EMA
Erasmus Mundus Students and Alumni Association

MEREMMC-EUROPEAN MSc in MARINE ENVIRONMENT AND RESOURCES

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

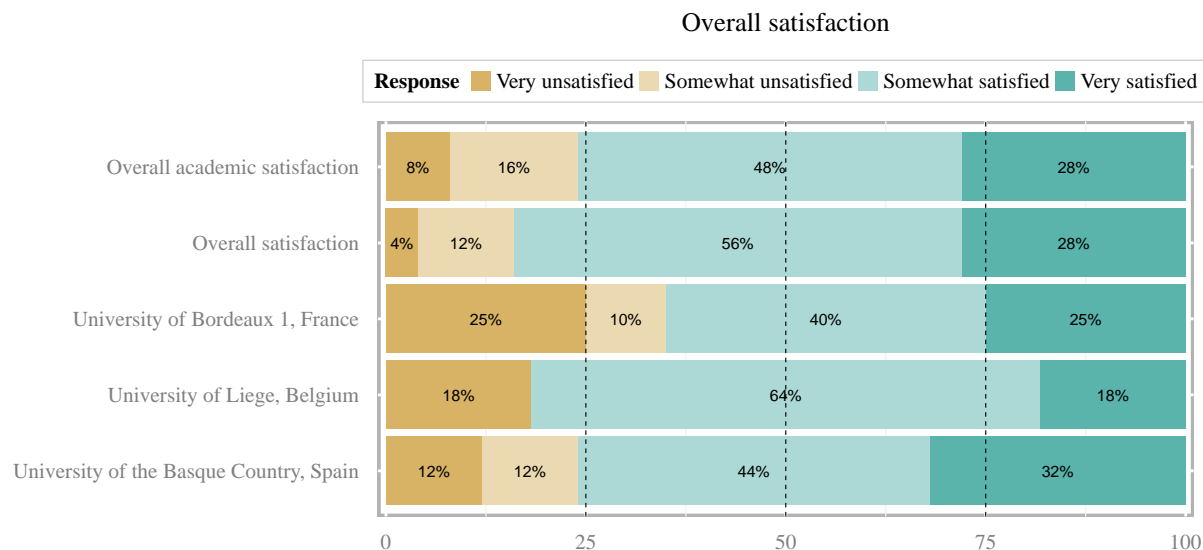*Report was generated on 17 Dec 2015*

Contents

1 Executive summary (?)

Overall satisfaction

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

	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Overall academic satisfaction	8%	16%	48%	28%
Overall satisfaction	4%	12%	56%	28%
University of Bordeaux 1, France	25%	10%	40%	25%
University of Liege, Belgium	18%		64%	18%
University of the Basque Country, Spain	12%	12%	44%	32%

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 25 students of your program. They represent 17 countries and collectively they have spent more than 1469 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	25	2.92	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	25	2.88	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	25	2.56	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
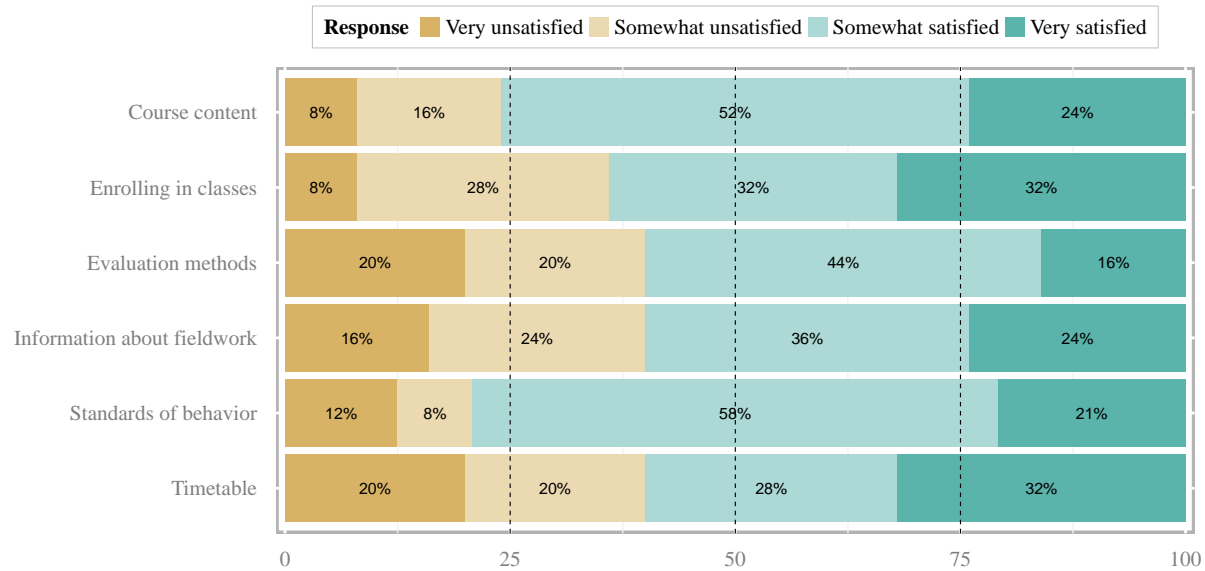
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	25	2.92	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	25	2.88	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	25	2.56	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	25	2.68	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	25	2.88	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	25	2.72	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 Bordeaux 1, France

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 21)
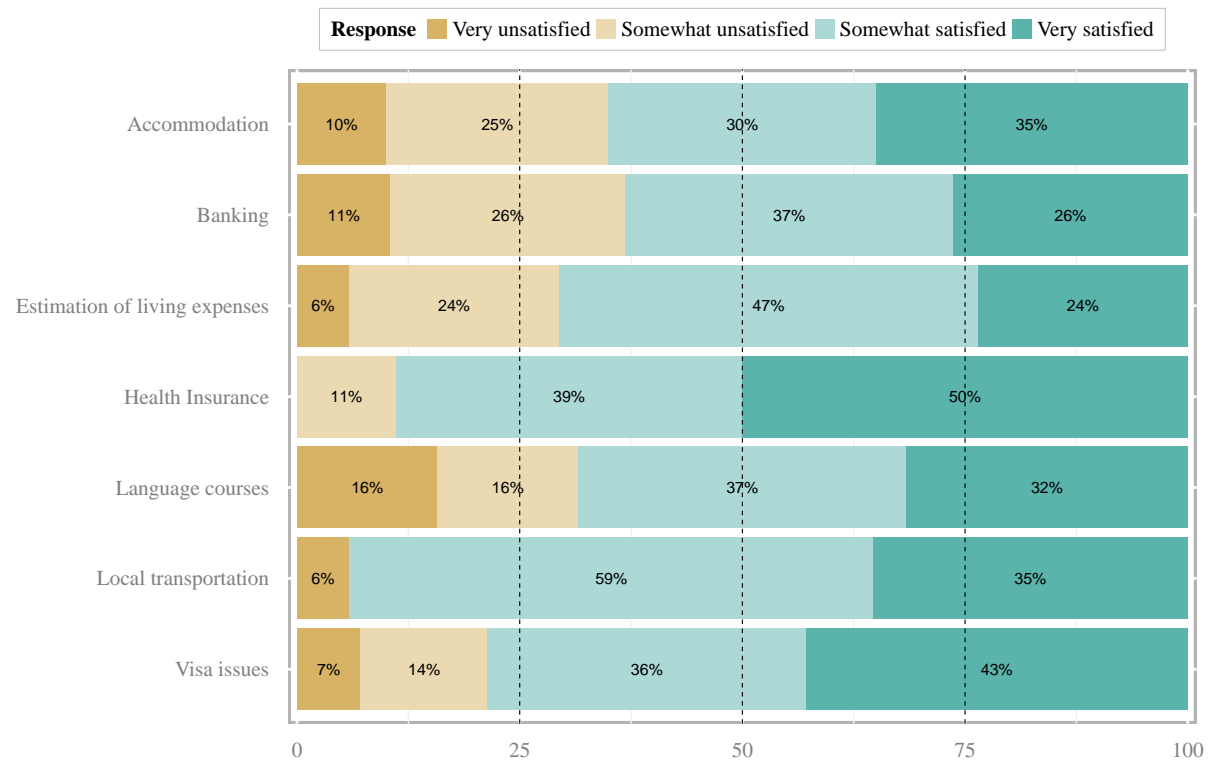
3.1.3 University of Liege, Belgium

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 18)

