



EMA

Erasmus Mundus Students and Alumni Association

EMCL-European Masters in Clinical Linguistics

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

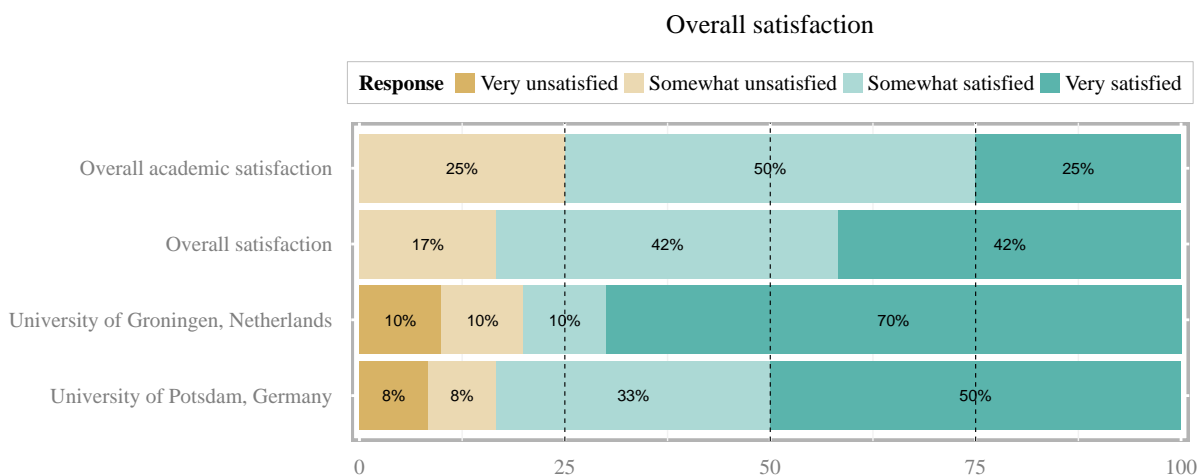
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Contents

1	Executive summary (?)	3
2	Introduction	3
2.1	Course Quality Advisory Board	3
2.2	Introduction to the CQSS survey	3
2.3	Structure of current report	4
3	Supporting services	5
3.1	Support received before the start of the Erasmus Mundus course	5
3.1.1	Consortia	5
3.1.2	University of Potsdam, Germany	6
3.2	Support received during the orientation program	6
3.2.1	Consortia	7
3.2.2	University of Groningen, Netherlands	8
3.2.3	University of Potsdam, Germany	9
3.3	Helpfulness of units and people	9
3.3.1	Consortia	10
3.3.2	University of Potsdam, Germany	11
3.4	Support received on various issues	11
3.4.1	Consortia	11
3.4.2	University of Potsdam, Germany	12
4	Assessment and feedback	13
4.1	Module assessment	13
4.1.1	Consortia	13
4.1.2	University of Groningen, Netherlands	15
4.1.3	University of Potsdam, Germany	16
5	Teaching/learning and supervision	17
5.1	Teaching/learning	17
5.1.1	University of Groningen, Netherlands	17
5.1.2	University of Potsdam, Germany	18
6	Internship/field experience and personal development	19
7	Acknowledgments	20



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 12 students of your program. They represent 12 countries and collectively they have spent more than 264 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	12	2.75	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	12	3.27	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	12	2.83	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.



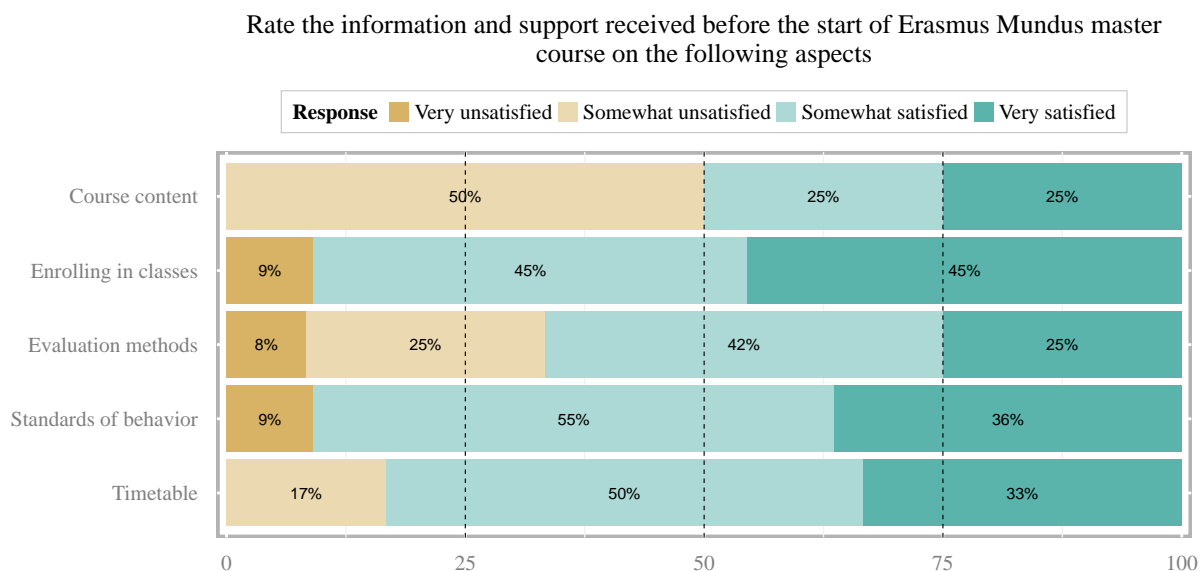
3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

Health insurance and visa issues need minor change at Regensburg Univ. Most of the settle-up questions require more help at Trento Univ. with approx. 15% student unsatisfied with banking, health insurance and language courses information.

