STEPS-Erasmus Mundus Master Course in Sustainable Transportation and Electrical Power Systems

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association
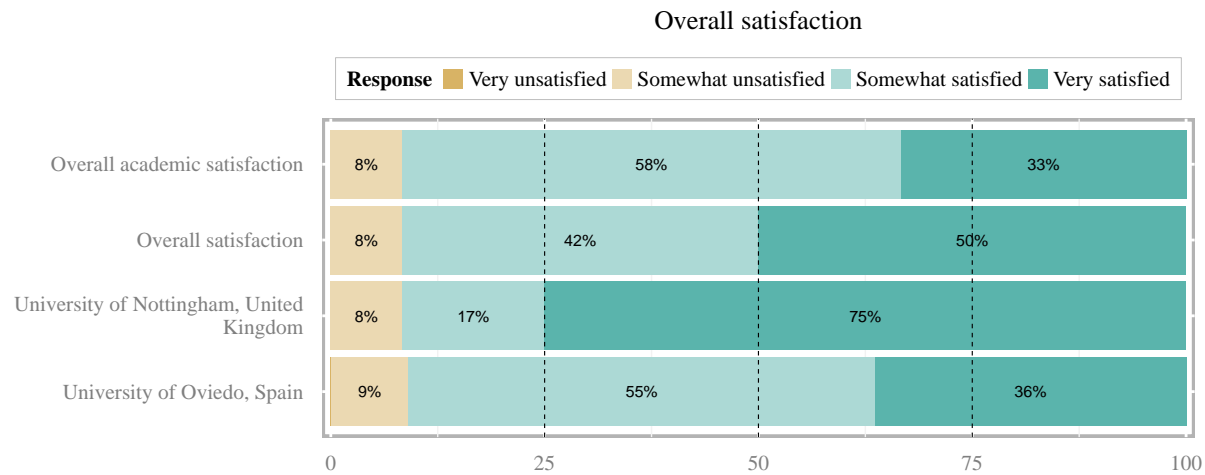
Report was generated on 17 Dec 2015

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1   Executive summary (?)

Overall satisfaction

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Overall academic satisfaction	8%	58%	33%
Overall satisfaction	8%	42%	50%
University of Nottingham, United Kingdom	8%	17%	75%
University of Oviedo, Spain	9%	55%	36%

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 9 countries and collectively they have spent more than 147 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	12	3.42	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	12	3.50	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	12	3.25	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
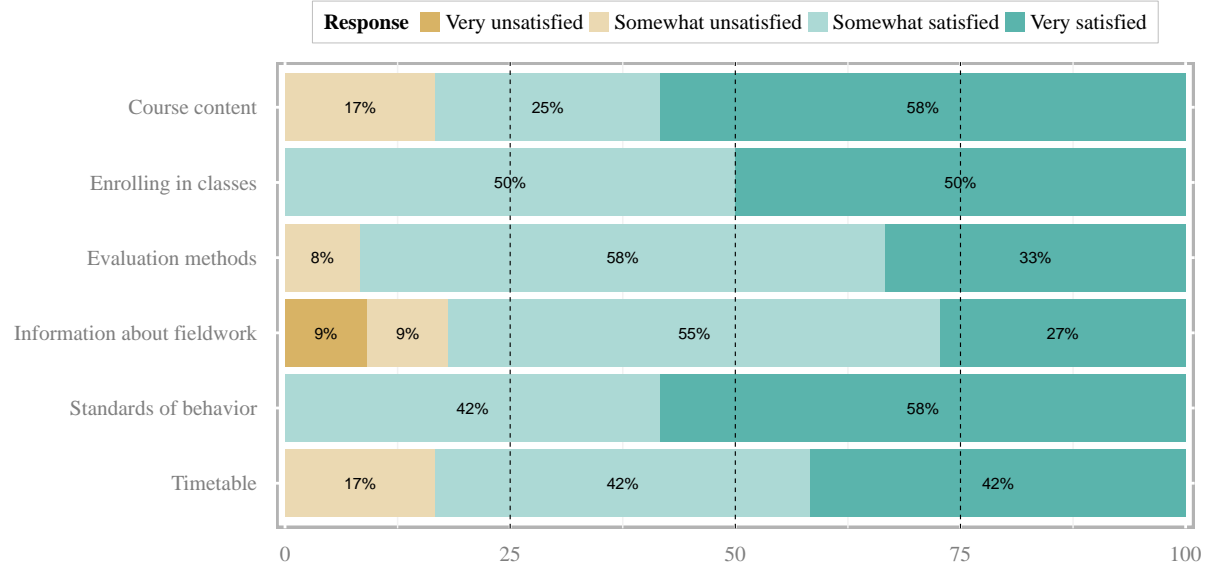
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	12	3.42	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	12	3.50	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	12	3.25	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	12	3.00	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	12	3.58	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	12	3.25	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 Nottingham, United Kingdom

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 15)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Accommodation — 33% · 17% · 50%

Banking — 8% · 42% · 50%

Estimation of living expenses — 8% · 25% · 67%

Health Insurance — 36% · 64%

Language courses — 10% · 90%

Local transportation — 100%

Visa issues — 8% · 33% · 58%

0 25 50 75 100
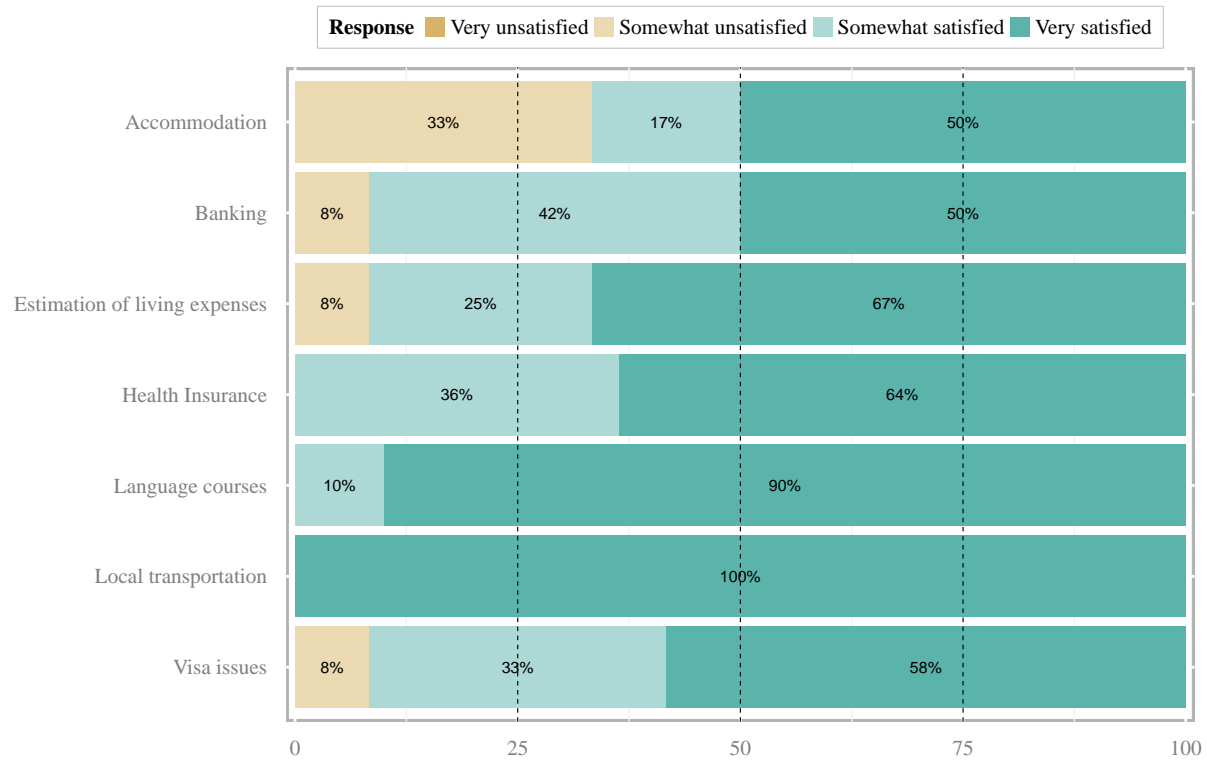
3.1.3   University of Oviedo, Spain

