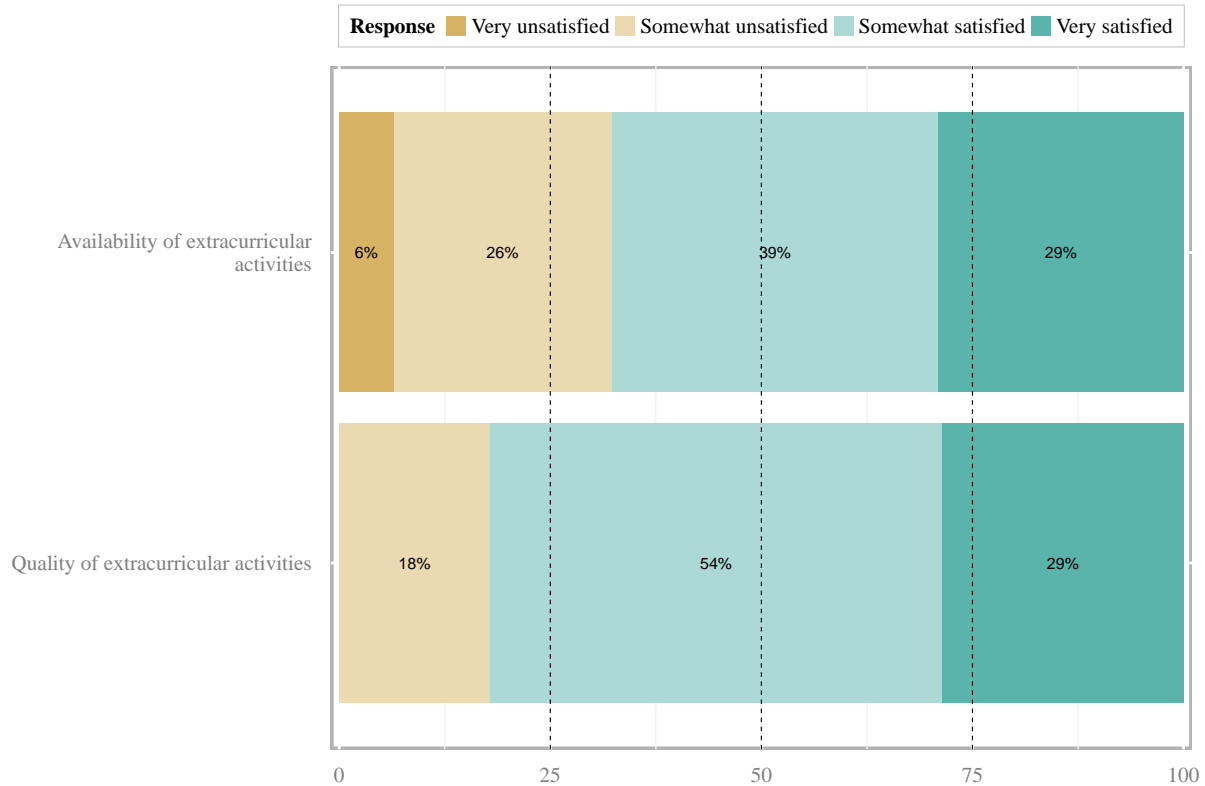


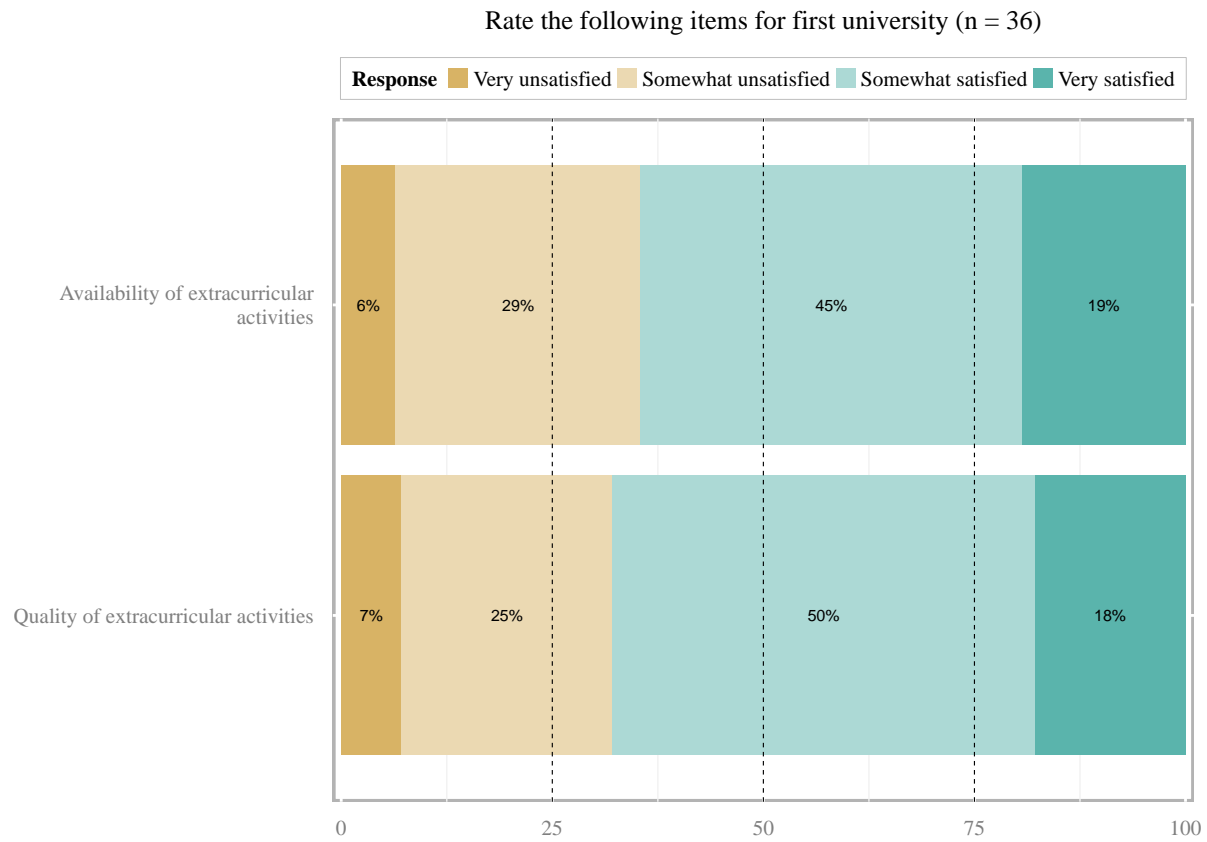
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	69	3.16	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	69	3.26	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	69	3.22	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

