



**EMA**

Erasmus Mundus Students and Alumni Association

## EDAMUS-Sustainable Management of Food Quality

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

*Report was generated on 04 Jan 2016*

# Contents

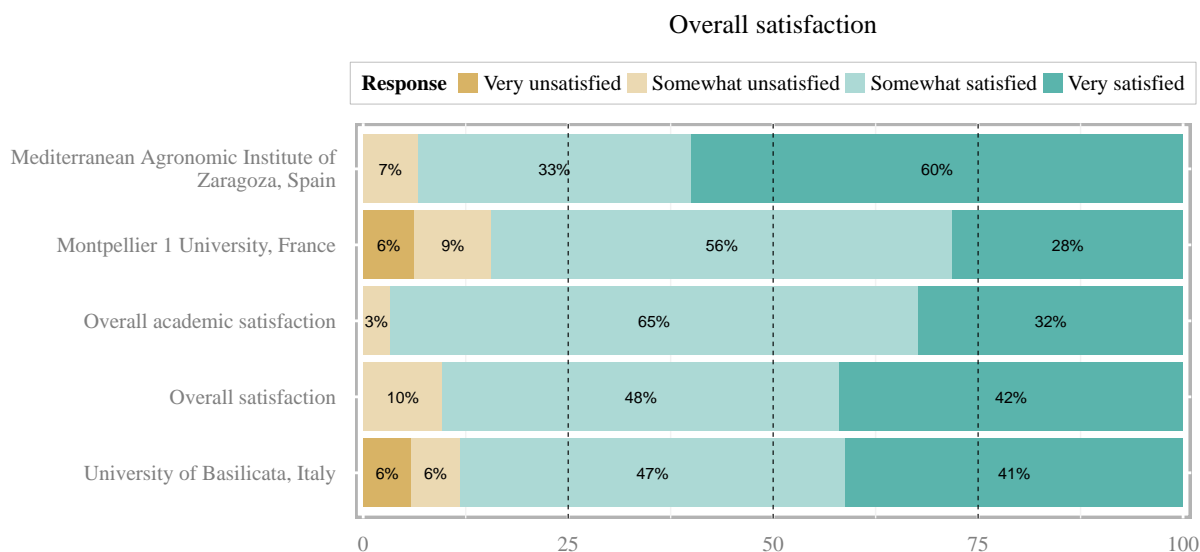
<b>1</b>	<b>Executive summary (?)</b>	<b>4</b>
<b>2</b>	<b>Introduction</b>	<b>4</b>
2.1	Course Quality Advisory Board . . . . .	4
2.2	Introduction to the CQSS survey . . . . .	4
2.3	Structure of current report . . . . .	5
<b>3</b>	<b>Supporting services</b>	<b>6</b>
3.1	Support received before the start of the Erasmus Mundus course . . . . .	6
3.1.1	Consortia . . . . .	6
3.1.2	Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	7
3.1.3	Montpellier 1 University, France . . . . .	8
3.1.4	University of Basilicata, Italy . . . . .	9
3.2	Support received during the orientation program . . . . .	9
3.2.1	Consortia . . . . .	10
3.2.2	Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	11
3.2.3	Montpellier 1 University, France . . . . .	12
3.2.4	University of Basilicata, Italy . . . . .	13
3.3	Helpfulness of units and people . . . . .	13
3.3.1	Consortia . . . . .	14
3.3.2	Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	15
3.3.3	Montpellier 1 University, France . . . . .	16
3.3.4	University of Basilicata, Italy . . . . .	17
3.4	Support received on various issues . . . . .	17
3.4.1	Consortia . . . . .	17
3.4.2	Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	18
3.4.3	Montpellier 1 University, France . . . . .	19
3.4.4	University of Basilicata, Italy . . . . .	20
<b>4</b>	<b>Assessment and feedback</b>	<b>21</b>
4.1	Module assessment . . . . .	21
4.1.1	Consortia . . . . .	21
4.1.2	Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	23
4.1.3	Montpellier 1 University, France . . . . .	24
4.1.4	University of Basilicata, Italy . . . . .	25



<b>5 Teaching/learning and supervision</b>	<b>26</b>
5.1 Teaching/learning . . . . .	26
5.1.1 Mediterranean Agronomic Institute of Zaragoza, Spain . . . . .	26
5.1.2 Montpellier 1 University, France . . . . .	27
5.1.3 University of Basilicata, Italy . . . . .	28
5.2 First supervisor. . . . .	28
<b>6 Internship/field experience and personal development</b>	<b>29</b>
6.1 Personal development. . . . .	29
<b>7 Acknowledgments</b>	<b>30</b>



## 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 31 students of your program. They represent 21 countries and collectively they have spent more than 1247 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	31	3.10	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	31	3.23	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	31	3.13	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.



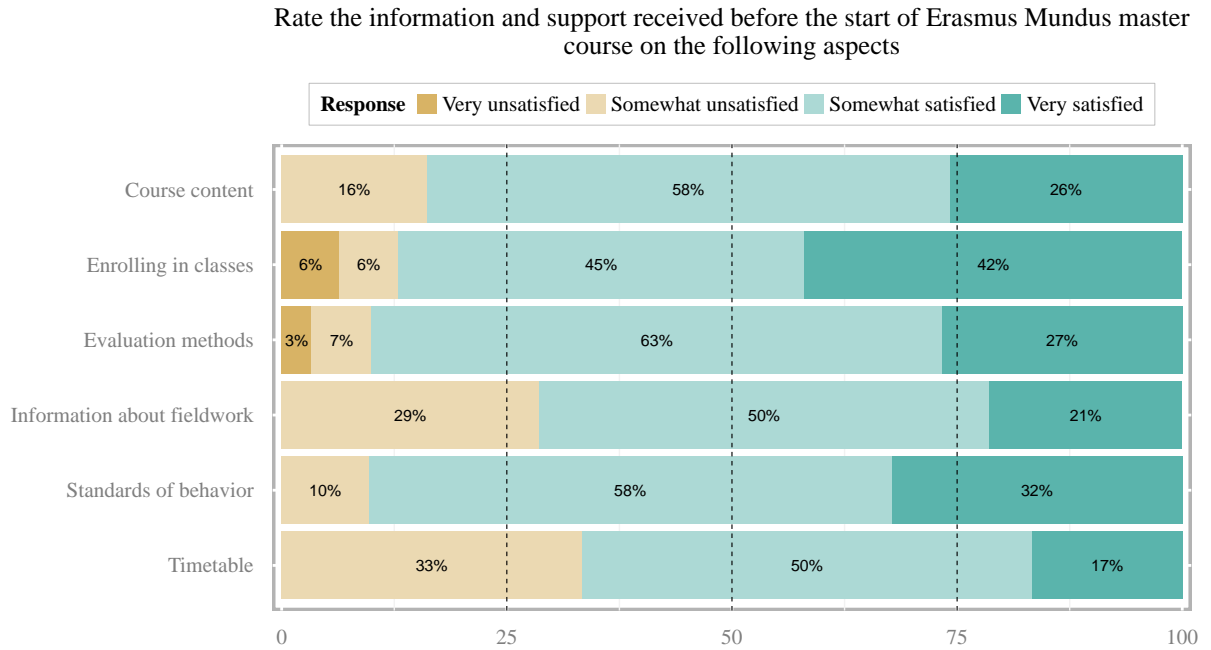
### 3 Supporting services

We will have some text here.

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

Estimation of living expenses worked well for the first two universities, but requires update from Univ. of Trento with more than fifth of the students giving negative feedback.

##### 3.1.1 Consortia



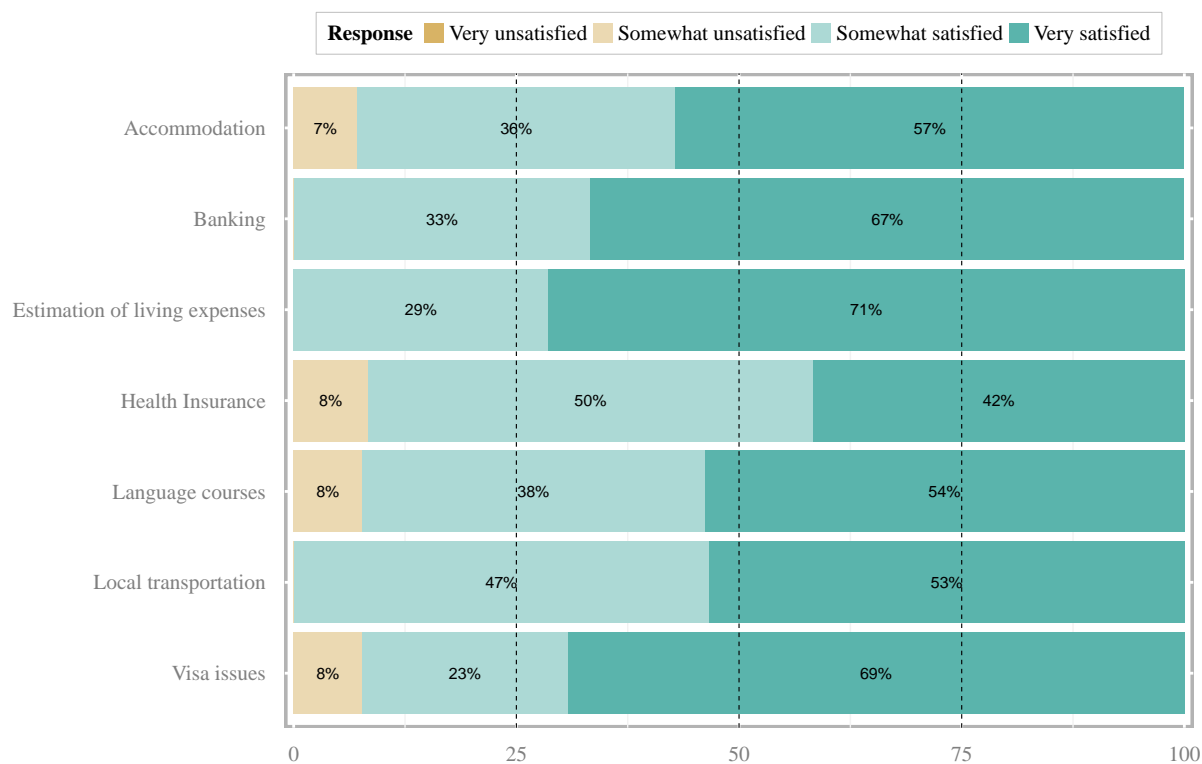
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	31	3.10	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	31	3.23	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	31	3.13	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	31	2.93	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	31	3.23	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	31	2.83	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