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 14)

3.2   Support received during the orientaion program

3.2.1   Consortia

Question:B.1.3

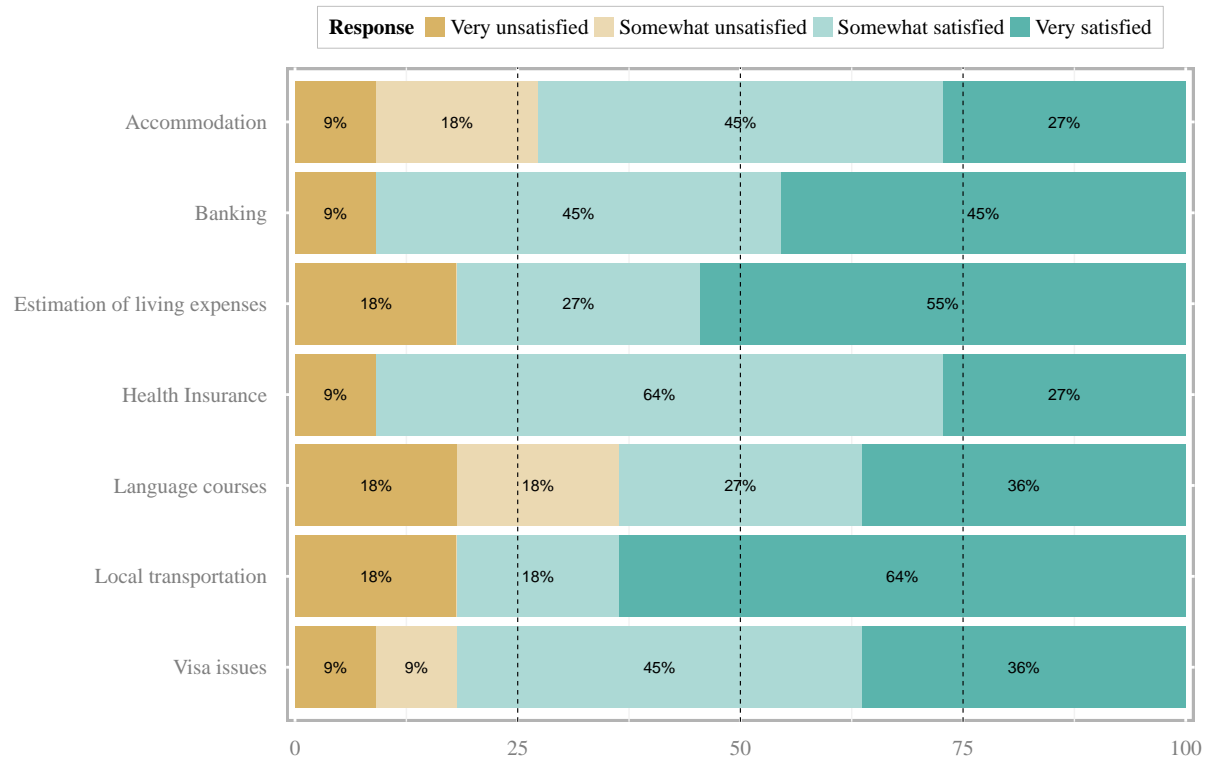Rate the introduction process to the following units or people as part of the
orientation program
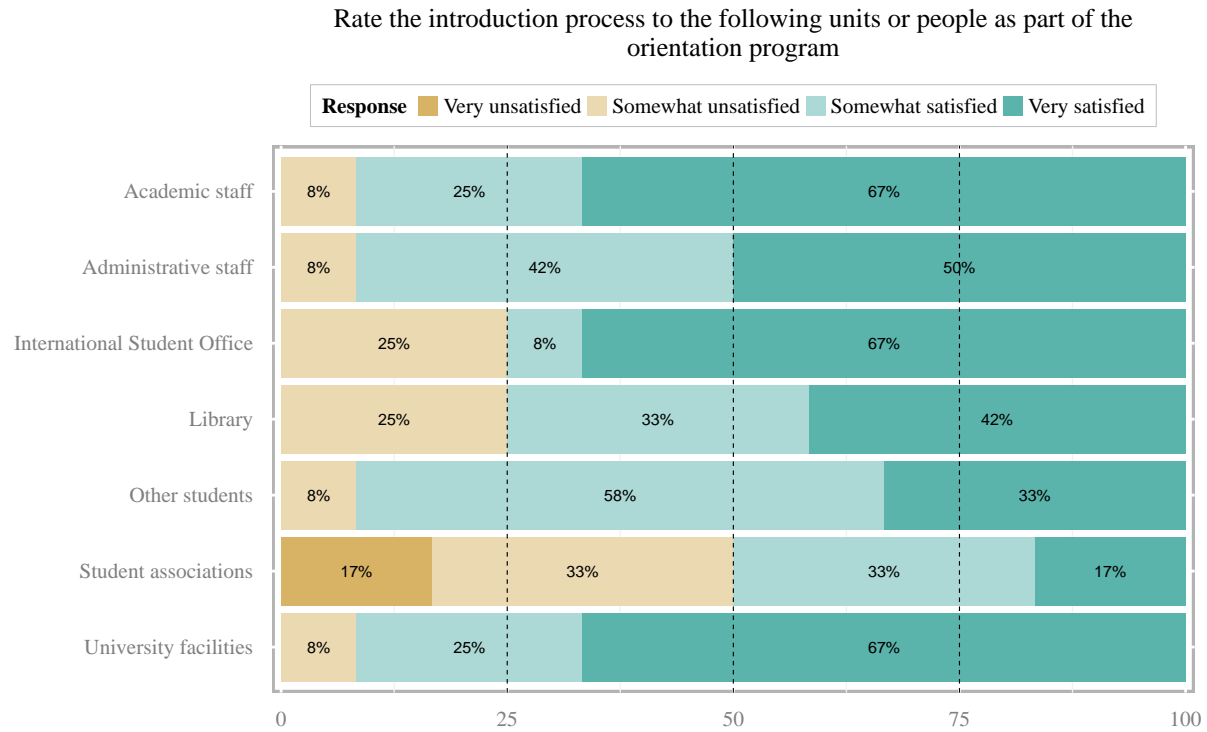
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	12	3.58	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	12	3.42	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
International Student Office	12	3.42	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	12	3.17	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	12	3.25	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	12	2.50	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	12	3.58	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 Nottingham, United Kingdom