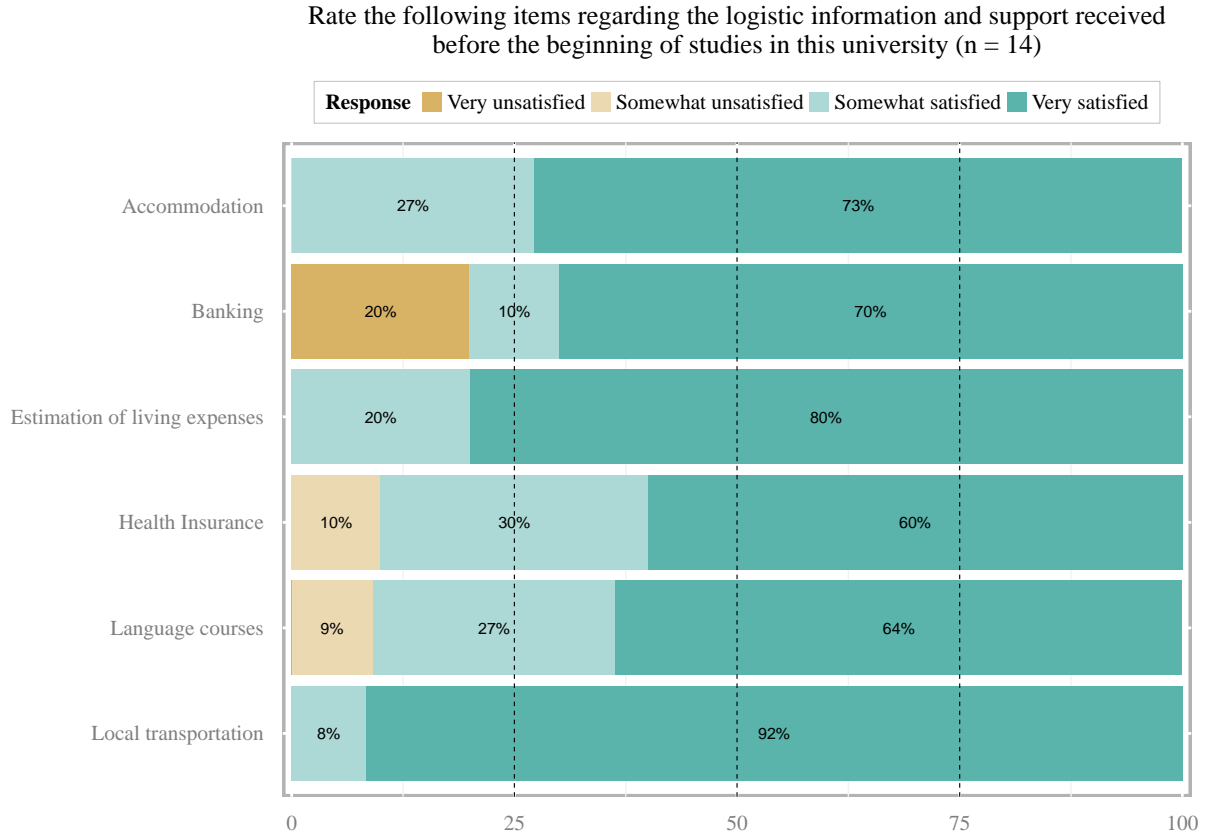
3.1.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	12	2.75	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	12	3.27	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	12	2.83	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Standards of behavior	12	3.18	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	12	3.17	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

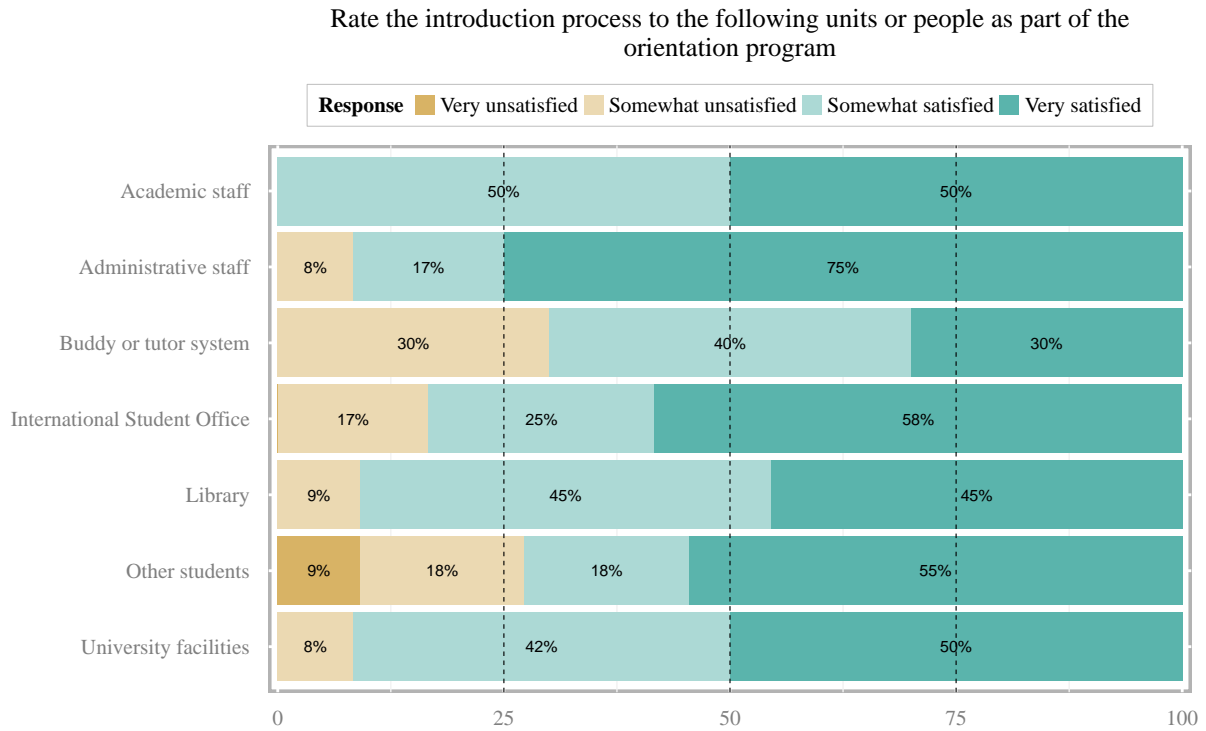
3.1.2 University of Potsdam, Germany



3.2 Support received during the orientation program

Students are very satisfied with the support received during the orientation program except for “Buddy or tutor system” and for “Other students”. In the first indicator, 30% of the students are “Somewhat unsatisfied” while in the second indicator 9% are “Very unsatisfied” and 15% “Somewhat unsatisfied”. Both indicators are placed in the second quartile. On the opposite, students express great satisfaction for the support received from the staff, both academic and administrative.