3.1.4   University of the Basque Country, Spain

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 27)
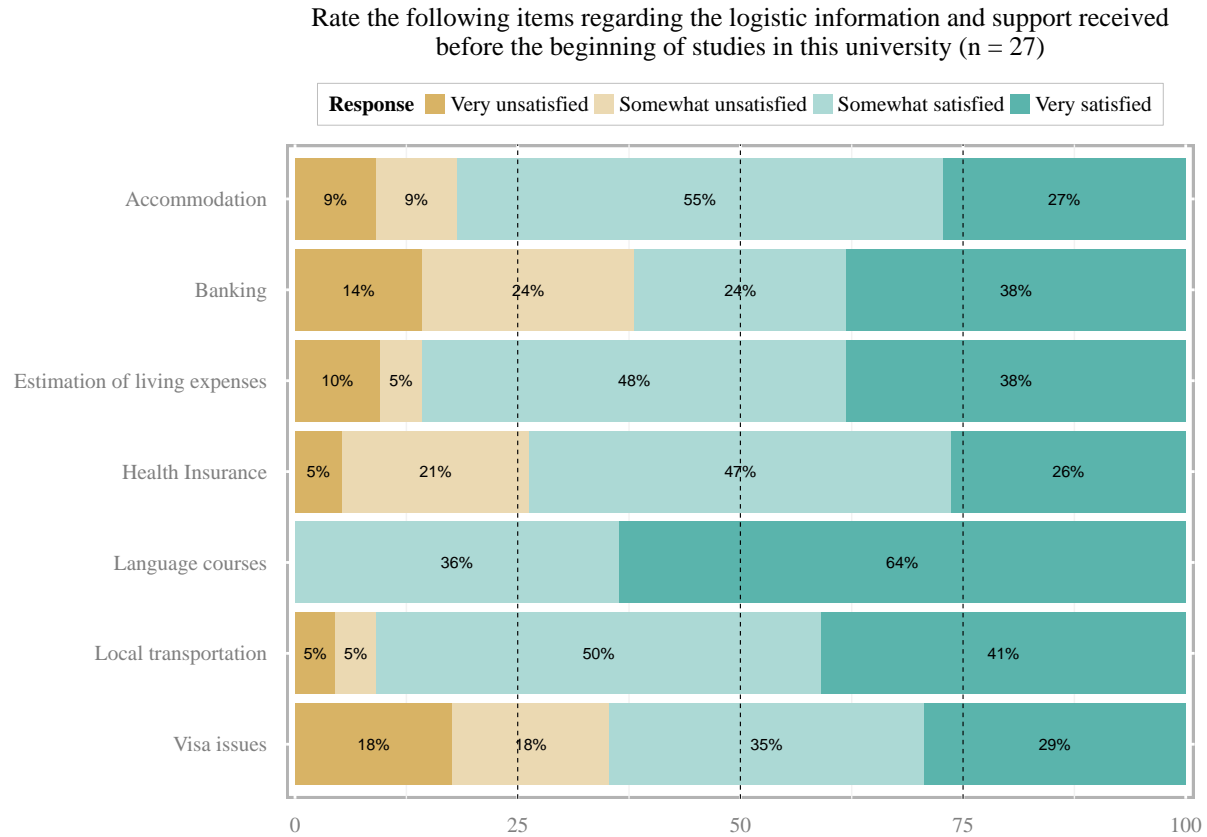
3.2   Support received during the orientaion program

3.2.1   Consortia

Question:B.1.3

Rate the introduction process to the following units or people as part of the orientation program

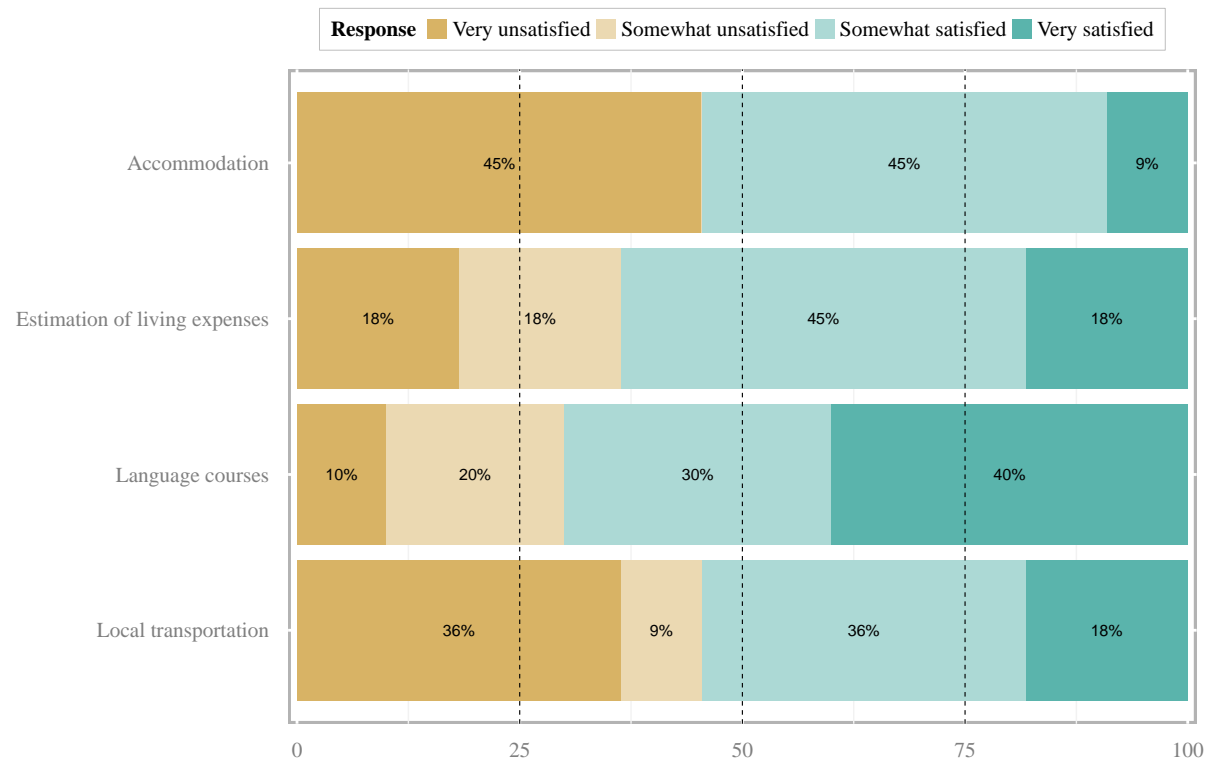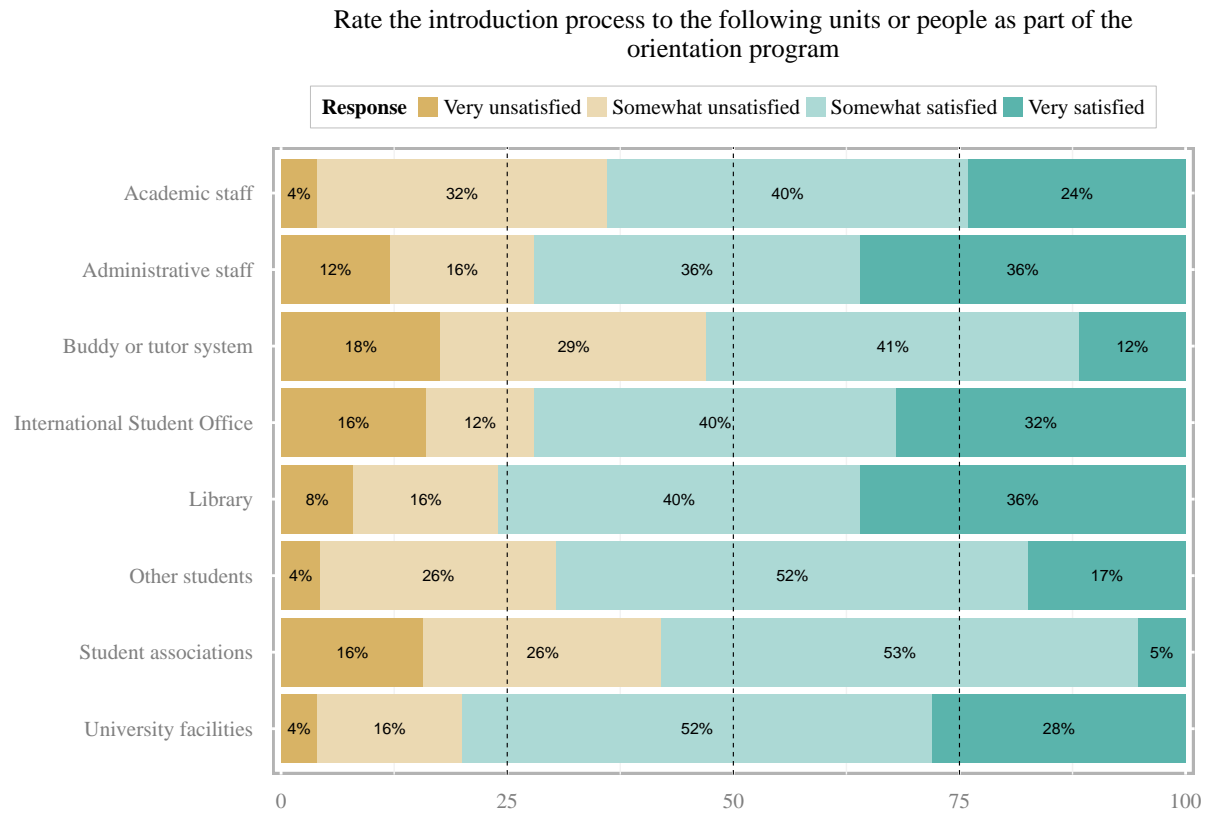|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	25	2.84	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	25	2.96	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	25	2.47	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	25	2.88	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	25	3.04	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	25	2.83	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	25	2.47	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	25	3.04	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 Bordeaux 1, France