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 15)

Response ■ Very unsatisfied ■ Somewhat unsatisfied ■ Somewhat satisfied ■ Very satisfied

Category	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		9%	36%	55%
Administrative staff		18%	9%	73%
International Student Office		9%	9%	82%
Library			9%	91%
Other students		9%	9%	82%
Student associations		27%	18%	55%
University facilities		9%	9%	82%

3.2.3   University of Oviedo, Spain

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 14)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Unit/People				
Academic staff		9%	36%	55%
Administrative staff	9%	9%	36%	45%
International Student Office	9%	9%	27%	55%
Library	9%	9%	55%	27%
Other students	9%	9%	27%	55%
Student associations	20%	20%	40%	20%
University facilities			55%	45%

3.3   Helpfulness of units and people

3.3.1   Consortia

Question:B.2.1

Rate the helpfulness of the following units of people
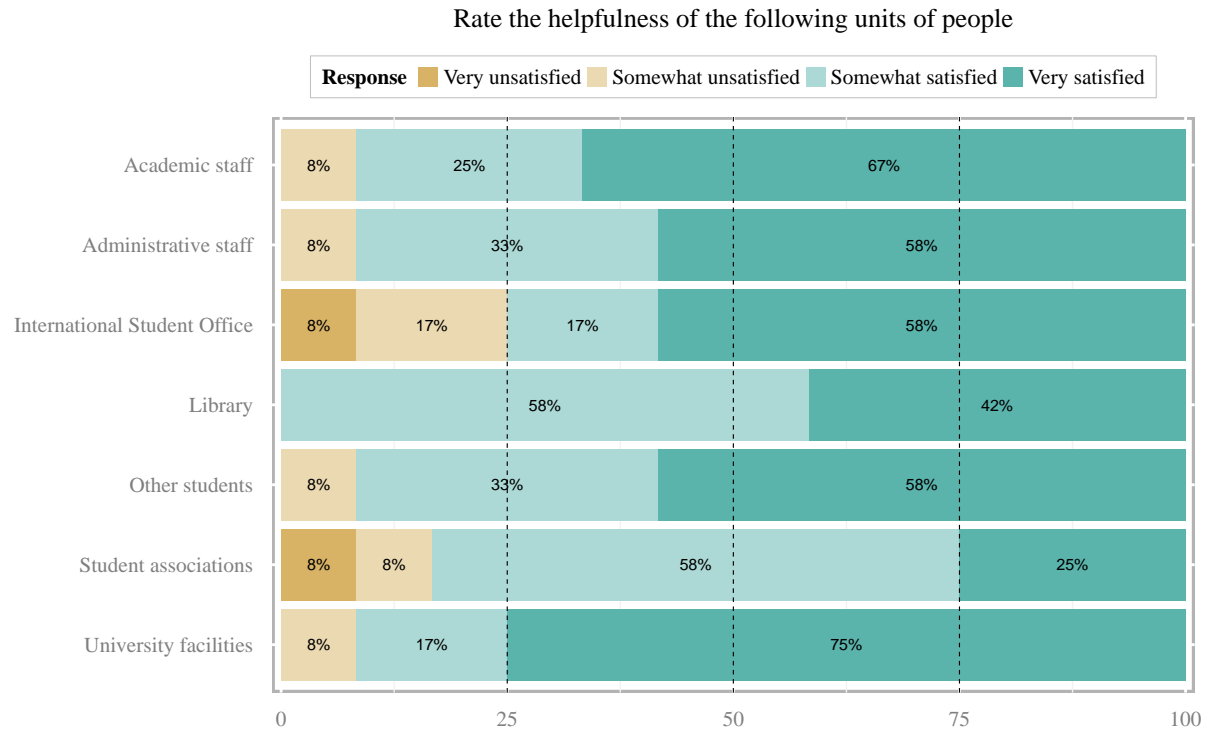
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	12	3.58	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	12	3.50	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
International Student Office	12	3.25	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	12	3.42	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	12	3.50	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	3.67	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 Nottingham, United Kingdom

Rate the helpfulness of the following units of people at this university (n = 15)