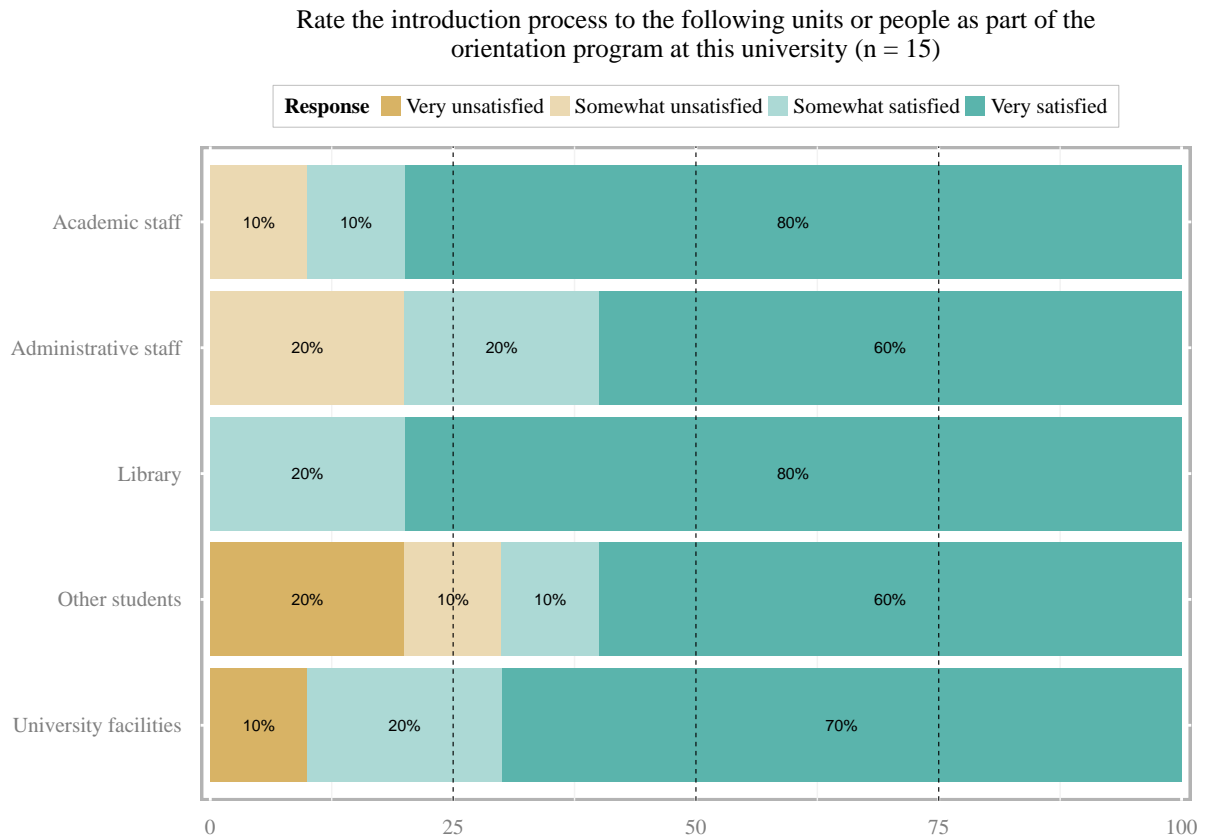
3.2.1 Consortia



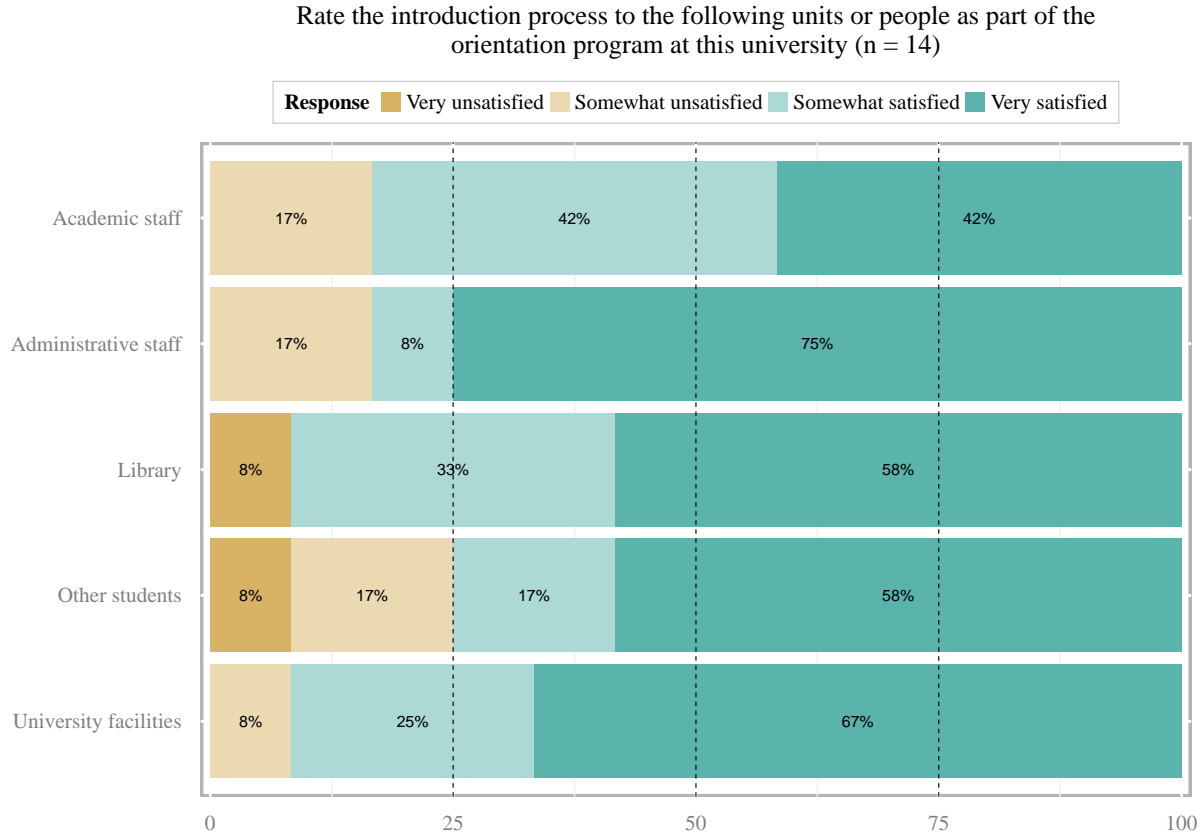
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	12	3.50	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	12	3.67	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	12	3.00	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	12	3.42	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	12	3.36	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	12	3.18	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
University facilities	12	3.42	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 University of Groningen, Netherlands