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 21)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic staff	10%	20%	40%	30%	
Administrative staff	10%	15%	40%	35%	
Buddy or tutor system	15%	23%	38%	23%	
International Student Office	11%	5%	42%	42%	
Library	5%	16%	26%	53%	
Other students	13%	13%	27%	47%	
Student associations	17%	25%	42%	17%	
University facilities	10%	20%	45%	25%	

0   25   50   75   100

3.2.3   University of Liege, Belgium

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 18)

3.2.4   University of the Basque Country, Spain

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 27)

Response ▮ Very unsatisfied ▮ Somewhat unsatisfied ▮ Somewhat satisfied ▮ Very satisfied

Unit / People	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		12%	46%	42%
Administrative staff	9%	17%	35%	39%
Buddy or tutor system	14%	7%	50%	29%
International Student Office	13%	27%	33%	27%
Library	16%		42%	42%
Other students	5%		55%	41%
Student associations	27%	9%	55%	9%
University facilities	13%	9%	22%	57%

3.3   Helpfulness of units and people

3.3.1   Consortia

Question:B.2.1

Rate the helpfulness of the following units of people

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

	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		12%	48%	40%
Administrative staff	20%	12%	44%	24%
Buddy or tutor system	13%	27%	40%	20%
International Student Office	16%	16%	40%	28%
Library	4%	4%	46%	46%
Other students	5%	18%	36%	41%
Student associations	20%	20%	47%	13%
University facilities	4%	16%	48%	32%

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	25	3.28	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	25	2.72	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	25	2.67	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	25	2.80	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	25	3.33	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	25	3.14	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	25	2.53	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	25	3.08	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 Bordeaux 1, France

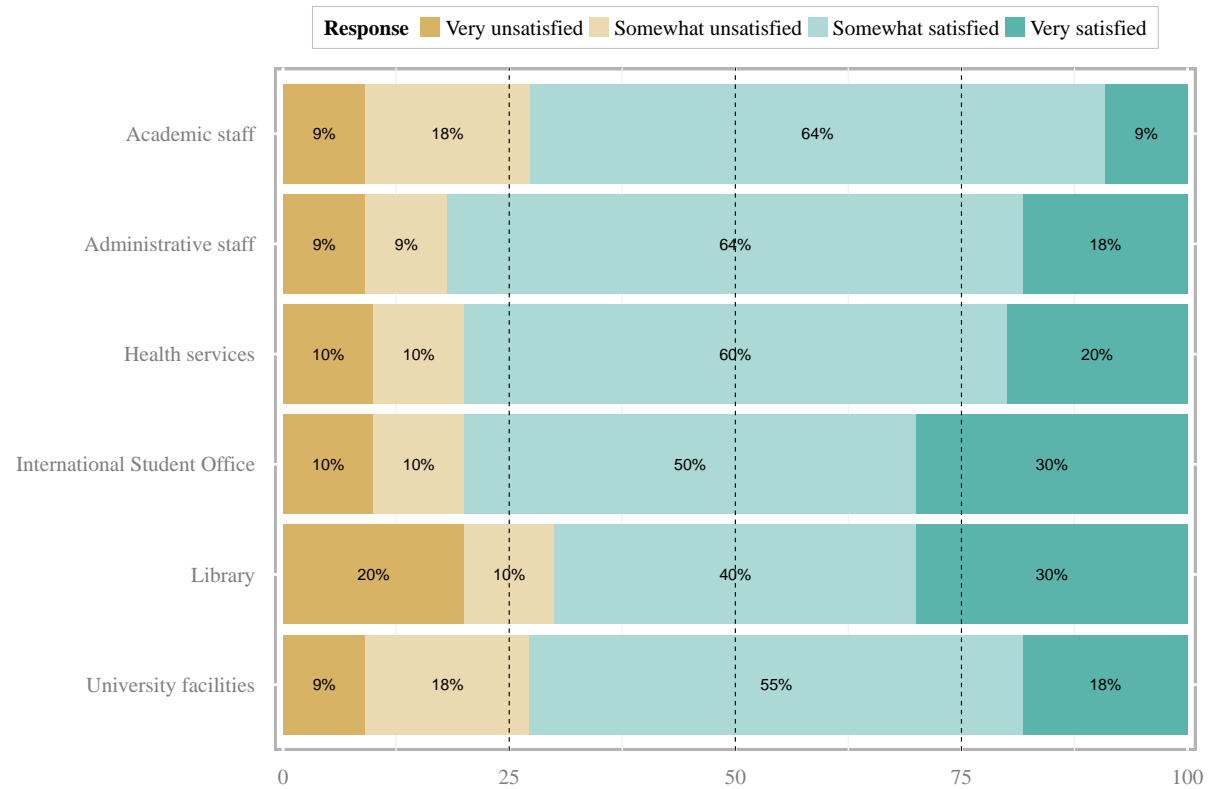Rate the helpfulness of the following units of people at this university (n = 21)

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

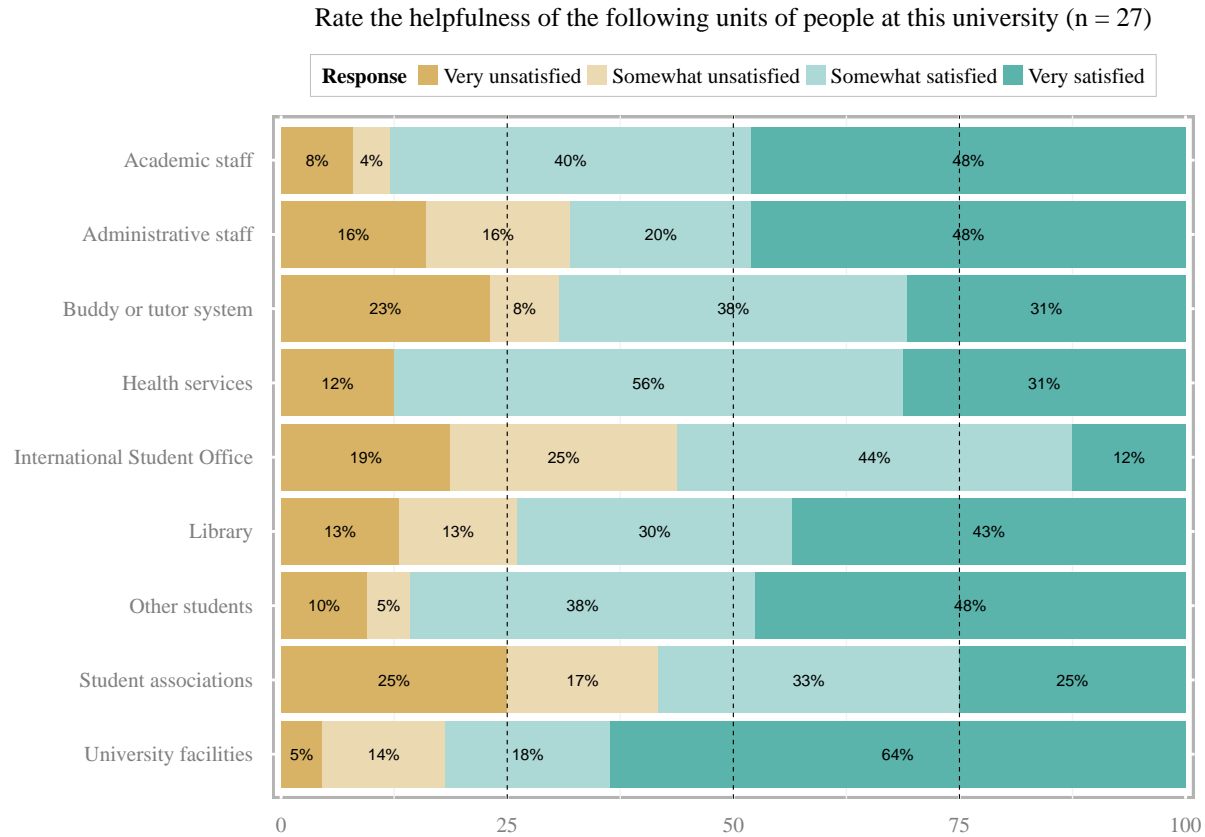| Unit				
Academic staff	5%	32%	26%	37%
Administrative staff	11%	16%	37%	37%
Buddy or tutor system	17%	25%	33%	25%
Health services			57%	43%
International Student Office	12%	35%		53%
Library	5%	37%		58%
Other students	21%		36%	43%
Student associations	27%	27%	36%	9%
University facilities	5%	5%	47%	42%
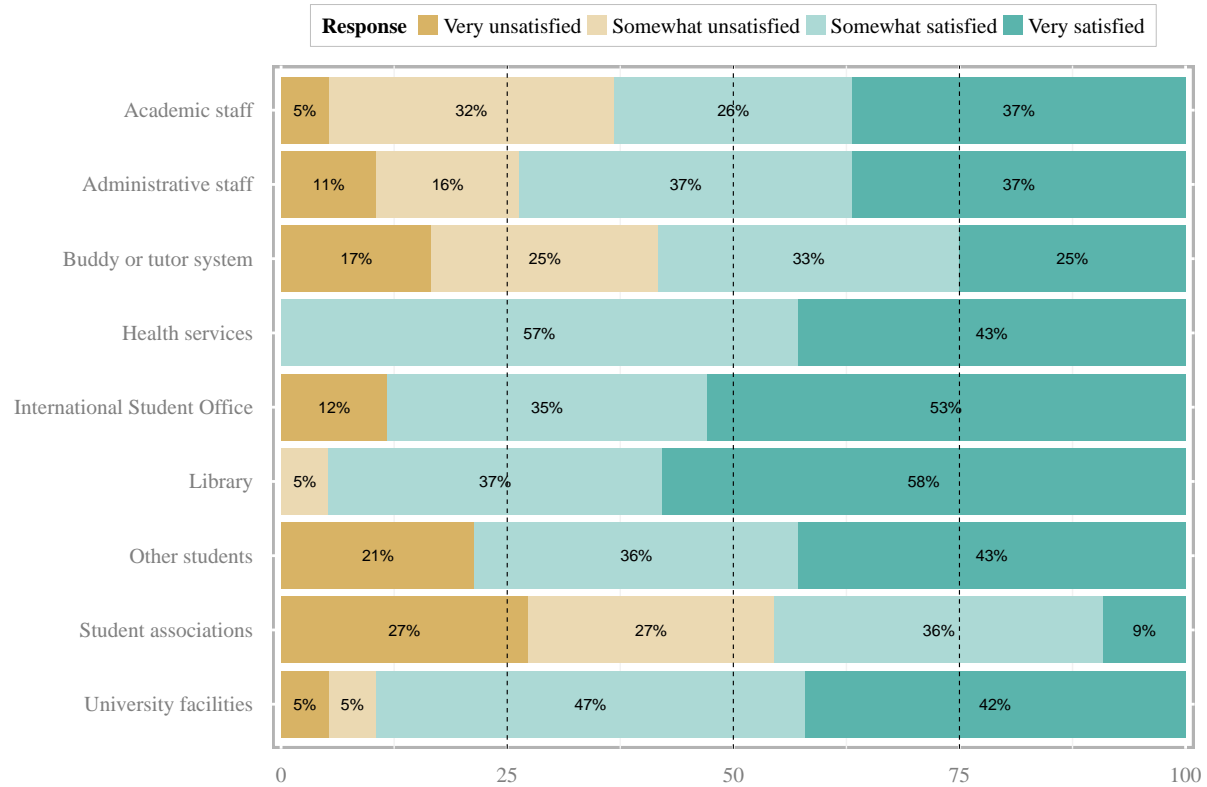
3.3.3   University of Liege, Belgium