3.3.3   University of Oviedo, Spain

Rate the helpfulness of the following units of people at this university (n = 14)
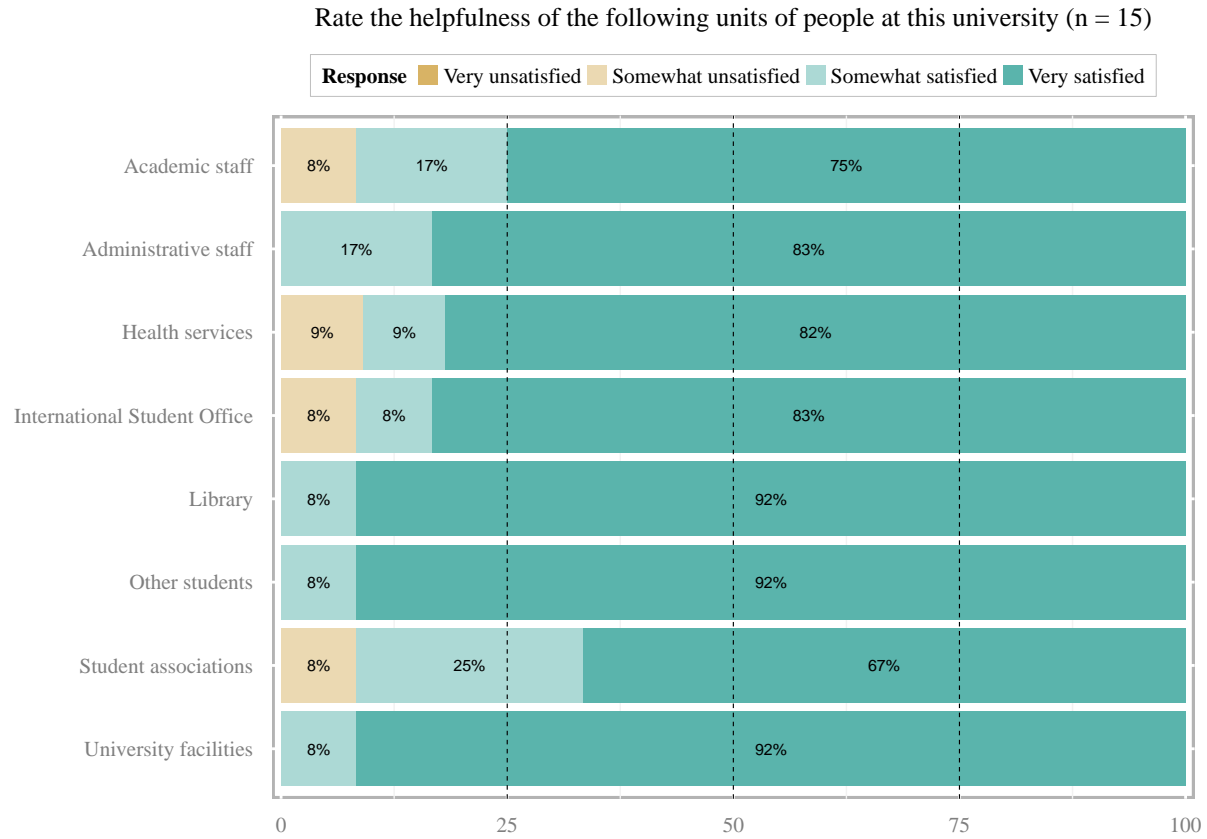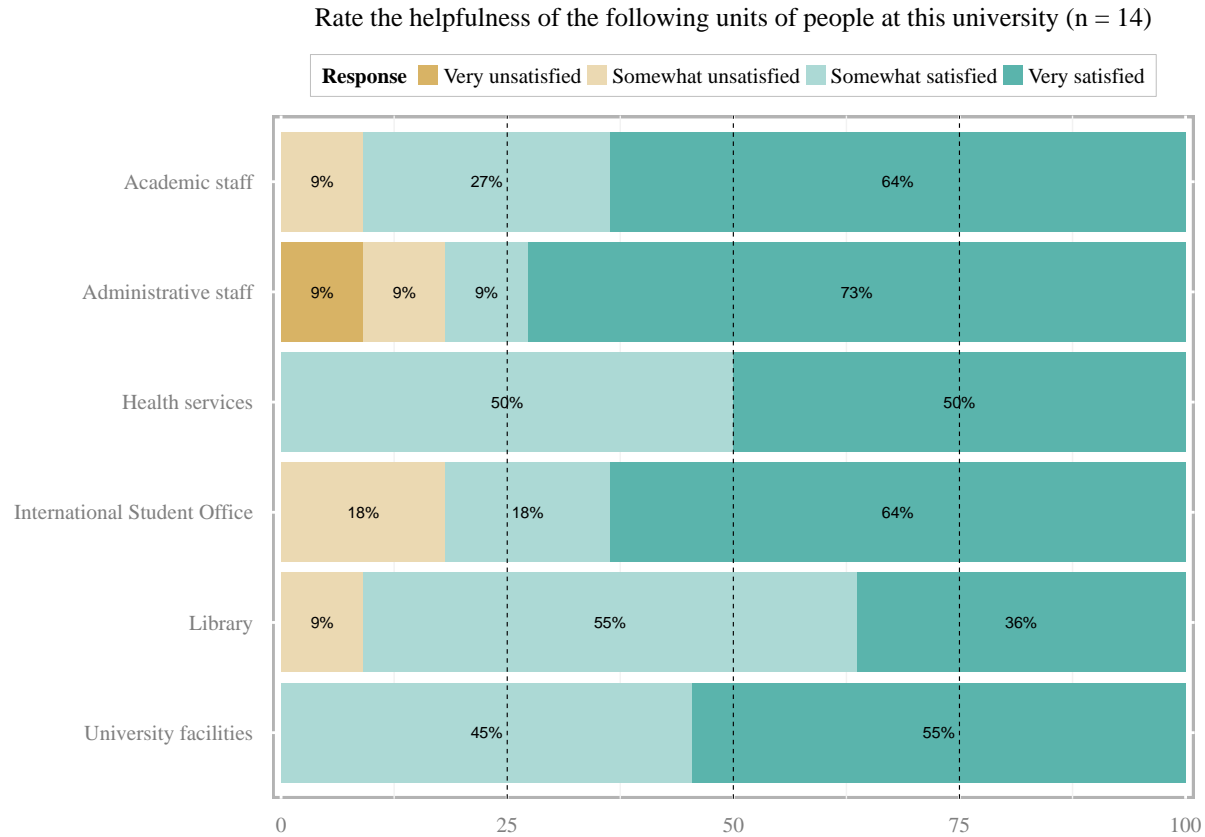
3.4   Support received on various issues

3.4.1   Consortia

Question:B.2.2

Rate the support received on the following issues
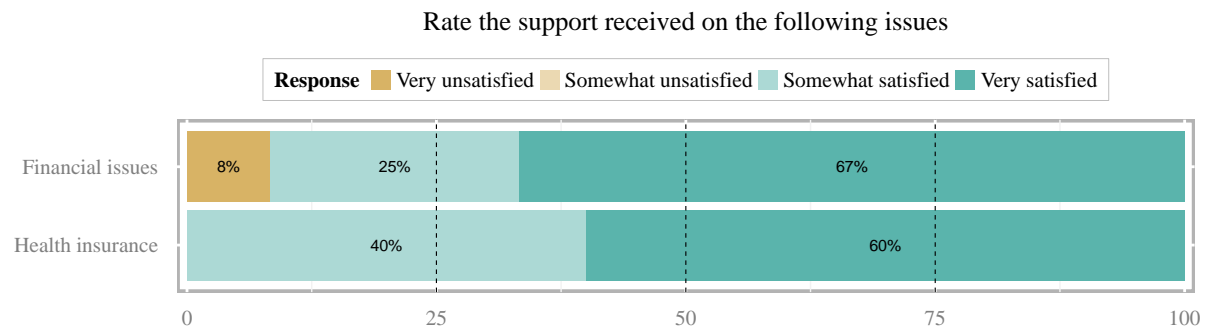
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	12	3.50	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	12	3.60	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 University of Nottingham, United Kingdom

Rate the following items for first university (n = 15)

