



**EMA**

Erasmus Mundus Students and Alumni Association

# EM-SANF-European MSc in Sustainable Animal Nutrition and Feeding

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

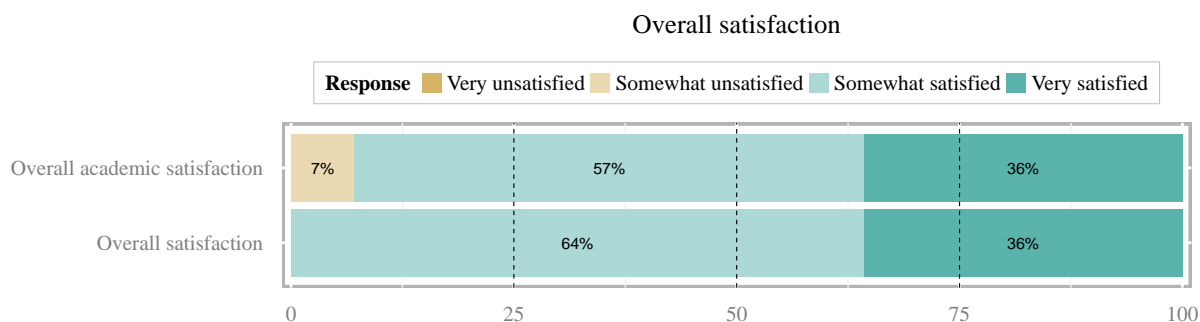
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# 1 Executive summary (?)



## 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](mailto: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](mailto:chair.cqab@em-a.eu).

### 2.2 Introduction to the CQSS survey

Our survey was filled in by 14 students of your program. They represent 13 countries and collectively they have spent more than 31 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	14	3.07	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	14	3.50	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	14	3.54	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.

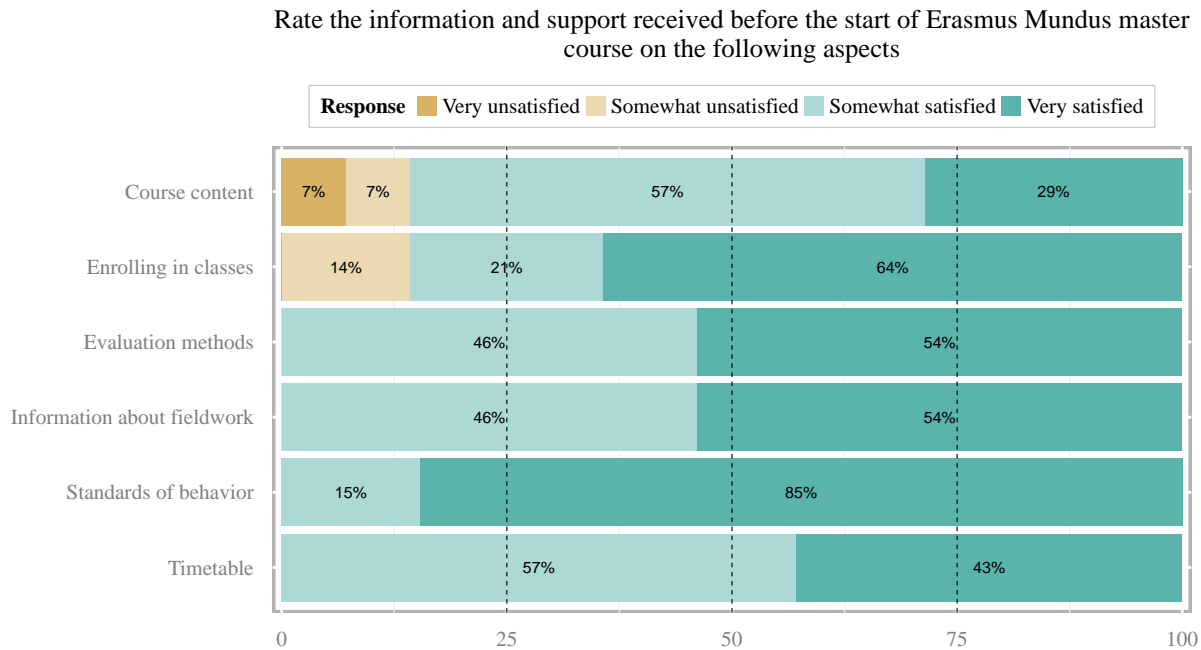


### 3 Supporting services

We will have some text here.

