EMA
Erasmus Mundus Students and Alumni Association

SEFOTECHNUT-European Master of Science in Food Science, Technology and Nutrition

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 Dublin Institute of Technology, Ireland 7

3.1.3 Hochschule Anhalt, Germany 8

3.1.4 Universidade Catolica Portuguesa, Portugal 9

3.1.5 University of Leuven, Belgium 10

3.2 Support received during the orientaion program 10

3.2.1 Consortia 10

3.2.2 Dublin Institute of Technology, Ireland 12

3.2.3 Hochschule Anhalt, Germany 13

3.2.4 Universidade Catolica Portuguesa, Portugal 14

3.2.5 University of Leuven, Belgium 15

3.3 Helpfulness of units and people 15

3.3.1 Consortia 15

3.3.2 Dublin Institute of Technology, Ireland 17

3.3.3 Hochschule Anhalt, Germany 18

3.3.4 Universidade Catolica Portuguesa, Portugal 19

3.3.5 University of Leuven, Belgium 20

3.4 Support received on various issues 20

3.4.1 Consortia 20

3.4.2 Dublin Institute of Technology, Ireland 21

3.4.3 Universidade Catolica Portuguesa, Portugal 22

3.4.4 University of Leuven, Belgium 23

4 Assessment and feedback **24**

4.1 Module assessment 24

4.1.1 Consortia 24

4.1.2 Dublin Institute of Technology, Ireland 26

4.1.3 Hochschule Anhalt, Germany 27

4.1.4 Universidade Catolica Portuguesa, Portugal 28

4.1.5 University of Leuven, Belgium 29

5 Teaching/learning and supervision **30**

5.1 First supervisor. 30

5.2 Teaching/learning 31

5.2.1 Dublin Institute of Technology, Ireland 31

5.2.2 Hochschule Anhalt, Germany 32

5.2.3 Universidade Catolica Portuguesa, Portugal 33

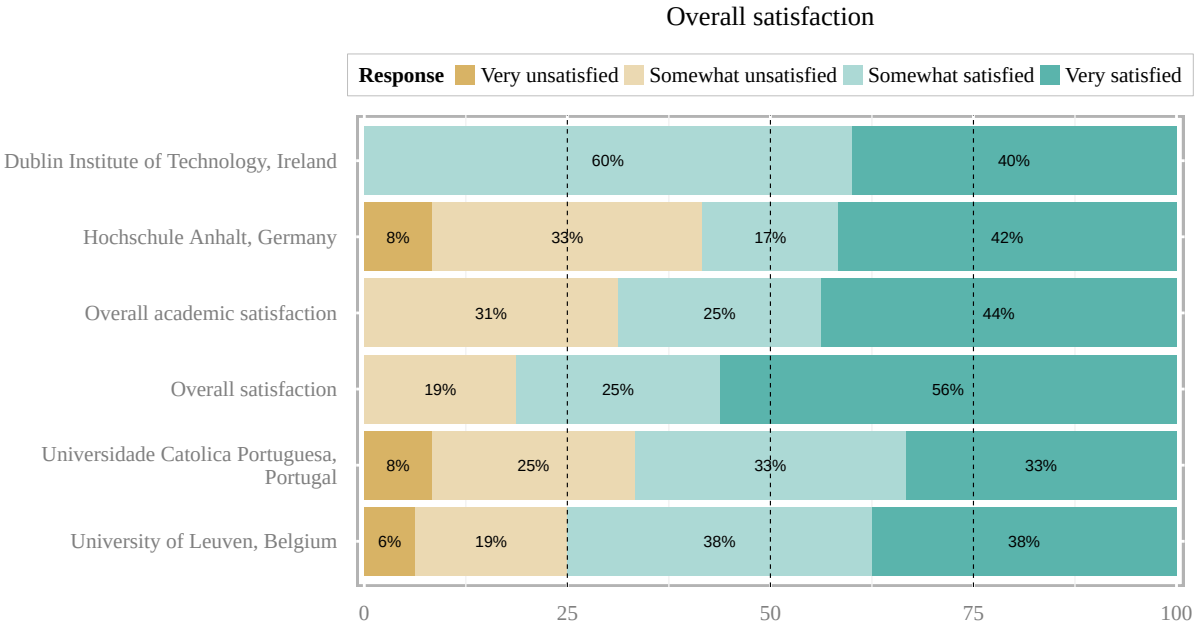
5.2.4 University of Leuven, Belgium 34

6 Internship/field experience and personal development **35**

6.1 Personal development. 35

7 Acknowledgments **36**

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 16 students of your program. They represent 12 countries and collectively they have spent more than 24 hours thinking and answering questions of our survey.

We hope that their feedback will help you make your Erasmus Mundus program even more brilliant and unique!

2.3 Structure of current report

The report focuses on providing your course with customized information received from students. The information in this report follows the structure of the CQSS survey. As such, information on how students attending the course evaluated their overall course experience, and also how various universities in the consortia were experienced by students. Only idicators with 10 or more responses are included in the report.

The largest section of the report focuses on providing information about the supporting services available to students before the start of the EMJMD programme, during orientation, the general helpfulness of various units and individuals, as well as the support received on specific student issues. The following section focuses on indicators capturing the assessment and feedback processes. In section four, the responses of students to questions pertaining to teaching, learning and supervision are highlighted. Before concluding, section five touches aon the internship, field experience and personal development aspects evaluated as part of the CQSS survey.

Graph plots the responses from students, while table provides information about how other courses did on that question. Example of a table below:

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	16	3.38	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	16	3.44	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	16	3.20	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.

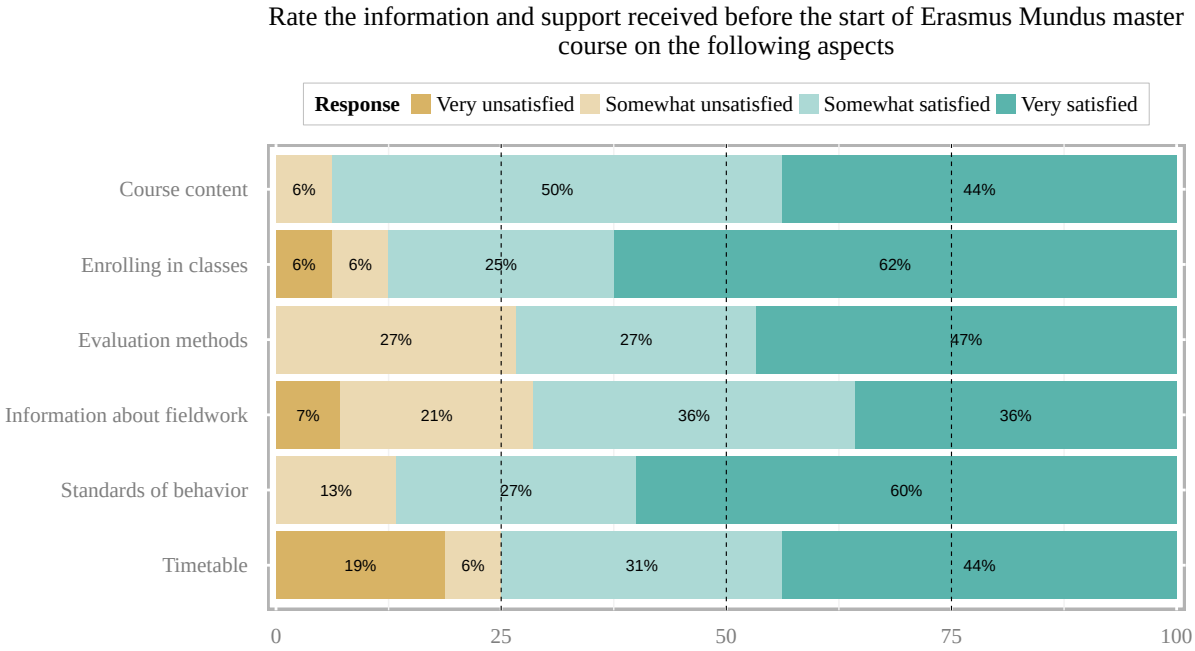
3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