Rate the helpfulness of the following units of people at this university (n = 18)

3.3.4   University of the Basque Country, Spain
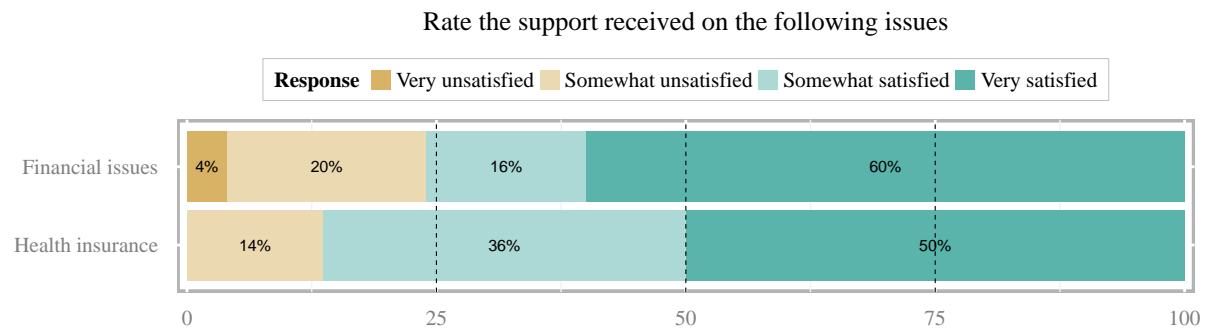
Rate the helpfulness of the following units of people at this university (n = 27)

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

Academic staff	8%	4%	40%	48%
Administrative staff	16%	16%	20%	48%
Buddy or tutor system	23%	8%	38%	31%
Health services	12%		56%	31%
International Student Office	19%	25%	44%	12%
Library	13%	13%	30%	43%
Other students	10%	5%	38%	48%
Student associations	25%	17%	33%	25%
University facilities	5%	14%	18%	64%

3.4   Support received on various issues

3.4.1   Consortia

Question:B.2.2

Rate the support received on the following issues

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

Financial issues	4%	20%	16%	60%
Health insurance		14%	36%	50%

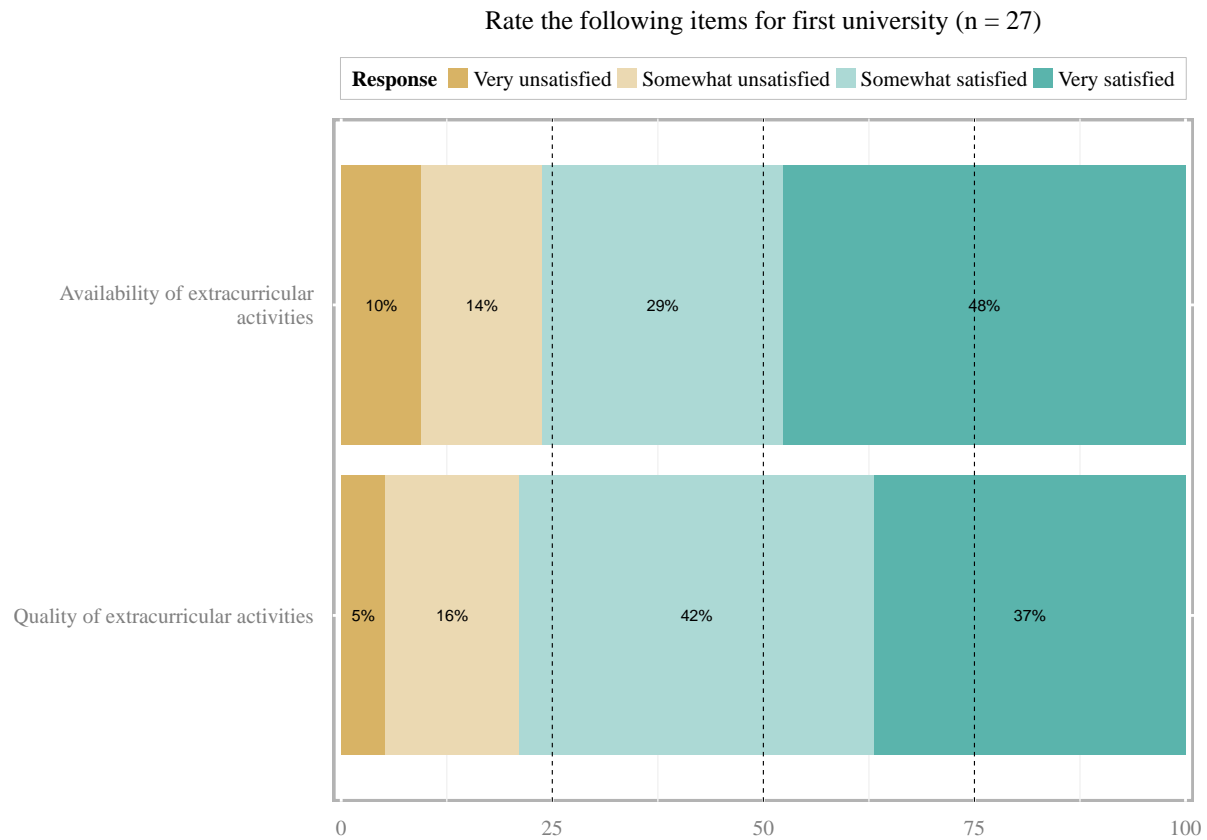|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	25	3.32	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	25	3.36	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 University of Bordeaux 1, France
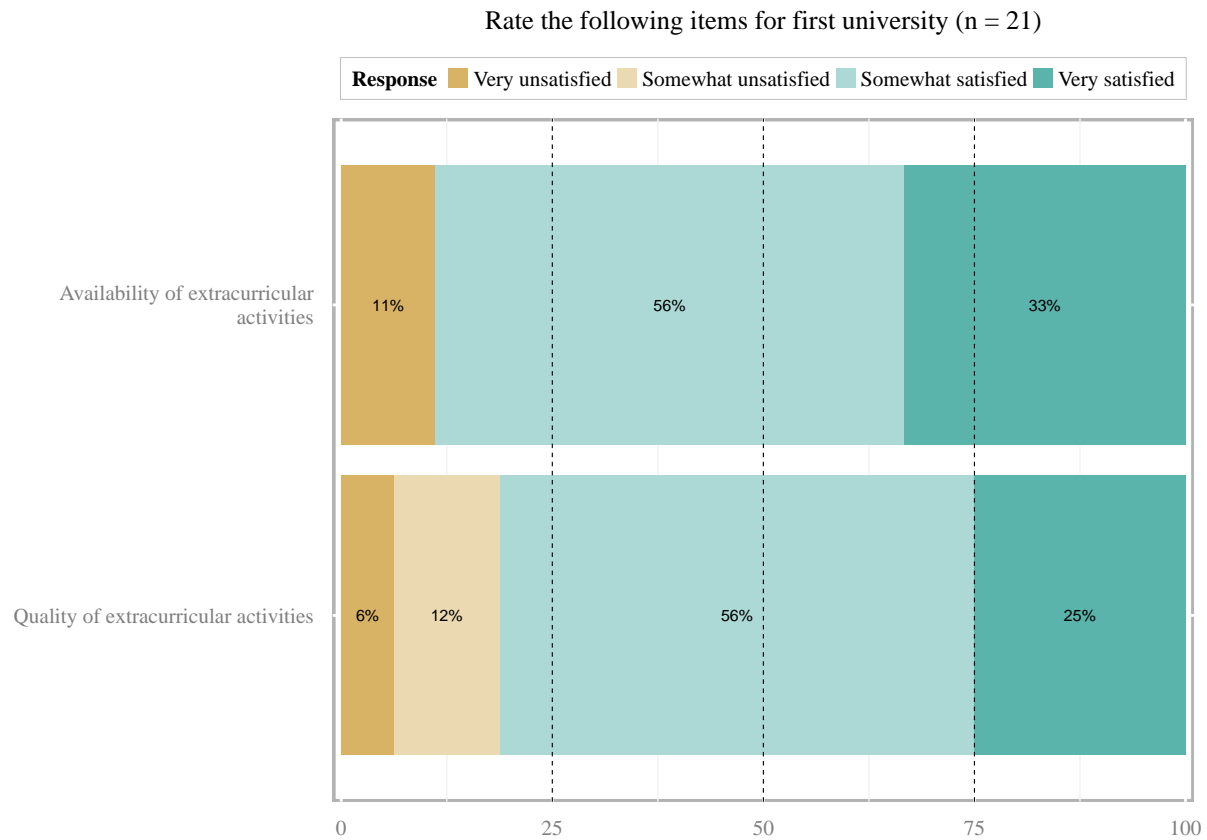
Rate the following items for first university (n = 21)