#### 3.1 Support received before the start of the Erasmus Mundus course

##### 3.1.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	14	3.07	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	14	3.50	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	14	3.54	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	14	3.54	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	14	3.85	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	14	3.43	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

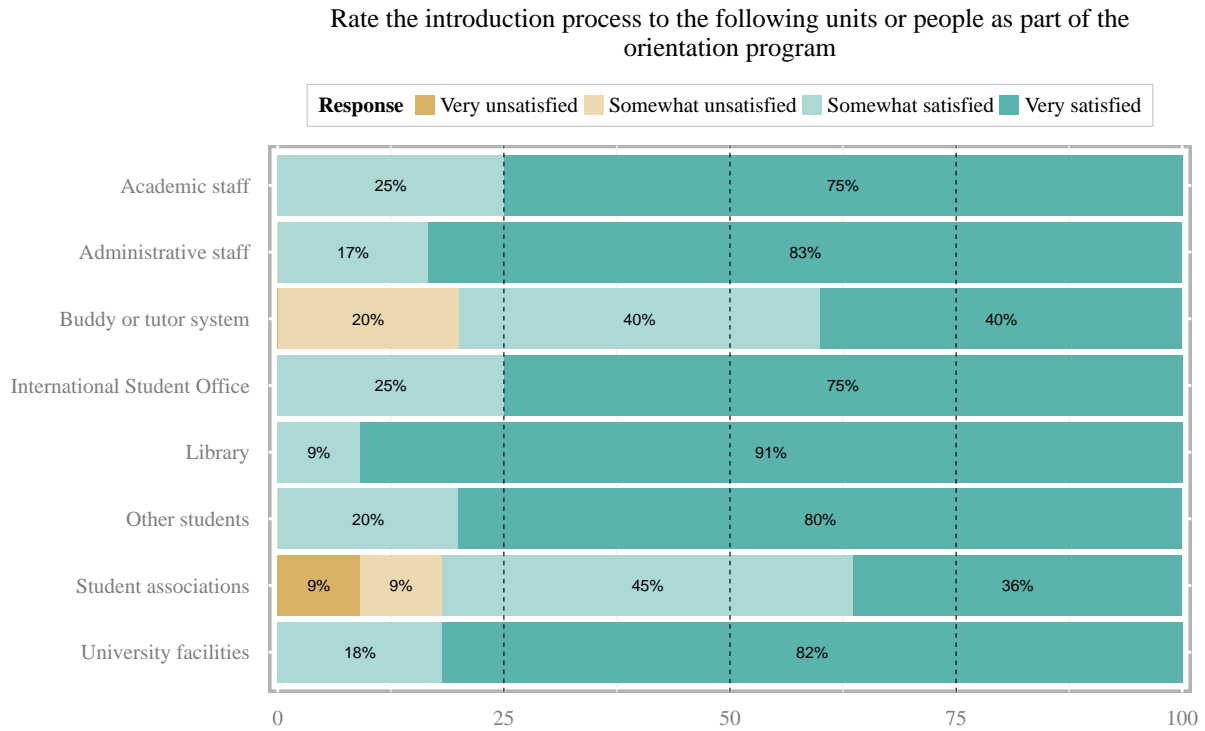
Table 1: Summary statistics

#### 3.2 Support received during the orientation program

Again, students were very impressed with the support they received during the orientation programme; all but one of the six indicators falls in the fourth quartile. Staff and facilities were rated especially highly, with 91% of students claiming they were very satisfied with library services, and 75% claiming they were very satisfied with academic staff. Only the buddy/tutor systems, together with student associations, received negative feedback (totals of 20% and 18% respectively).



## 3.2.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	14	3.75	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	14	3.83	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	14	3.20	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	14	3.75	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Other students	14	3.80	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	14	3.09	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	14	3.82	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