3.1.1 Consortia

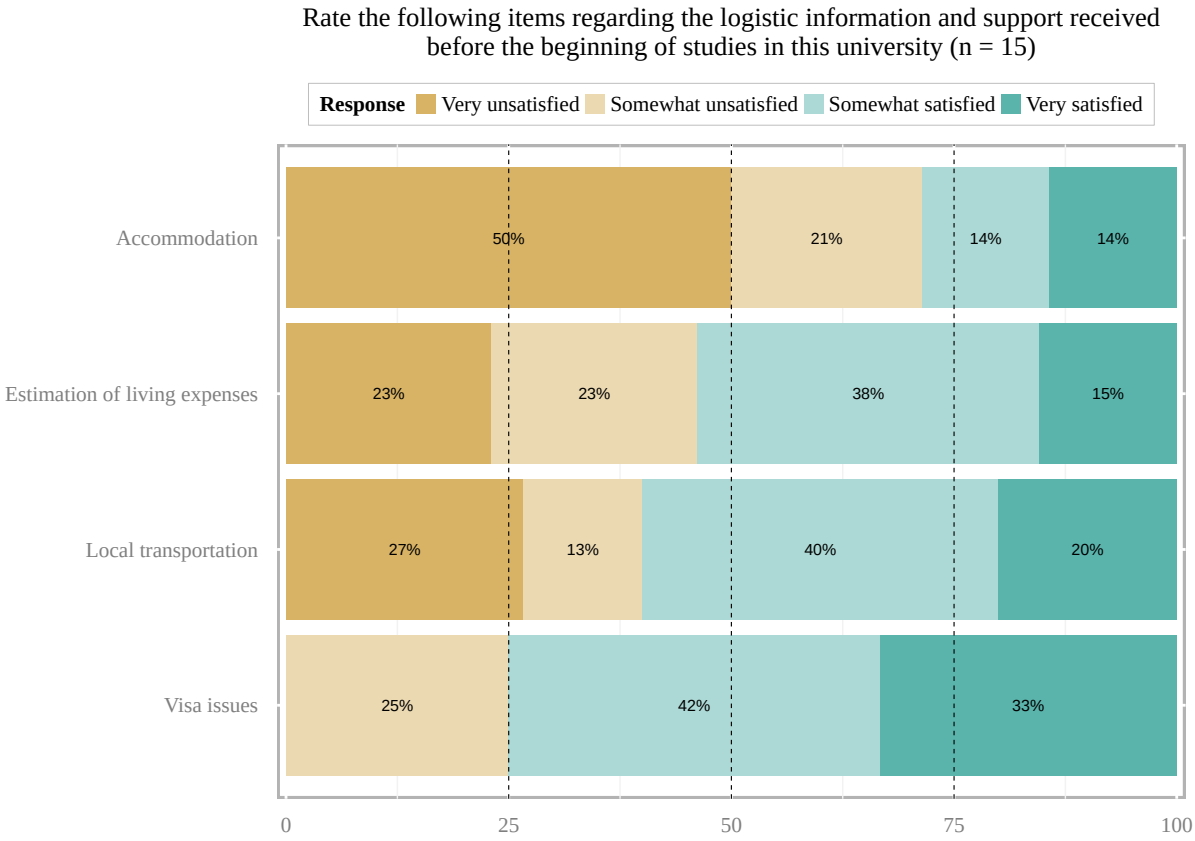
Question:B.1.1



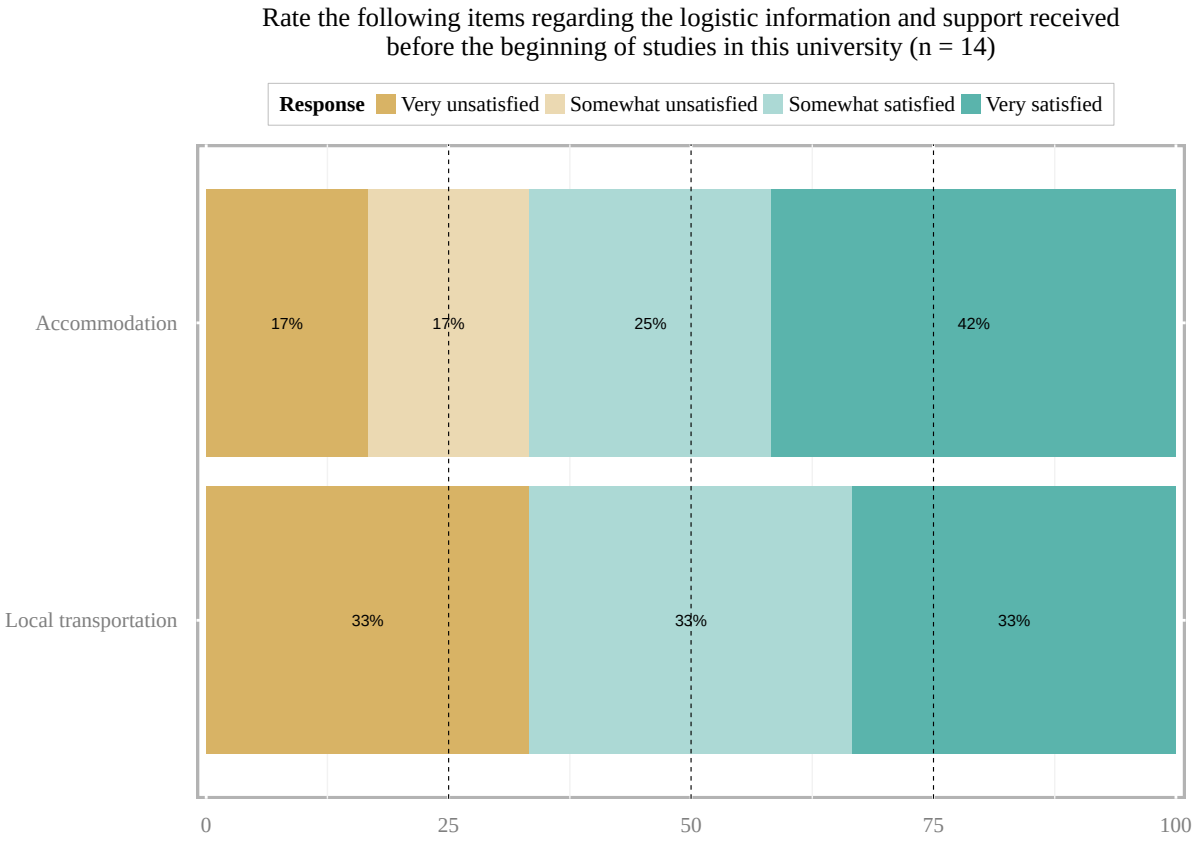
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	16	3.38	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	16	3.44	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	16	3.20	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	16	3.00	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	16	3.47	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	16	3.00	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

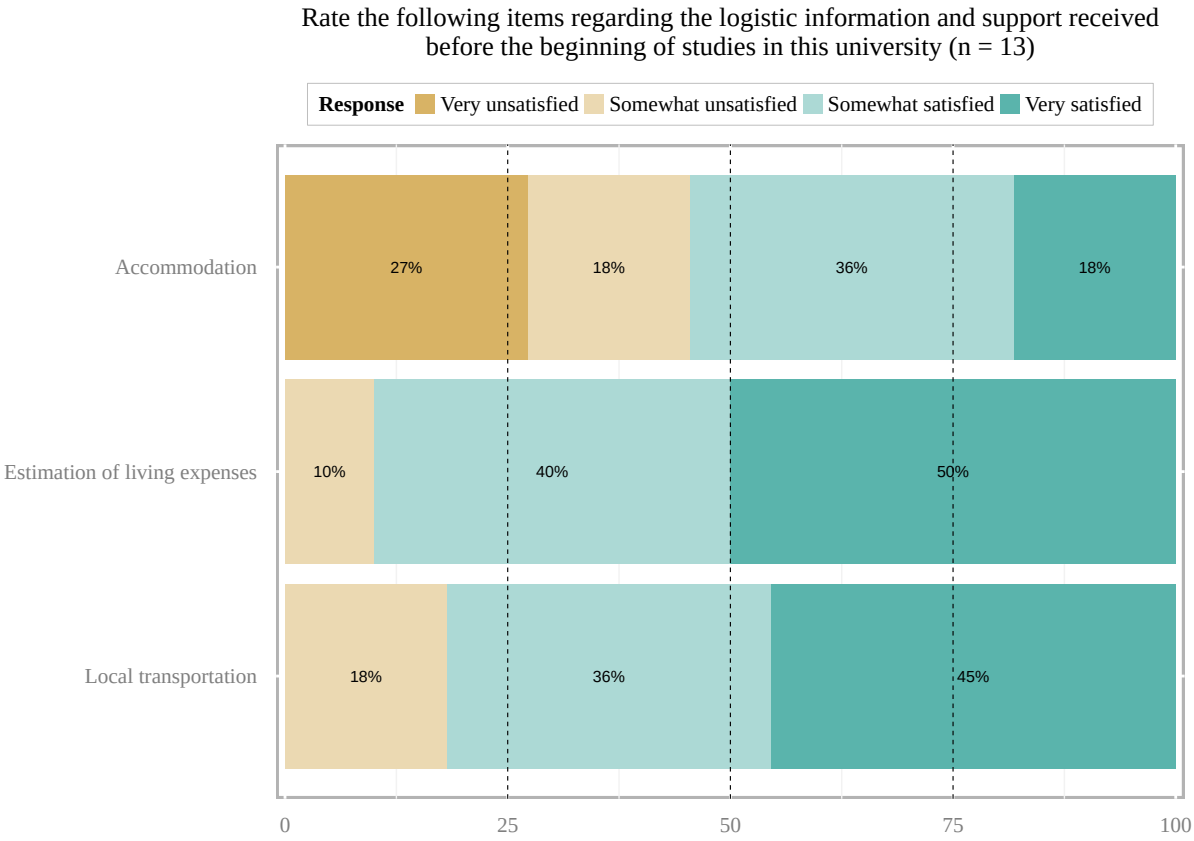
3.1.2 Dublin Institute of Technology, Ireland