3.4.3 University of Liege, Belgium

Rate the following items for first university (n = 18)

3.4.4 University of the Basque Country, Spain

Rate the following items for first university (n = 27)
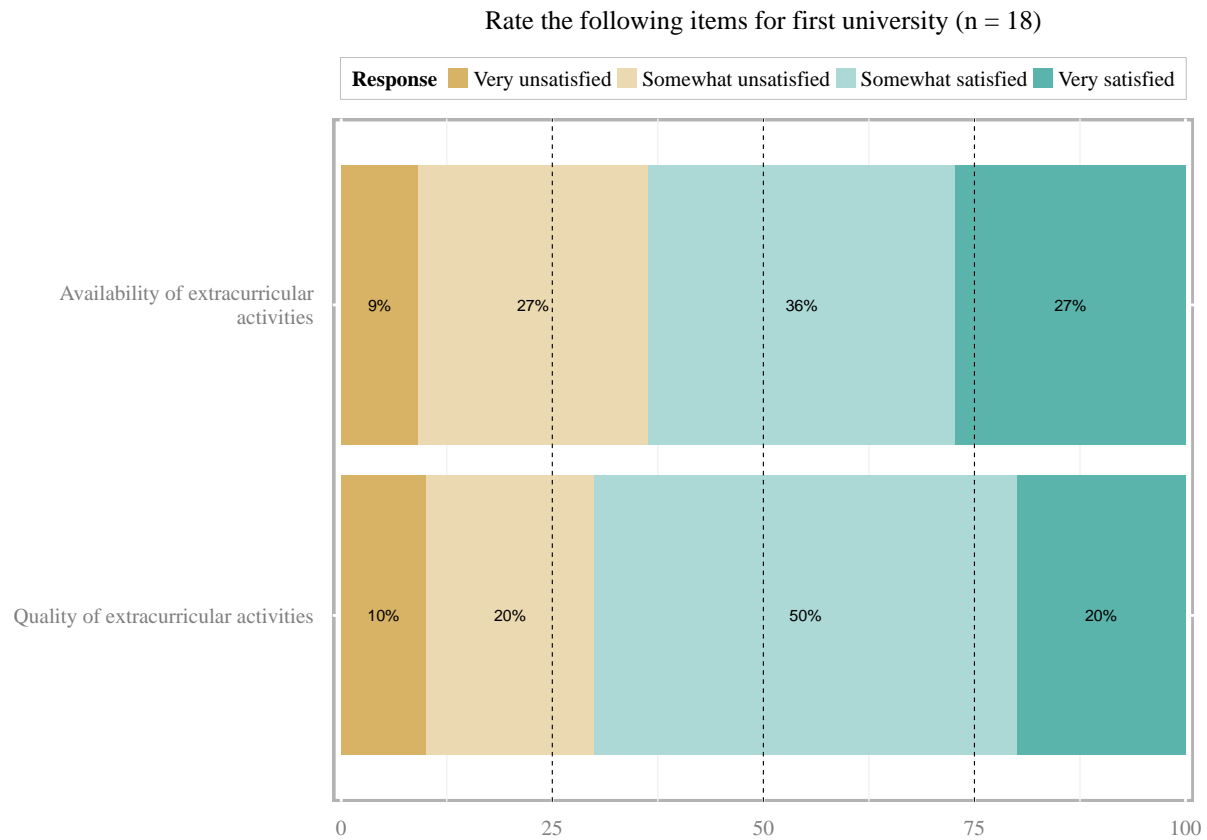
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