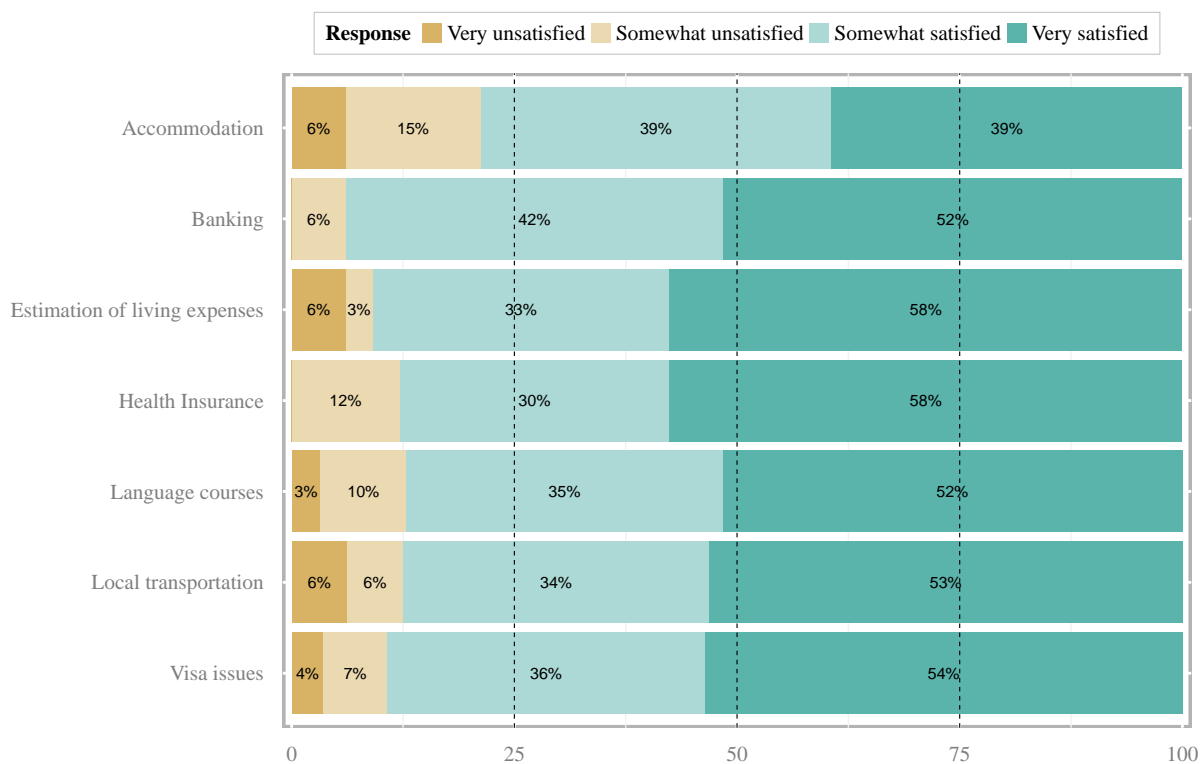
## 3.1.2 Mediterranean Agronomic Institute of Zaragoza, Spain

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 17)



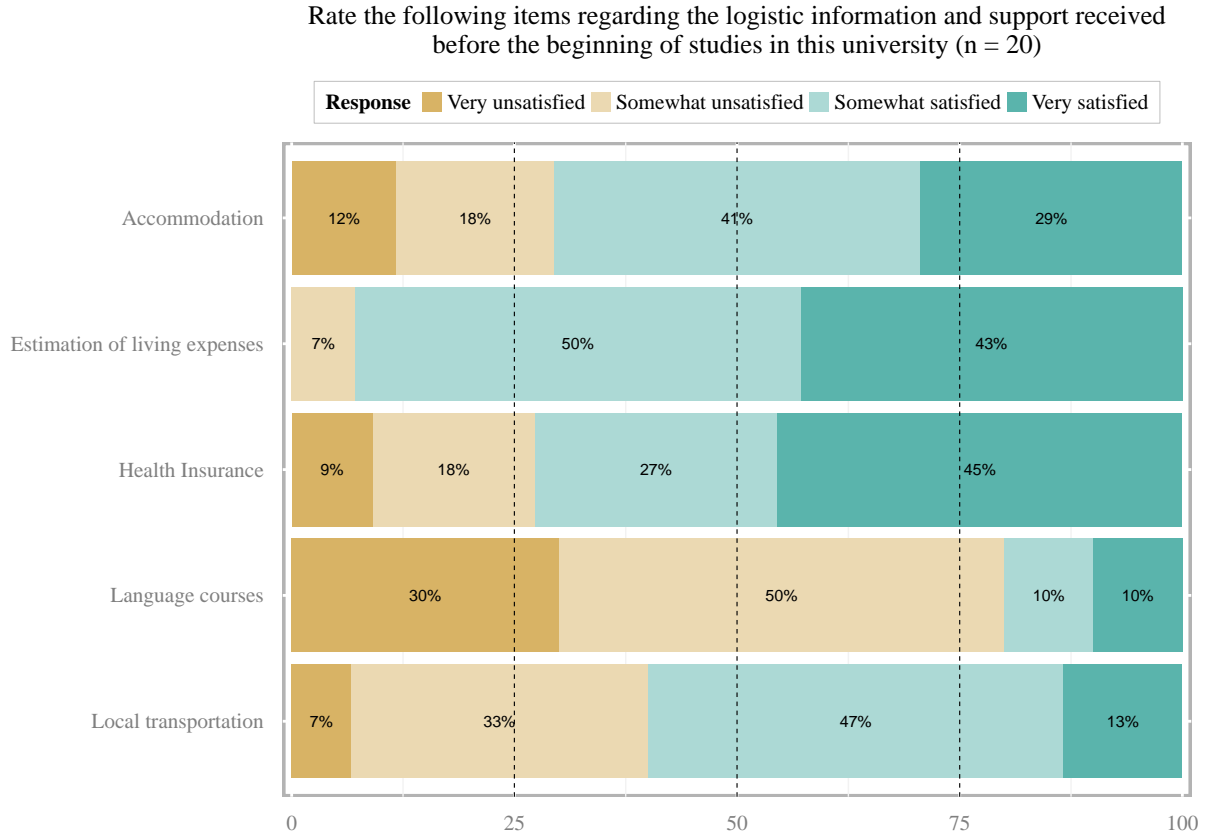
## 3.1.3 Montpellier 1 University, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 35)





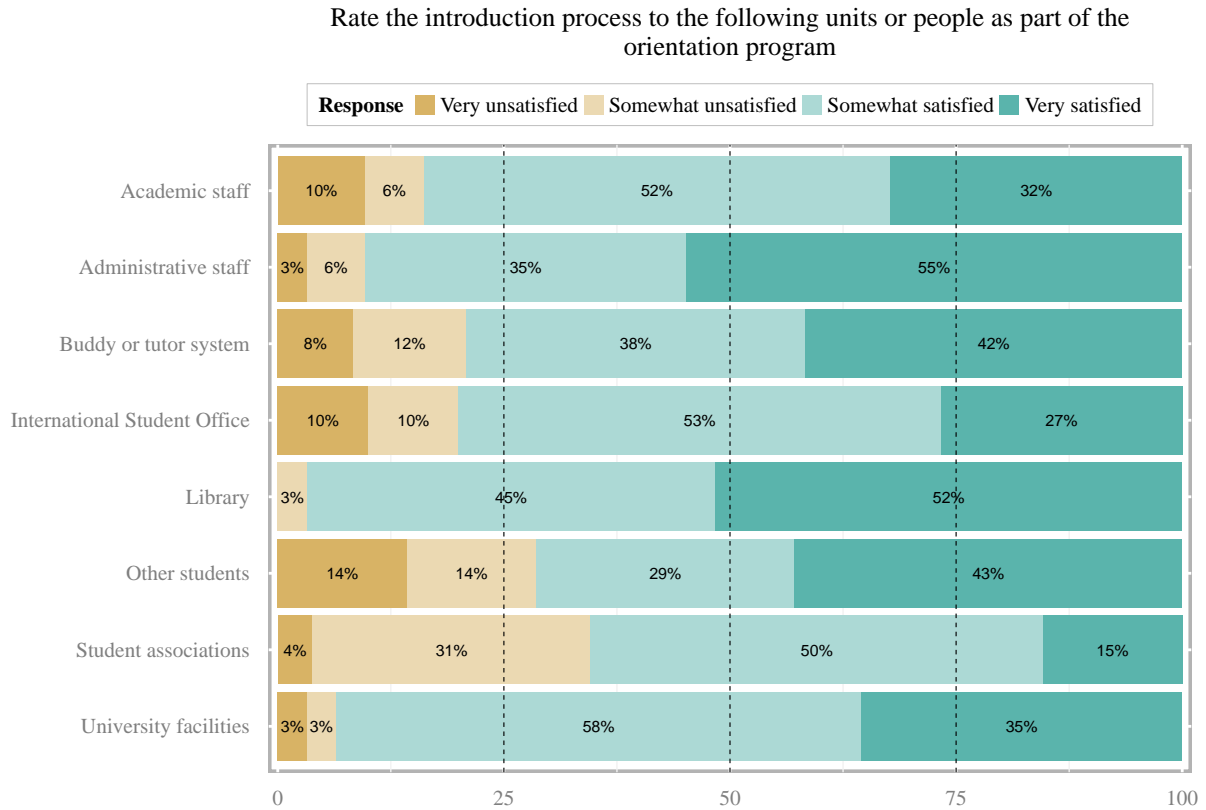
### 3.1.4 University of Basilicata, Italy



## 3.2 Support received during the orientation program

Similarly students generally rated the Helpfulness of units and people highly with 45% very satisfied with administrative staff and 41% with other students. On the reverse people were very unsatisfied with academic staff (10%), administrative staff (10%) and university facilities (10%). The administrative and buddy tutor system were favourites for students at Mediterranean Agronomic Institute of Zaragoza, Spain whilst they unhappy with the performance of the international office; the health services scored highest marks at Montpellier 1 University, France whilst the international office got the worst approval ratings; academic staff were most lauded at the University of Basilicata, Italy whilst administrative staff performed worst.