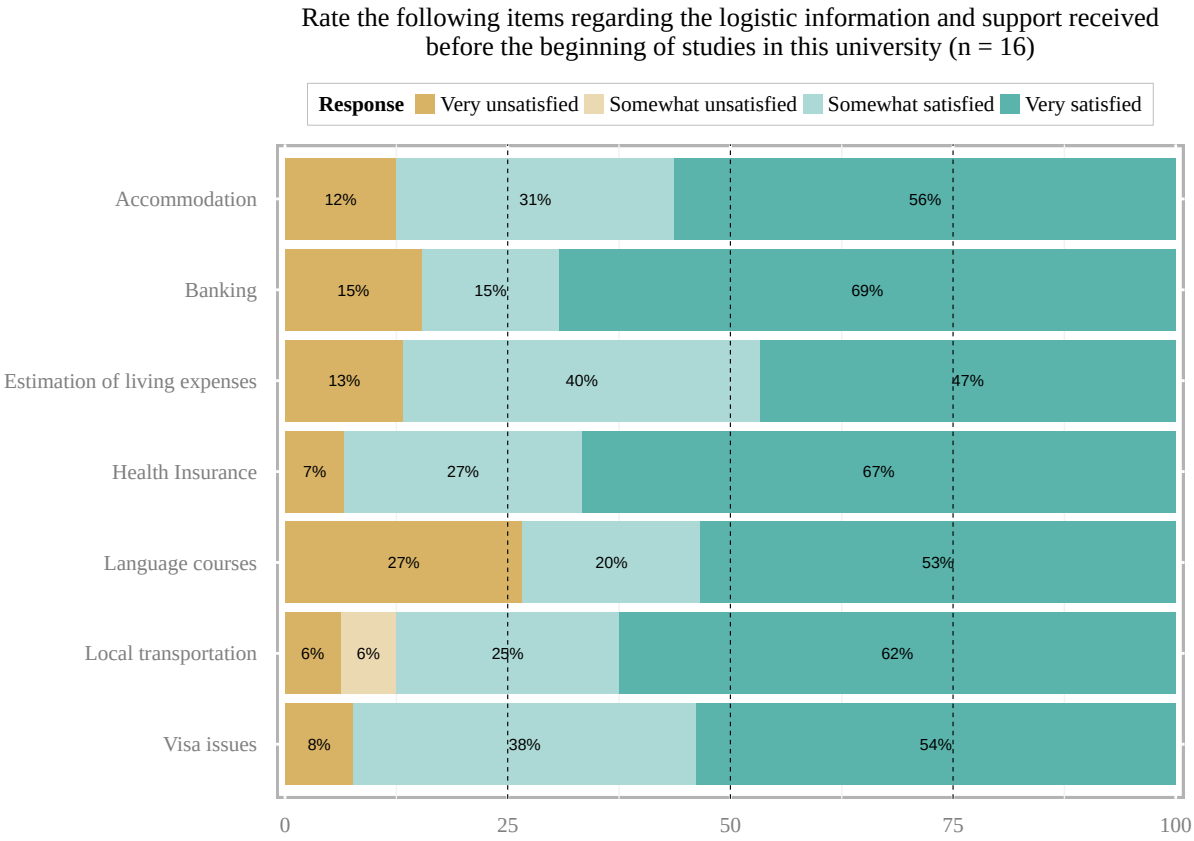
3.1.3 Hochschule Anhalt, Germany



3.1.4 Universidade Catolica Portuguesa, Portugal



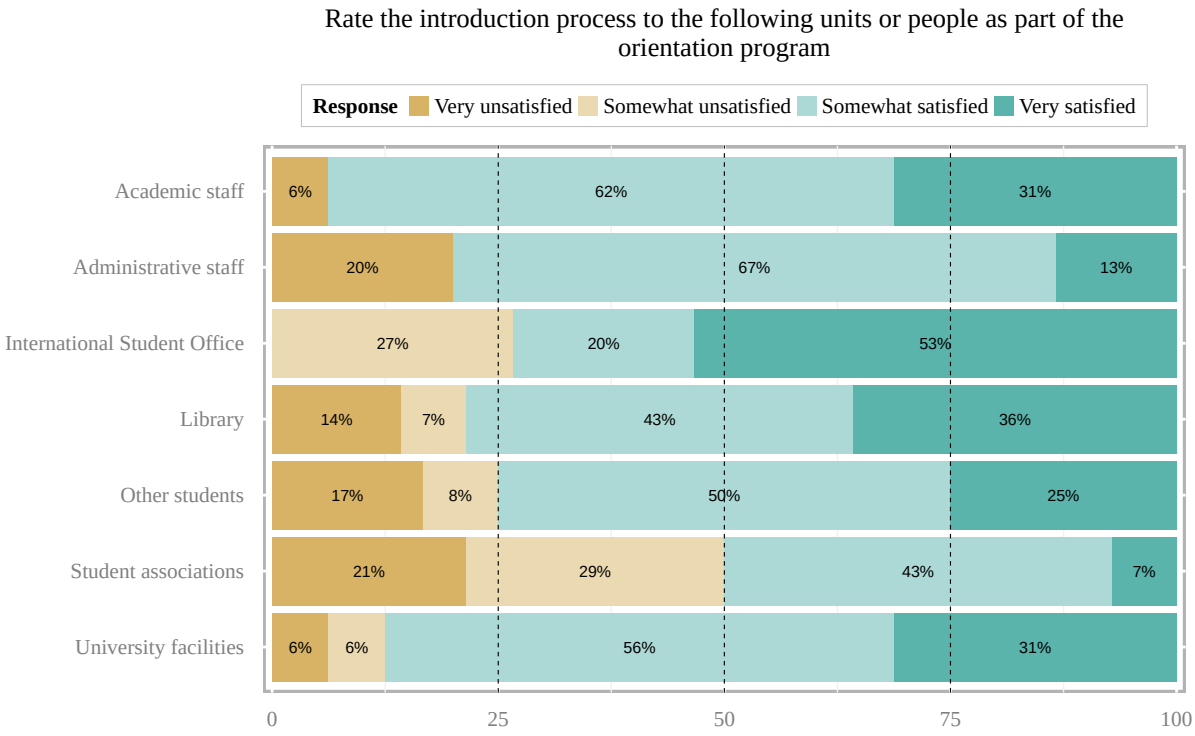
3.1.5 University of Leuven, Belgium



3.2 Support received during the orientaion program

3.2.1 Consortia

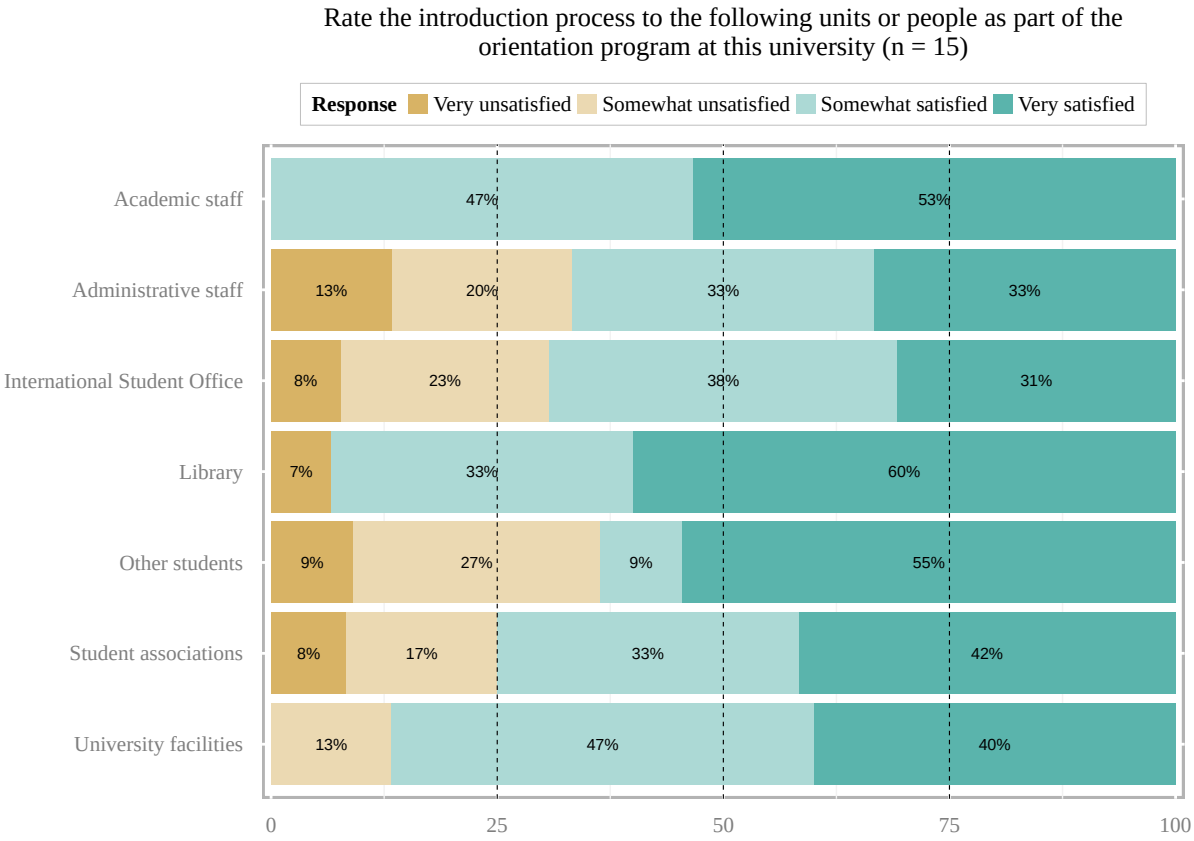
Question:B.1.3



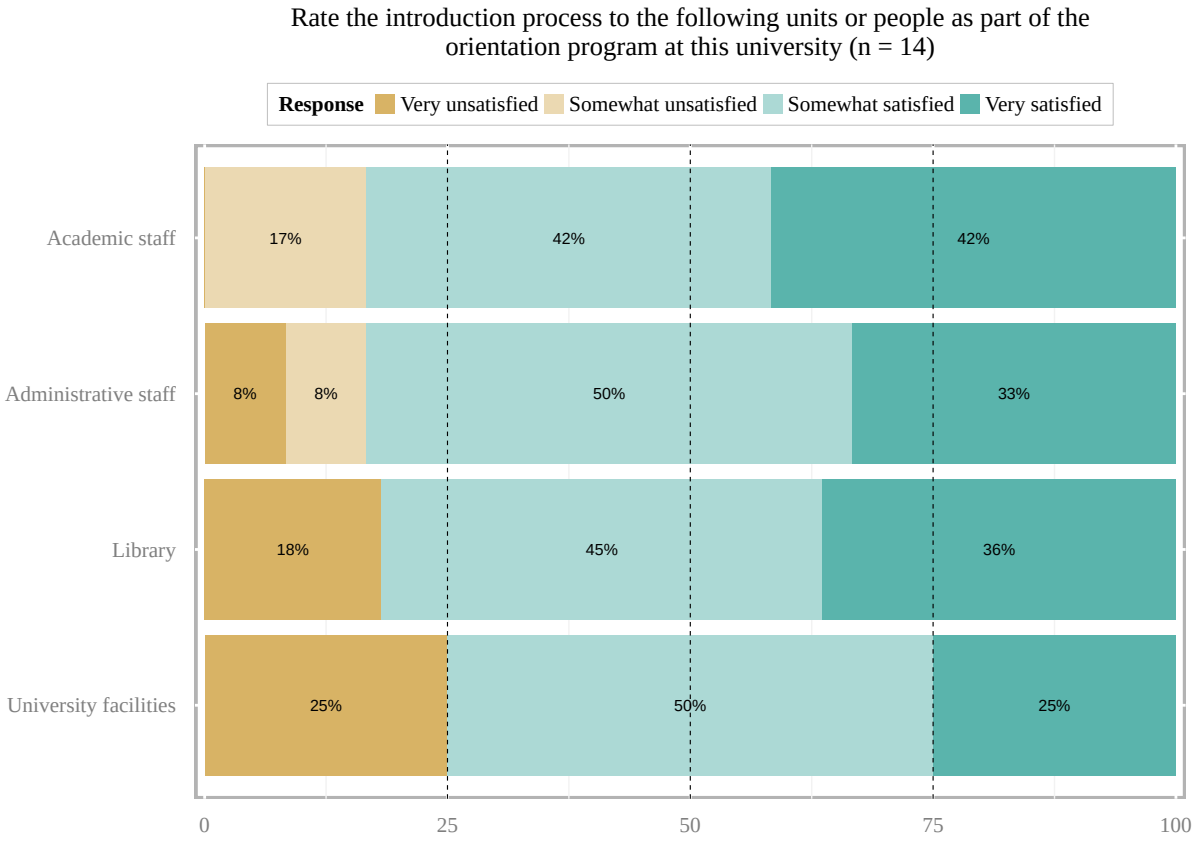
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	16	3.19	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	16	2.73	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
International Student Office	16	3.27	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	16	3.00	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	16	2.83	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	16	2.36	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	16	3.12	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

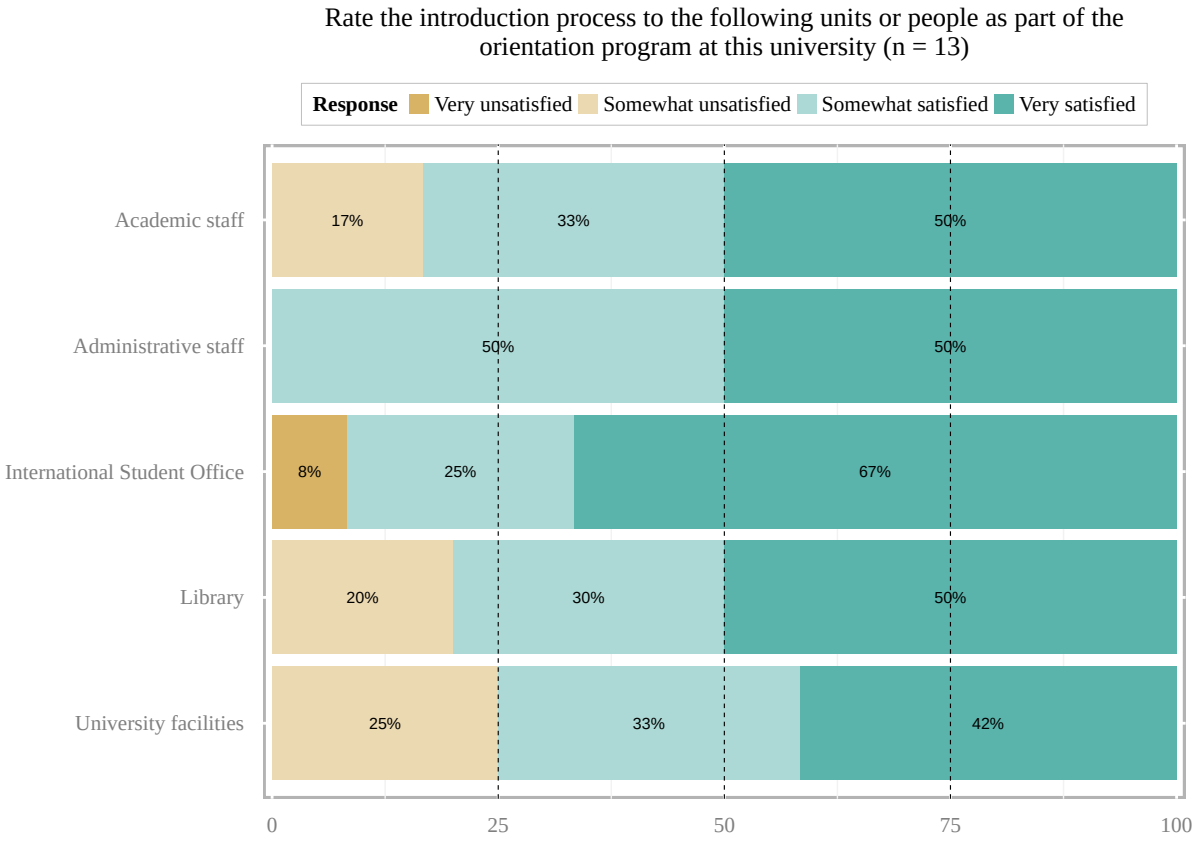
3.2.2 Dublin Institute of Technology, Ireland