4.1.1 Consortia

Question:C.1

Rate the following items
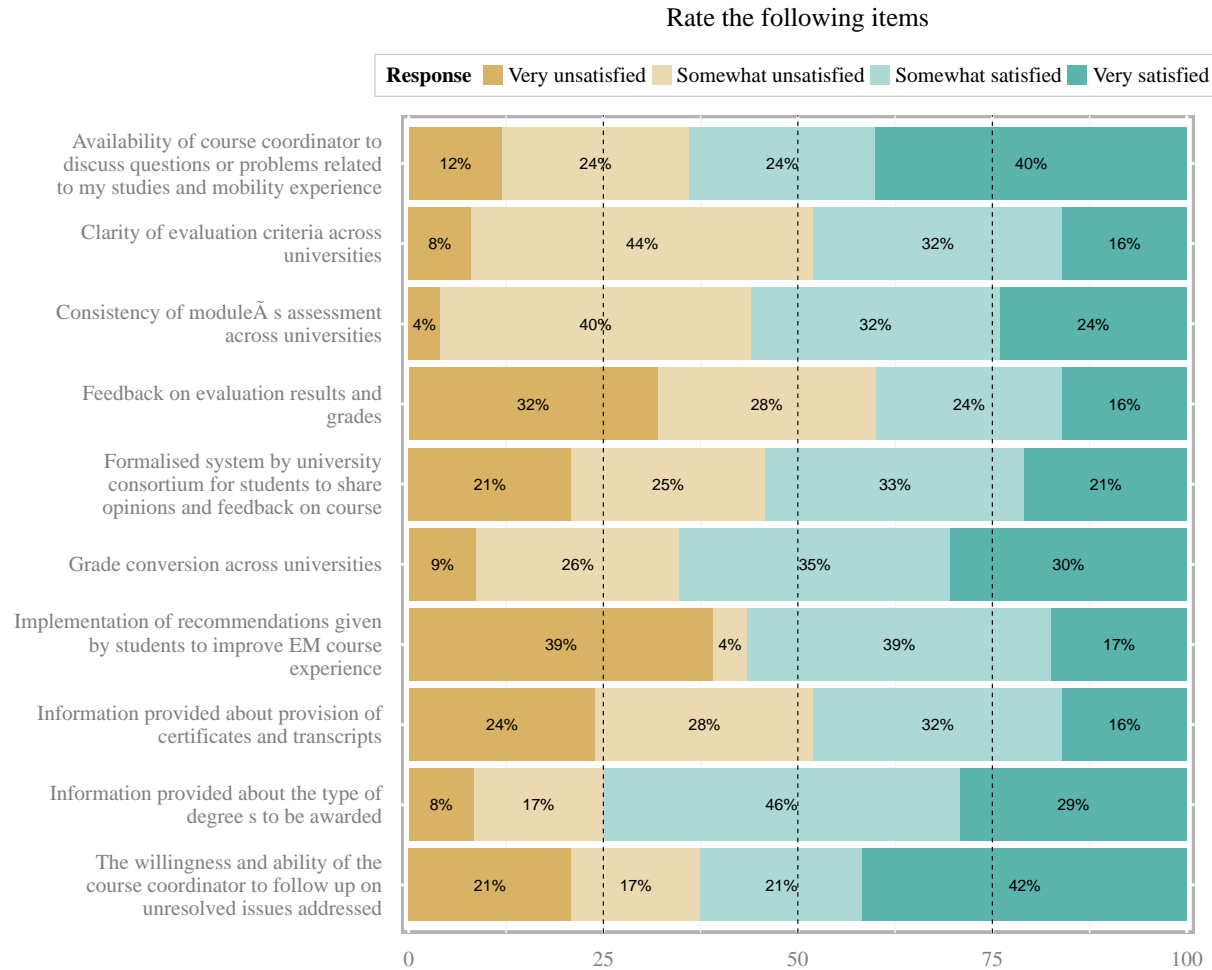
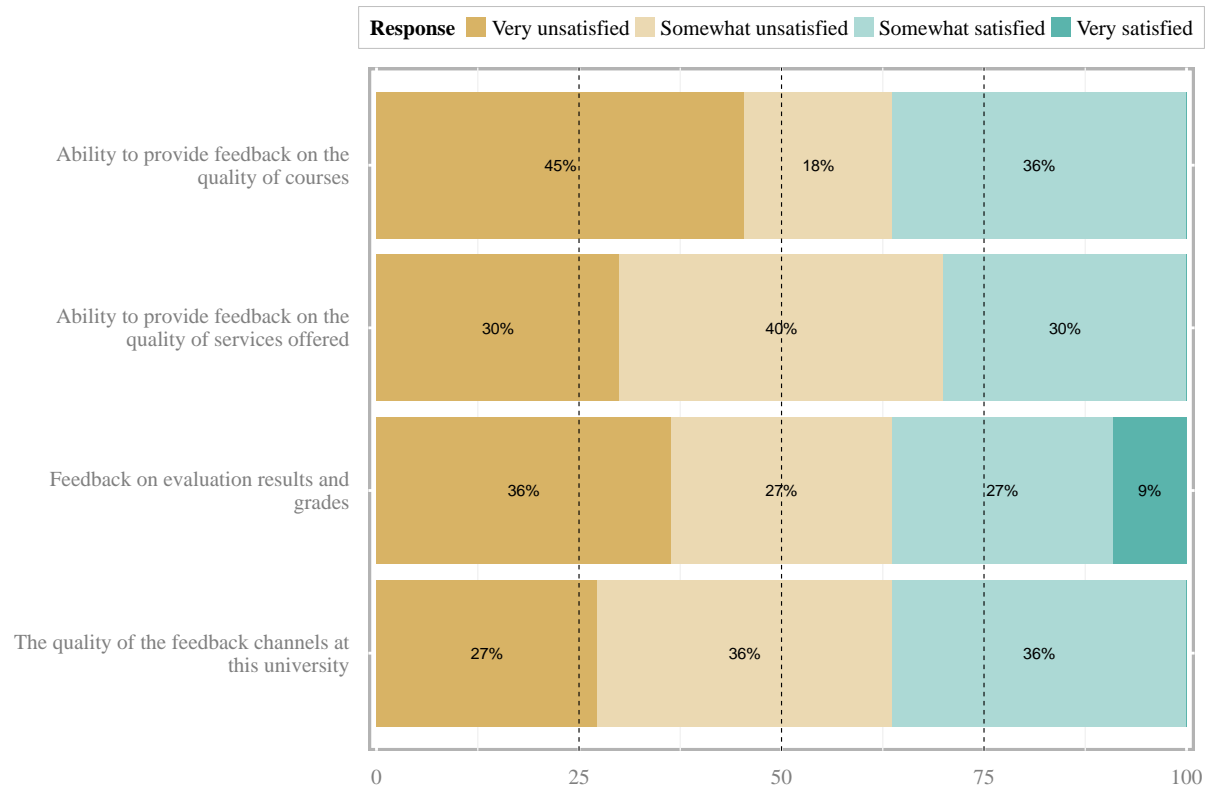|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	25	2.92	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	25	2.56	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleĂ s assessment across universities	25	2.76	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	25	2.24	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	25	2.54	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	25	2.87	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	25	2.35	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	25	2.40	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	25	2.96	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	25	2.83	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 Bordeaux 1, France
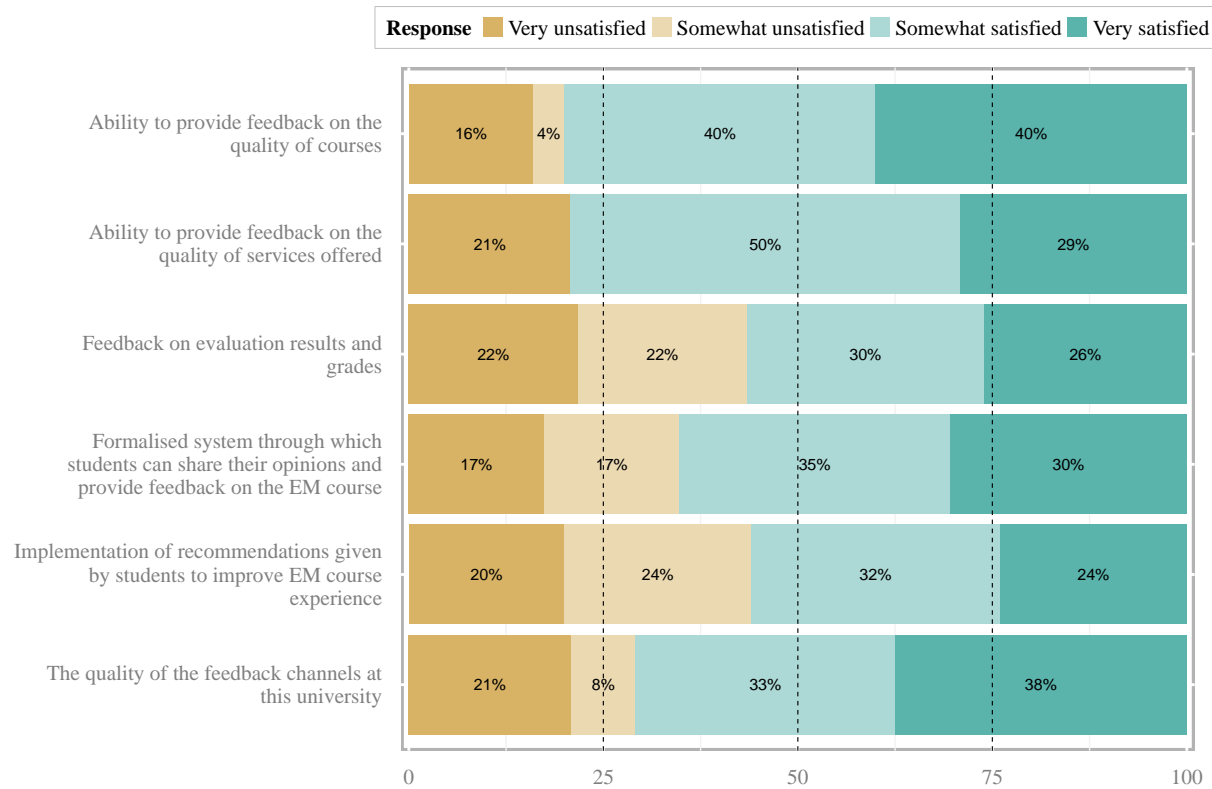
Rate the following items (n = 21)
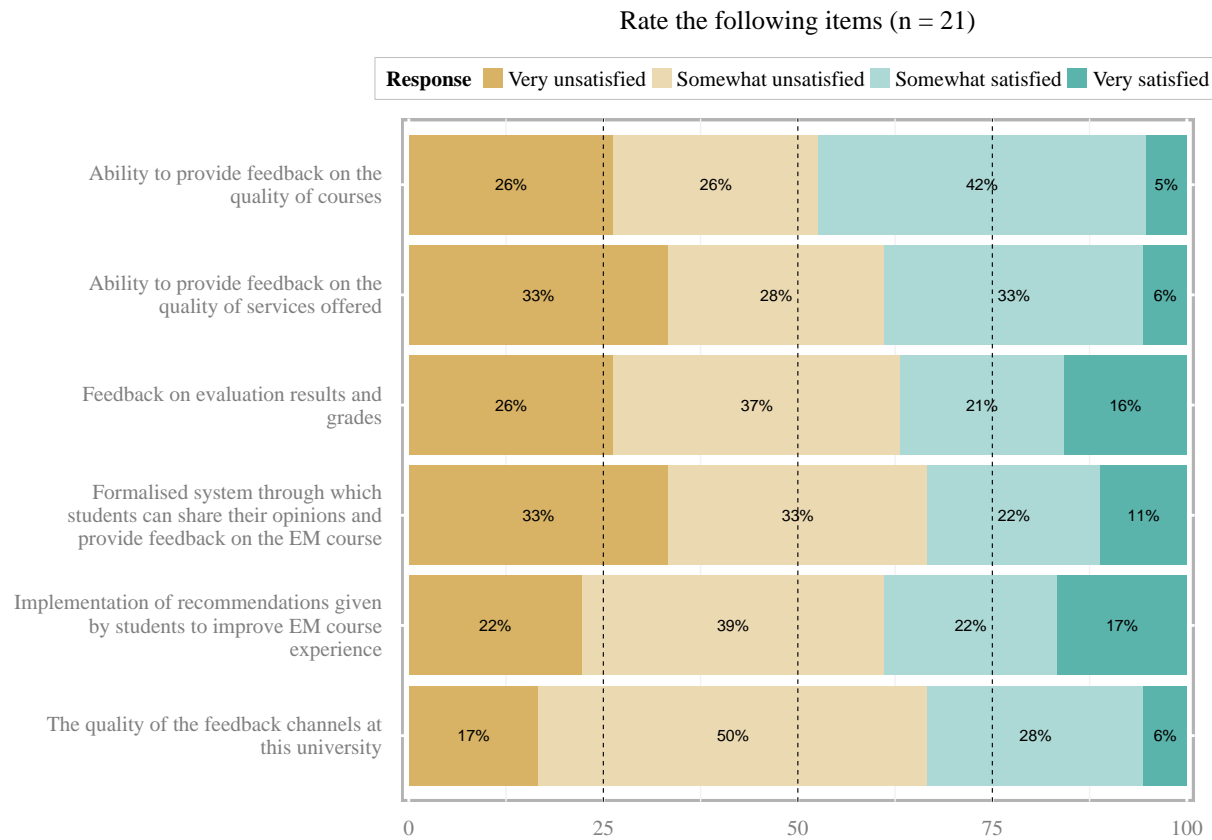
4.1.3 University of Liege, Belgium