## 3.2.1 Consortia

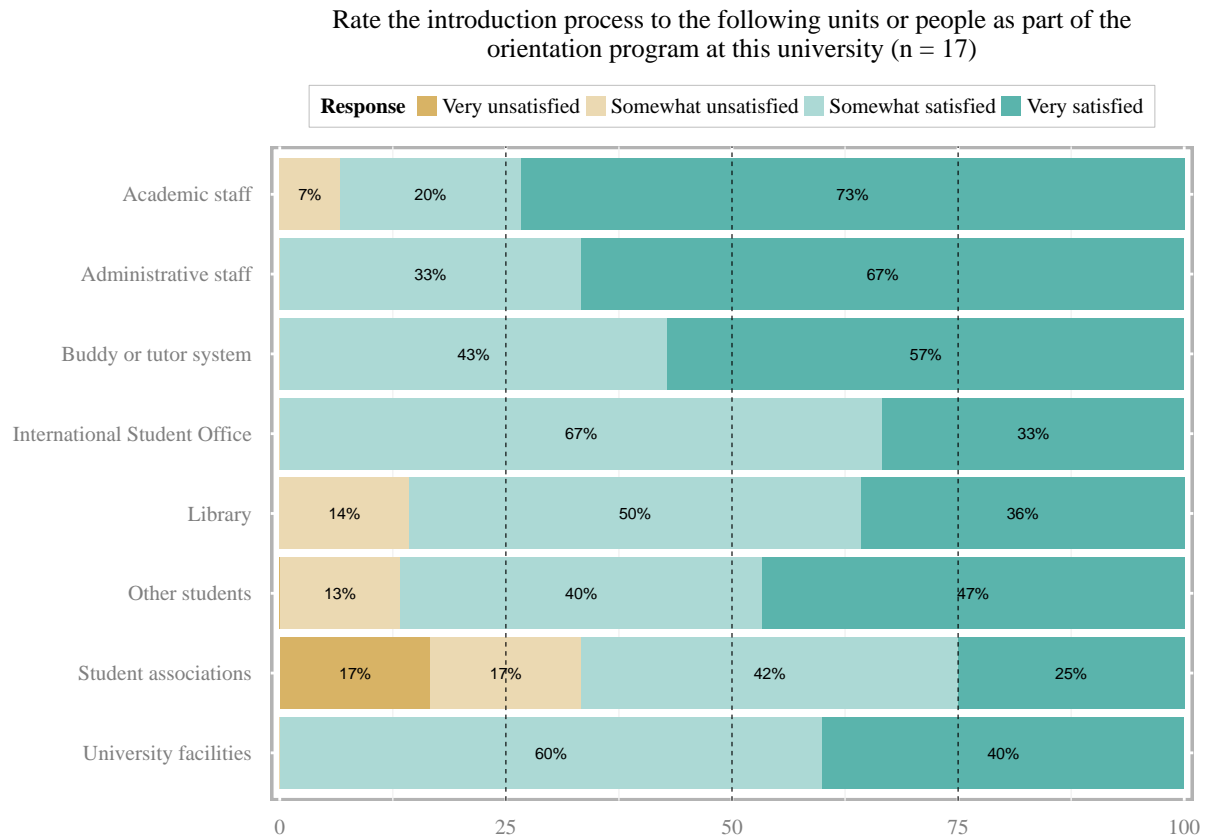


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	31	3.06	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	31	3.42	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	31	3.12	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	31	2.97	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	31	3.48	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	31	3.00	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	31	2.77	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	31	3.26	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

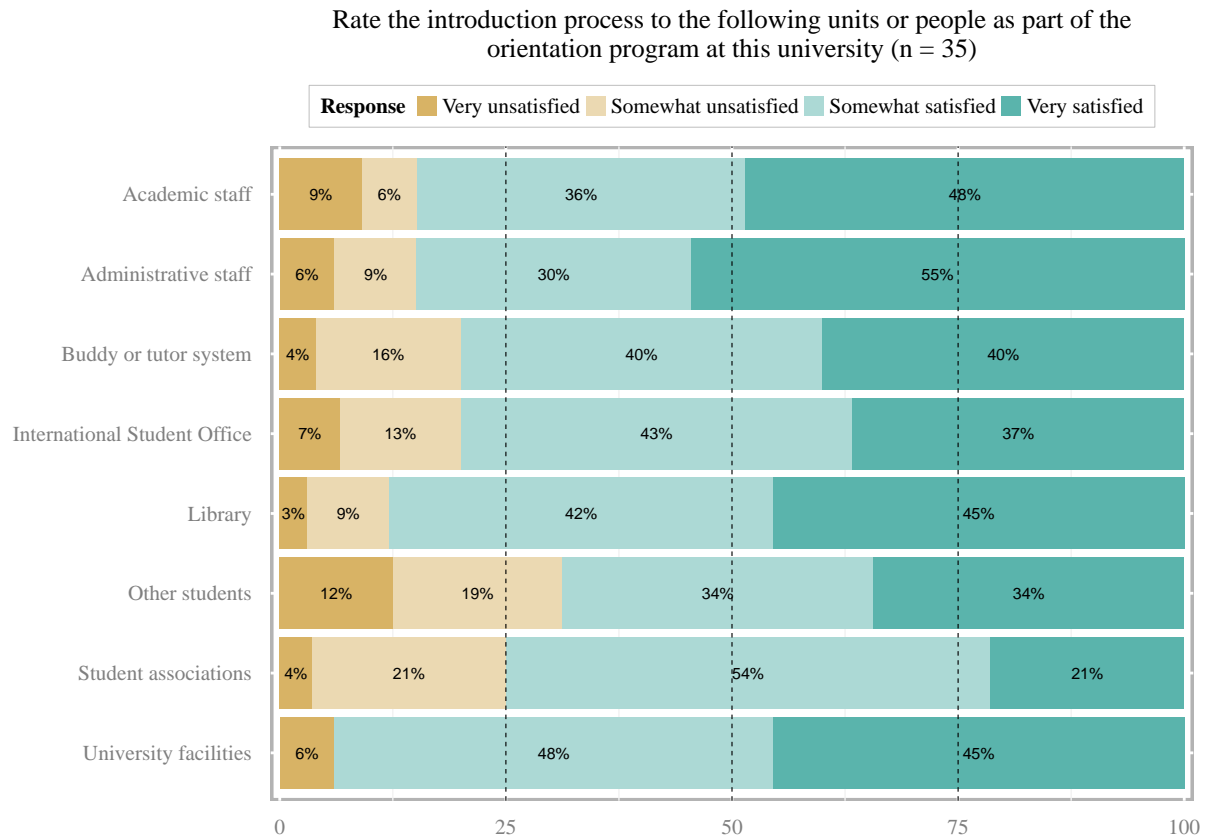
Table 2: Summary statistics



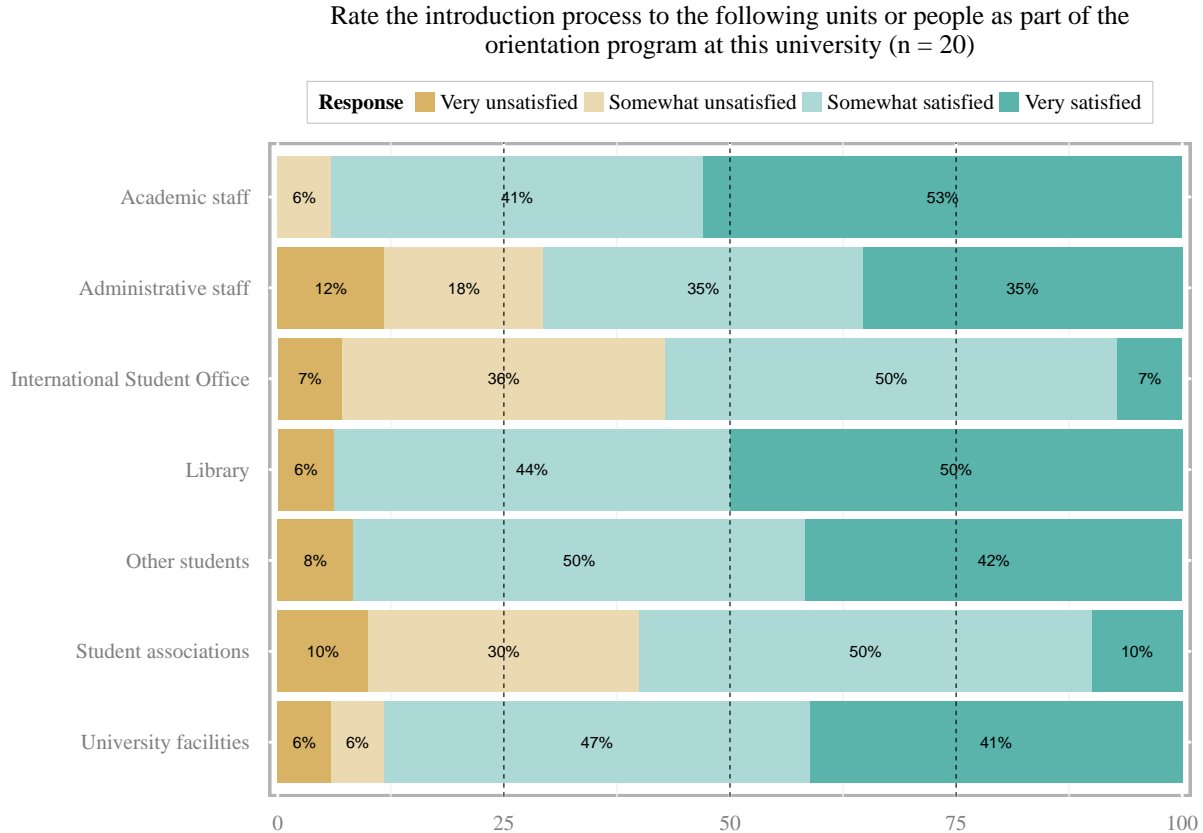
## 3.2.2 Mediterranean Agronomic Institute of Zaragoza, Spain