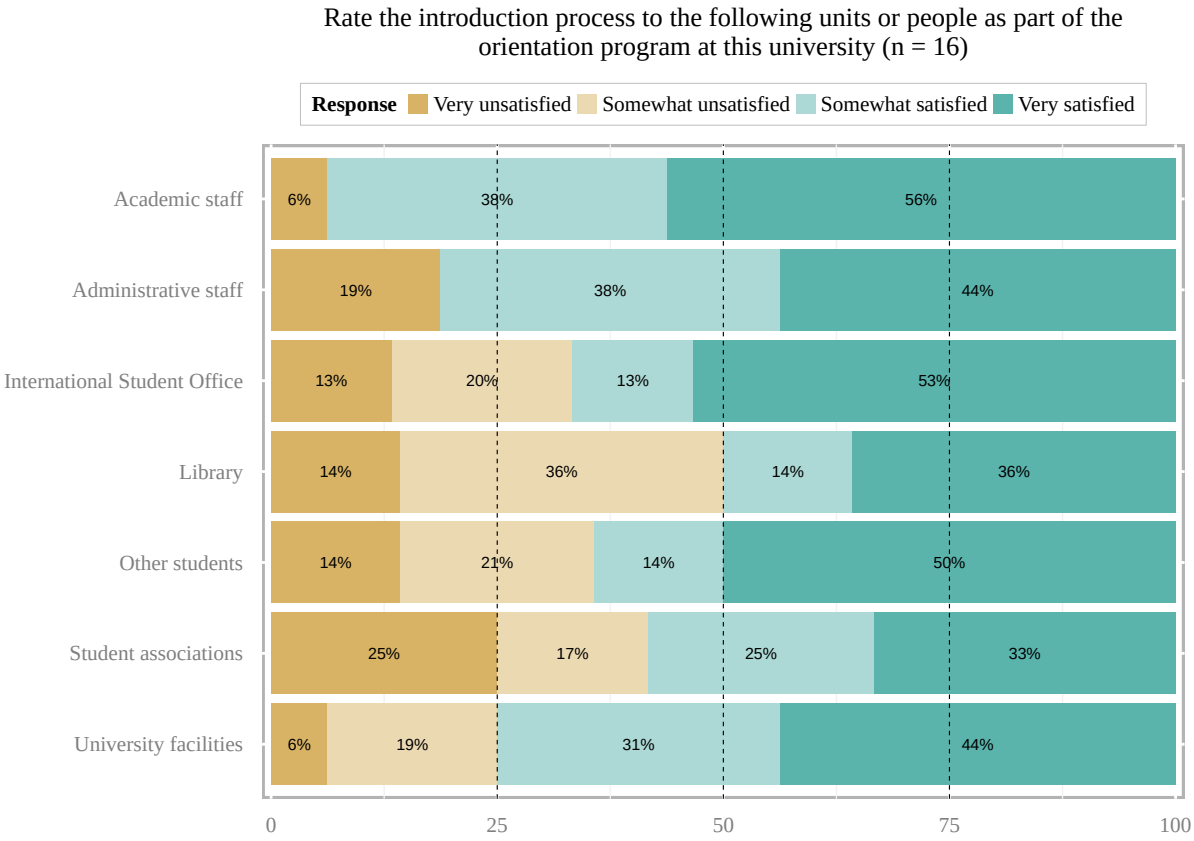
3.2.3 Hochschule Anhalt, Germany



3.2.4 Universidade Catolica Portuguesa, Portugal



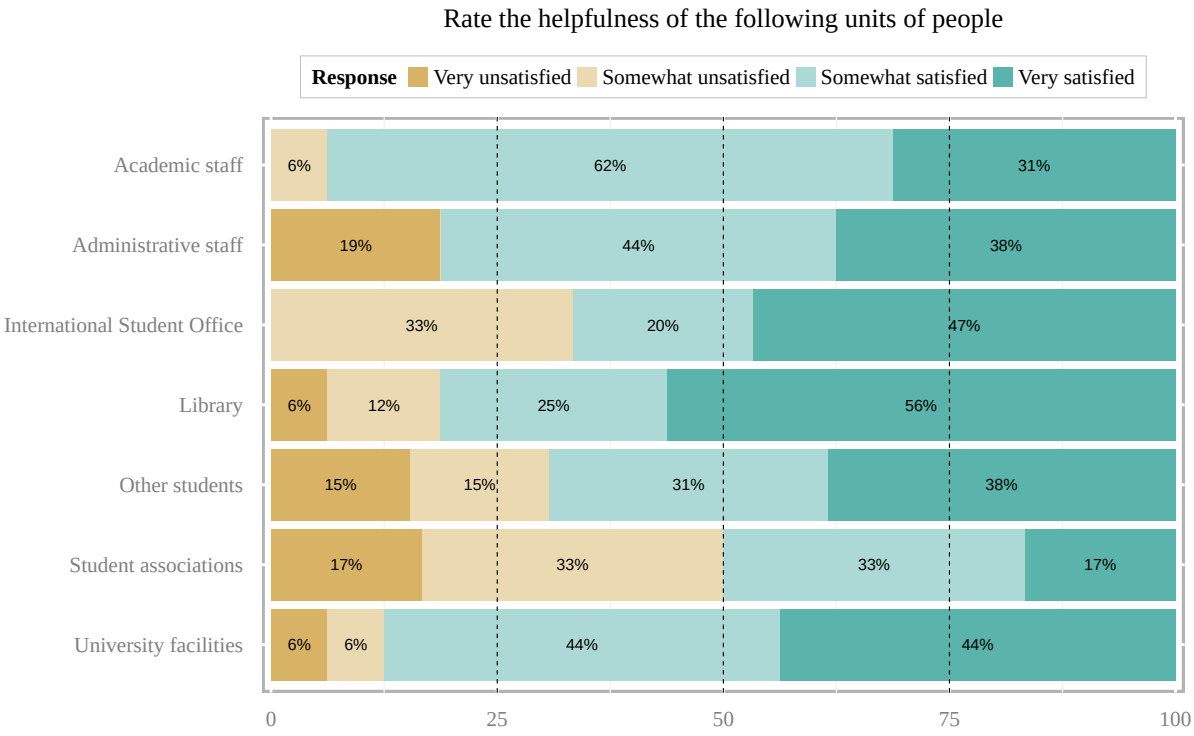
3.2.5 University of Leuven, Belgium



3.3 Helpfulness of units and people

3.3.1 Consortia

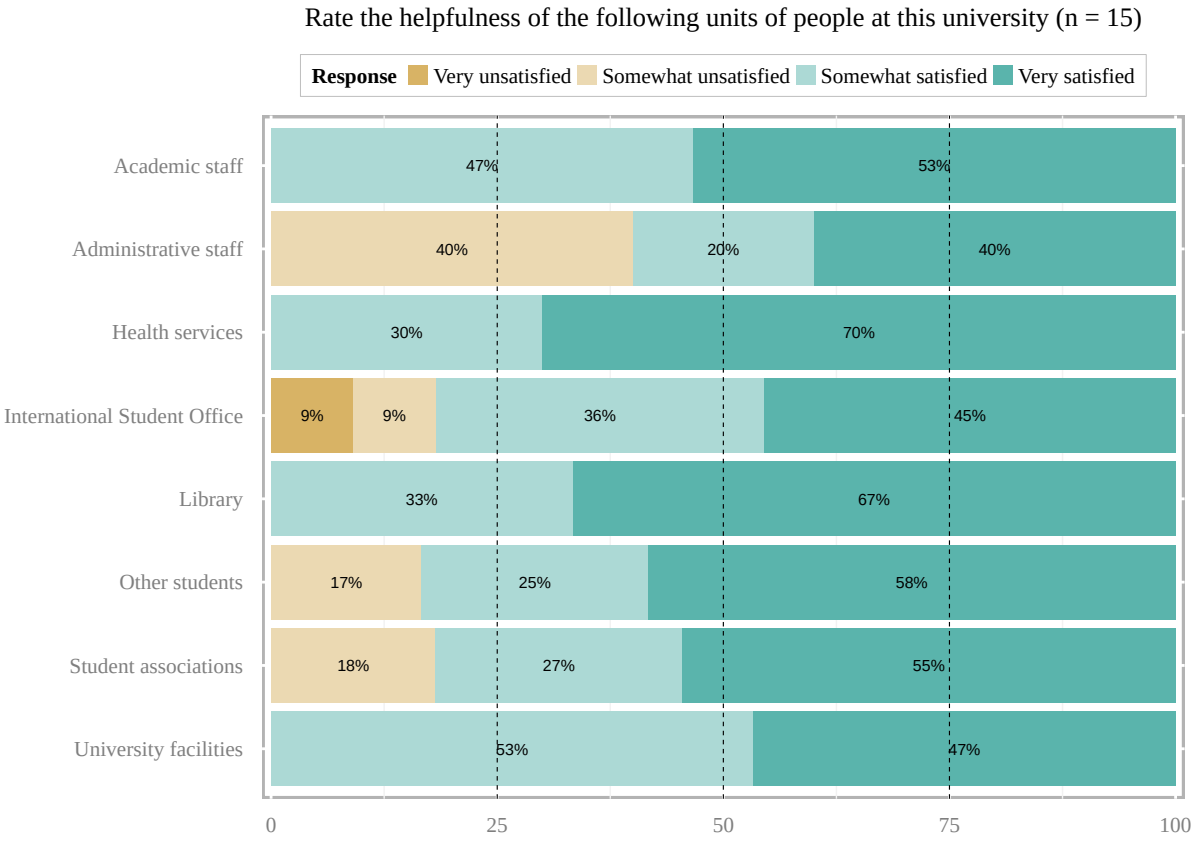
Question:B.2.1



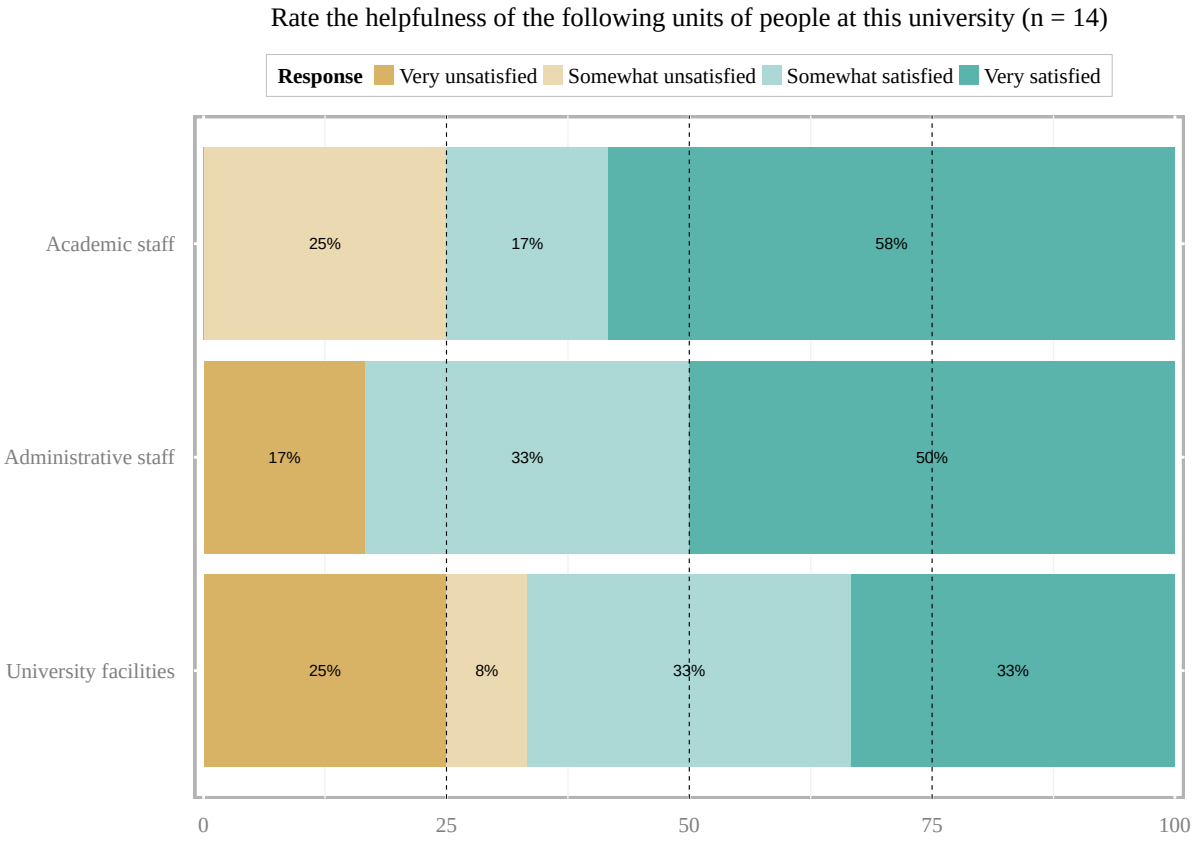
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	16	3.25	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	16	3.00	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
International Student Office	16	3.13	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	16	3.31	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	16	2.92	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	16	2.50	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	16	3.25	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

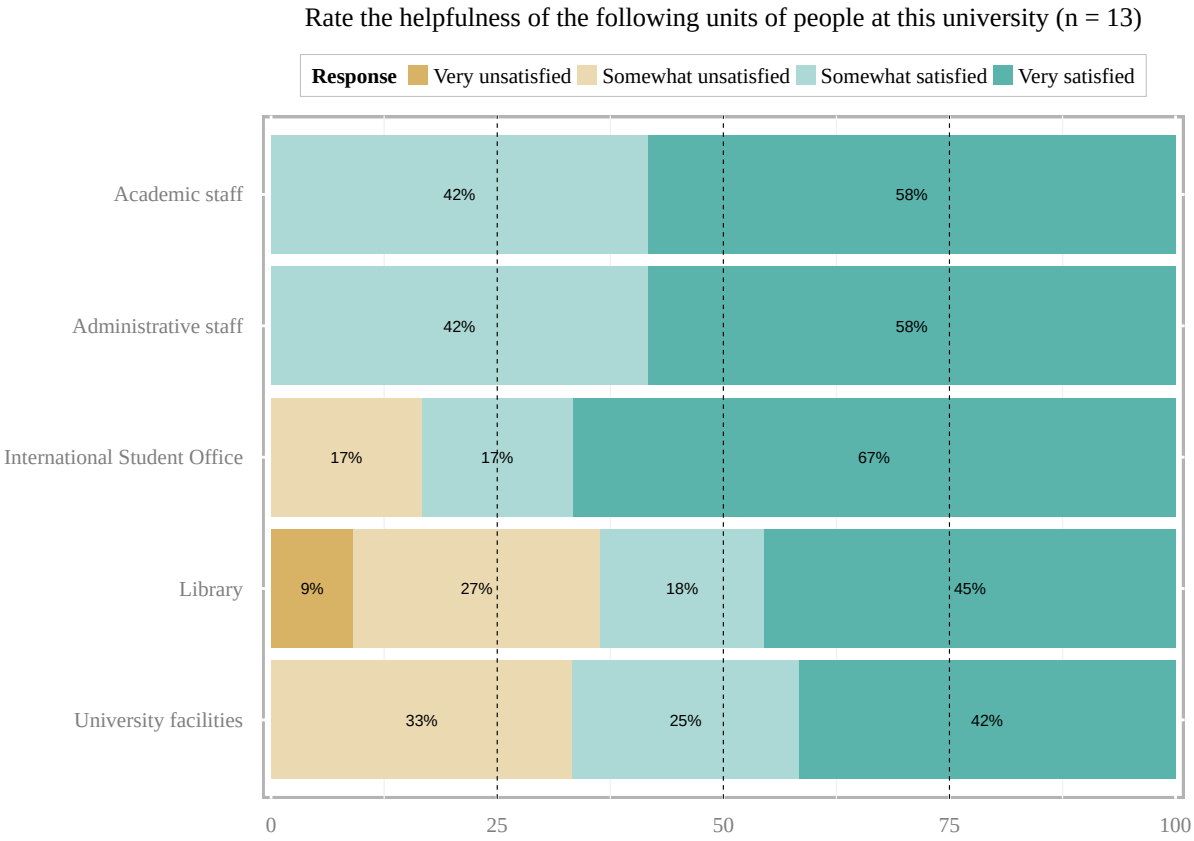
3.3.2 Dublin Institute of Technology, Ireland