3.4.3   University of Oviedo, Spain

Rate the following items for first university (n = 14)
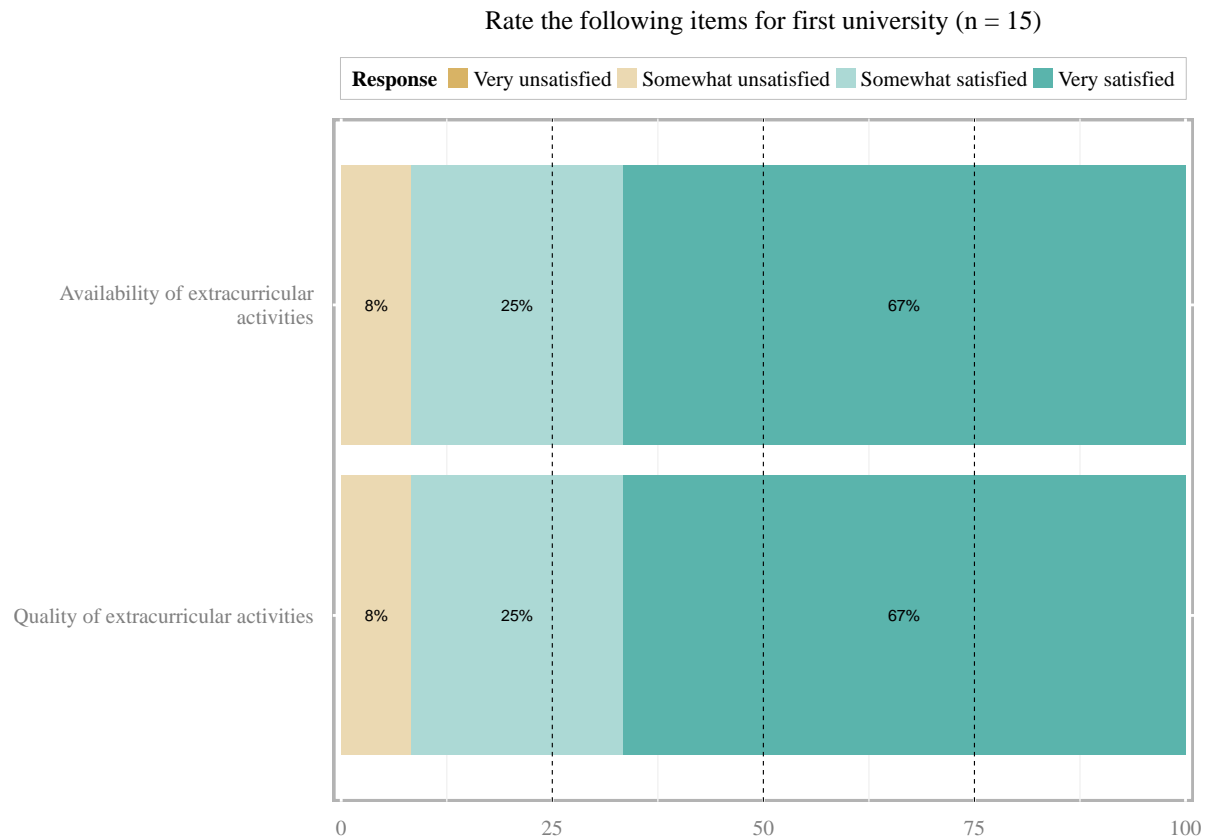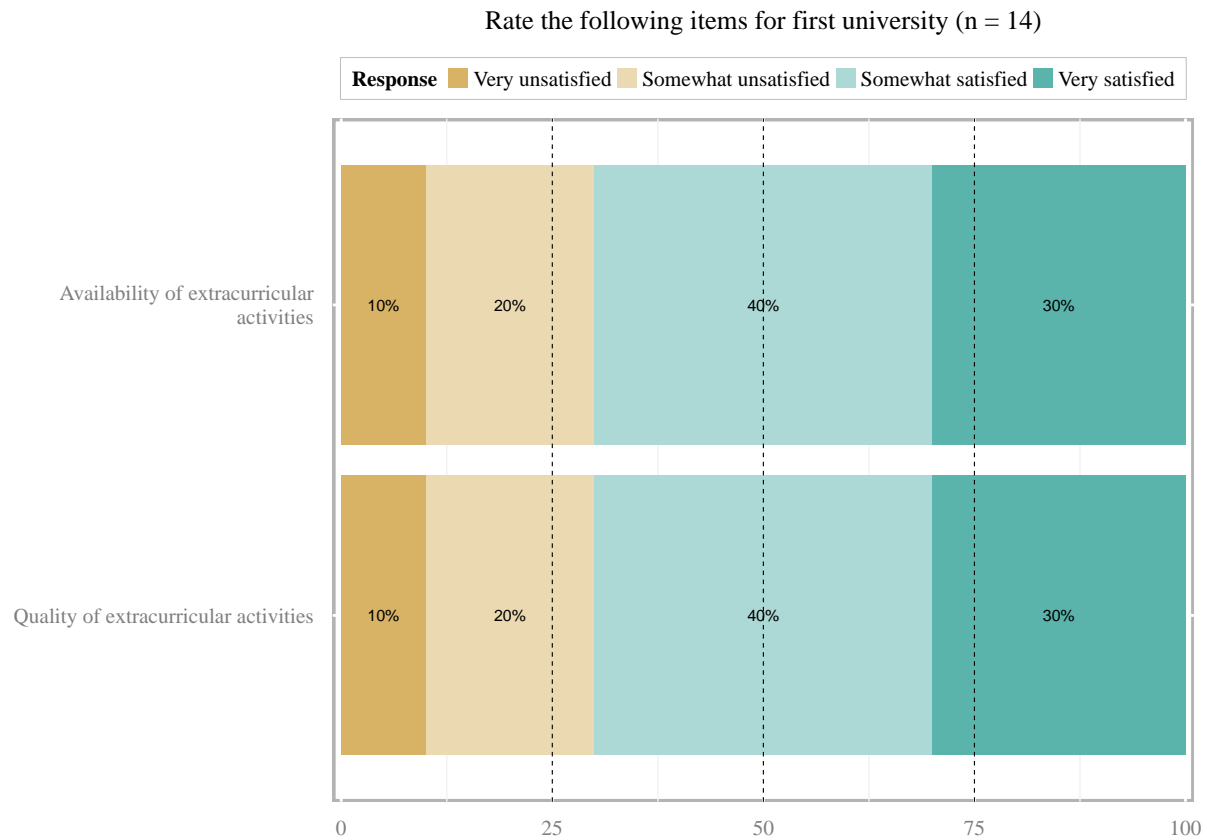
4   Assessment and feedback

We will have some text here.