## 3.2.3 Montpellier 1 University, France



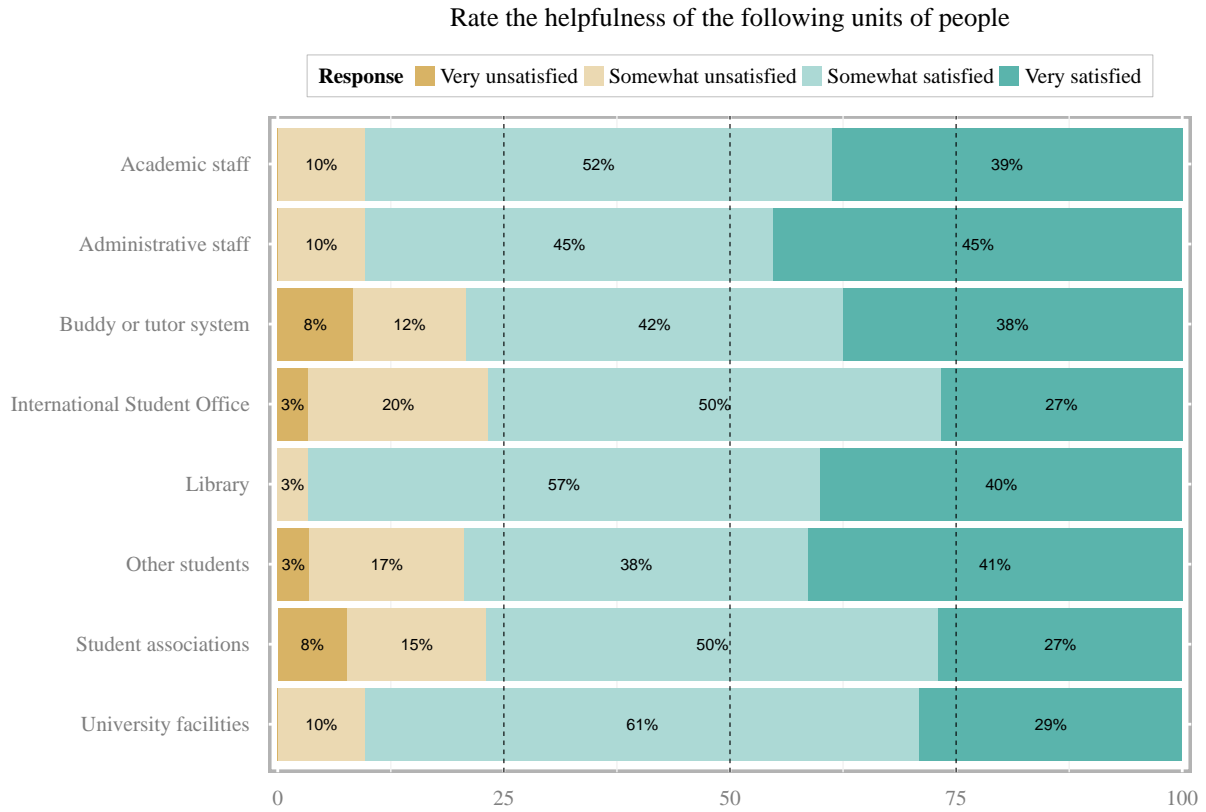
## 3.2.4 University of Basilicata, Italy



## 3.3 Helpfulness of units and people

Most opinions were positive with financial issues (58% very satisfied), sexual harassment issues (57% very satisfied) and health insurance (55% very satisfied). Nonetheless, there were more calls for improvement in the financial (16%) and health sectors (10%). Most students at Mediterranean Agronomic Institute of Zaragoza, Spain are satisfied (72%) with the quality of extracurricular activities whilst 31% are unsatisfied with the availability of extracurricular activities. At Montpellier 1 University, France 89 % are satisfied with availability of extracurricular activities whilst 19% are unsatisfied with the quality of extra curricular activities. Students at University of Basilicata, Italy recorded the highest dissatisfaction of 24% for both indicators.

## 3.3.1 Consortia



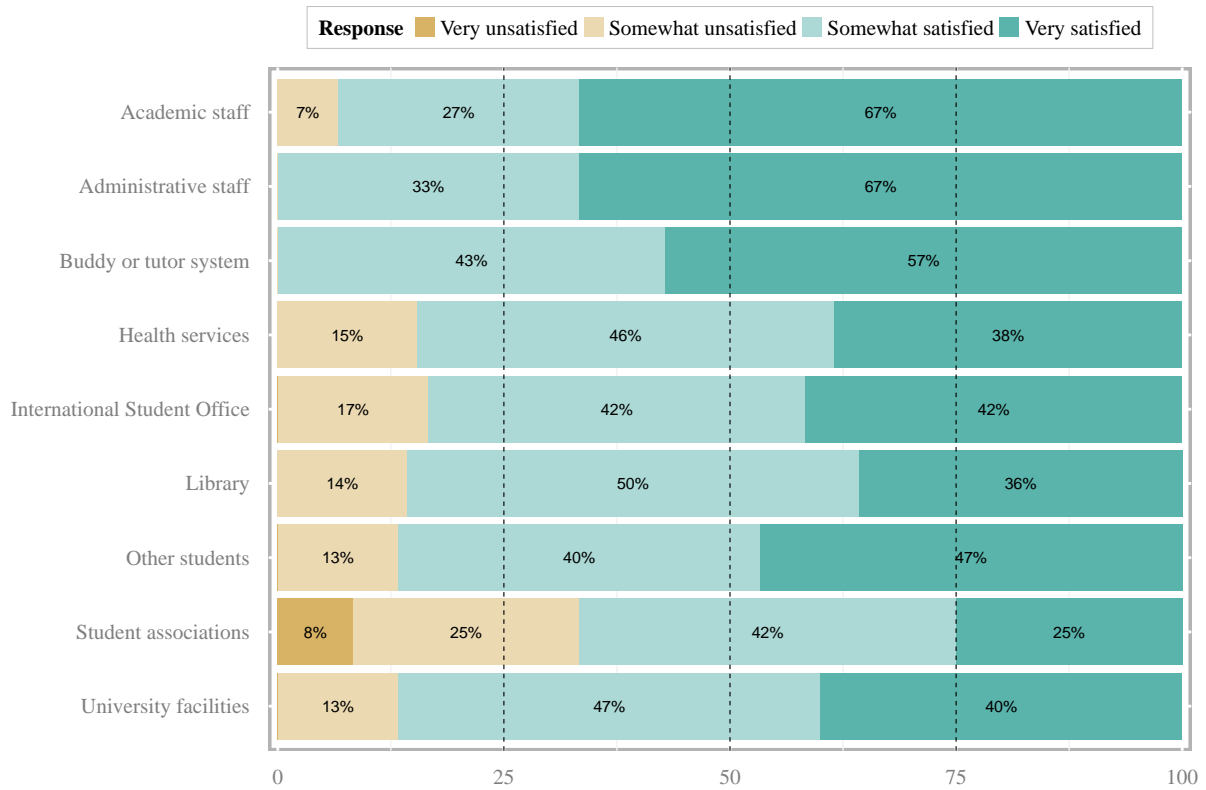
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	31	3.29	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	31	3.35	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	31	3.08	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	31	3.00	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	31	3.37	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	31	3.17	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	31	2.96	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	31	3.19	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

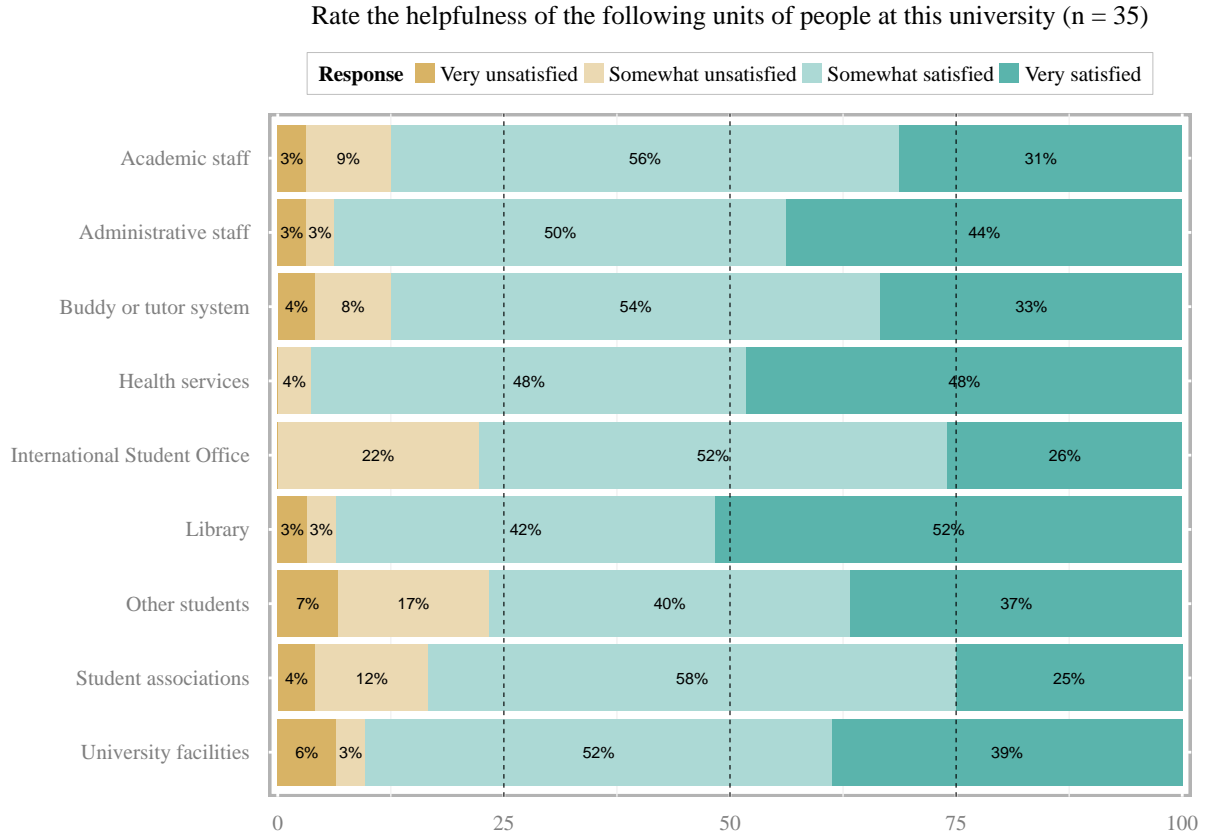


## 3.3.2 Mediterranean Agronomic Institute of Zaragoza, Spain

Rate the helpfulness of the following units of people at this university (n = 17)