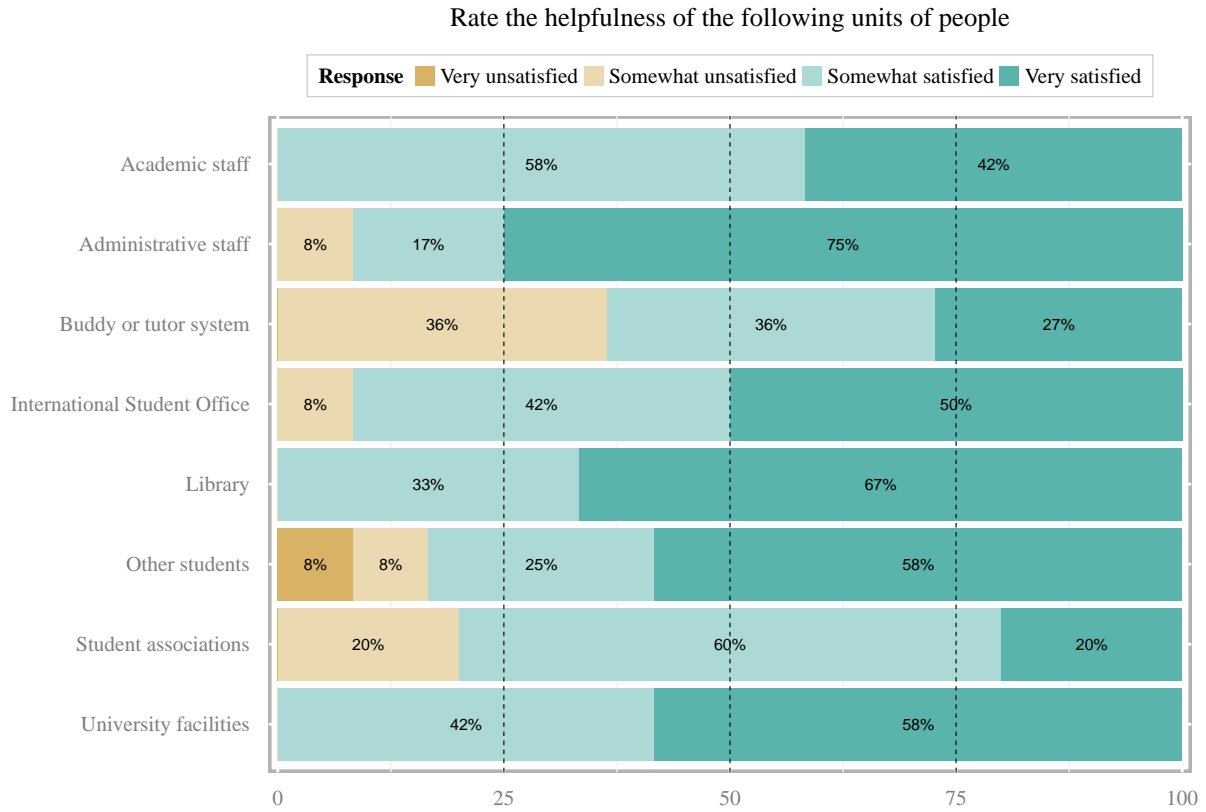
3.2.3 University of Potsdam, Germany



3.3 Helpfulness of units and people

Students are generally satisfied with the helpfulness of units people. The rates are similar to those ones of the previous question. Students report their dissatisfaction with regard to the indicators “Buddy or Tutor System” and “Other students”. Both indicators are placed in the second quartile. In addition, they confirm their strong appreciation for the “Academic Staff” and “Library” with a score of 100% combining “Satisfied” and “Somewhat satisfied” answers. Also the mean is very high (3.67), both indicators fall in the fourth quartile.

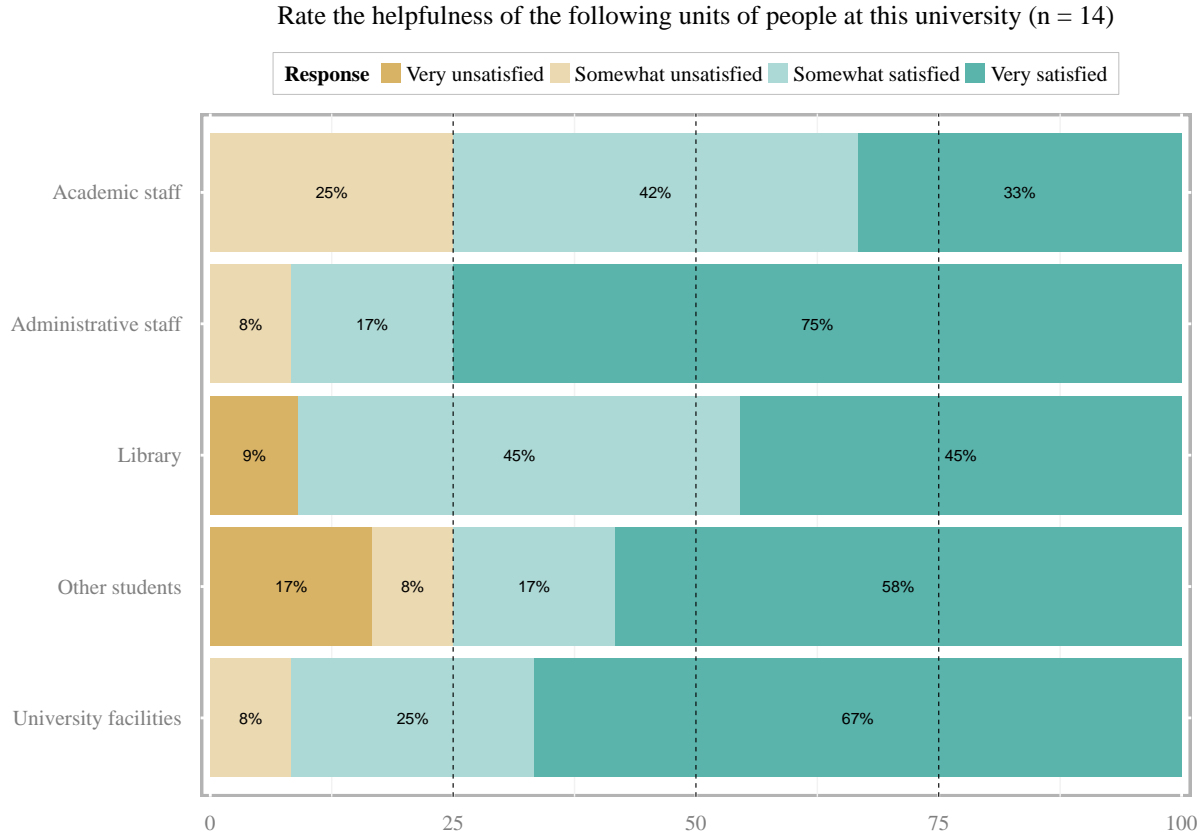
3.3.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	12	3.42	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	12	3.67	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	12	2.91	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	12	3.42	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	12	3.67	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	12	3.33	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	12	3.00	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	12	3.58	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