Table 4: Summary statistics

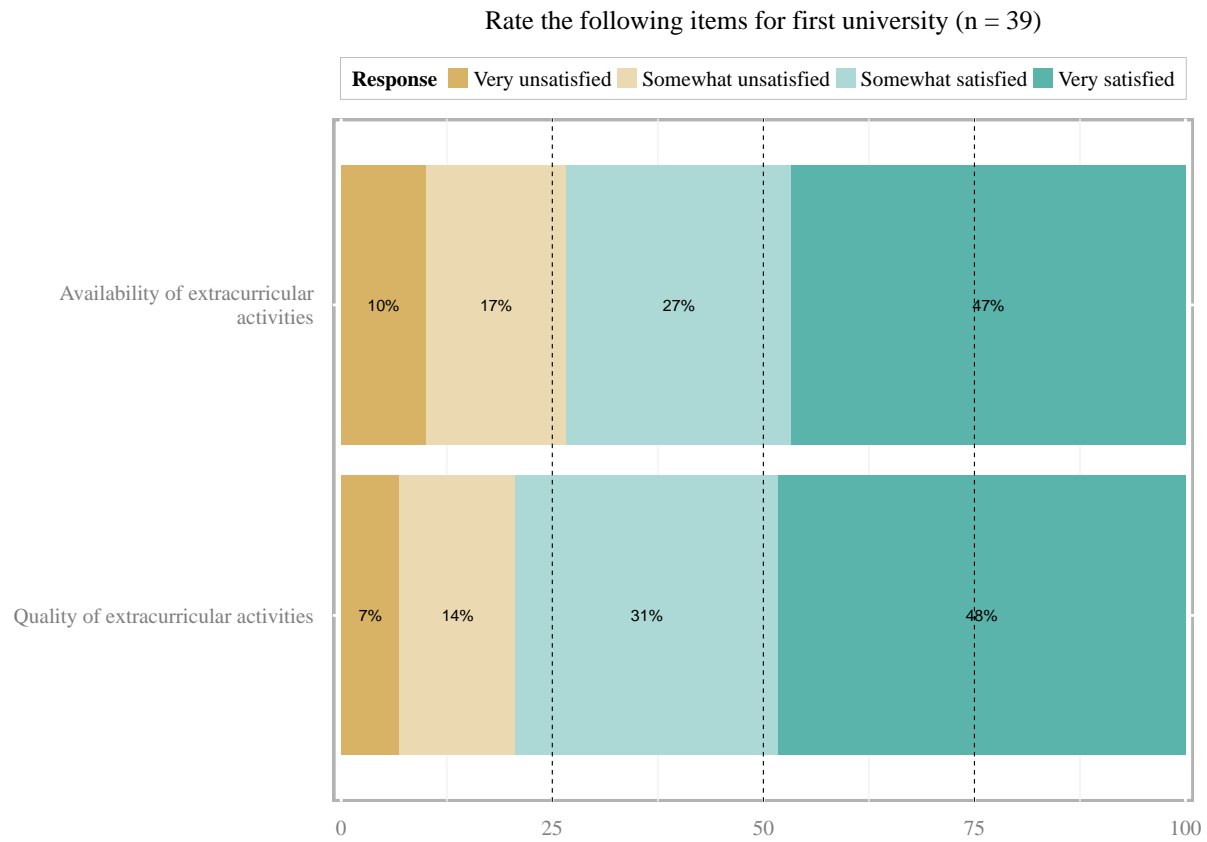
3.4.2 Aix-Marseille University, France

Rate the following items for first university (n = 42)