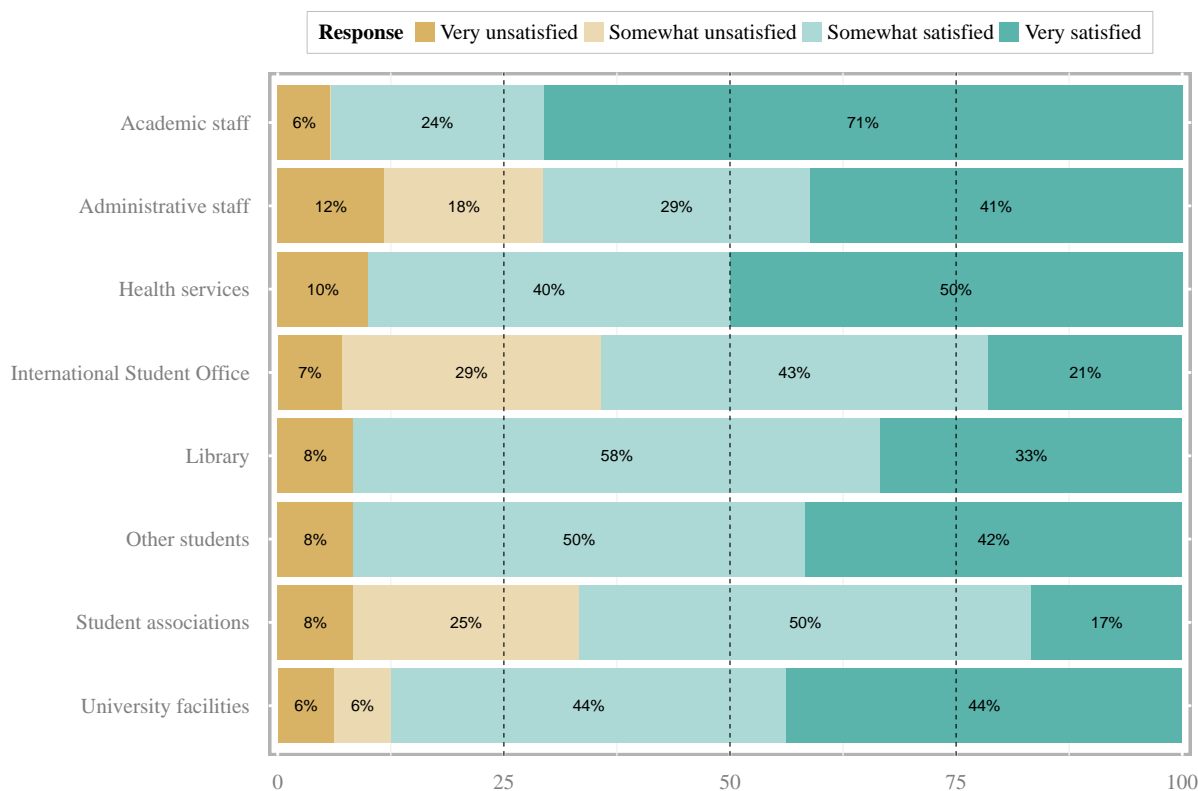
## 3.3.3 Montpellier 1 University, France





### 3.3.4 University of Basilicata, Italy

Rate the helpfulness of the following units of people at this university (n = 20)

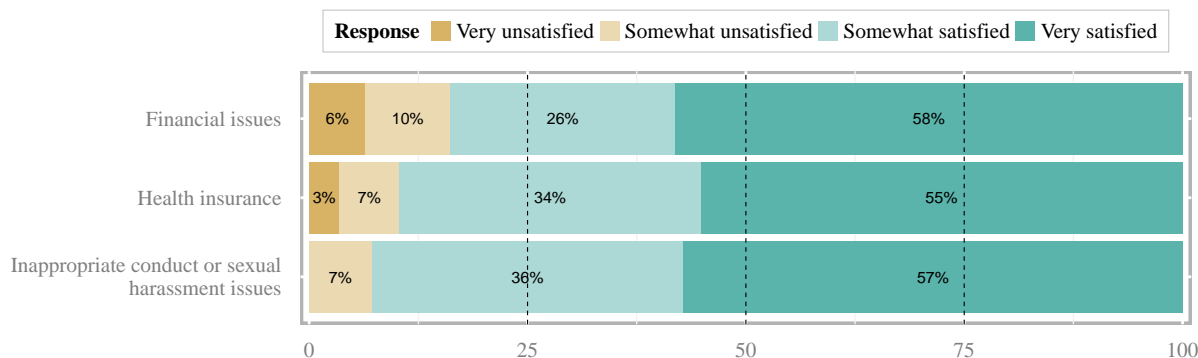


## 3.4 Support received on various issues

Most students were satisfied as reflected in the Module assessment scoring high marks in the 3rd and 4th quartiles. However most students were dissatisfied with Information provided about the type of degree s to be awarded and Formalised system by university consortium for students to share opinions and feedback on course.

### 3.4.1 Consortia

Rate the support received on the following issues

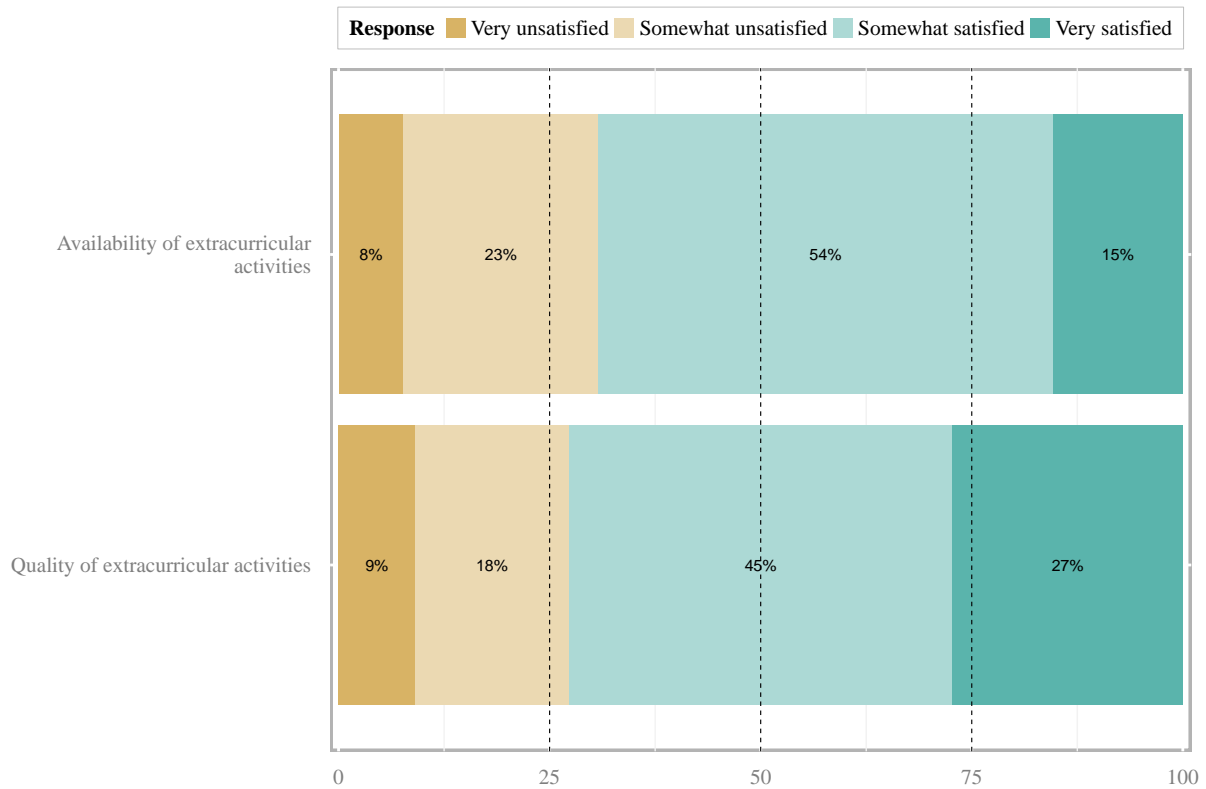


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	31	3.35	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	31	3.41	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	31	3.50	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