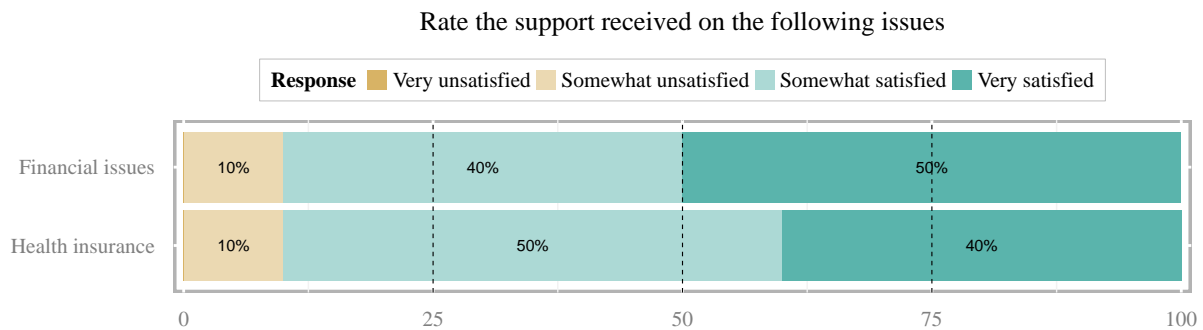
3.3.2 University of Potsdam, Germany



3.4 Support received on various issues

Overall students give a positive evaluation (90%) of the support received on financial issues and health insurance. Similarly, they positively evaluate (around 90%) the availability and the quality of extracurricular activities at the University of Potsdam.

3.4.1 Consortia

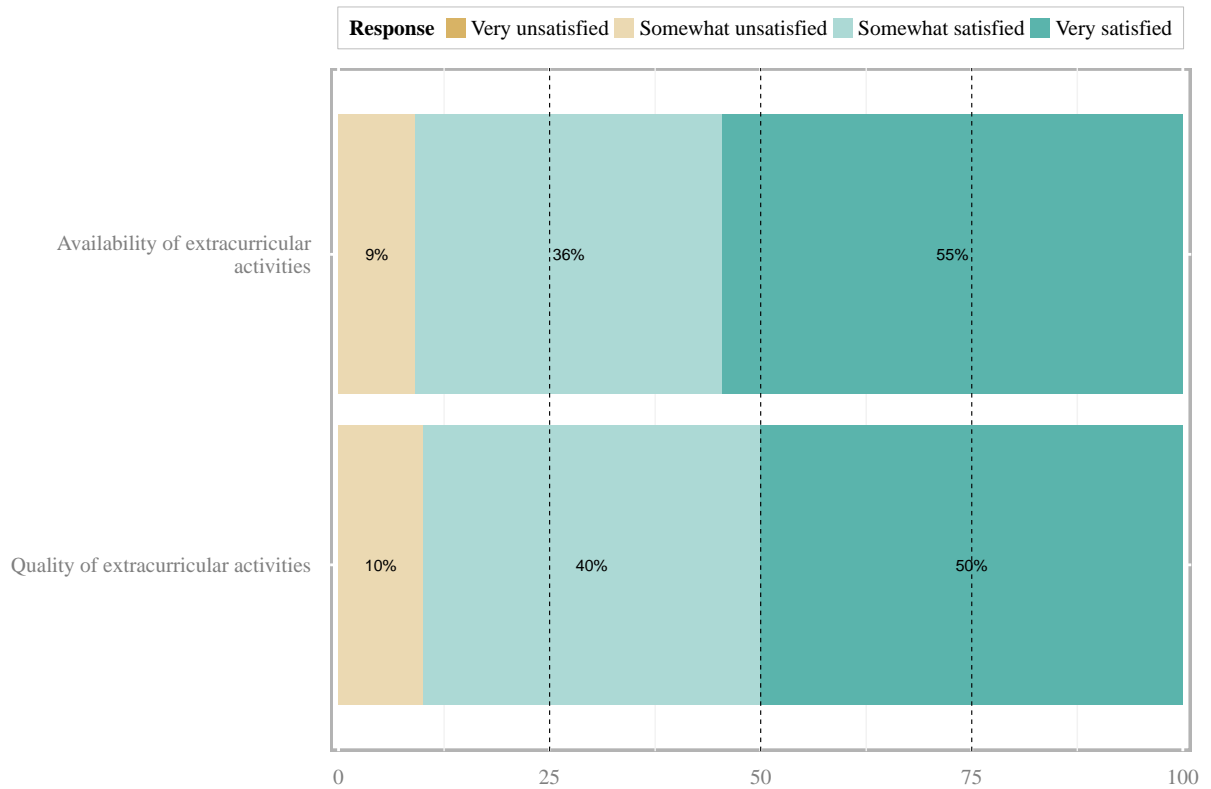


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	12	3.40	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	12	3.30	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 University of Potsdam, Germany