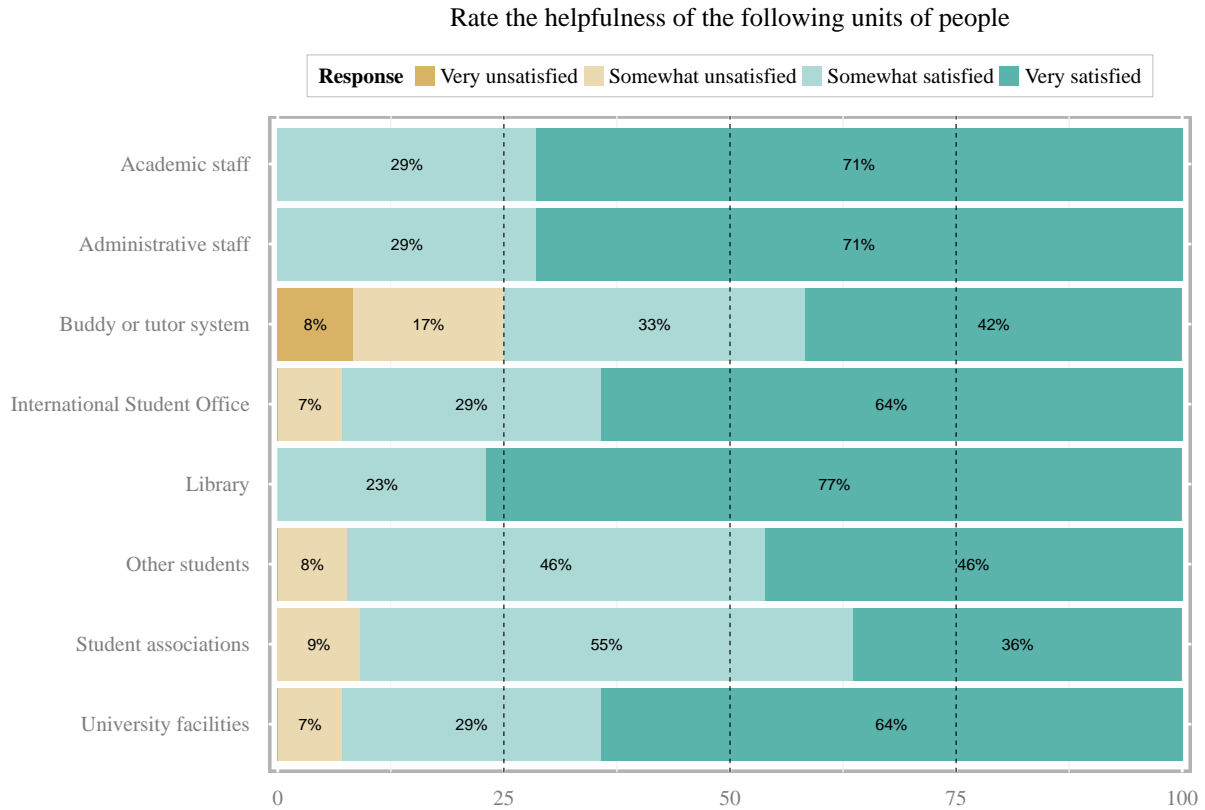
Table 2: Summary statistics

## 3.3 Helpfulness of units and people

Using the same indicators as before, in terms of the quality of the help students received throughout the programme, overall satisfaction falls slightly, but more than two thirds of students said they were very satisfied with the academic staff (71%) and the administrative staff (71%). Five out of the eight indicators rank in the fourth quartile. Less than 10% of students said they were somewhat dissatisfied according to four indicators (International Student Office - 7%, other students - 8%, student associations - 9%, university facilities - 7%) but a total of 25% were dissatisfied with the buddy/tutor system.



## 3.3.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	14	3.71	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	14	3.71	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	14	3.08	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	14	3.57	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	14	3.77	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	14	3.38	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	14	3.27	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	14	3.57	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

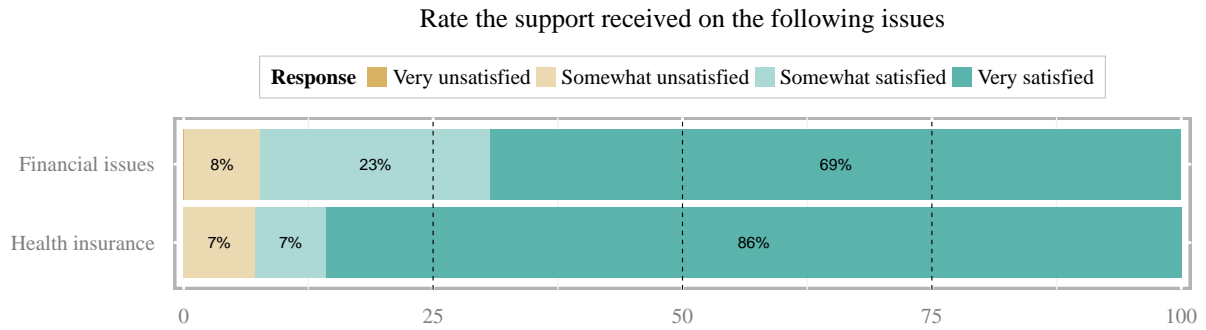
Table 3: Summary statistics

## 3.4 Support received on various issues

A majority of students were very satisfied with the support received on financial and health matters, both falling into the fourth quartile, at 69% and 89% respectively. No students were 'very unsatisfied' according to these indicators, although 8% of students were 'somewhat dissatisfied' with support for financial issues and 7% were 'somewhat dissatisfied' with support for health issues.