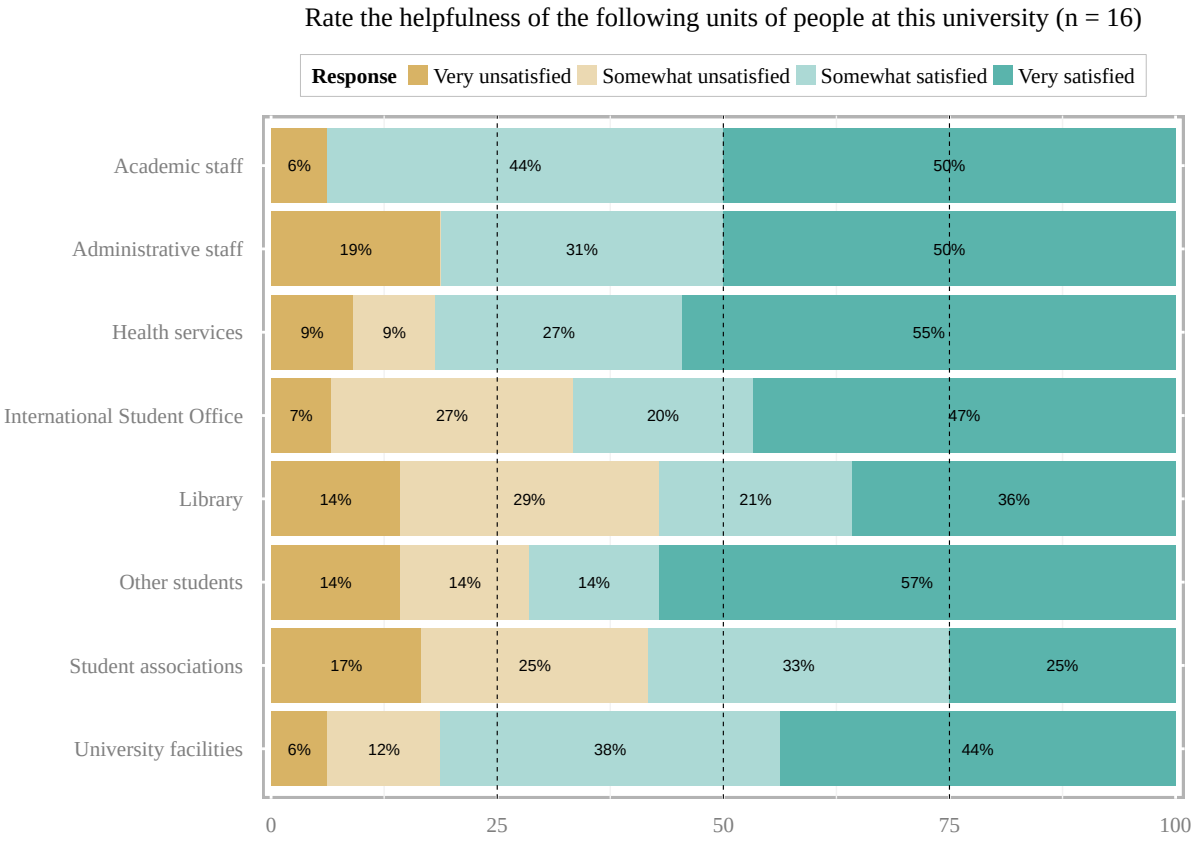
3.3.3 Hochschule Anhalt, Germany



3.3.4 Universidade Catolica Portuguesa, Portugal



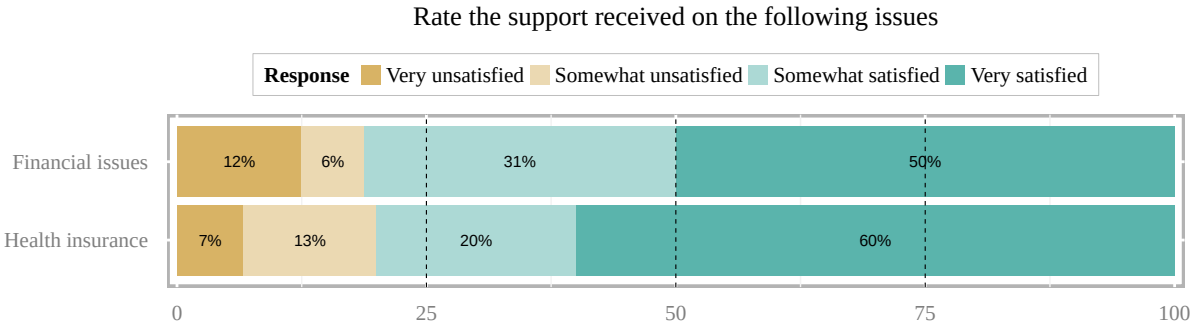
3.3.5 University of Leuven, Belgium



3.4 Support received on various issues

3.4.1 Consortia

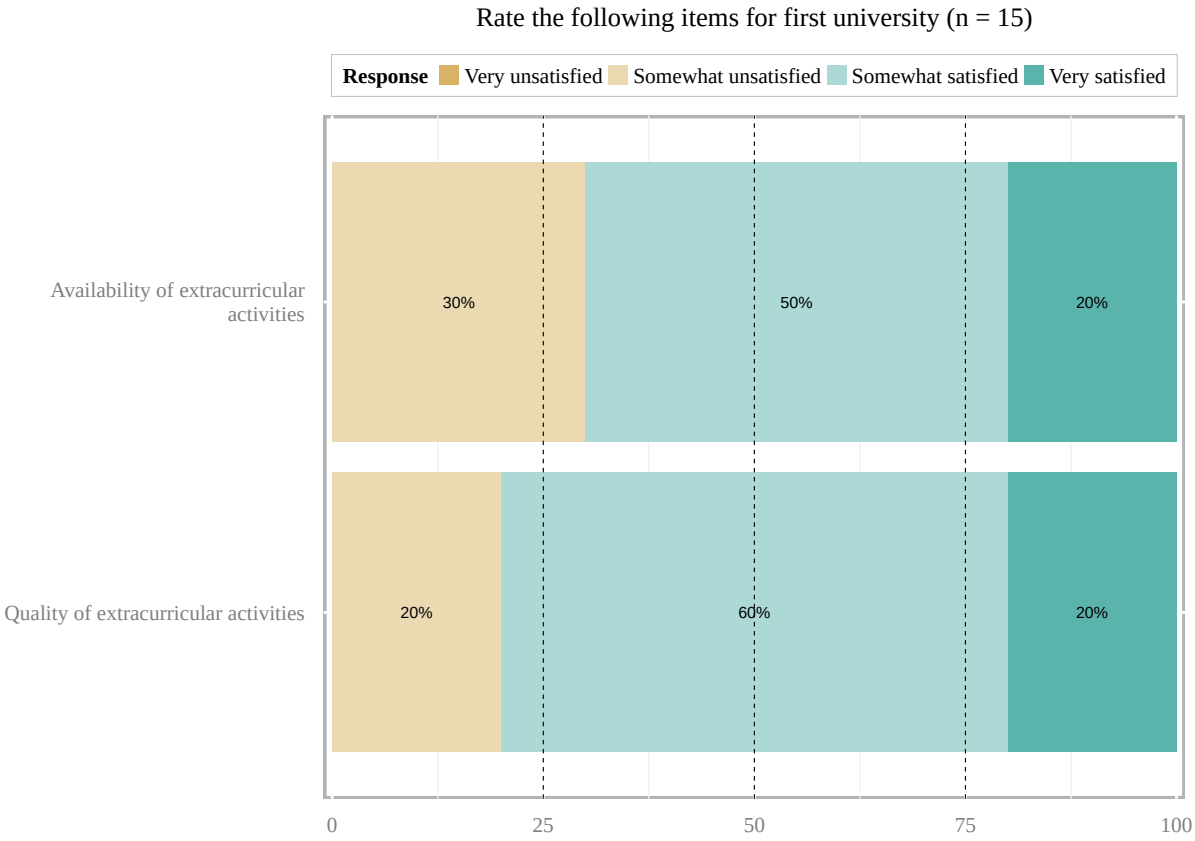
Question:B.2.2



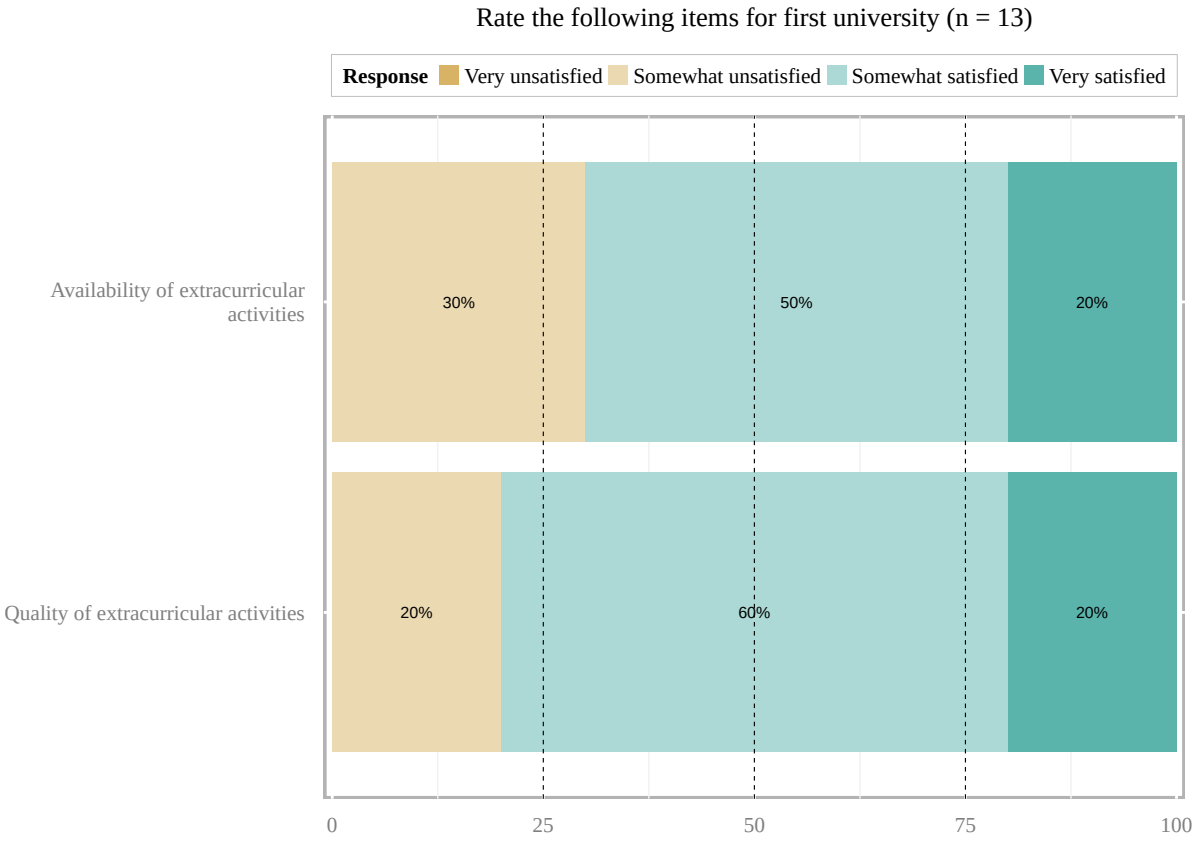
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	16	3.19	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	16	3.33	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