Rate the following items for first university (n = 14)



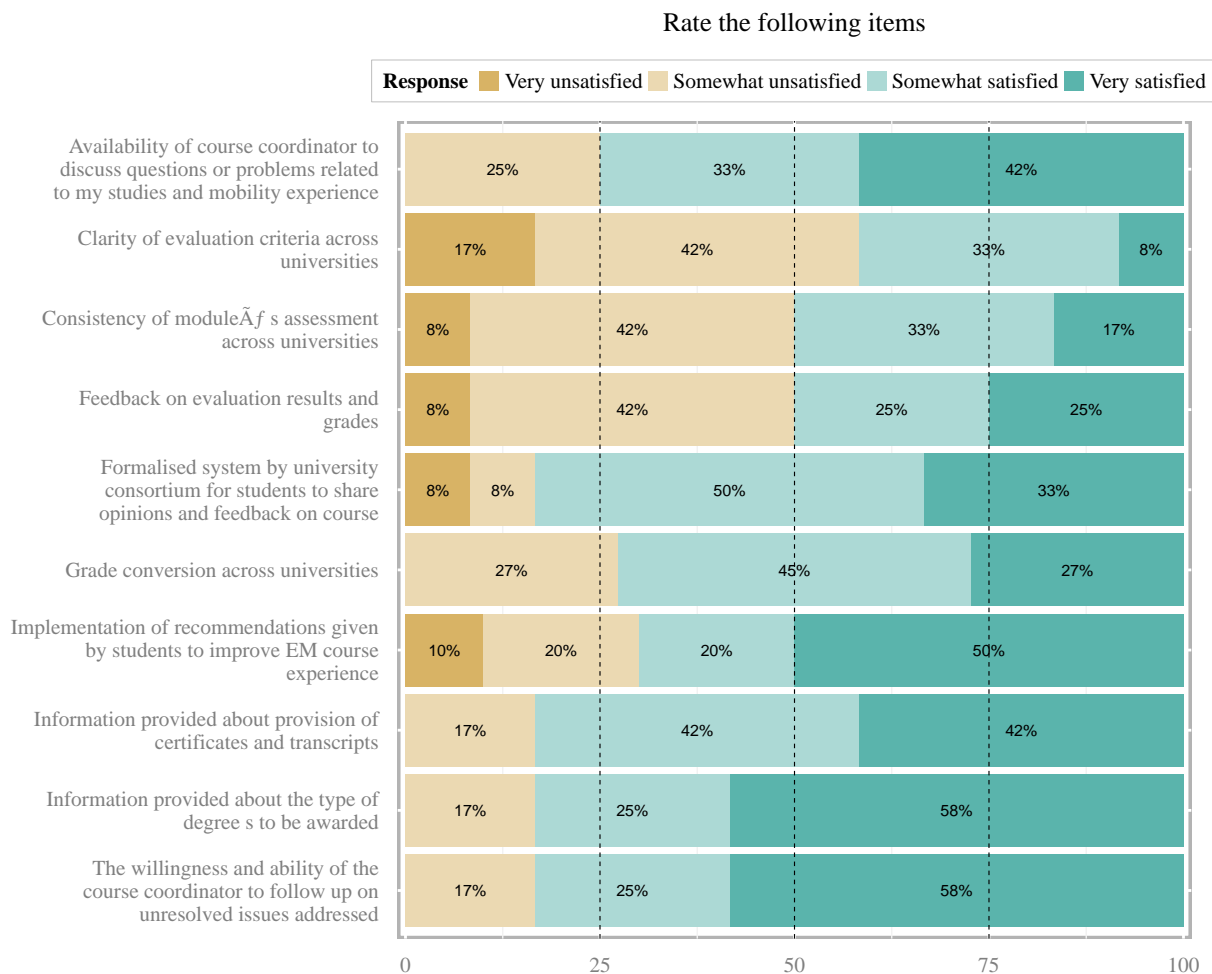
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

Students identifies several criticalities with regard to the “Module assessment”. The most problematic area is the one related to the “Clarity of evaluation criteria”, 59% of the students are dissatisfied with their experience. As a consequence of the low rate, this indicator is placed in first quartile. In addition, students express relevant dissatisfaction (50%) with regard to “Consistency of module assessment” and “Feedback on evaluation results and grades”. Both indicators are placed in second quartile. Finally a certain level of dissatisfaction, around 30%, is expressed also in relation to “Availability of course coordinator”, “Grade conversion” and “Implementation of recommendations given by the students”.