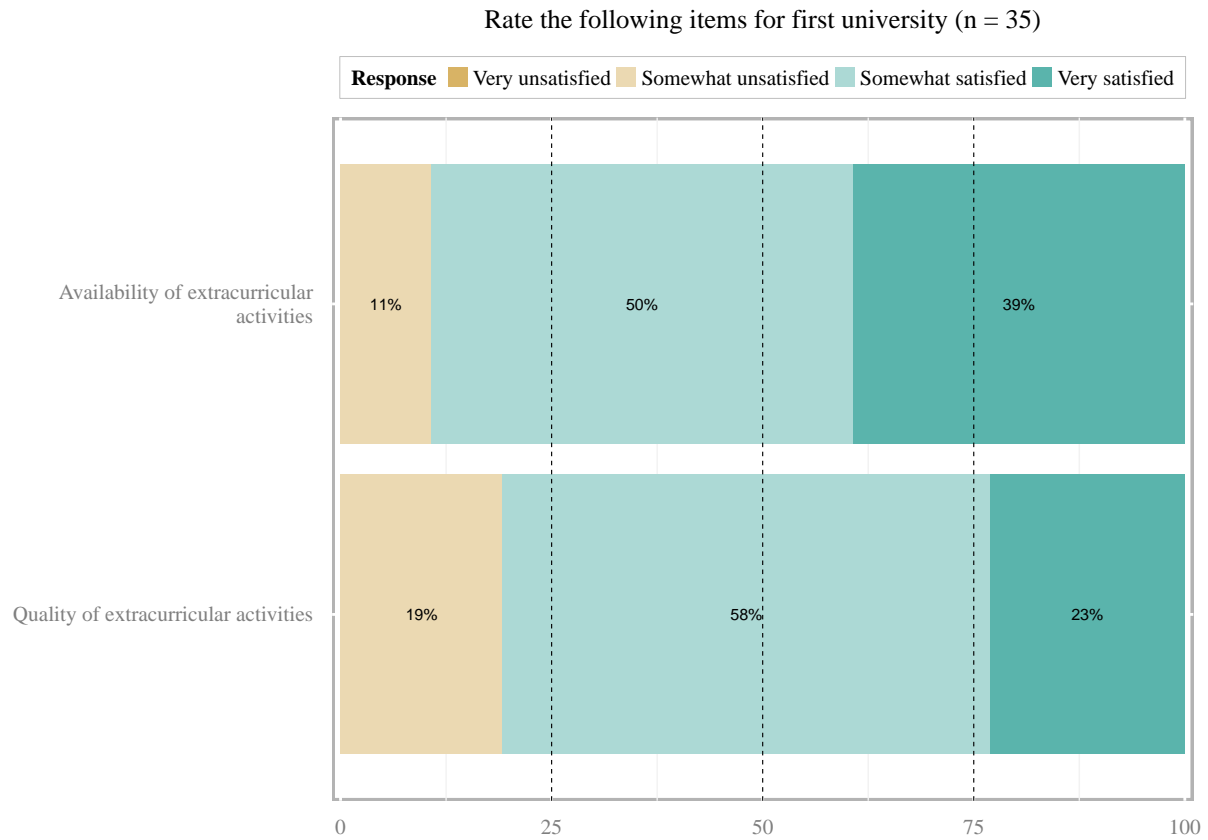
Table 4: Summary statistics

### 3.4.2 Mediterranean Agronomic Institute of Zaragoza, Spain

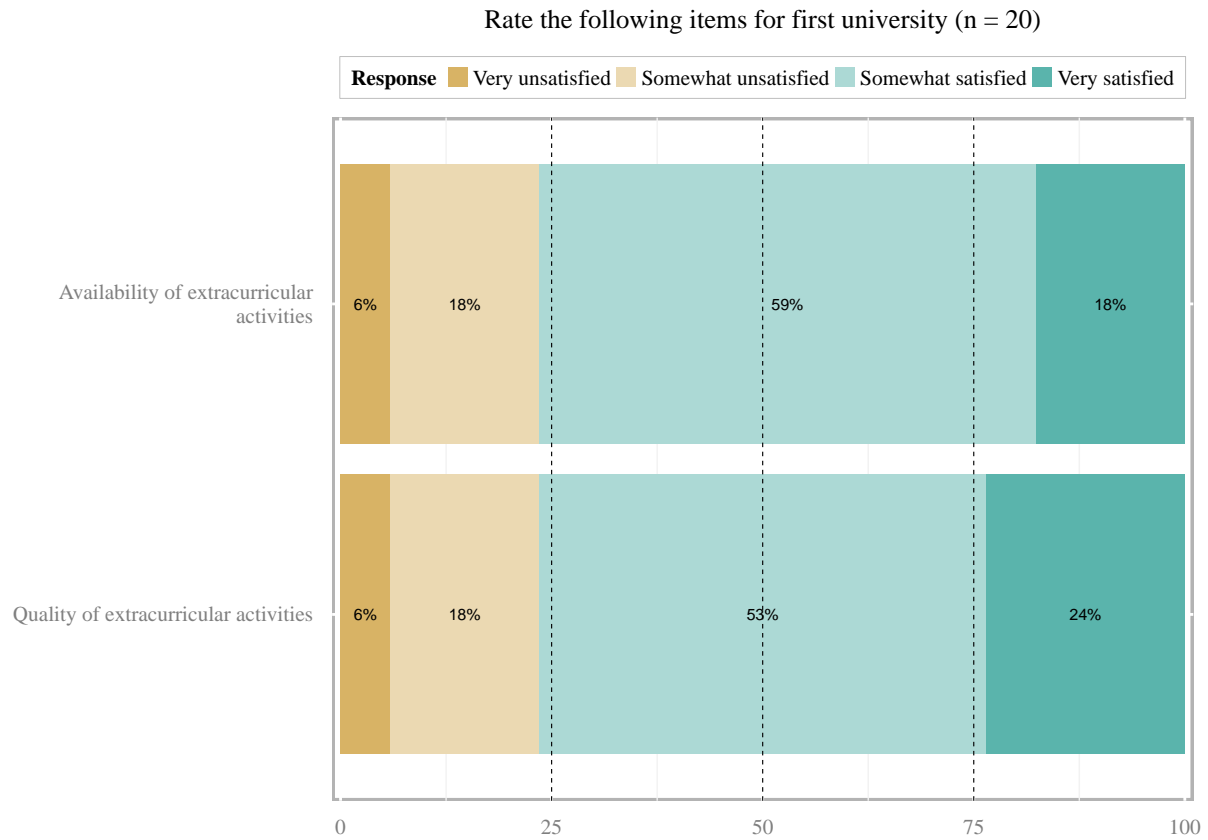
Rate the following items for first university (n = 17)



## 3.4.3 Montpellier 1 University, France



## 3.4.4 University of Basilicata, Italy



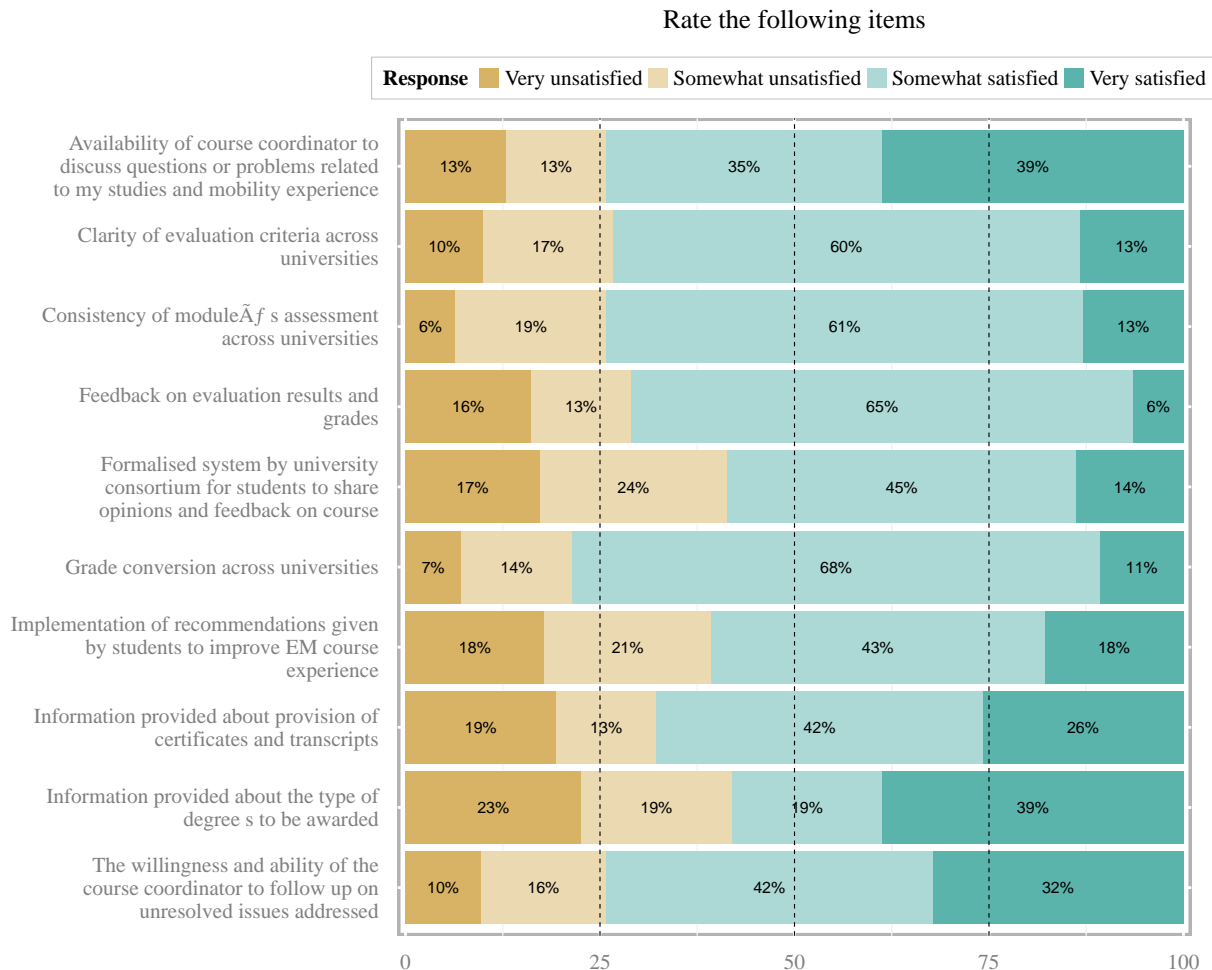
## 4 Assessment and feedback

We will have some text here.

### 4.1 Module assessment

There was no stark contrast between the perspectives on the first and second supervisor. 64 % of students suggest their first supervisor provided valuable advice during their thesis work as opposed to 70% for the second supervisor. However 71% of students said their first supervisor was available for periodic meetings as opposed to 70% for the second supervisor. There is need for improvement with respect to the second supervisor as 40% opined their unhappiness with their second supervisor's inaccessibility where the lead supervisor was unavailable as opposed to 60% who were satisfied.