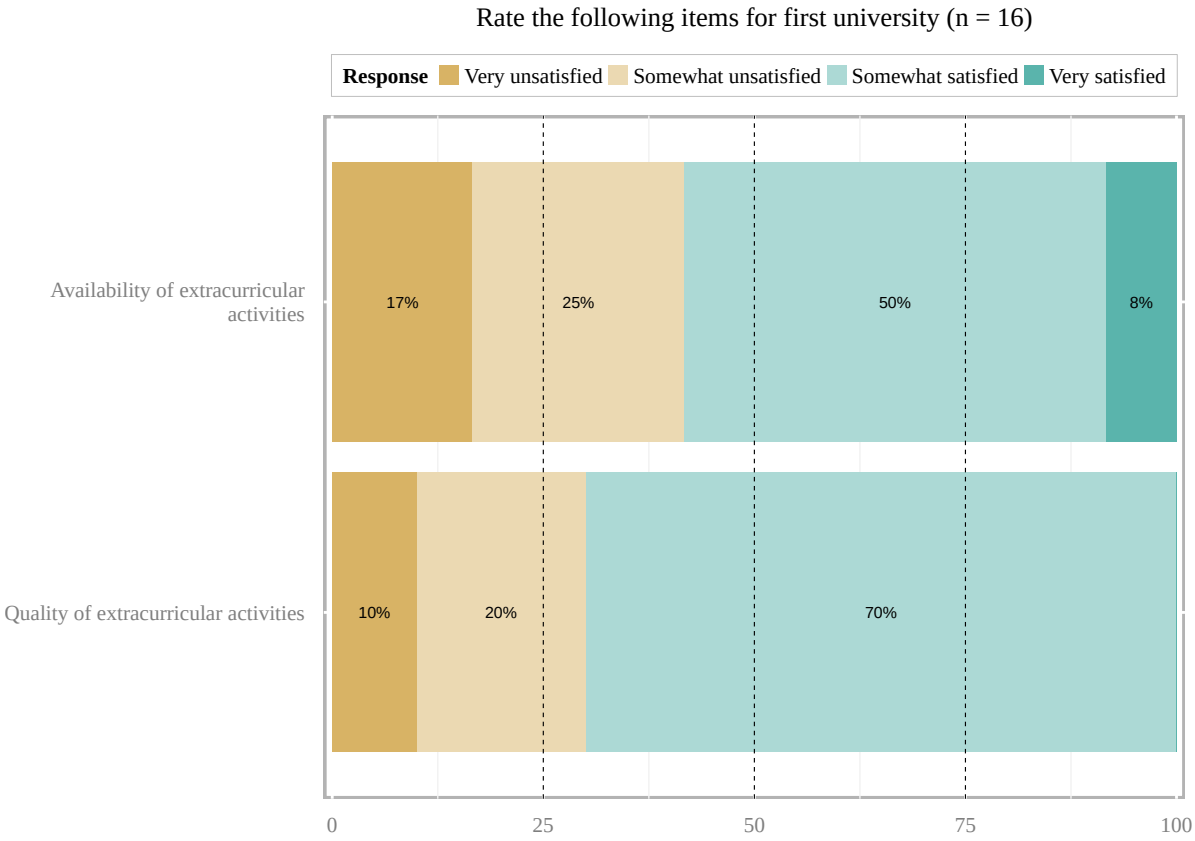
3.4.2 Dublin Institute of Technology, Ireland



3.4.3 Universidade Catolica Portuguesa, Portugal



3.4.4 University of Leuven, Belgium



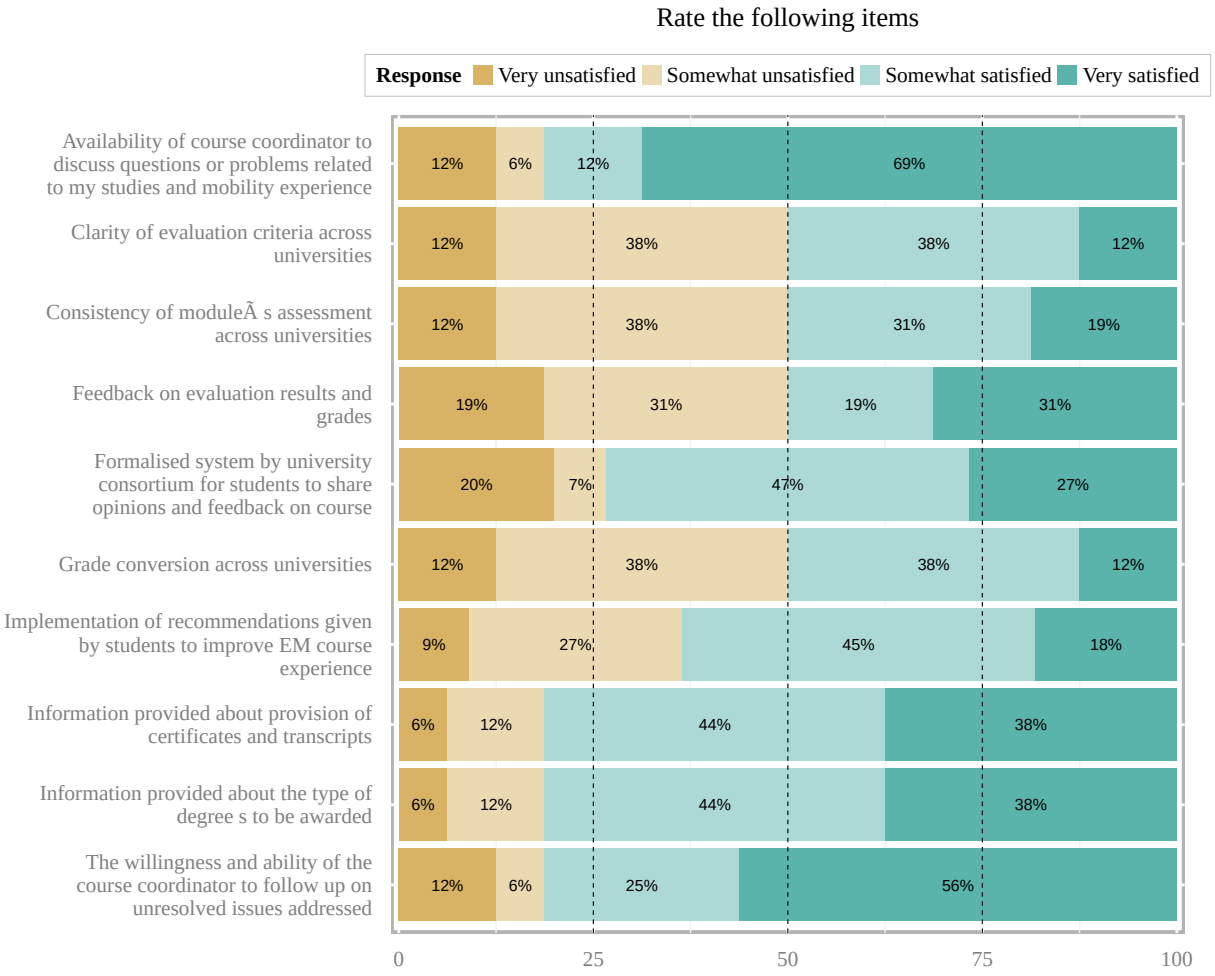
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

4.1.1 Consortia

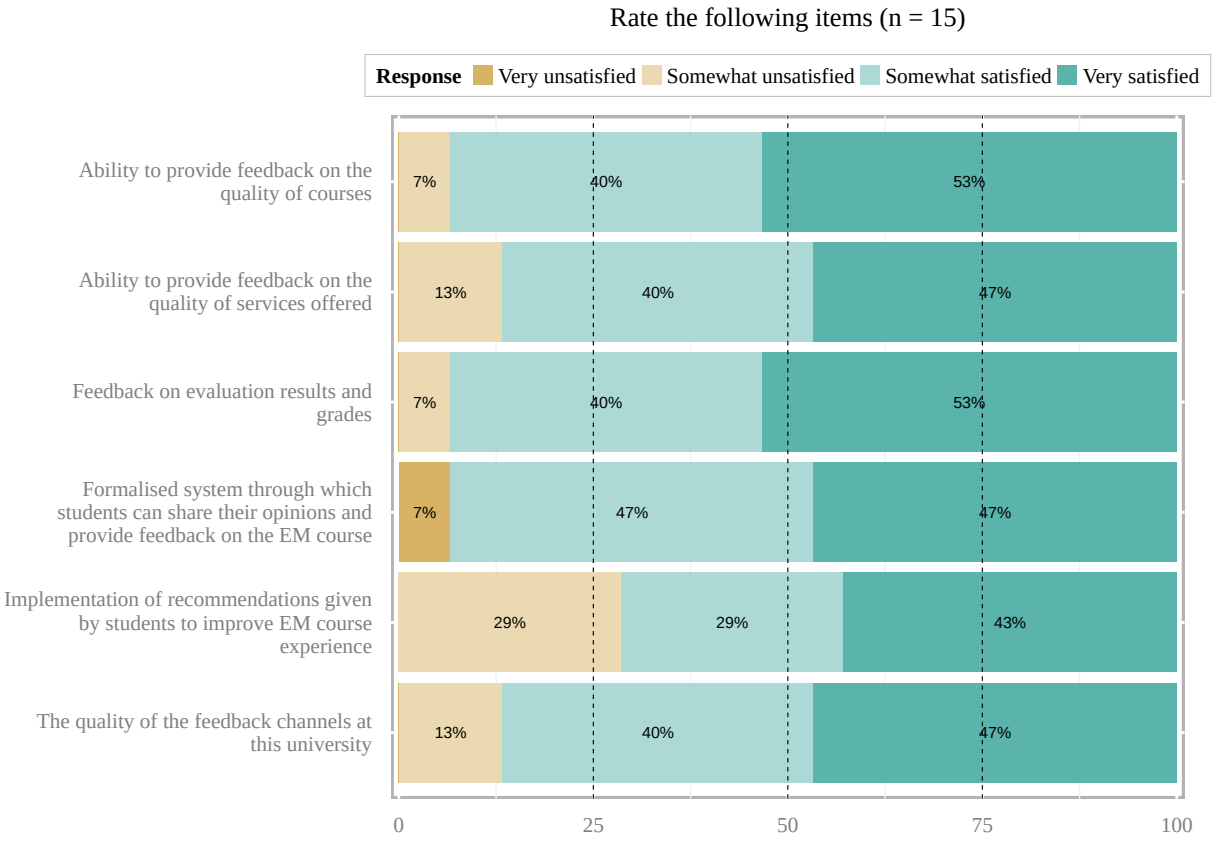
Question:C.1



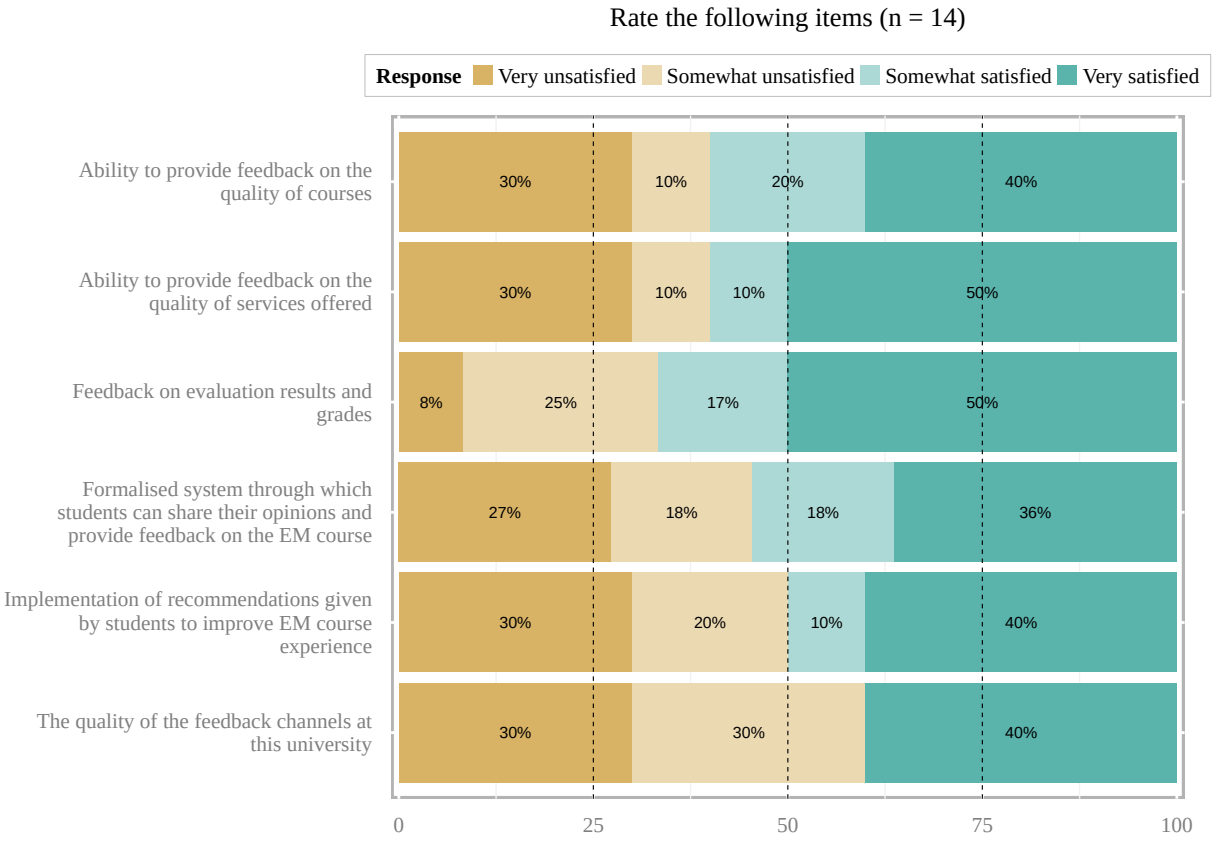
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	16	3.38	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	16	2.50	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ s assessment across universities	16	2.56	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	16	2.62	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	16	2.80	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	16	2.50	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	16	2.73	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	16	3.12	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degree s to be awarded	16	3.12	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	16	3.25	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