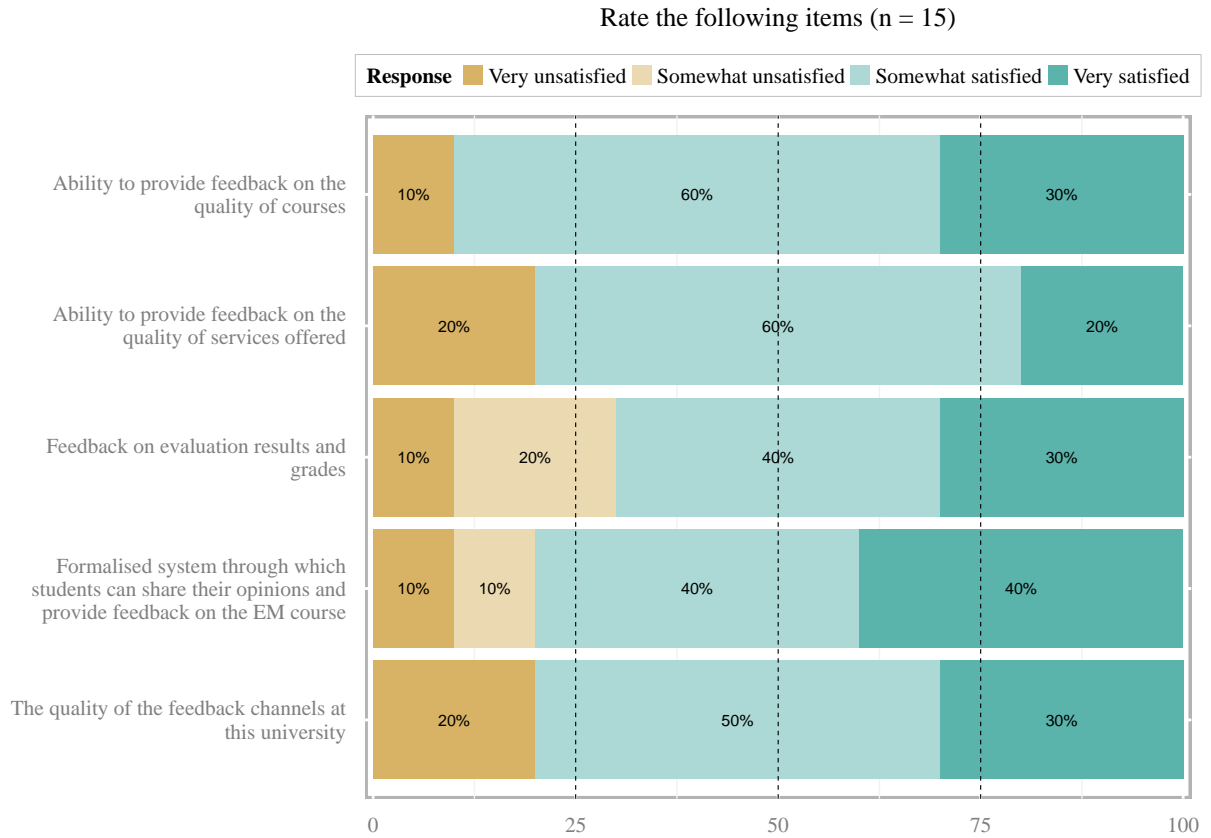
4.1.1 Consortia



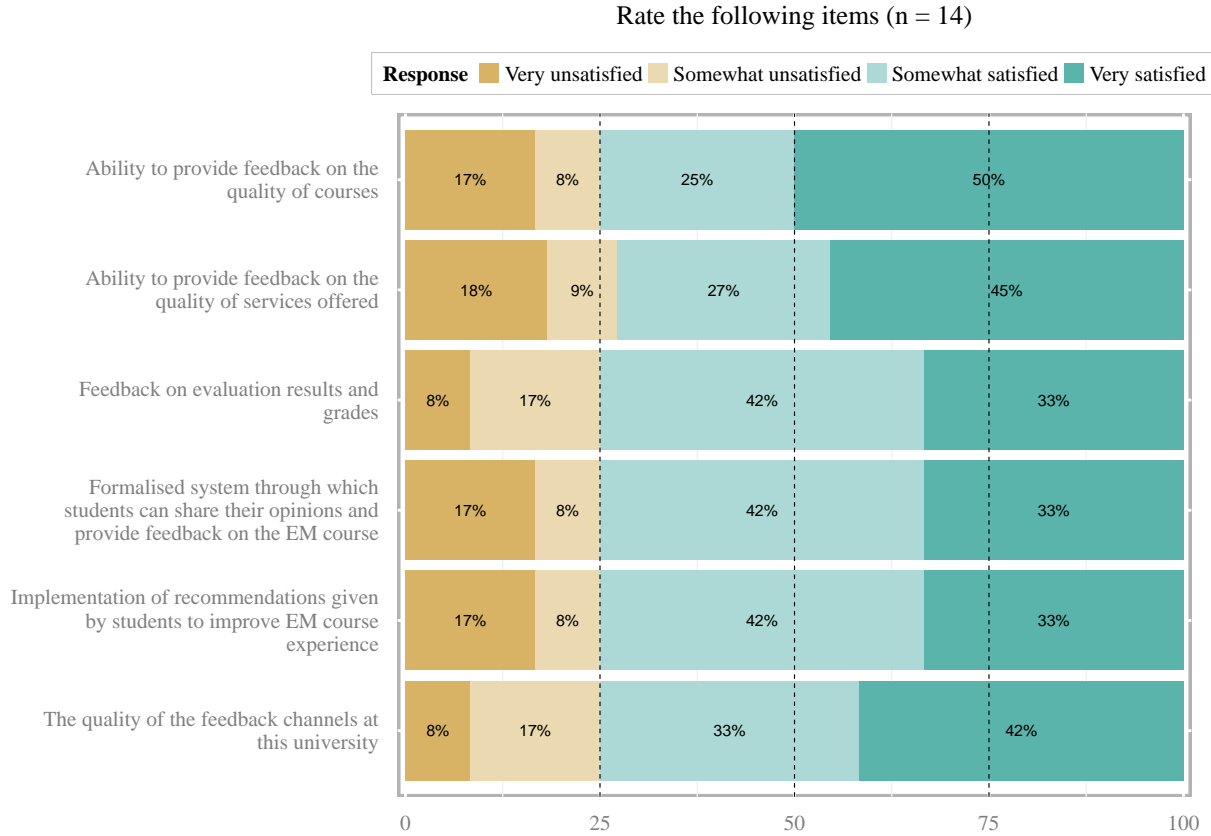
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	12	3.17	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	12	2.33	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	12	2.58	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	12	2.67	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	12	3.08	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	12	3.00	2.85	2.17 - 2.71	2.72 - 2.83	2.84 - 3.00	3.01 - 3.56
Implementation of recommendations given by students to improve EM course experience	12	3.10	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	12	3.25	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	12	3.42	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	12	3.42	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 University of Groningen, Netherlands