4.1   Module assessment

4.1.1   Consortia

Question:C.1

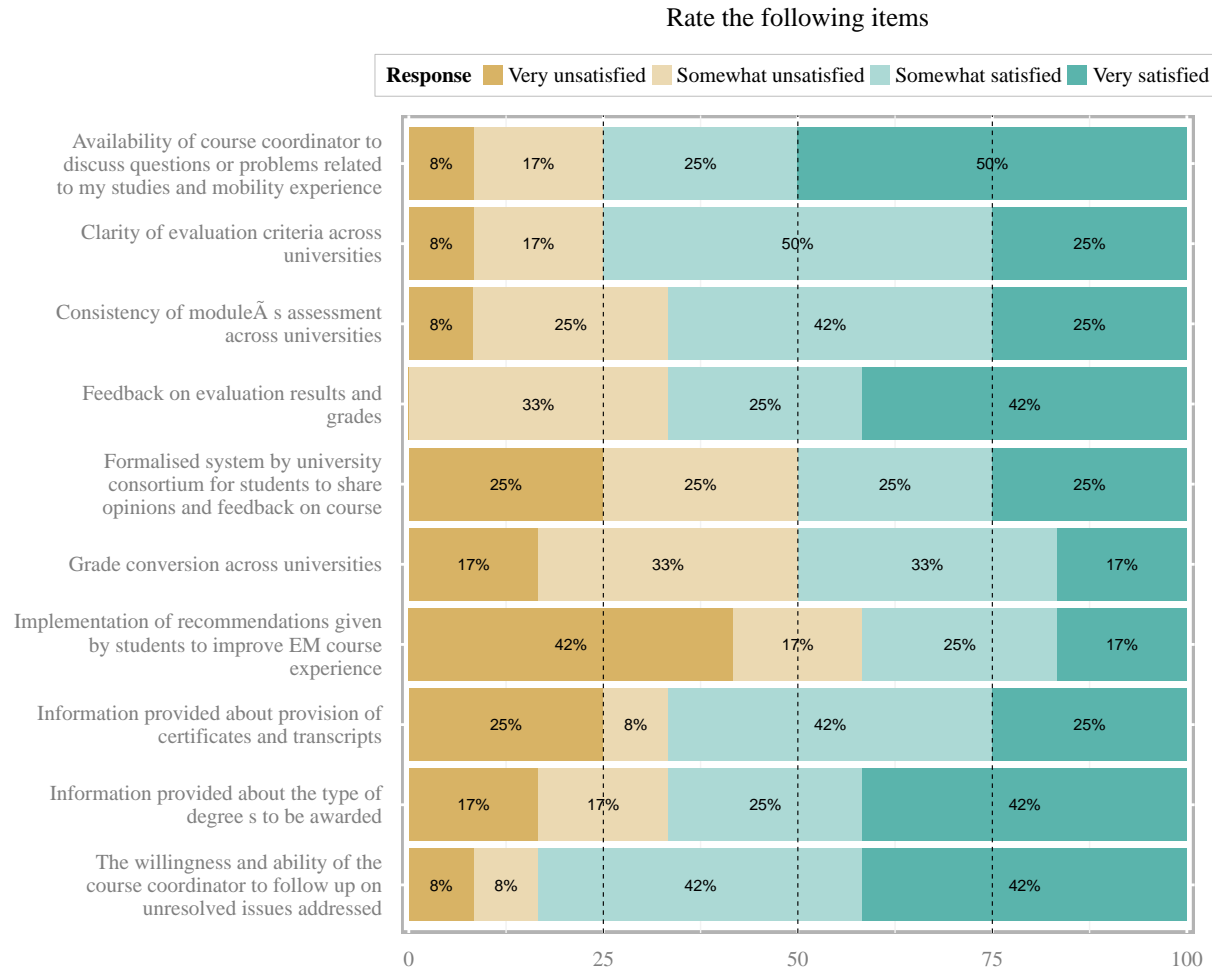Rate the following items

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	8%	17%	25%	50%
Clarity of evaluation criteria across universities	8%	17%	50%	25%
Consistency of moduleÃ s assessment across universities	8%	25%	42%	25%
Feedback on evaluation results and grades		33%	25%	42%
Formalised system by university consortium for students to share opinions and feedback on course	25%	25%	25%	25%
Grade conversion across universities	17%	33%	33%	17%
Implementation of recommendations given by students to improve EM course experience	42%	17%	25%	17%
Information provided about provision of certificates and transcripts	25%	8%	42%	25%
Information provided about the type of degree s to be awarded	17%	17%	25%	42%
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	8%	8%	42%	42%

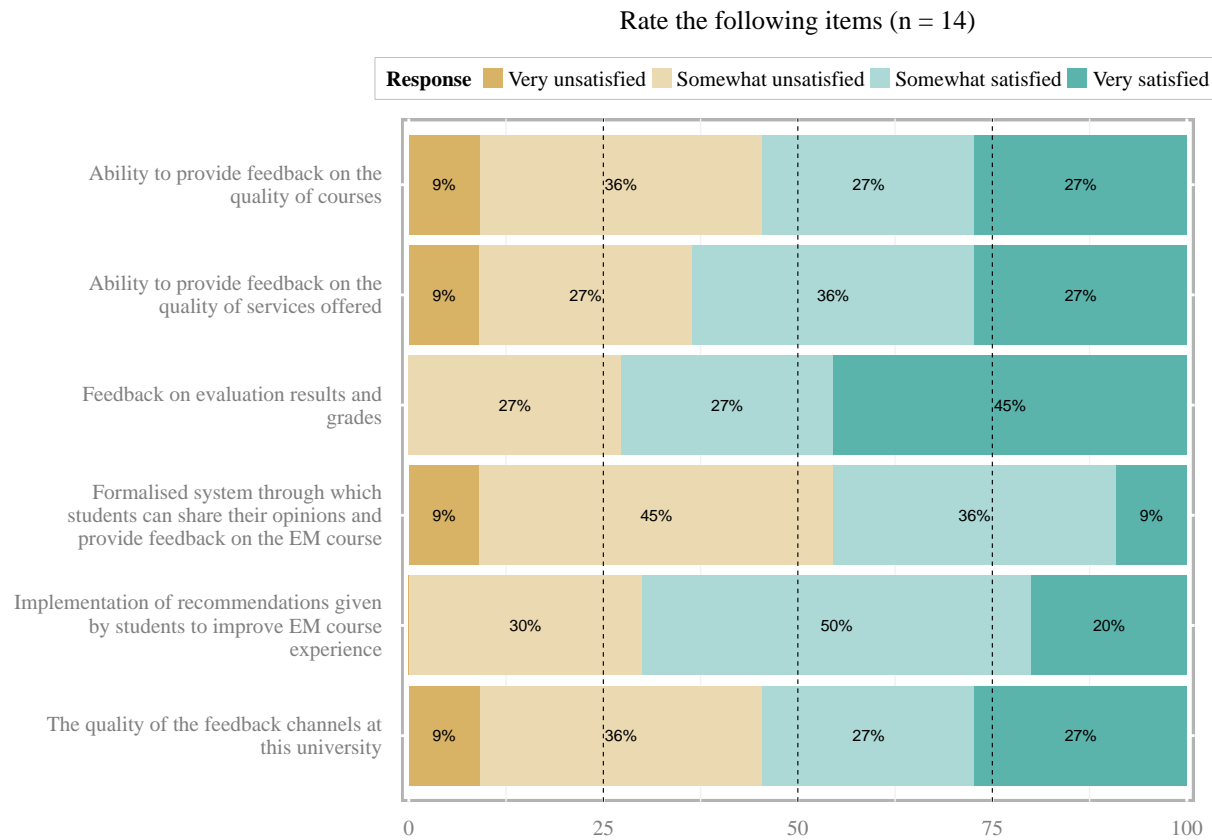|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	12	3.17	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	12	2.92	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ s assessment across universities	12	2.83	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	3.08	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	2.50	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	12	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	12	2.17	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	2.67	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	12	2.92	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	3.17	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 University of Nottingham, United Kingdom