Rate the following items (n = 18)

4.1.4   University of the Basque Country, Spain
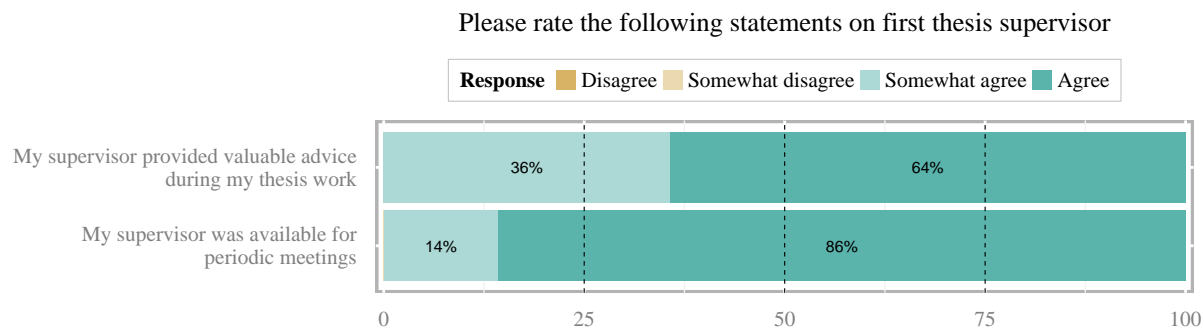
Rate the following items (n = 27)

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

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	25	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	25	3.86	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

5.2 Second supervisor.

Question:L.5

Please rate the following statements on second thesis supervisor
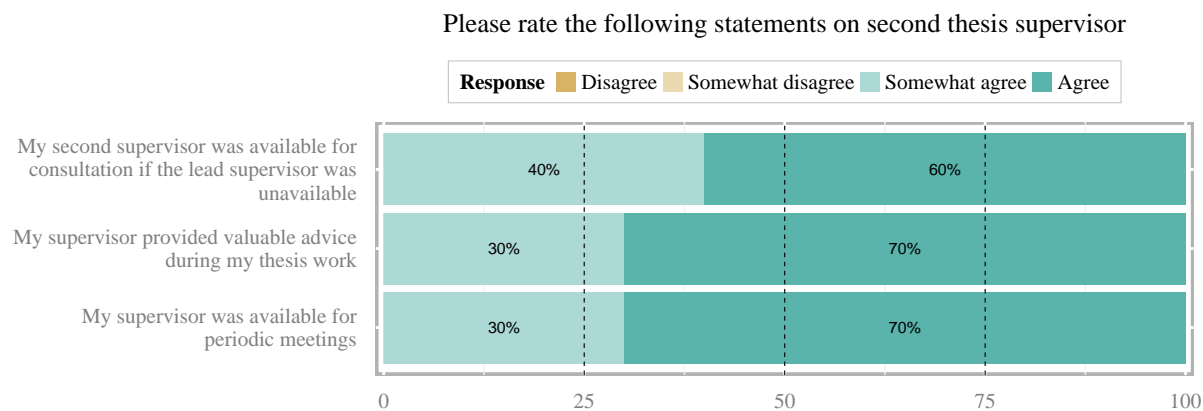
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My second supervisor was available for consultation if the lead supervisor was unavailable	25	3.60	3.38	2.36 - 3.20	3.21 - 3.56	3.57 - 3.65	3.66 - 3.91
My supervisor provided valuable advice during my thesis work	25	3.70	3.40	2.45 - 3.12	3.13 - 3.48	3.48 - 3.71	3.72 - 3.91
My supervisor was available for periodic meetings	25	3.70	3.37	2.50 - 3.00	3.01 - 3.50	3.51 - 3.70	3.71 - 3.91

Table 7: Summary statistics
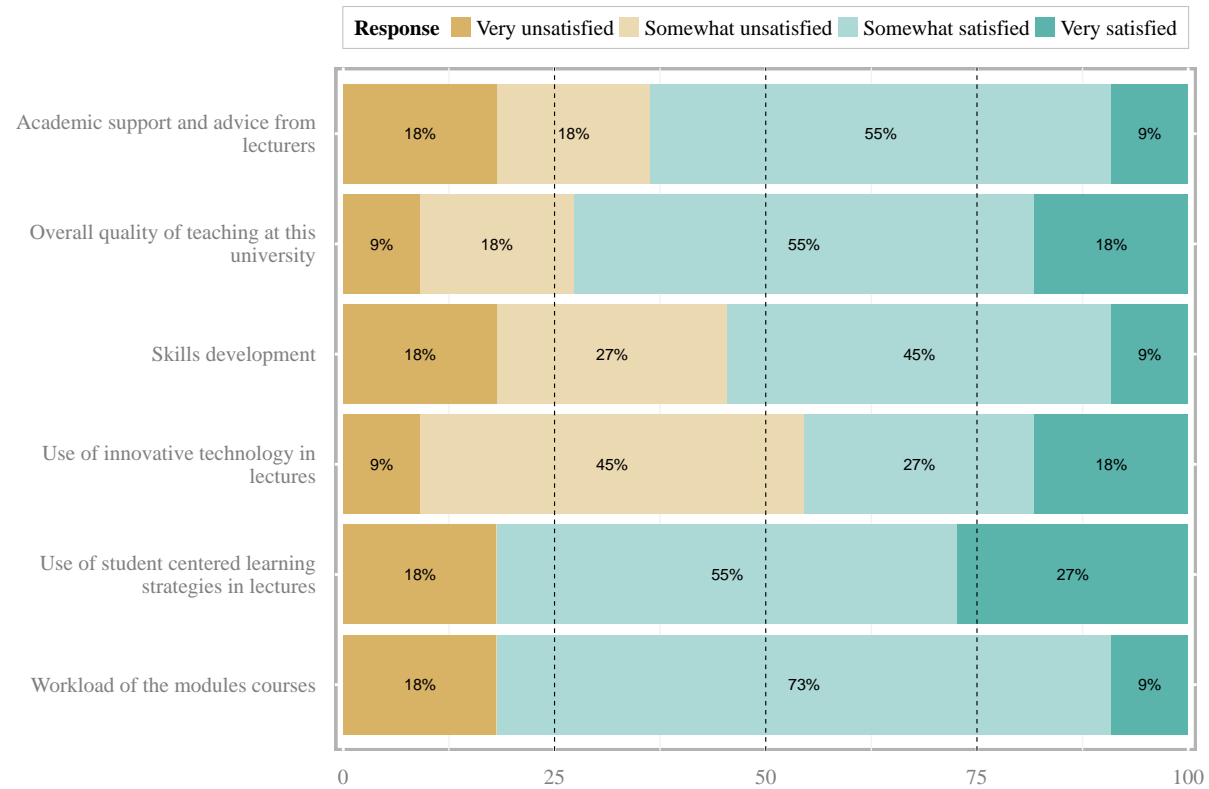
5.3   Teaching/learning