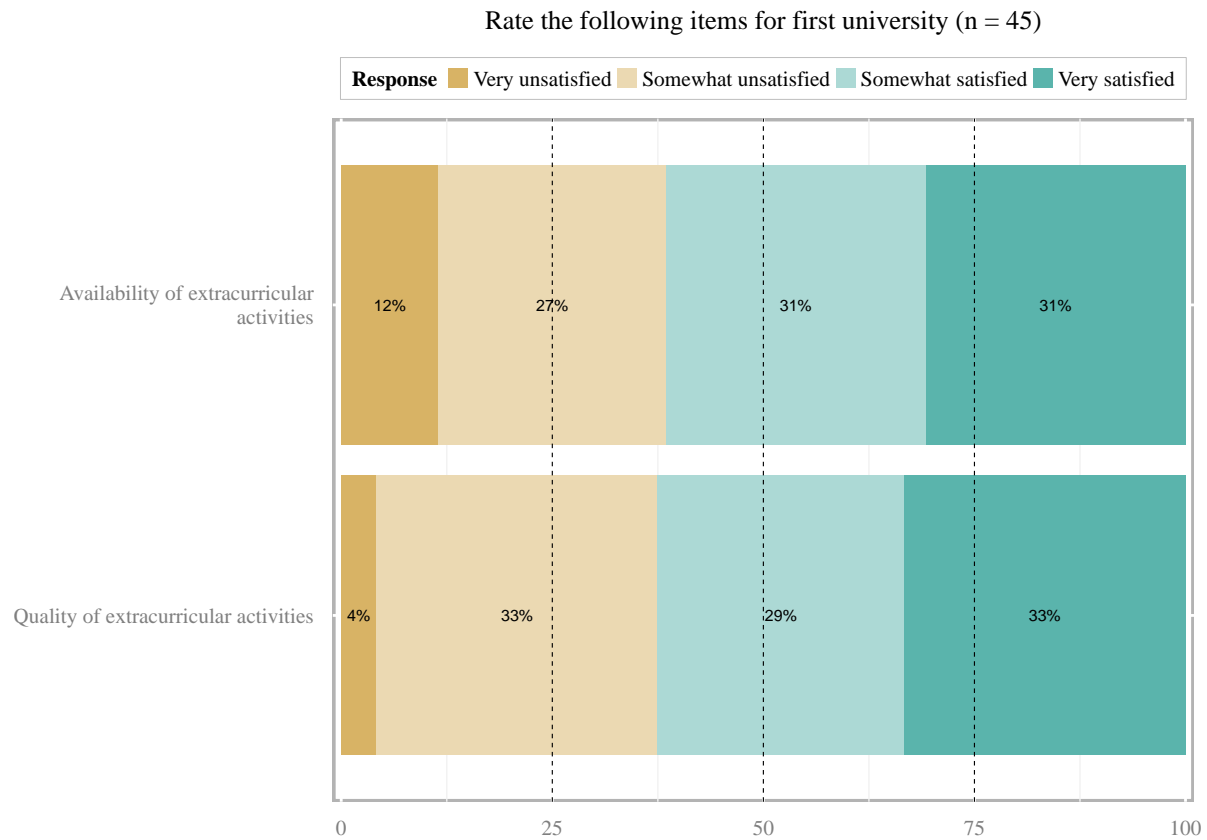


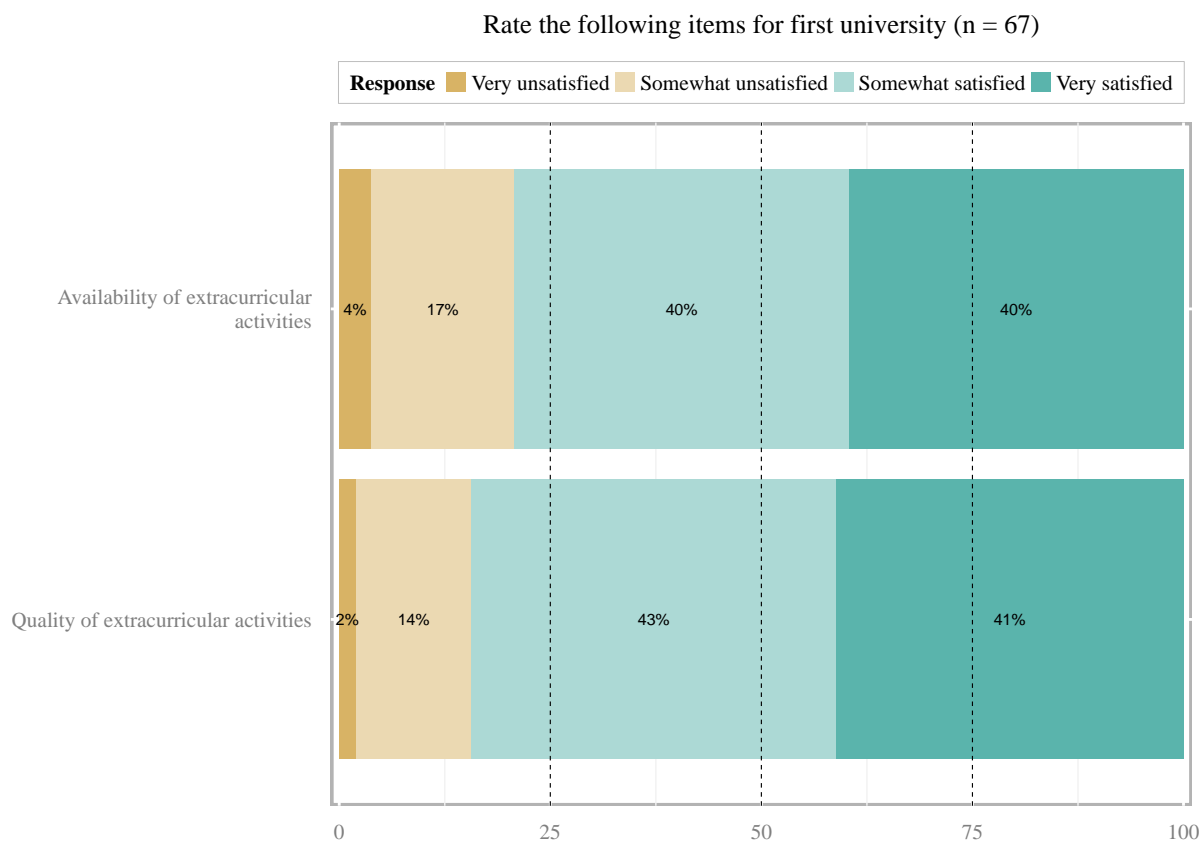
3.4.3 Paul Sabatier University, France

3.4.4 University of Cordoba, Spain



3.4.5 University of Picardie Jules Verne, France



3.4.6 Warsaw University of Technology, Poland

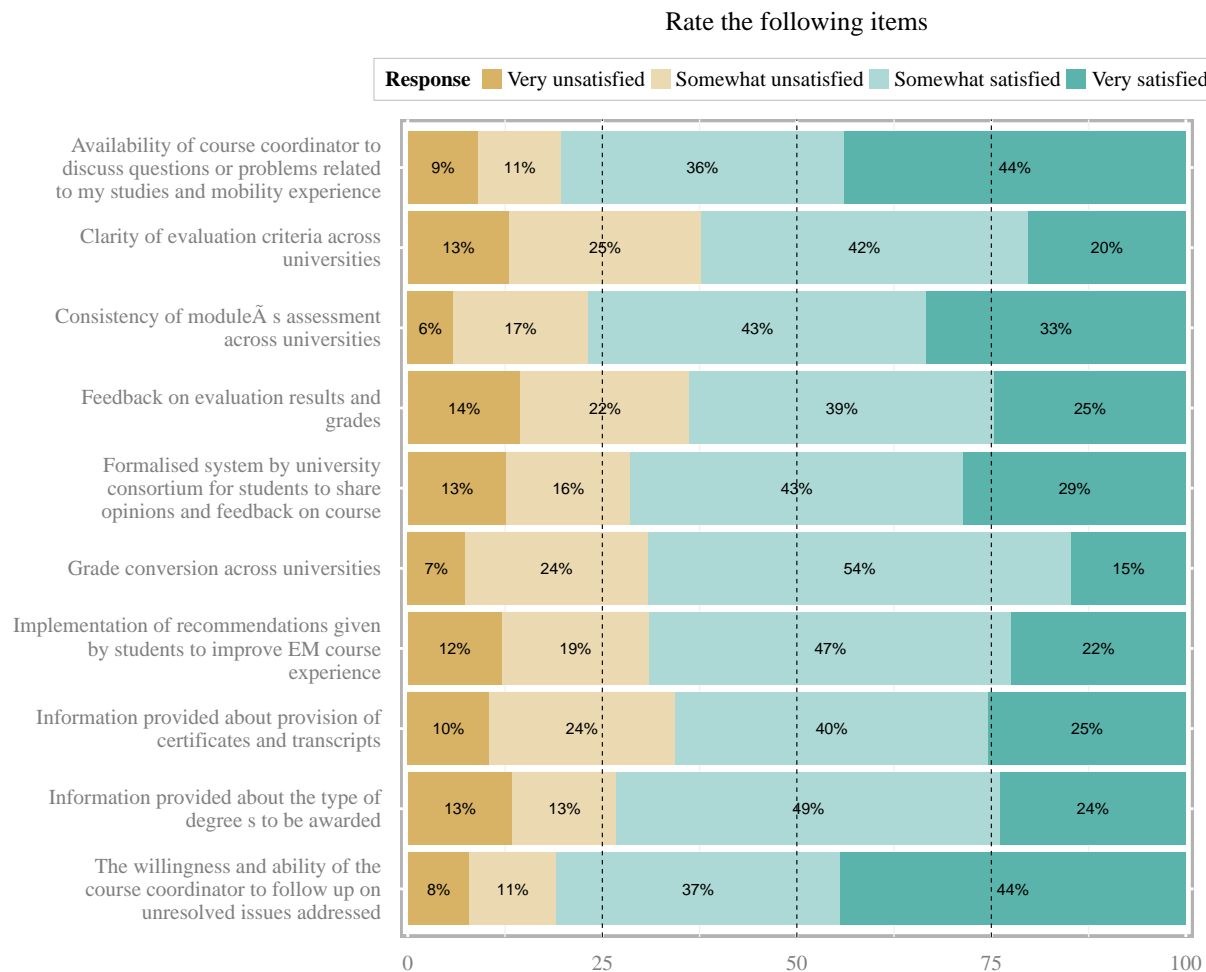
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

4.1.1 Consortia

Question:C.1

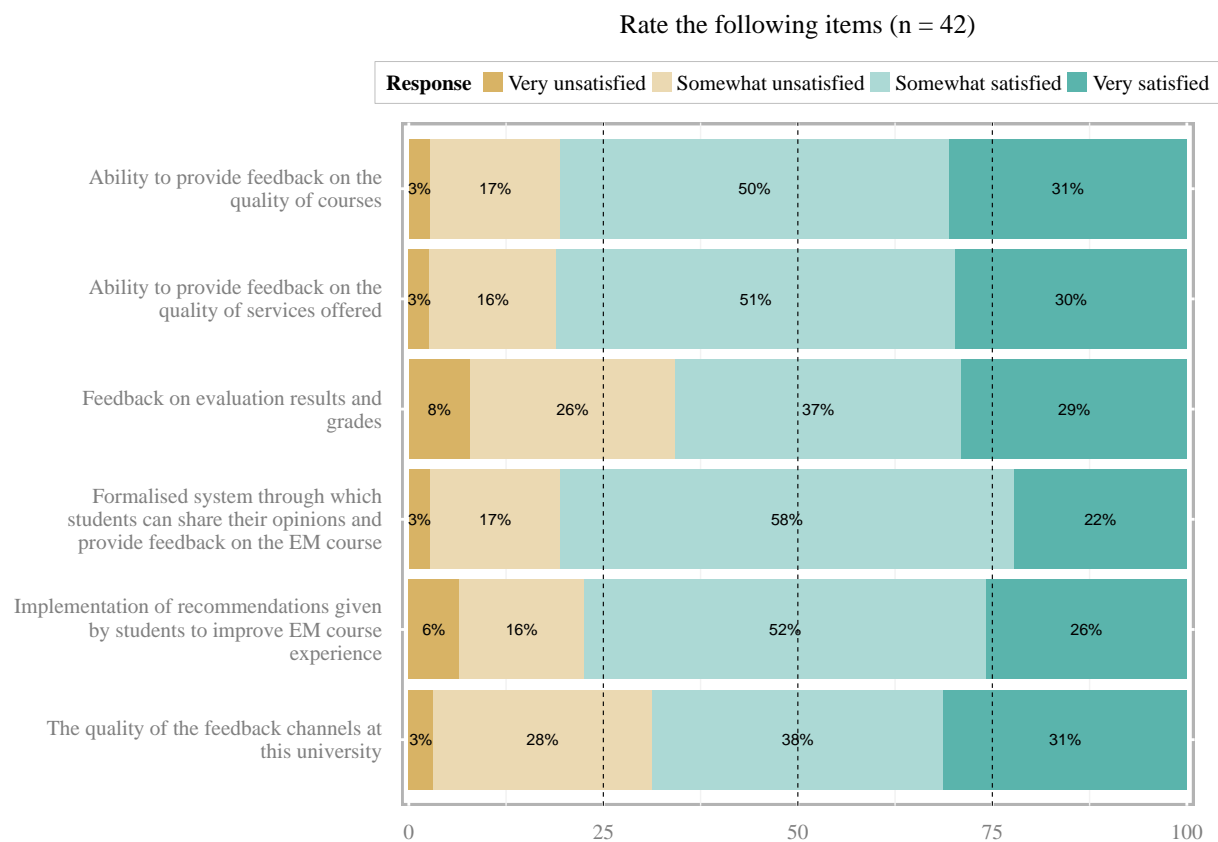


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	69	3.15	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	69	2.70	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	69	3.04	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	69	2.74	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	69	2.87	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	69	2.76	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	69	2.79	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	69	2.81	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	69	2.84	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	69	3.17	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