Rate the following items (n = 15)
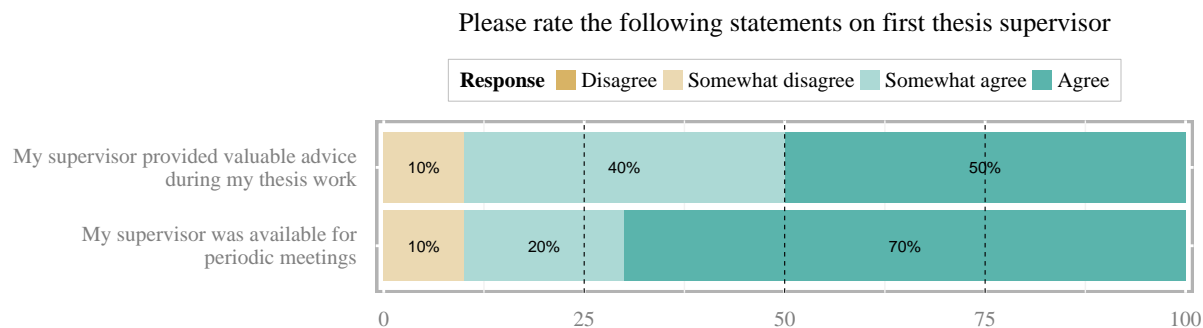
4.1.3   University of Oviedo, Spain

Rate the following items (n = 14)
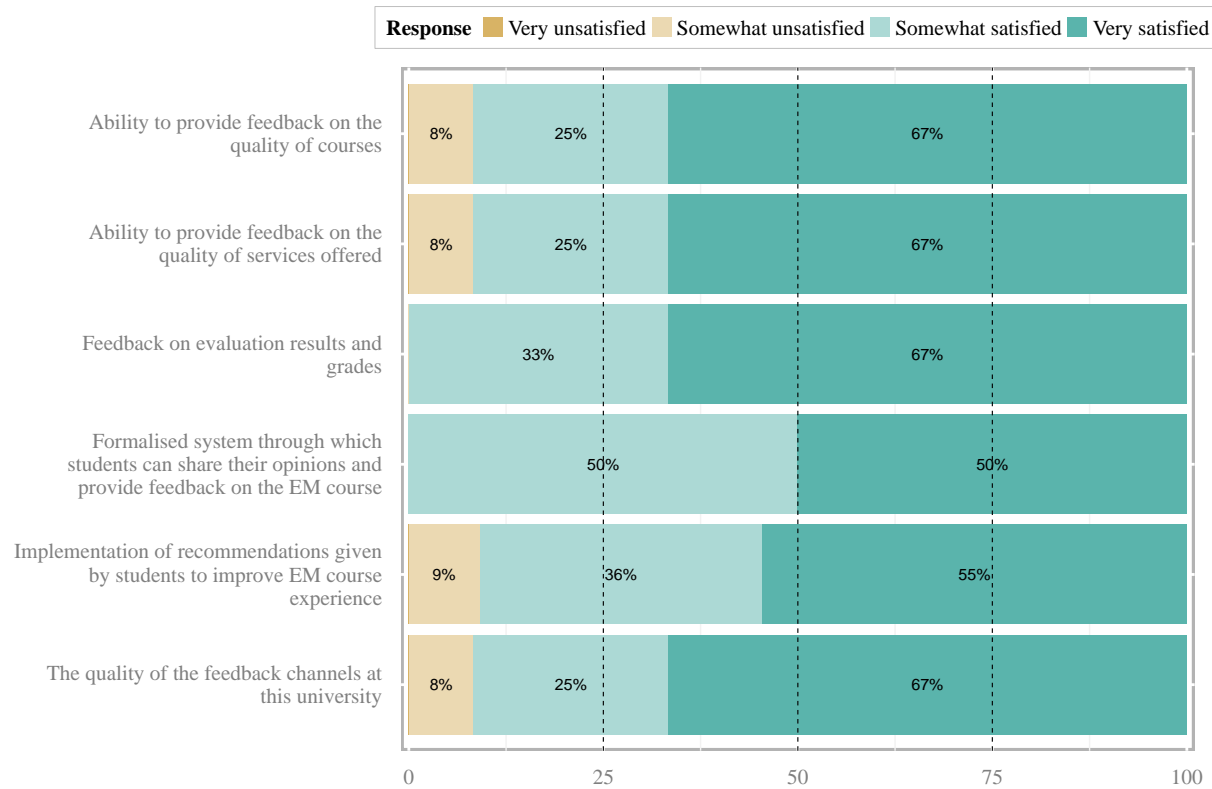
5 Teaching/learning and supervision

We will have some text here.

5.1 First supervisor.

Question:L.4

Please rate the following statements on first thesis supervisor

| | Response | Disagree | Somewhat disagree | Somewhat agree | Agree |

My supervisor provided valuable advice during my thesis work — 10% | 40% | 50%

My supervisor was available for periodic meetings — 10% | 20% | 70%

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	12	3.40	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	12	3.60	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