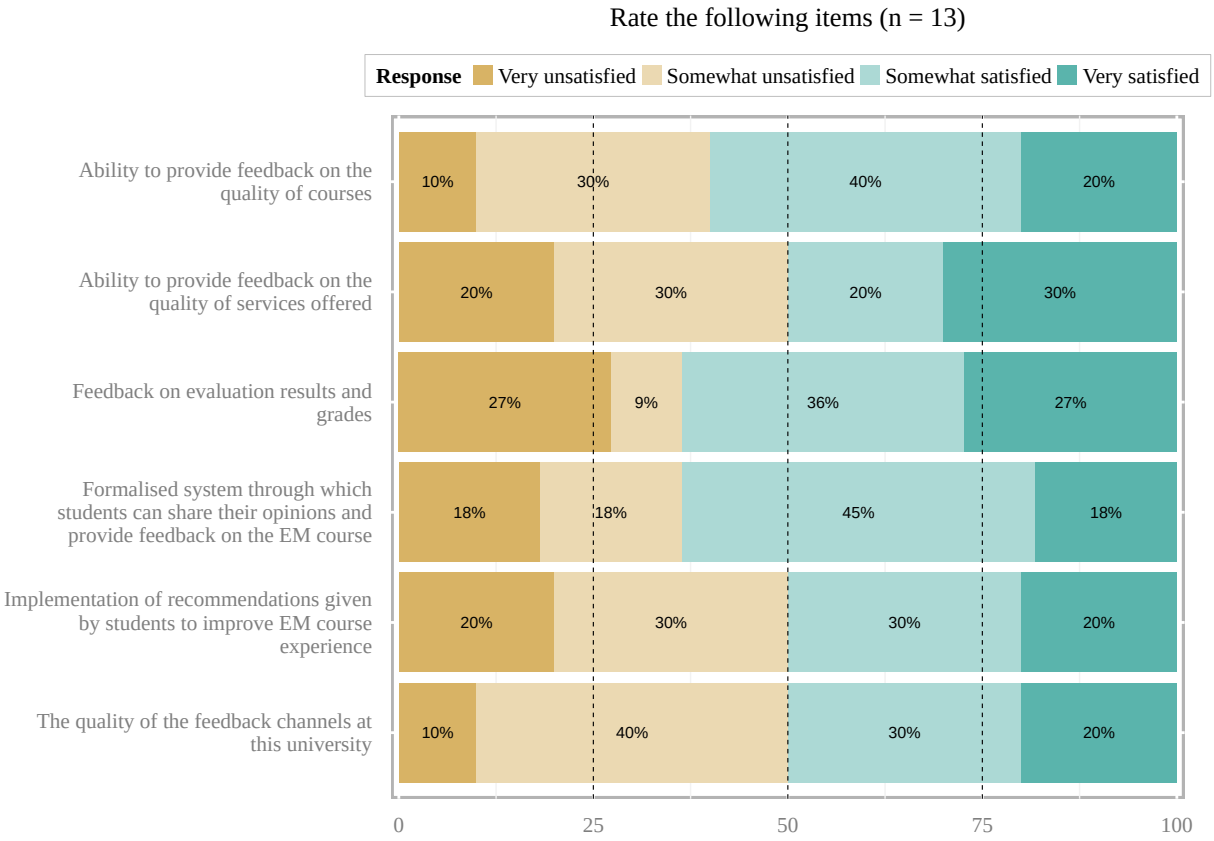
4.1.2 Dublin Institute of Technology, Ireland



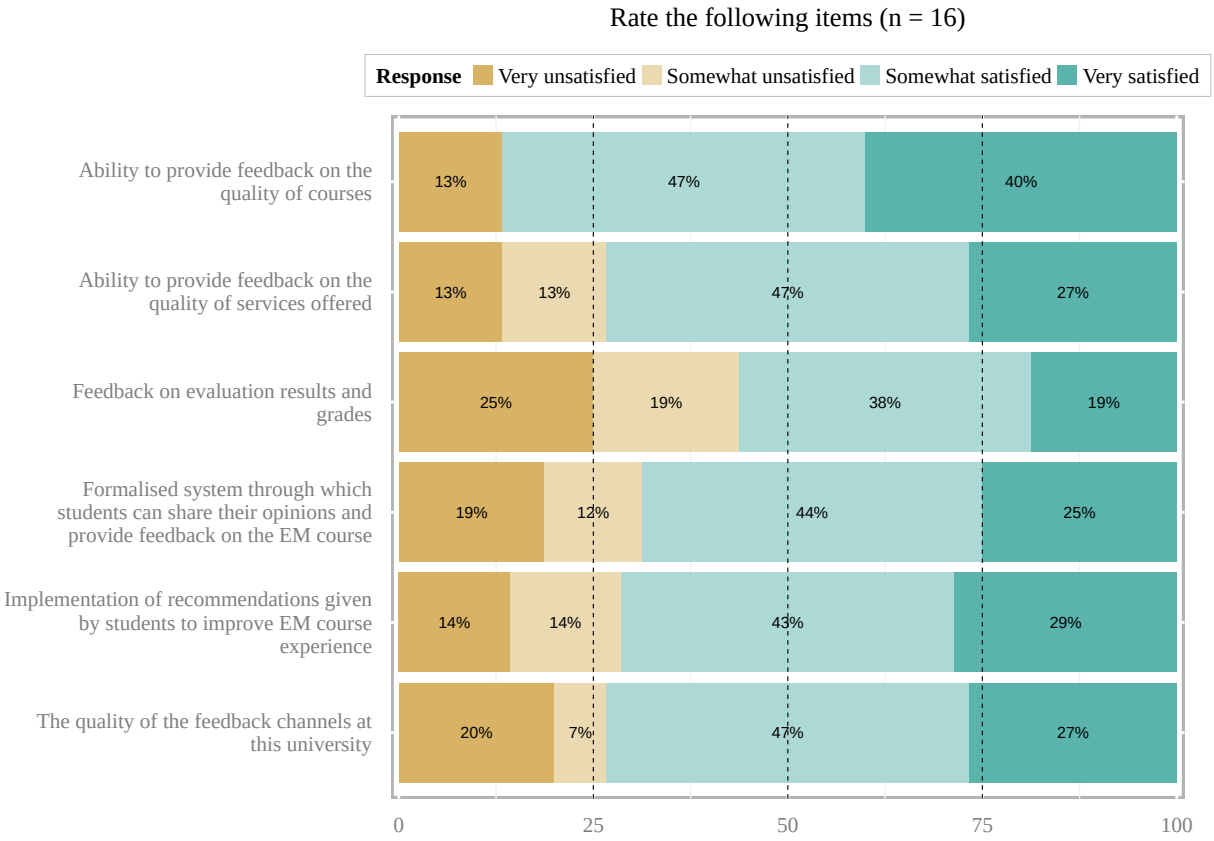
4.1.3 Hochschule Anhalt, Germany



4.1.4 Universidade Catolica Portuguesa, Portugal



4.1.5 University of Leuven, Belgium

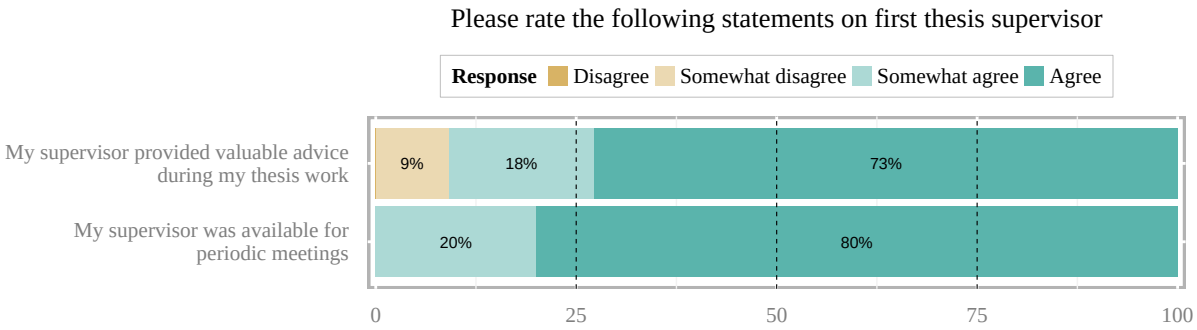


5 Teaching/learning and supervision

We will have some text here.

5.1 First supervisor.

Question:L.4

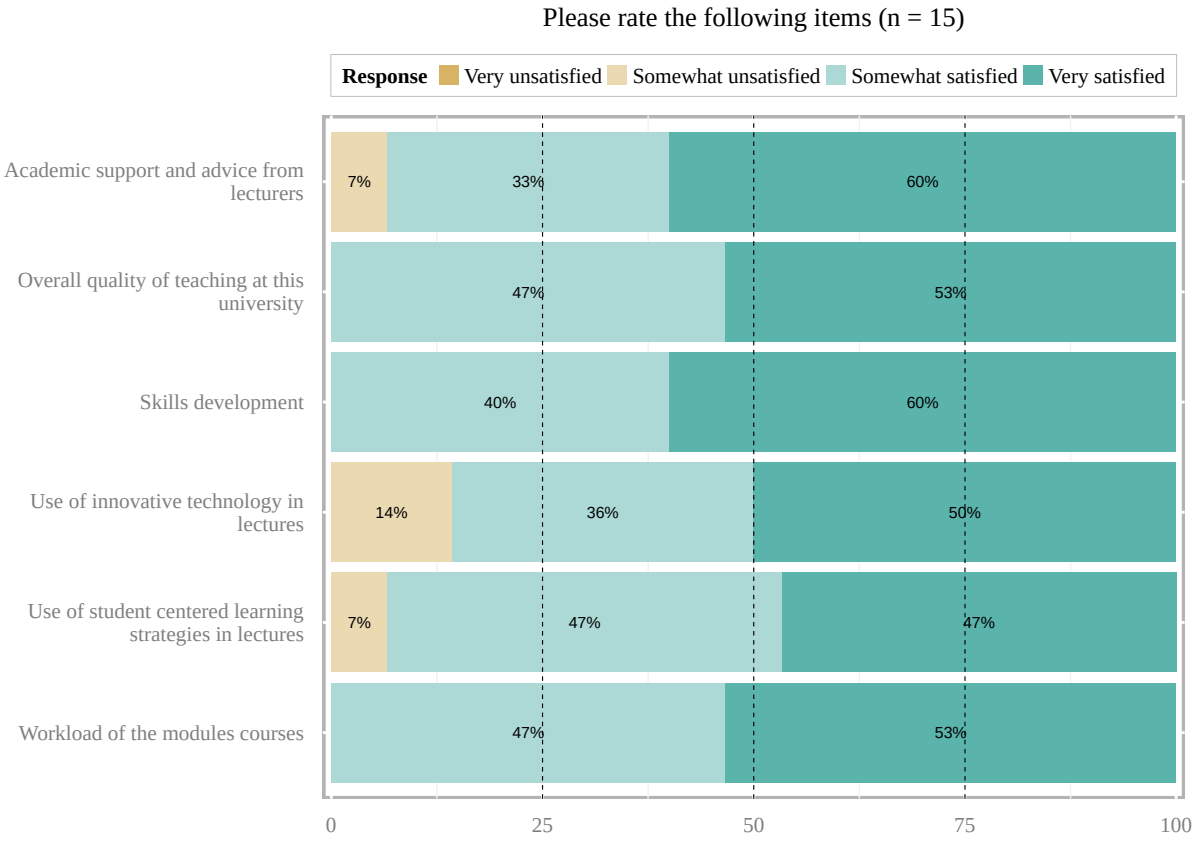


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	16	3.64	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	16	3.80	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