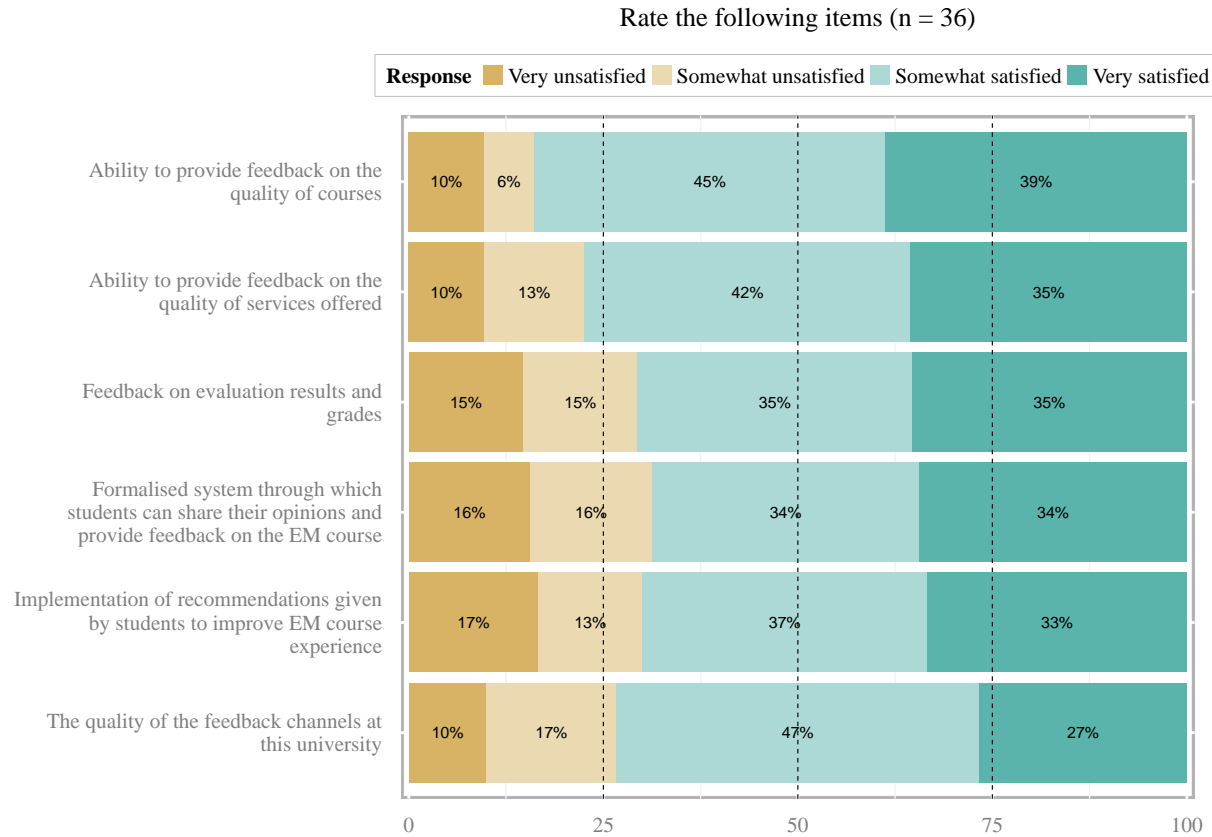
Table 5: Summary statistics



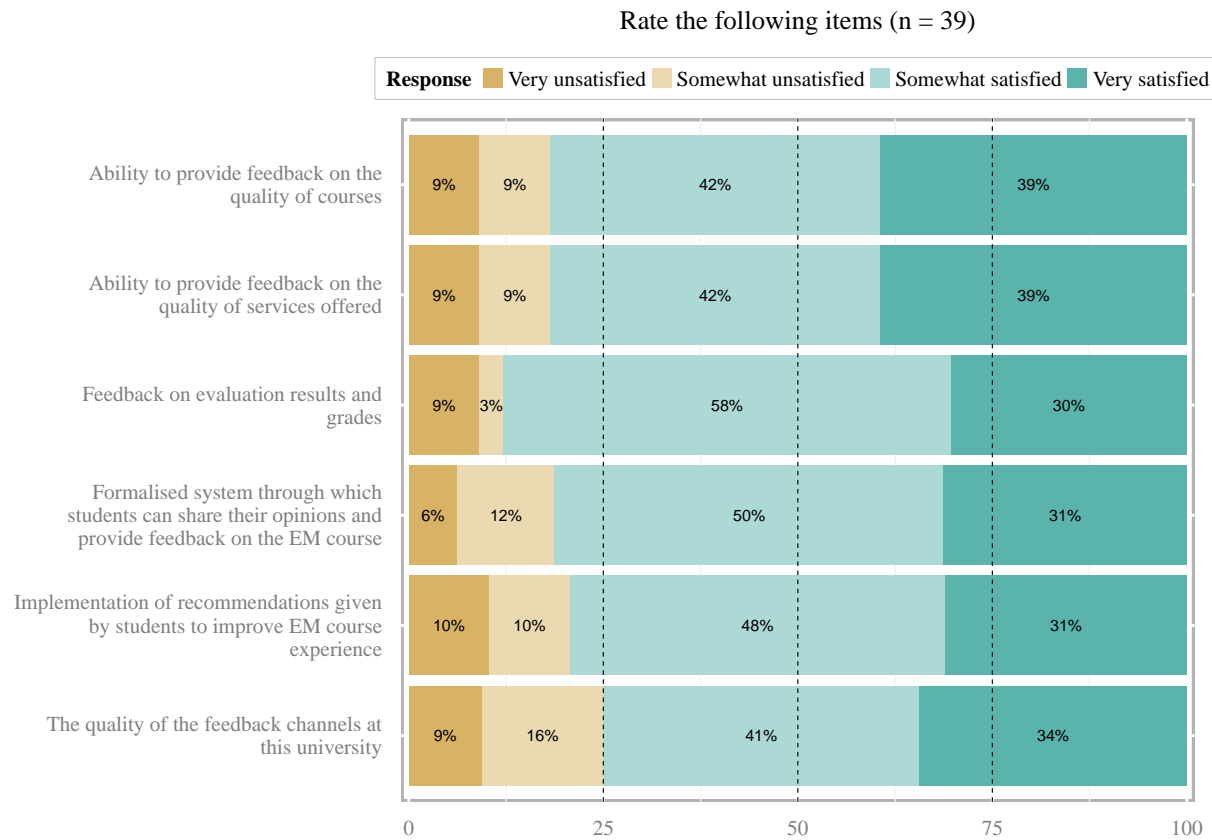
4.1.2 Aix-Marseille University, France



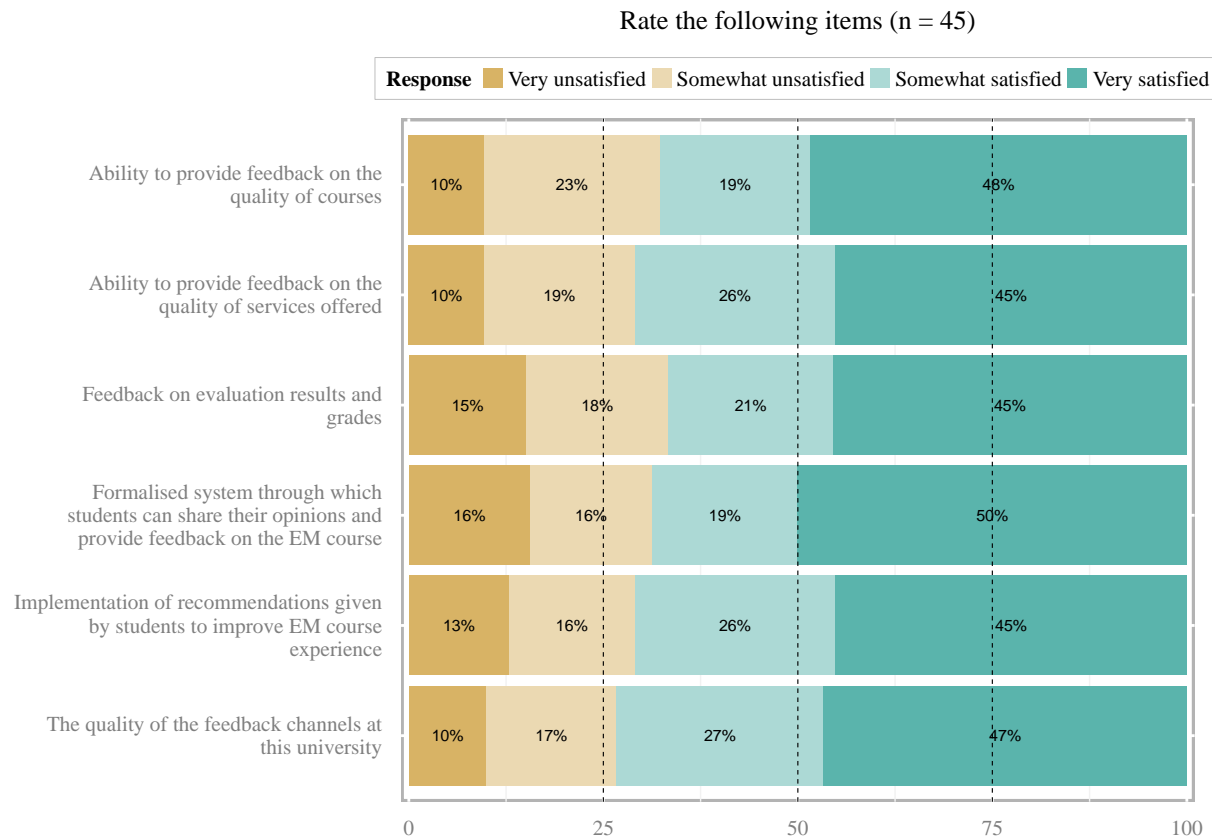
4.1.3 Paul Sabatier University, France



4.1.4 University of Cordoba, Spain

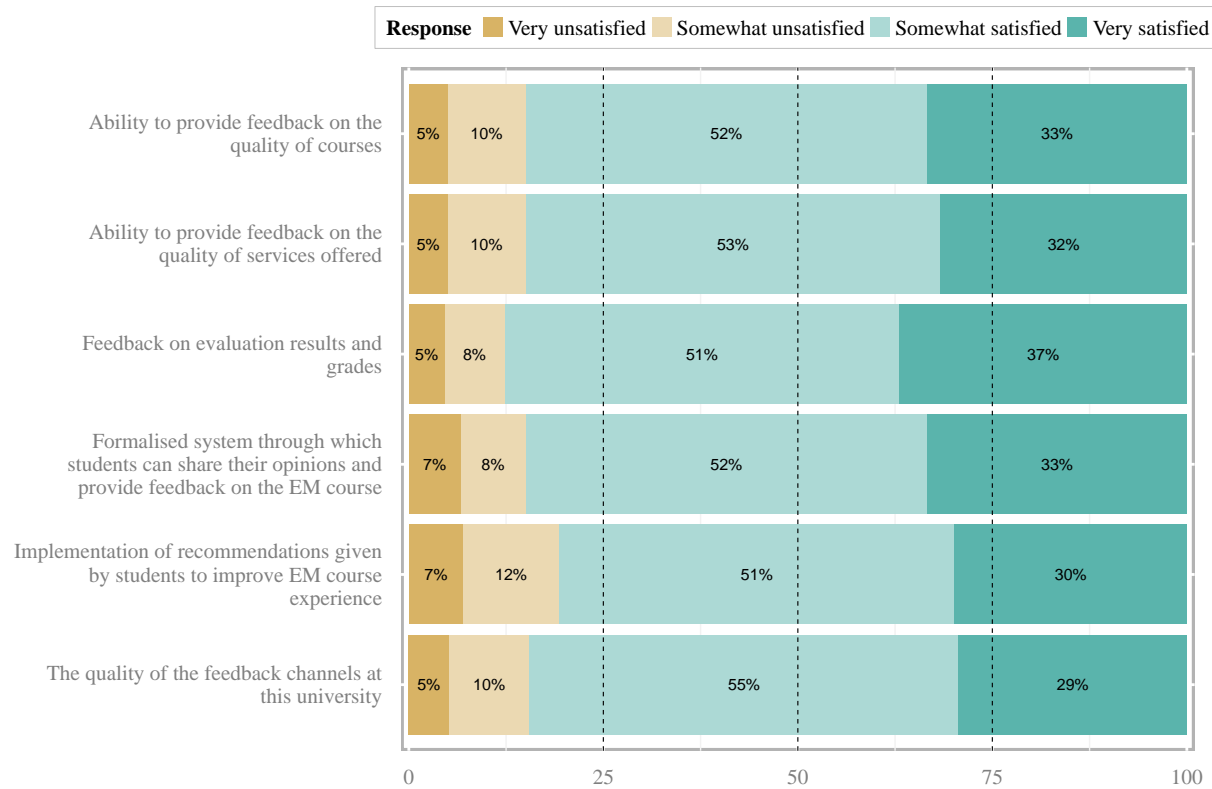


4.1.5 University of Picardie Jules Verne, France



4.1.6 Warsaw University of Technology, Poland