4.1.3 University of Potsdam, Germany

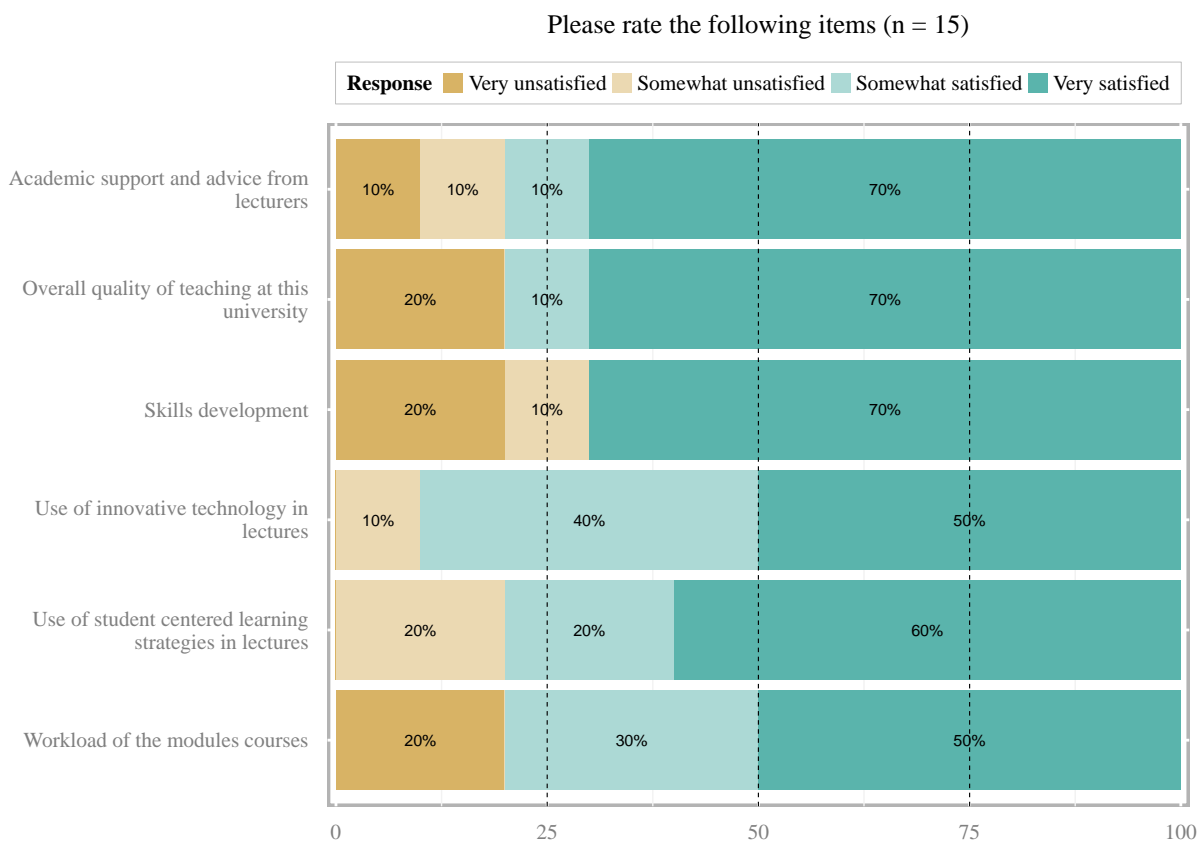


5 Teaching/learning and supervision

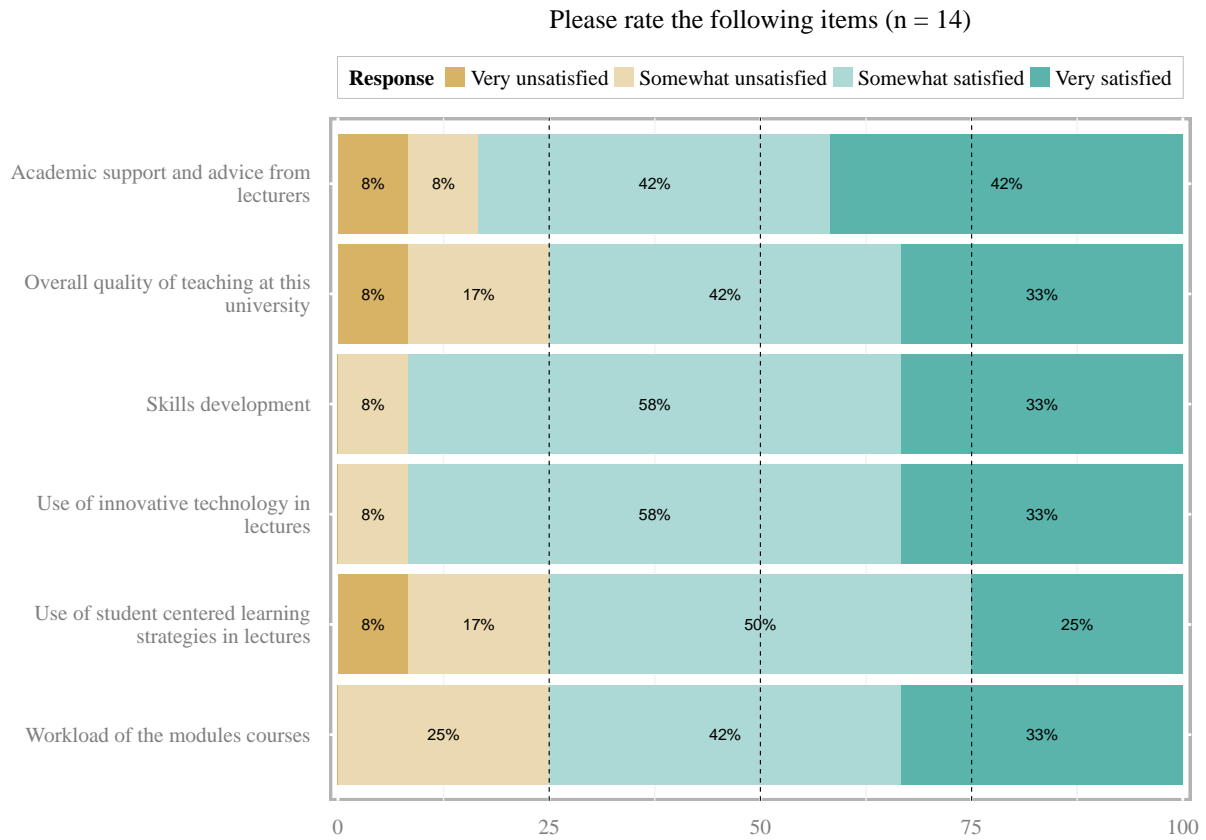
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5.1 Teaching/learning

5.1.1 University of Groningen, Netherlands



5.1.2 University of Potsdam, Germany



6 Internship/field experience and personal development

We will have some text here.



7 Acknowledgments

Some concluding remarks