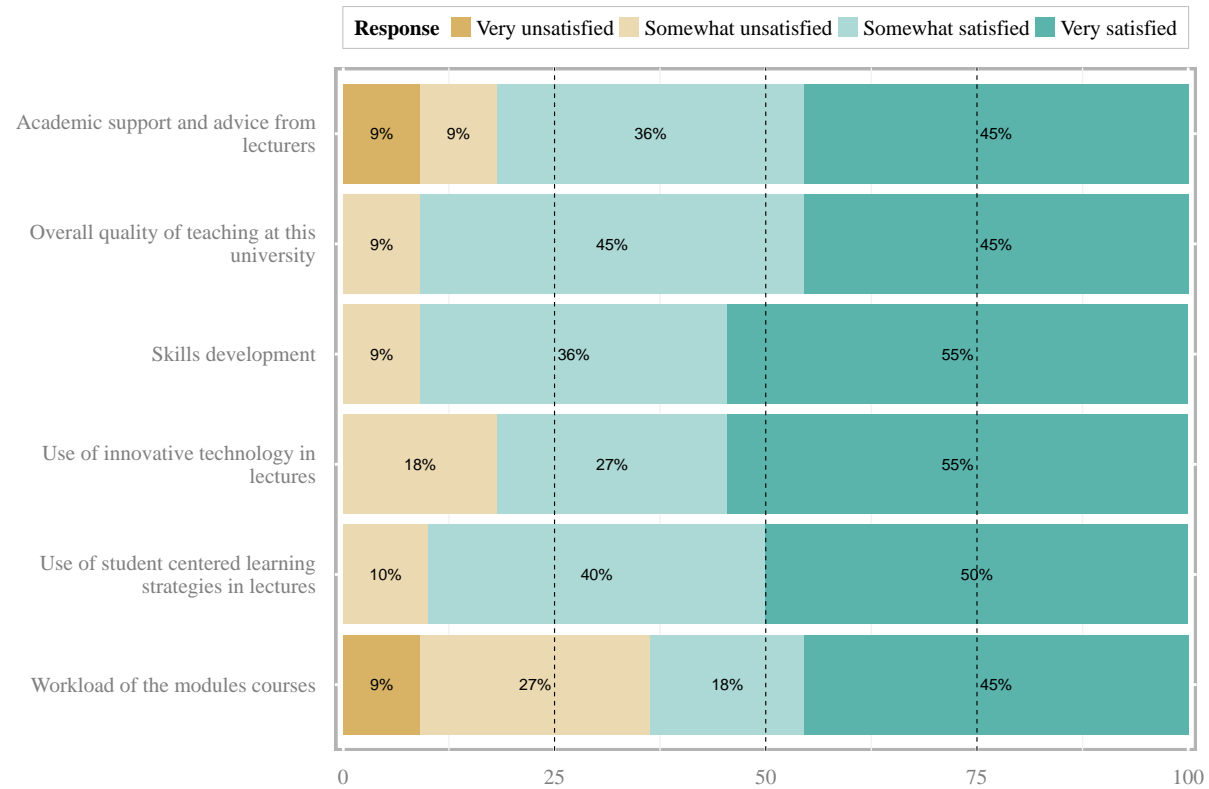## 5.2 Teaching/learning

5.2.1 University of Nottingham, United Kingdom

Please rate the following items (n = 15)
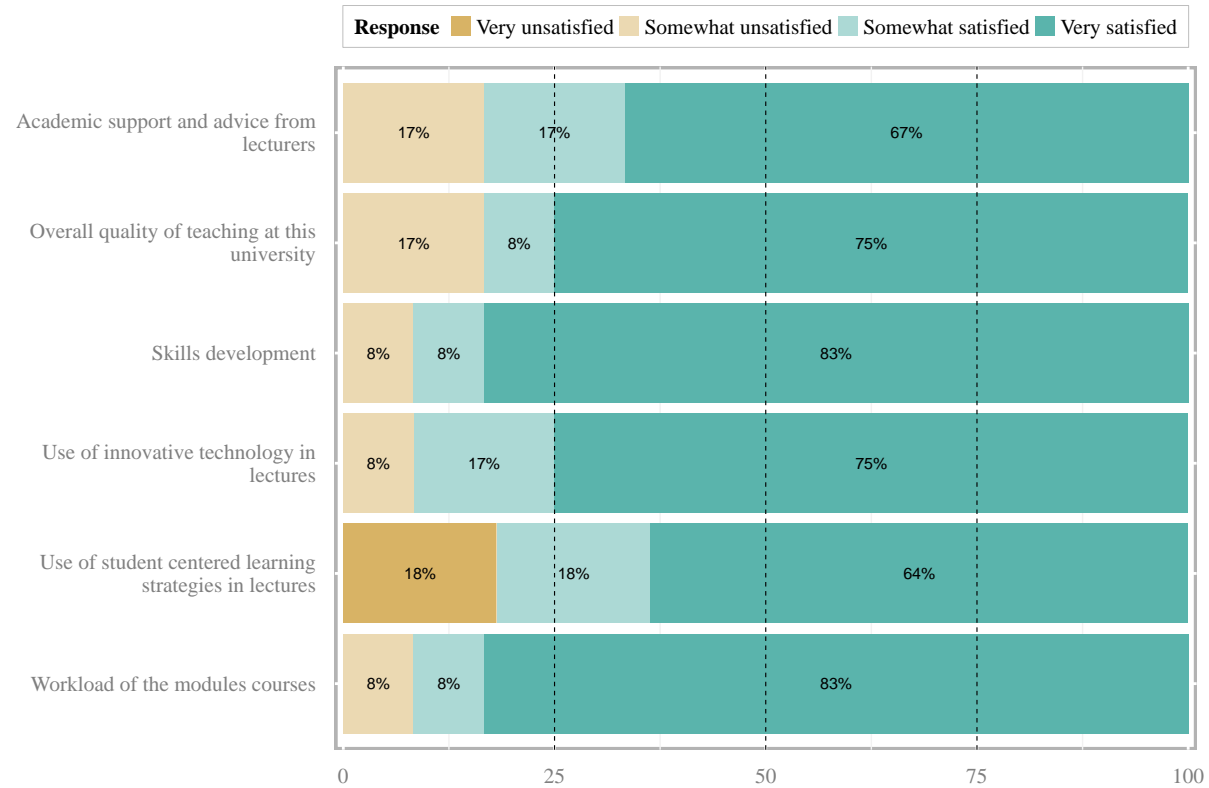
5.2.2   University of Oviedo, Spain
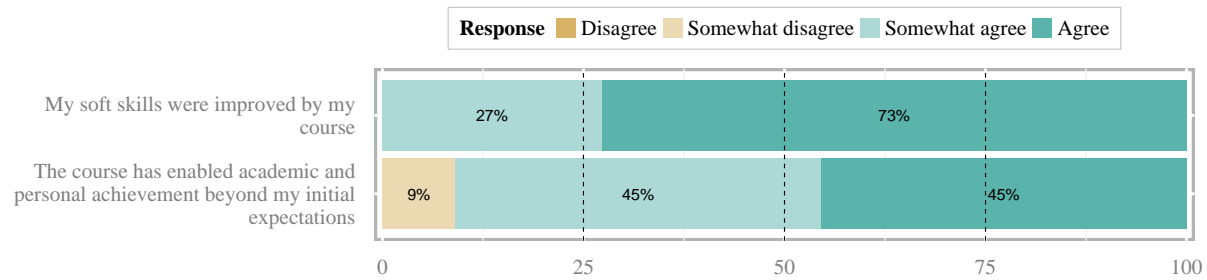
Please rate the following items (n = 14)

6   Internship/field experience and personal development

We will have some text here.

6.1   Personal development.

Question:L.6

Rate the following statements regarding personal development during EM course

| | Response | Disagree | Somewhat disagree | Somewhat agree | Agree |

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My soft skills were improved by my course	12	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	12	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