Rate the following items (n = 67)

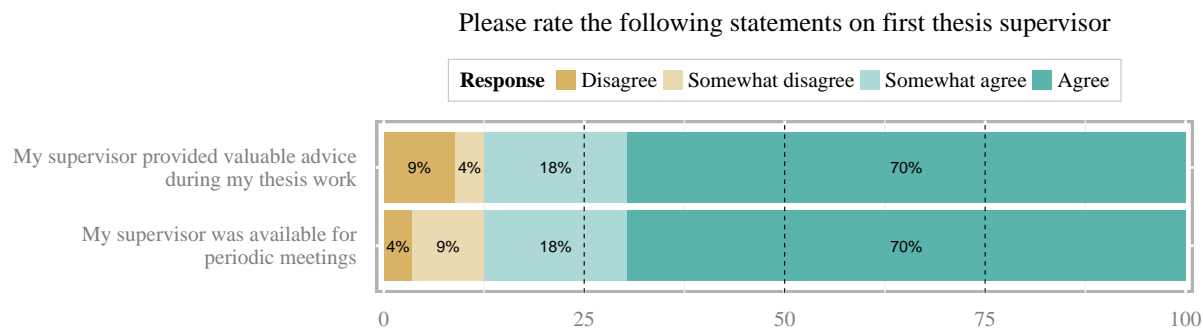


5 Teaching/learning and supervision

We will have some text here.

5.1 First supervisor.

Question:L.4

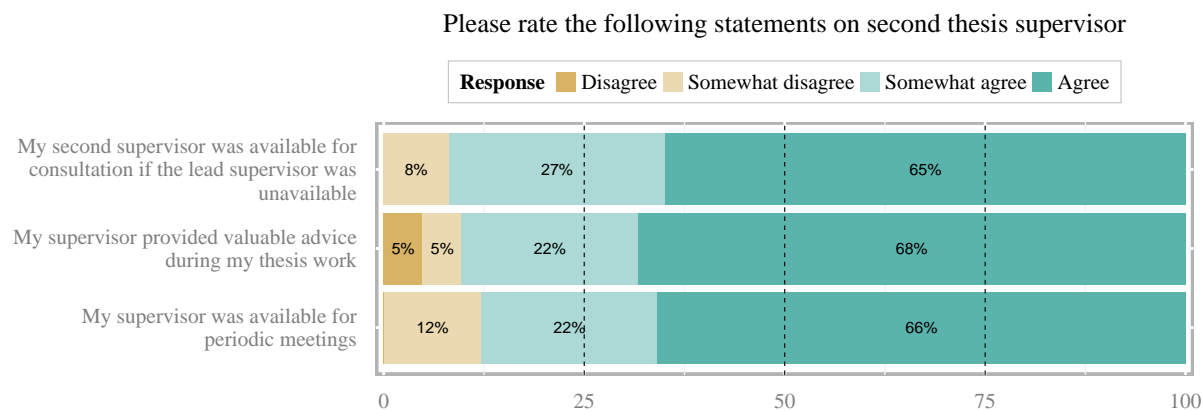


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	69	3.48	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	69	3.54	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