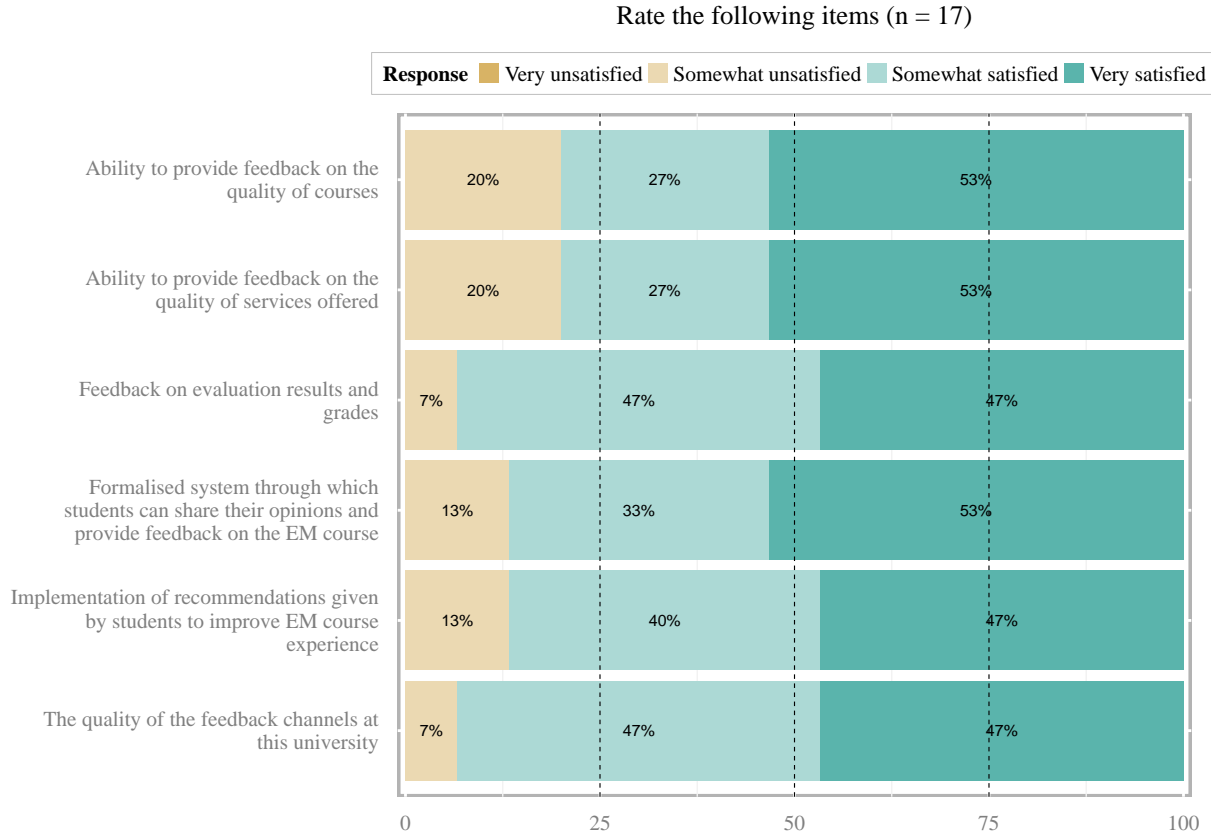
#### 4.1.1 Consortia



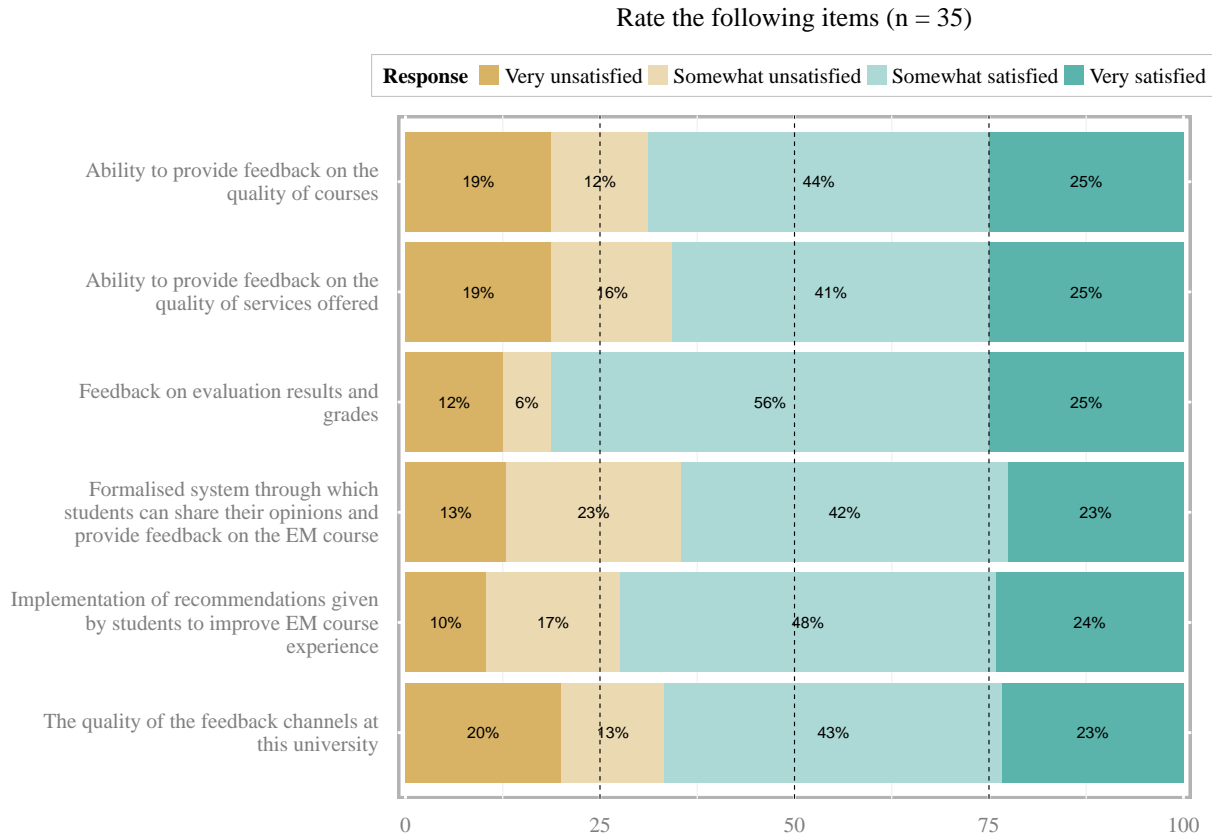
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	31	3.00	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	31	2.77	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	31	2.81	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	31	2.61	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	31	2.55	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	31	2.82	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	31	2.61	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	31	2.74	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	31	2.74	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	31	2.97	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 Mediterranean Agronomic Institute of Zaragoza, Spain

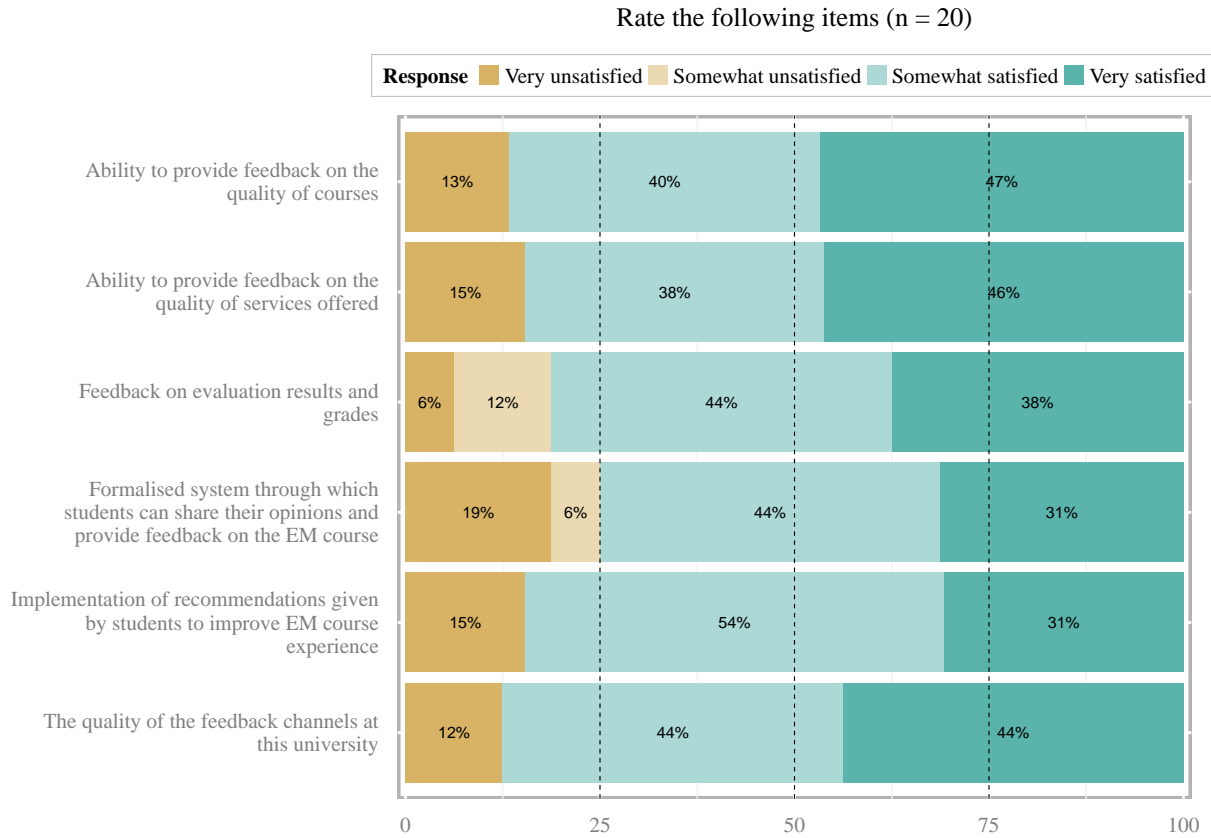


## 4.1.3 Montpellier 1 University, France





## 4.1.4 University of Basilicata, Italy



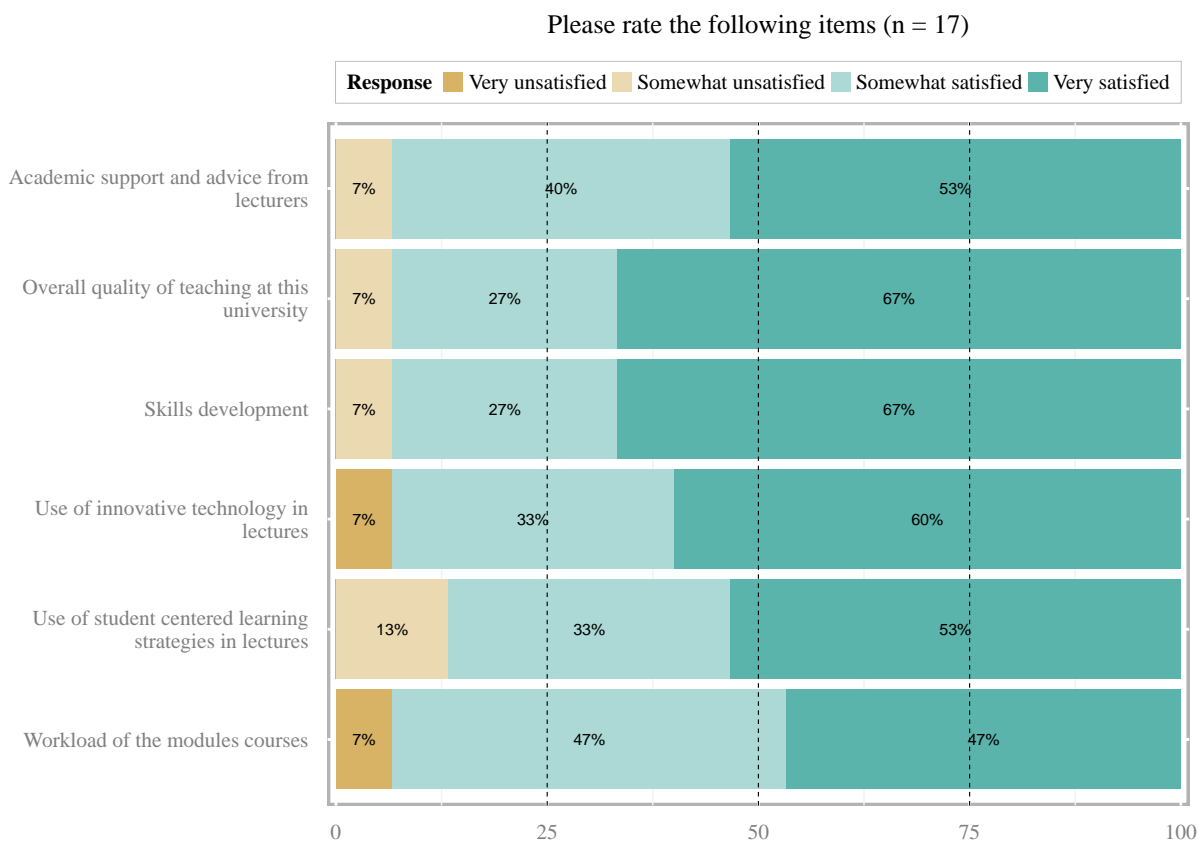
## 5 Teaching/learning and supervision

We will have some text here.