## 3.4.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	14	3.62	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	14	3.79	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics



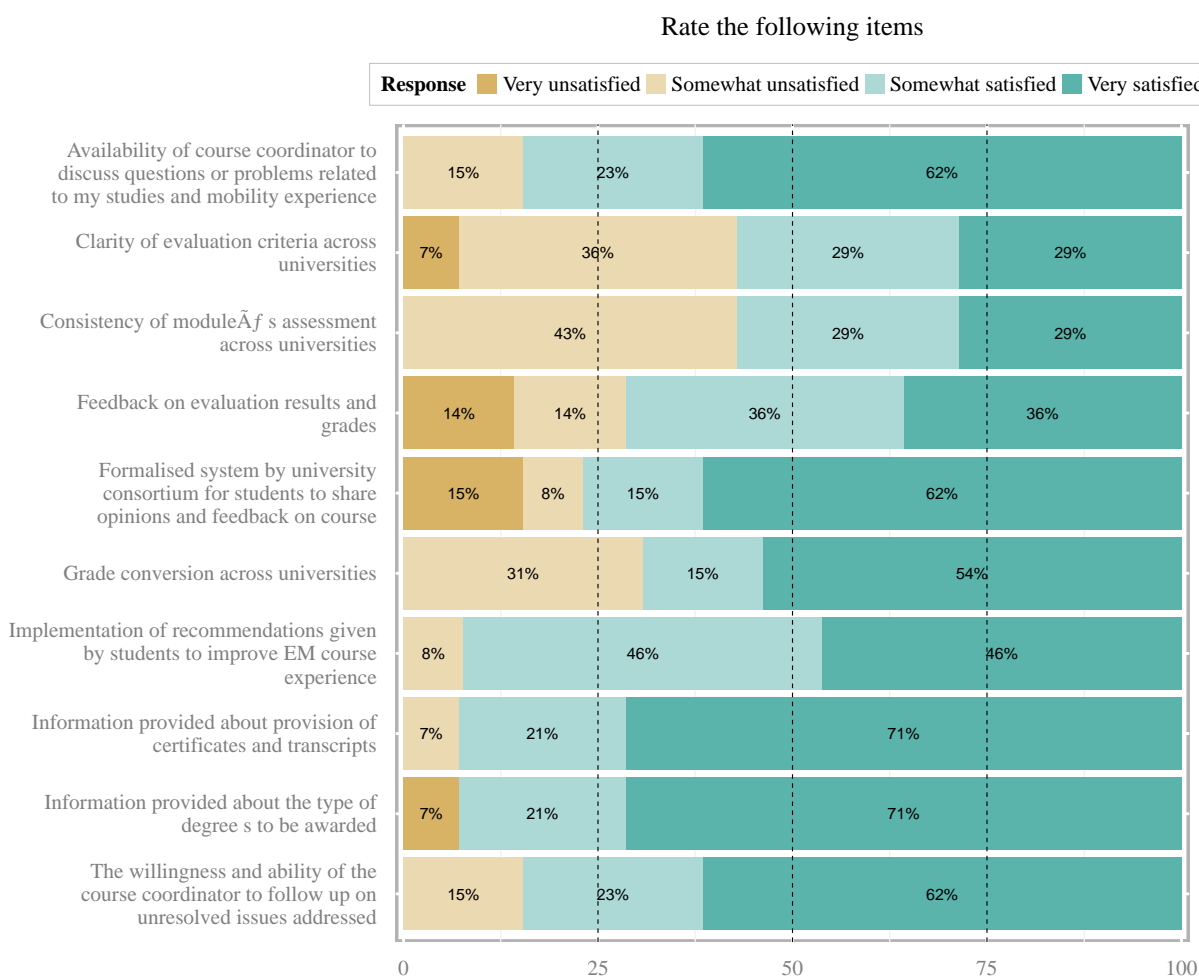
## 4 Assessment and feedback

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### 4.1 Module assessment

The course scored well across most indicators concerning module assessment. Nine out of ten indicators rank in the third or fourth quartile. The provision of information pertaining to courses, transcripts and degrees, is rated well. For both information provided about degree to be awarded and information provision regarding certificates and transcripts, both indicators scored 71% as very satisfactory.

#### 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	14	3.46	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	14	2.79	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	14	2.86	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	14	2.93	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	14	3.23	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	14	3.23	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	14	3.38	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	14	3.64	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	14	3.57	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	14	3.46	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

## 5 Teaching/learning and supervision

We will have some text here.

### 5.1 Teaching/learning



## 6 Internship/field experience and personal development

We will have some text here.



## 7 Acknowledgments

Some concluding remarks