5.2 Second supervisor.

Question:L.5



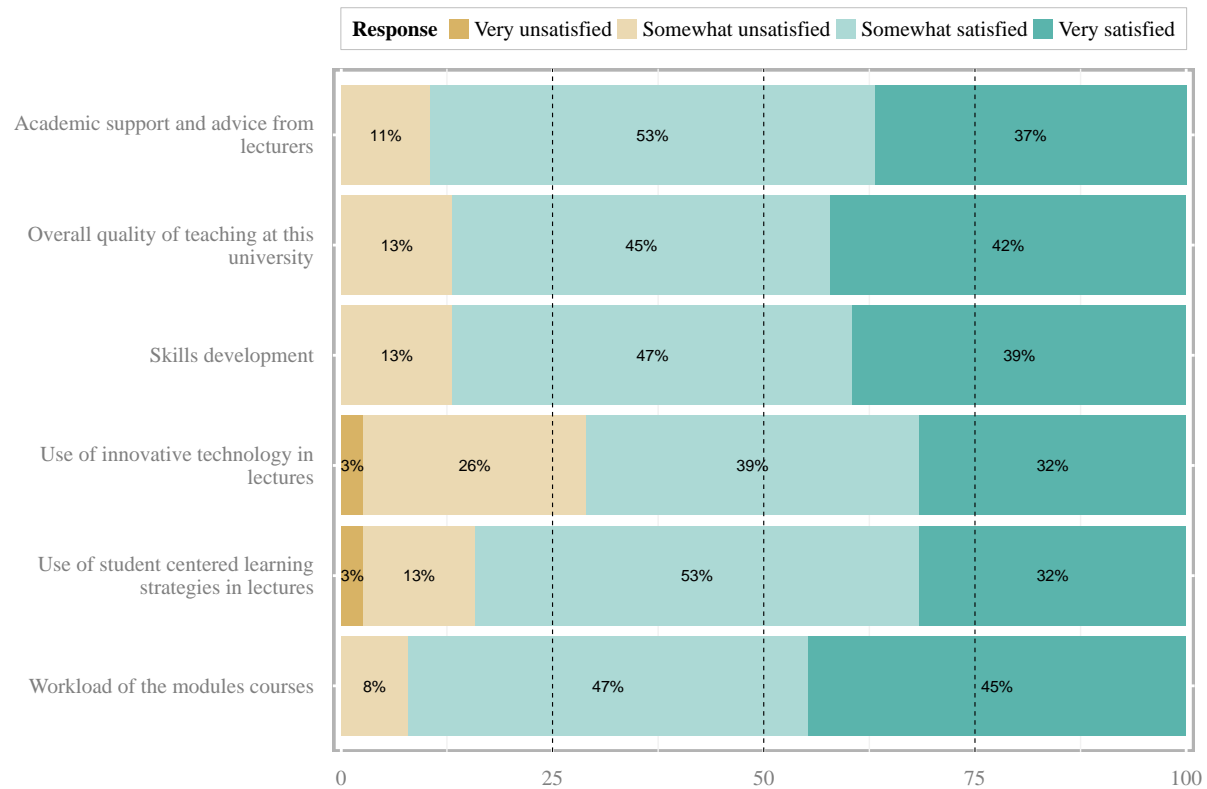
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My second supervisor was available for consultation if the lead supervisor was unavailable	69	3.57	3.38	2.36 - 3.20	3.21 - 3.56	3.57 - 3.65	3.66 - 3.91
My supervisor provided valuable advice during my thesis work	69	3.54	3.40	2.45 - 3.12	3.13 - 3.48	3.48 - 3.71	3.72 - 3.91
My supervisor was available for periodic meetings	69	3.54	3.37	2.50 - 3.00	3.01 - 3.50	3.51 - 3.70	3.71 - 3.91

Table 7: Summary statistics

5.3 Teaching/learning

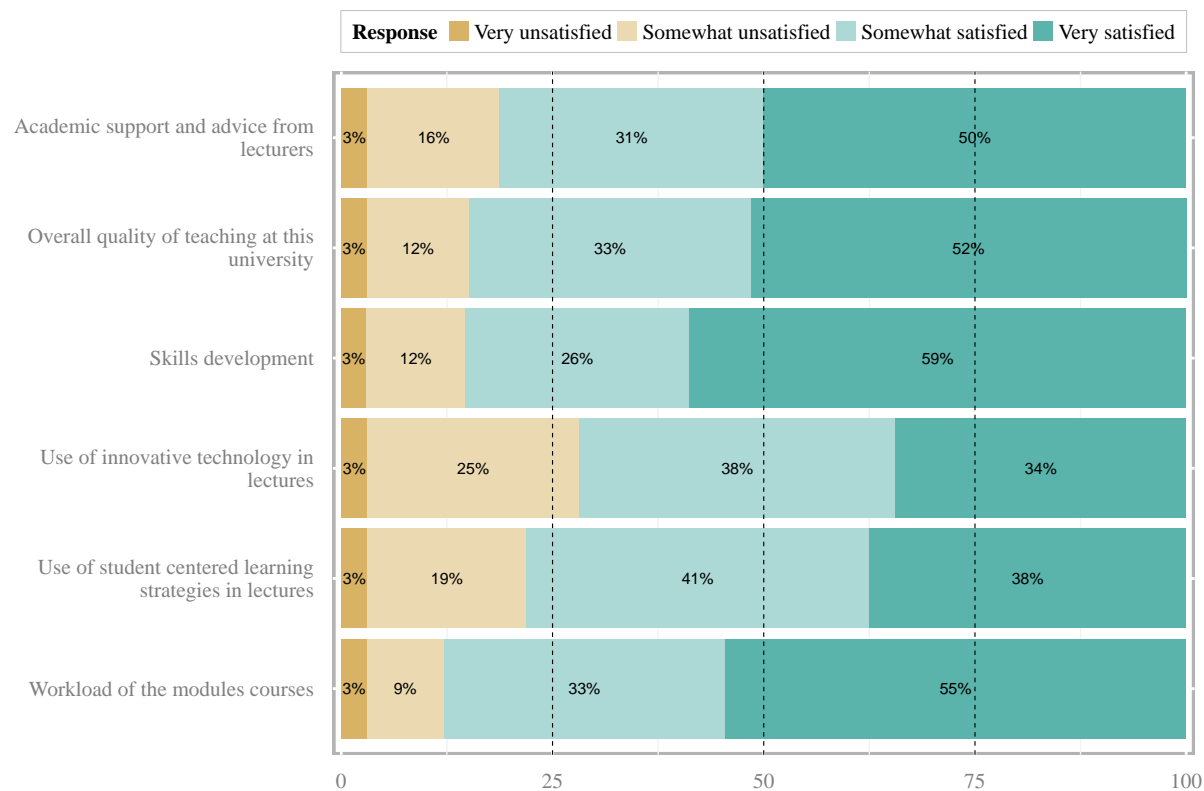
5.3.1 Aix-Marseille University, France

Please rate the following items (n = 42)