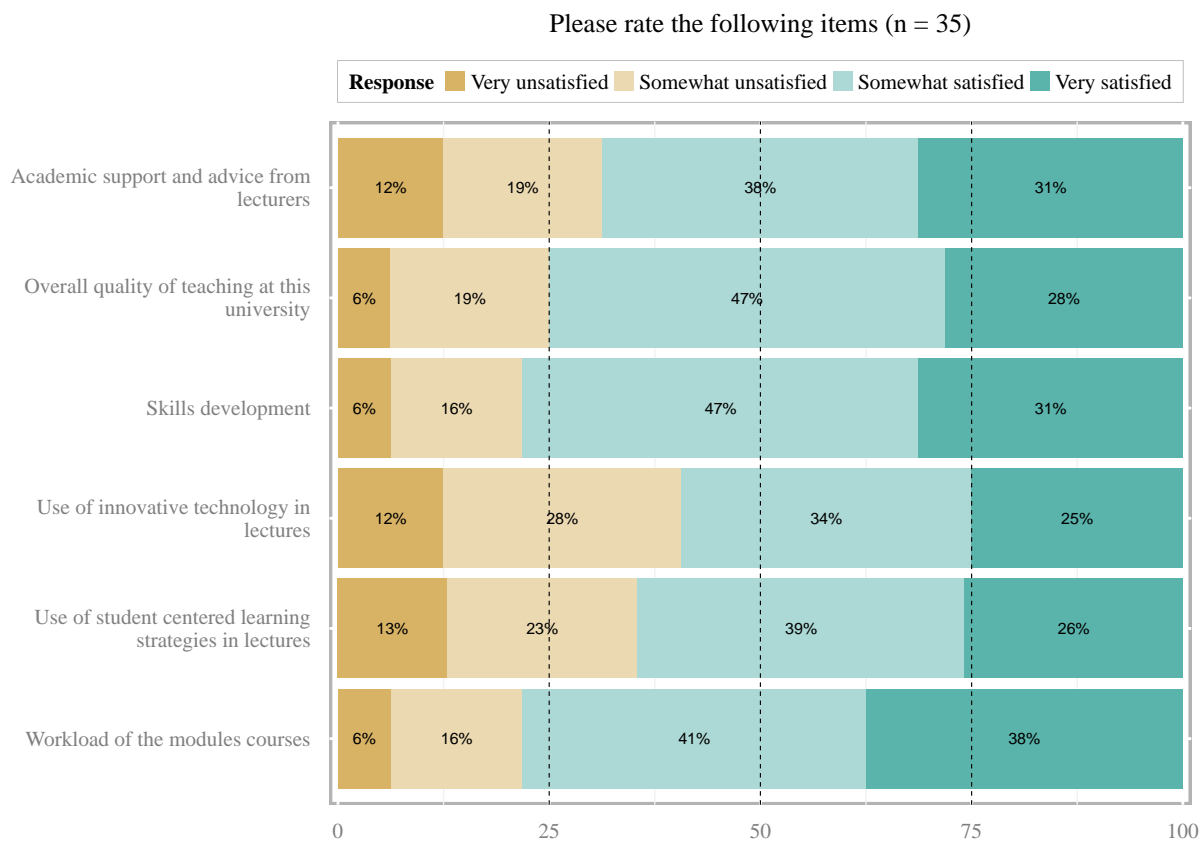
### 5.1 Teaching/learning

There is generally a high level of dissatisfaction as the teaching and learning. Students at Mediterranean Agronomic Institute of Zaragoza, Spain Teaching and learning are equally very unsatisfied with Use of innovative technology in lectures (7%) and Workload of the modules courses (7%) . At Montpellier students are most dissatisfied with Use of student centered learning strategies in lectures (13%) whilst Academic support and advice from lecturers (13%) whilst Academic support and advice from lecturers and Use of innovative technology in lectures equally receive 12% very dissatisfied. A minority 6% of students at the University of Basilicata, Italy were very dissatisfied with most indicators save skills development.

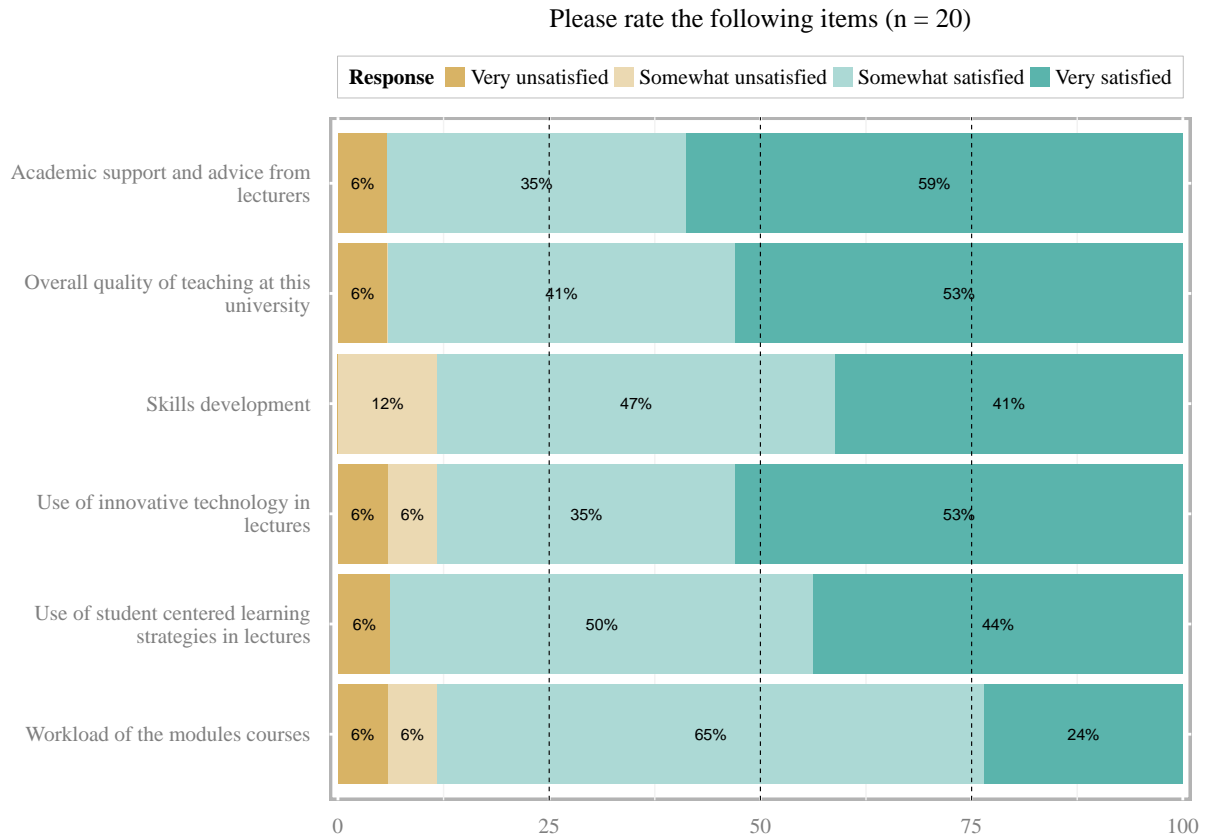
#### 5.1.1 Mediterranean Agronomic Institute of Zaragoza, Spain



## 5.1.2 Montpellier 1 University, France

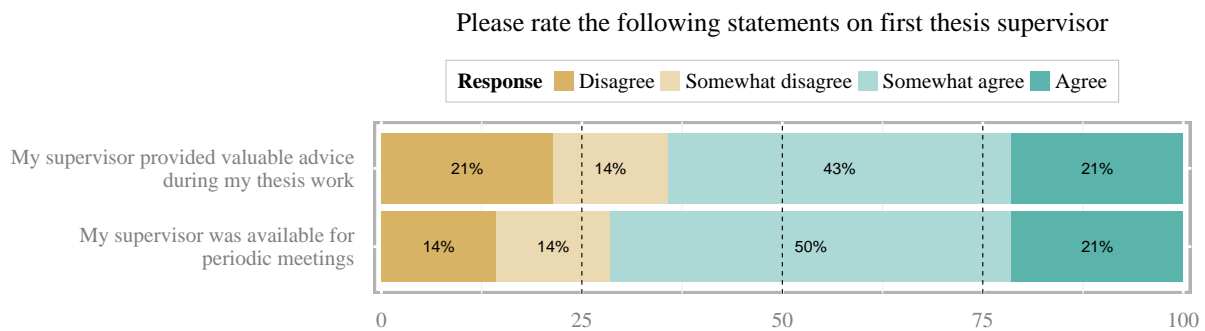


## 5.1.3 University of Basilicata, Italy



NA

## 5.2 First supervisor.



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	31	2.64	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	31	2.79	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics



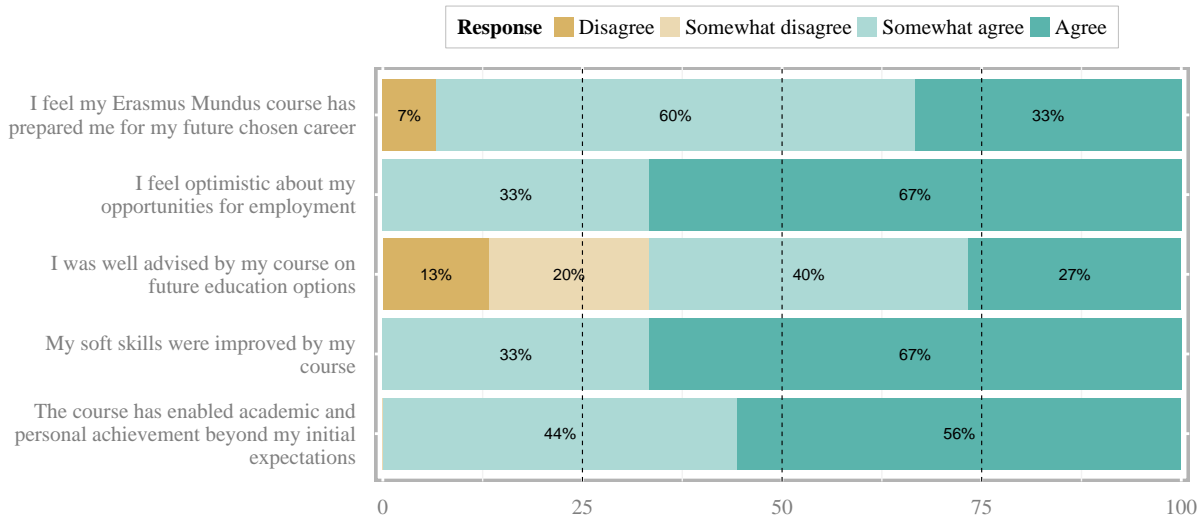
## 6 Internship/field experience and personal development

We will have some text here.

Most students were upbeat about their internship/field experience and personal development however 7% feel the Erasmus Mundus course inadequately prepares them for their future chosen career whilst 33% suggest they were ill advised by their course on future education options hence the need for enhanced student advisory services particularly pertaining to future education options.

### 6.1 Personal development.

Rate the following statements regarding personal development during EM course



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I feel my Erasmus Mundus course has prepared me for my future chosen career	31	3.20	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel optimistic about my opportunities for employment	31	3.67	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
I was well advised by my course on future education options	31	2.80	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	31	3.67	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	31	3.56	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