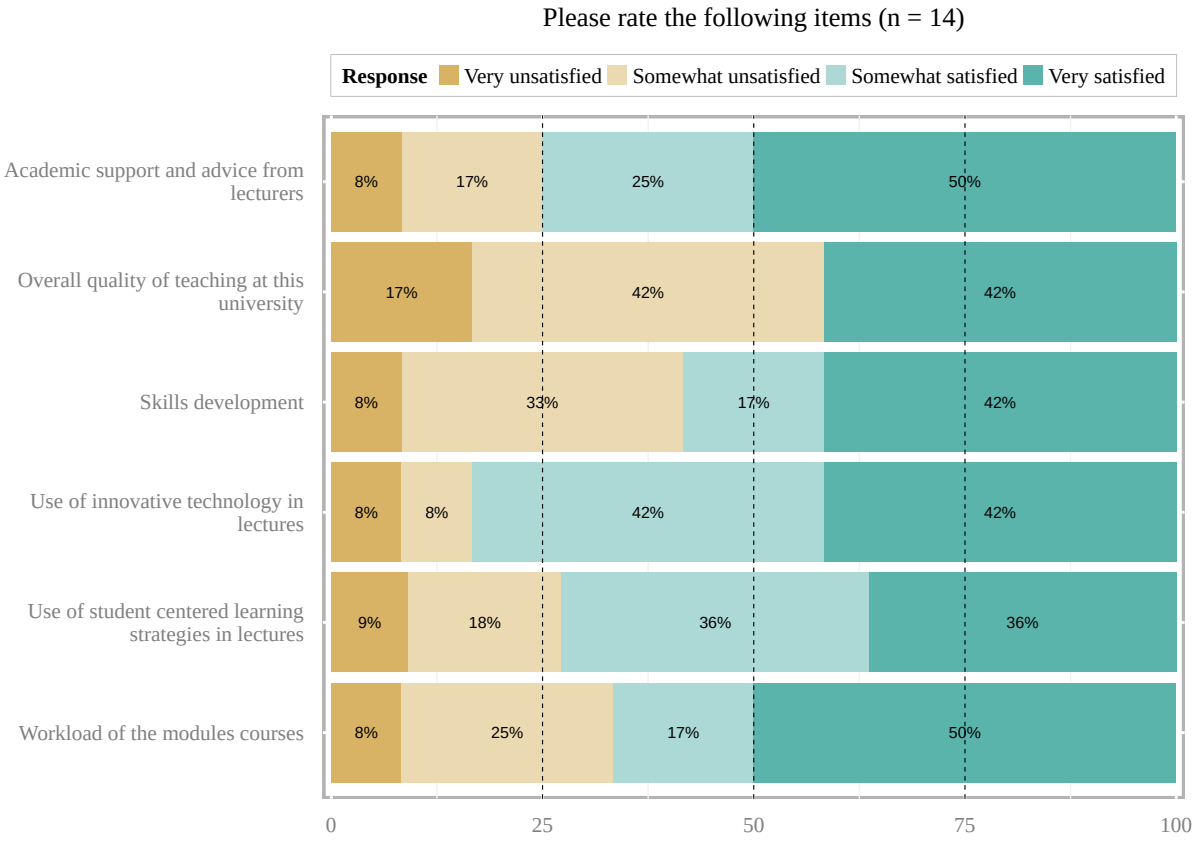
Table 6: Summary statistics

5.2 Teaching/learning

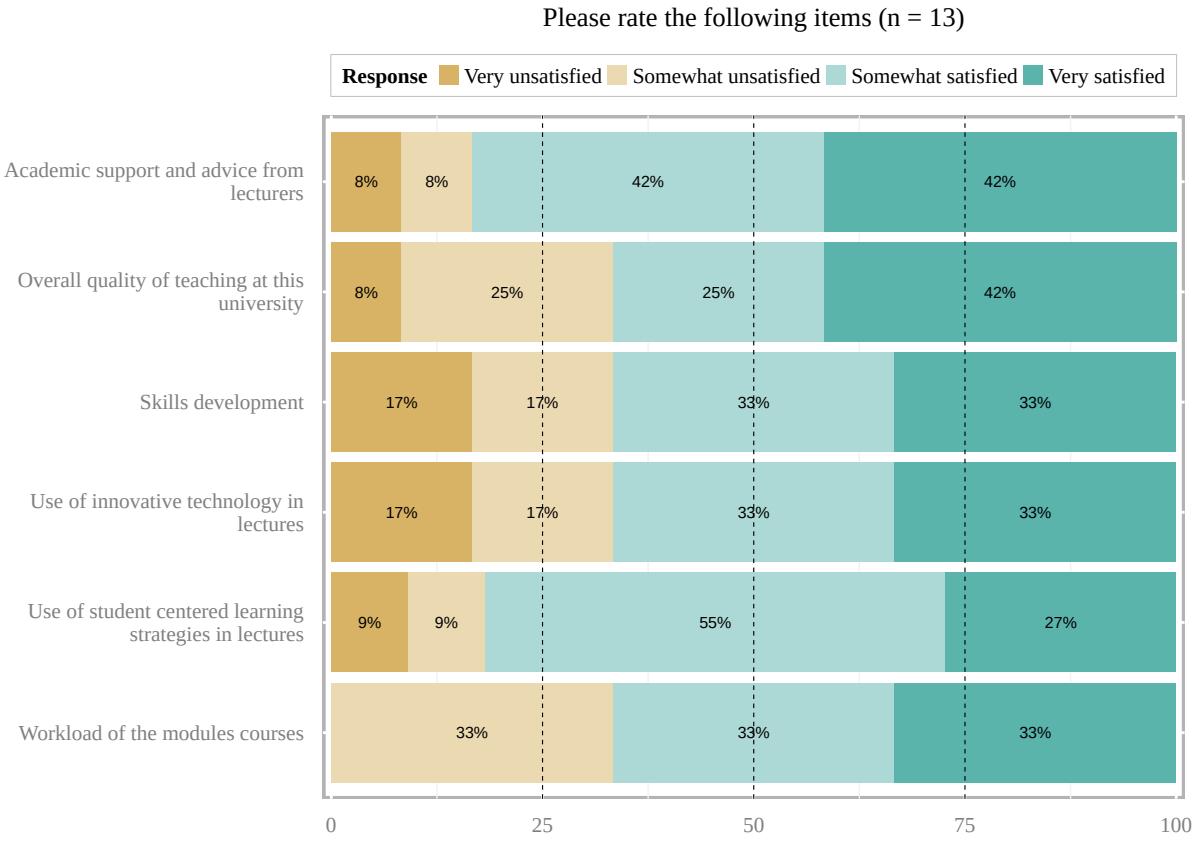
5.2.1 Dublin Institute of Technology, Ireland



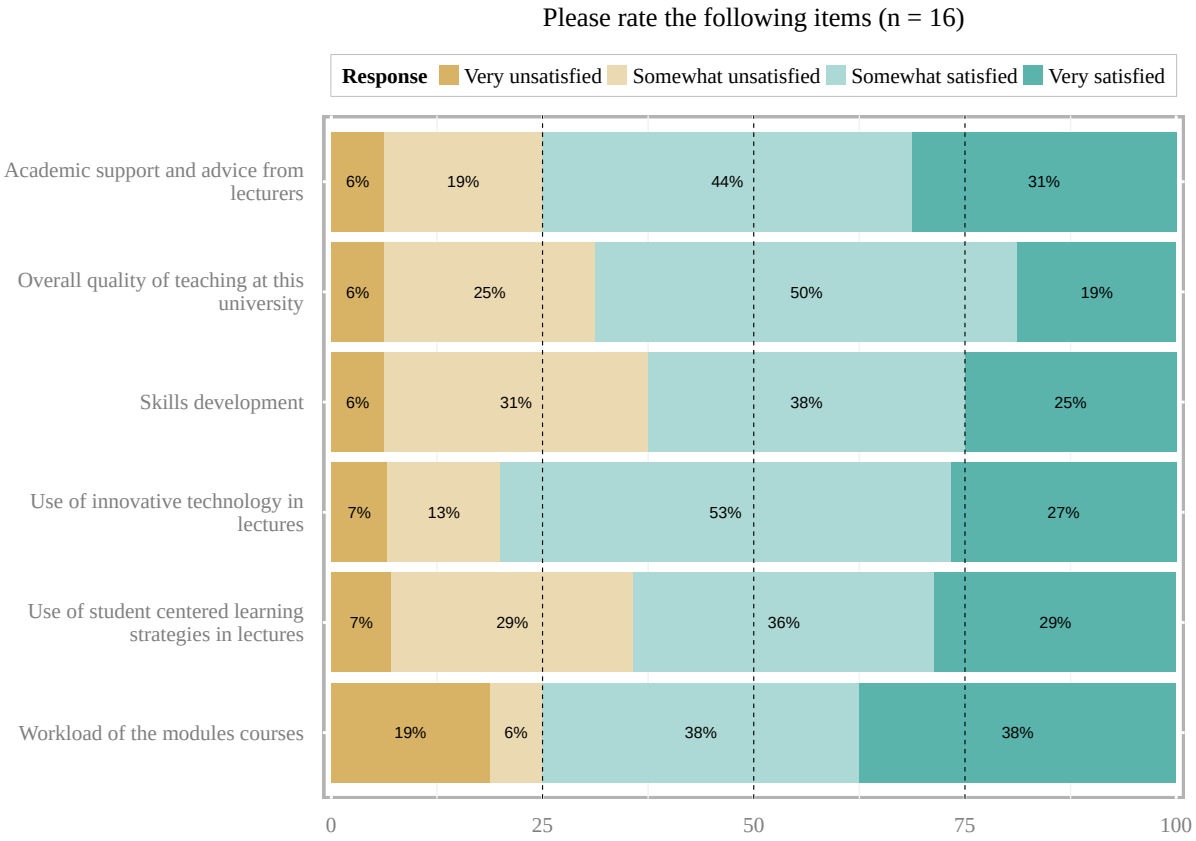
5.2.2 Hochschule Anhalt, Germany



5.2.3 Universidade Catolica Portuguesa, Portugal



5.2.4 University of Leuven, Belgium

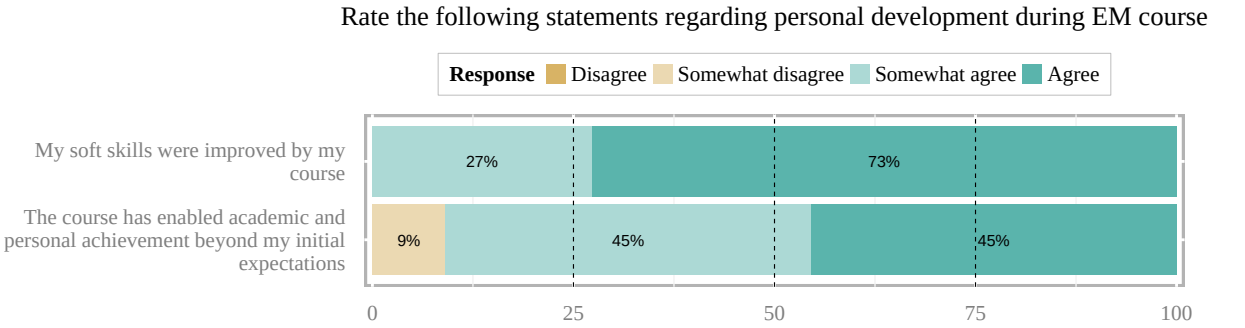


6 Internship/field experience and personal development

We will have some text here.

6.1 Personal development.

Question:L.6



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My soft skills were improved by my course	16	3.73	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	16	3.36	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