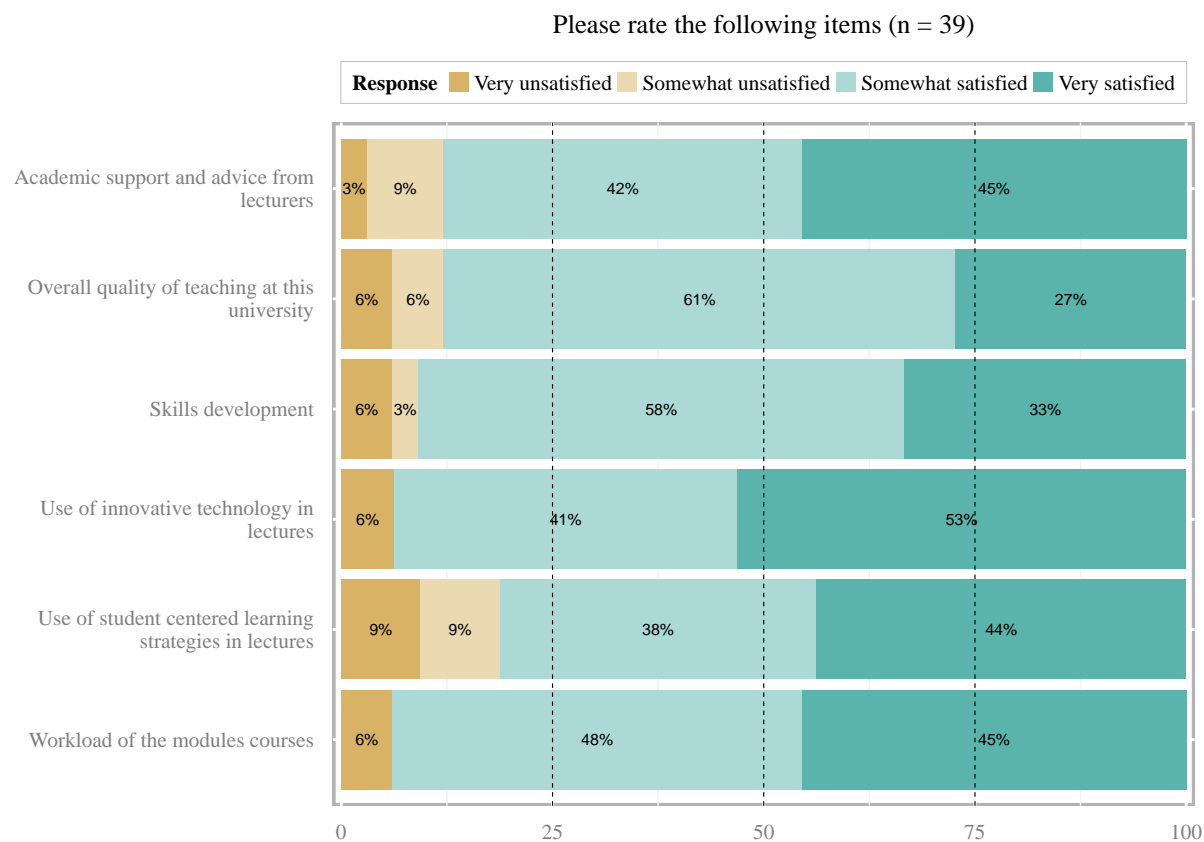


5.3.2 Paul Sabatier University, France

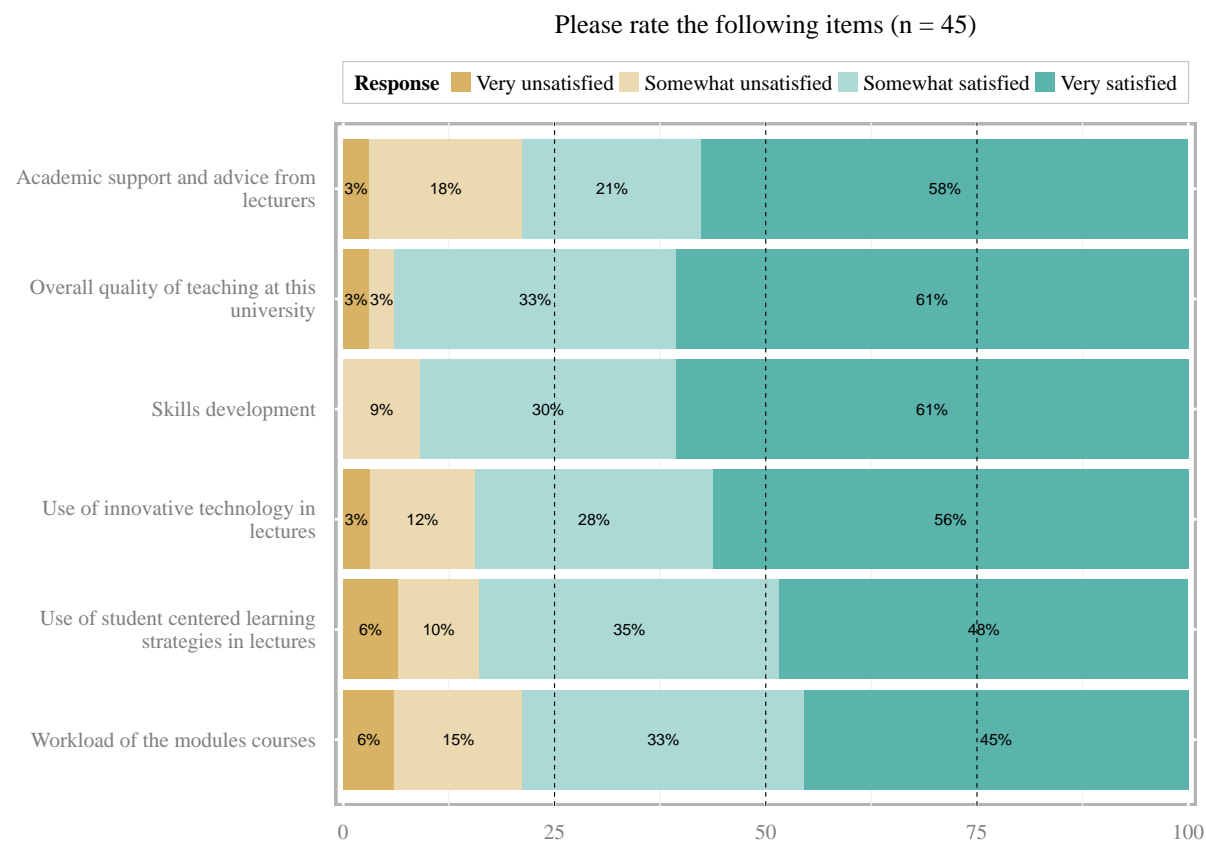
Please rate the following items (n = 36)



5.3.3 University of Cordoba, Spain

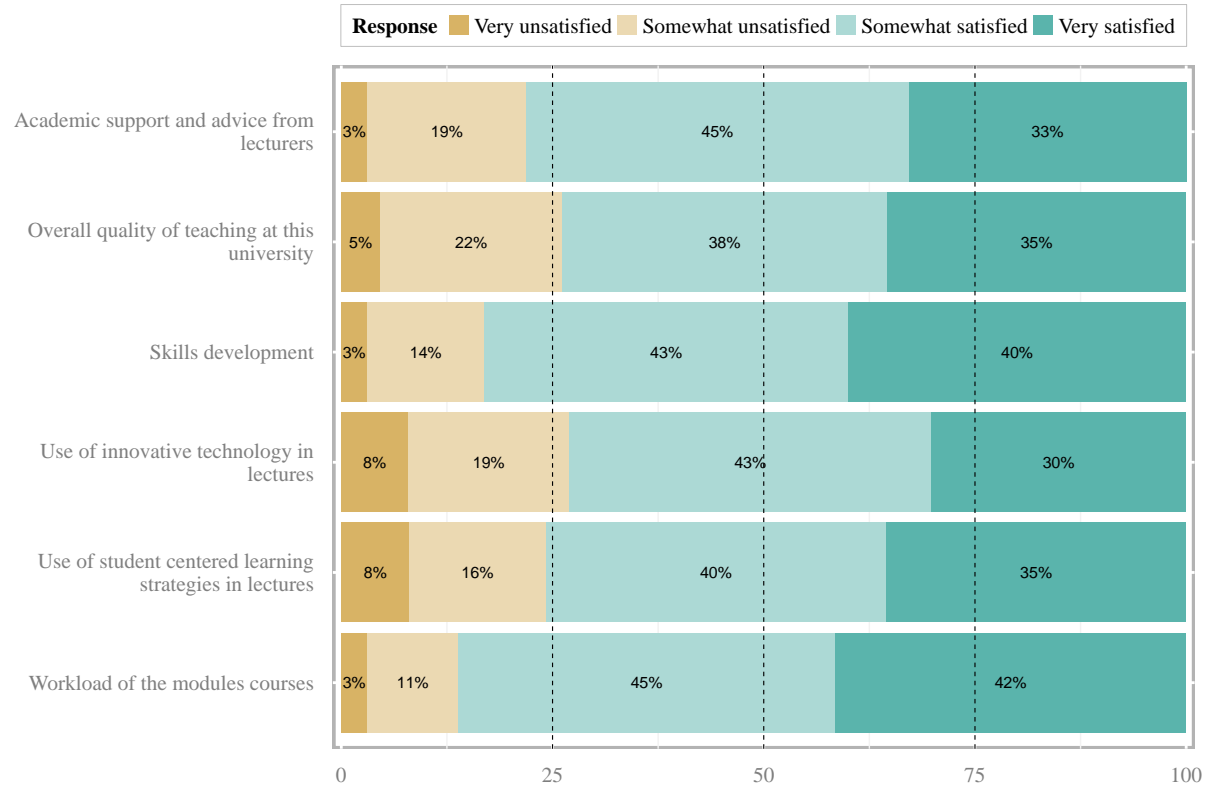


5.3.4 University of Picardie Jules Verne, France



5.3.5 Warsaw University of Technology, Poland

Please rate the following items (n = 67)

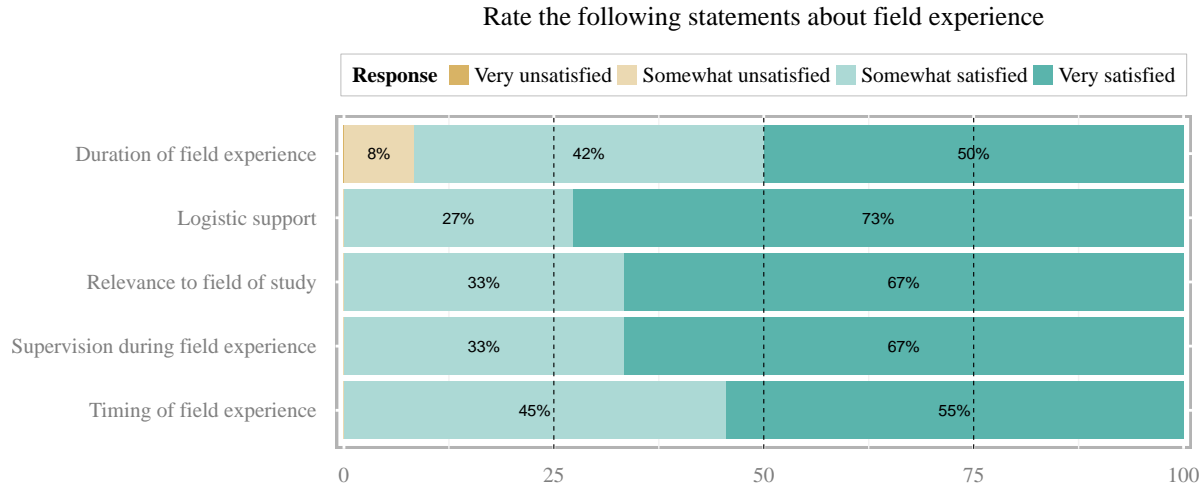


6 Internship/field experience and personal development

We will have some text here.

6.1 Field experience.

Question:L.3.a



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of field experience	69	3.42	3.35	3.00 - 3.27	3.28 - 3.36	3.37 - 3.51	3.52 - 3.73
Relevance to field of study	69	3.67	3.64	3.25 - 3.62	3.63 - 3.82	3.83 - 3.89	3.90 - 4.00
Supervision during field experience	69	3.67	3.42	2.92 - 3.30	3.31 - 3.56	3.57 - 3.68	3.69 - 3.73
Timing of field experience	69	3.55	3.46	3.17 - 3.46	3.47 - 3.55	3.56 - 3.67	3.68 - 3.91

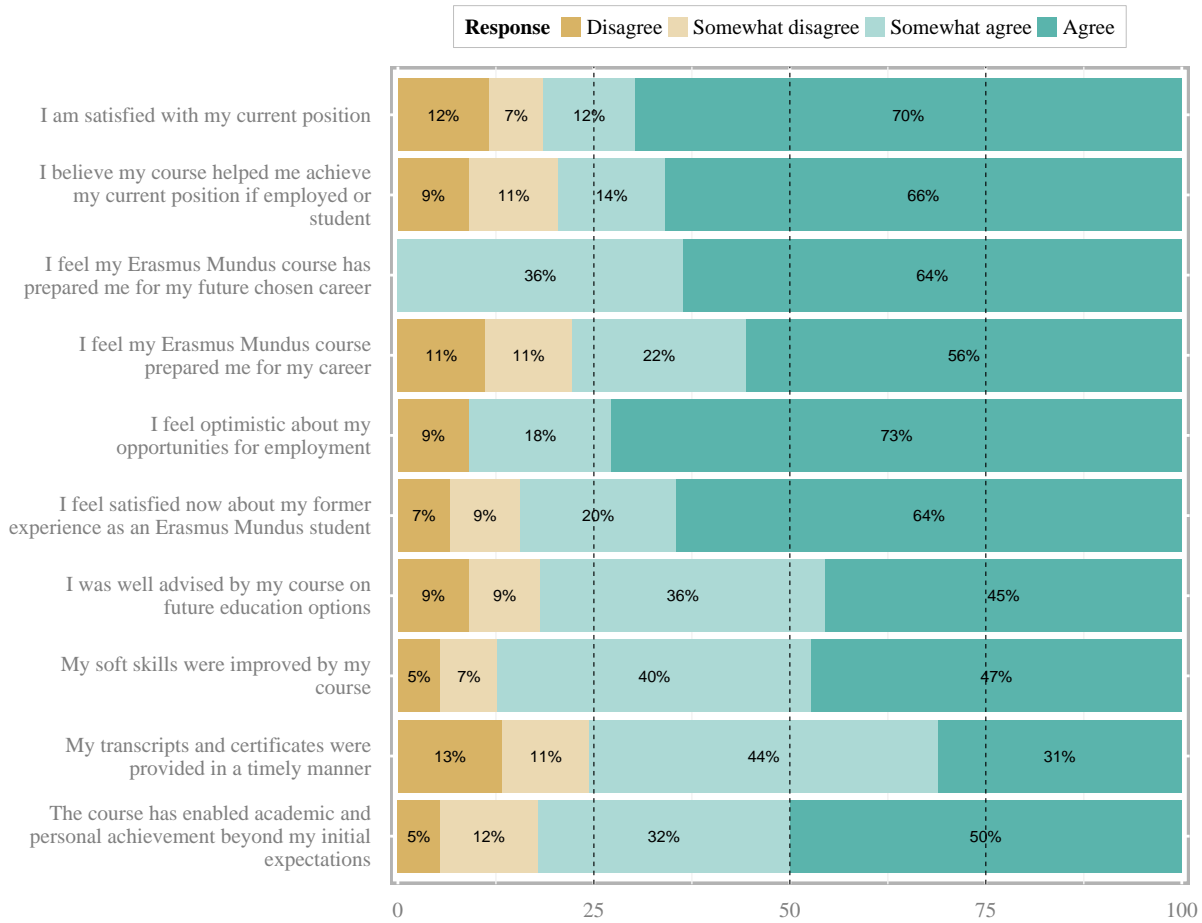
Table 8: Summary statistics

6.2 Personal development.

Question:L.6



Rate the following statements regarding personal development during EM course



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I am satisfied with my current position	69	3.40	3.37	3.00 - 3.25	3.26 - 3.44	3.45 - 3.62	3.63 - 3.79
I believe my course helped me achieve my current position if employed or student	69	3.36	3.44	3.00 - 3.43	3.44 - 3.56	3.57 - 3.72	3.73 - 3.95
I feel my Erasmus Mundus course has prepared me for my future chosen career	69	3.64	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel my Erasmus Mundus course prepared me for my career	69	3.22	3.35	2.64 - 3.28	3.29 - 3.33	3.34 - 3.54	3.55 - 3.88
I feel optimistic about my opportunities for employment	69	3.55	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
I feel satisfied now about my former experience as an Erasmus Mundus student	69	3.42	3.63	3.36 - 3.61	3.62 - 3.69	3.70 - 3.79	3.80 - 4.00
I was well advised by my course on future education options	69	3.18	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	69	3.29	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
My transcripts and certificates were provided in a timely manner	69	2.93	3.17	2.36 - 2.93	2.94 - 3.36	3.37 - 3.62	3.63 - 4.00
The course has enabled academic and personal achievement beyond my initial expectations	69	3.27	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 9: Summary statistics

7 Acknowledgments

Some concluding remarks