5.3.1   University of Bordeaux 1, France

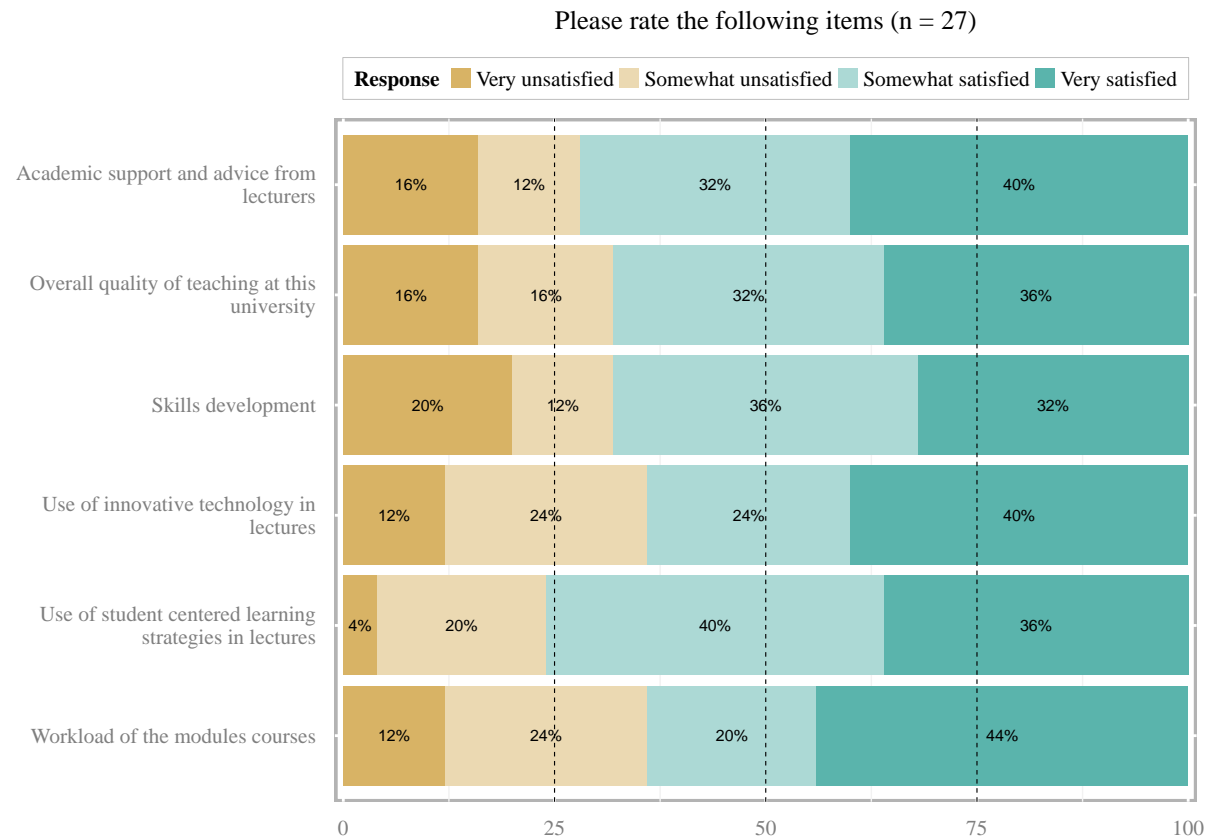Please rate the following items (n = 21)
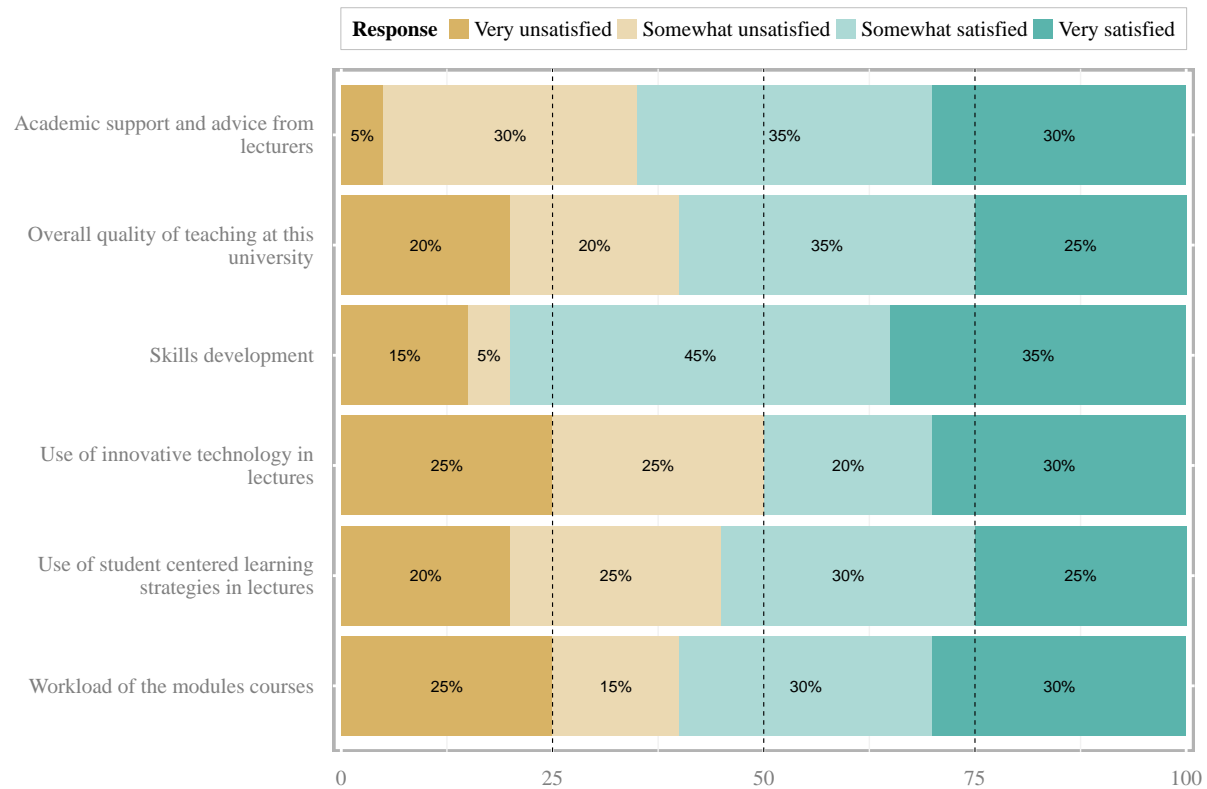
5.3.2   University of Liege, Belgium

Please rate the following items (n = 18)
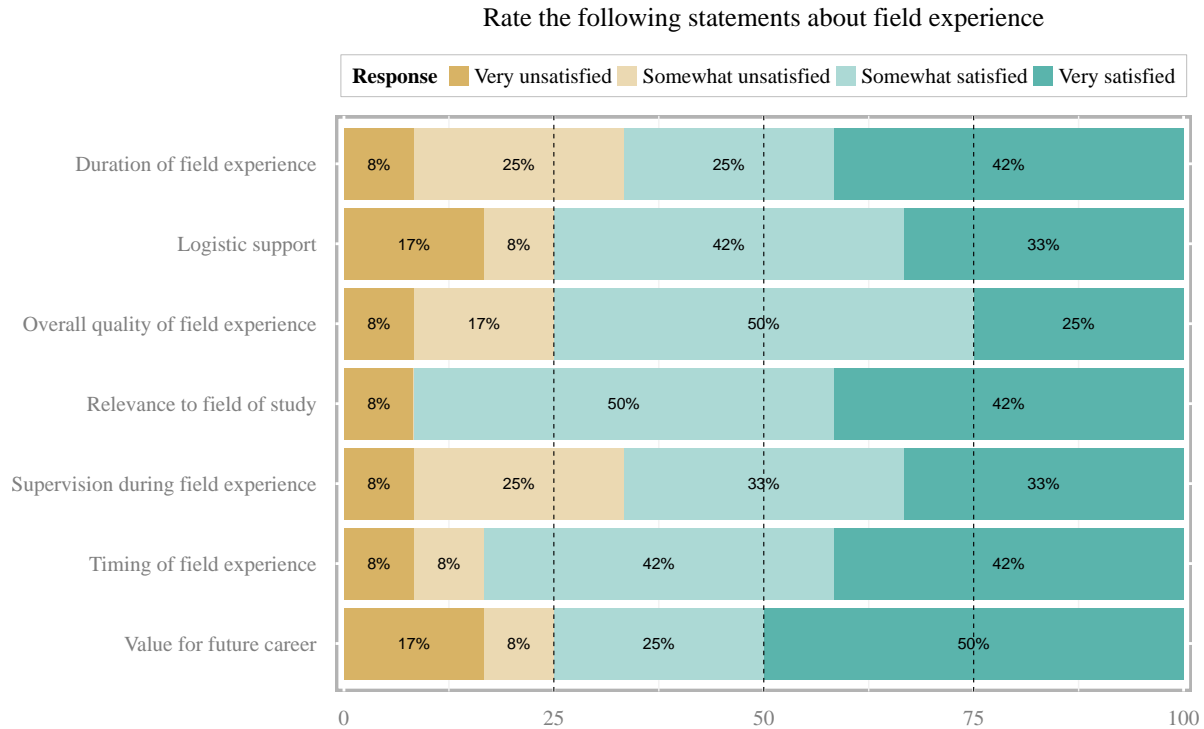
5.3.3 University of the Basque Country, Spain

Please rate the following items (n = 27)

6 Internship/field experience and personal development

We will have some text here.

6.1 Field experience.

Question:L.3.a

Rate the following statements about field experience

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

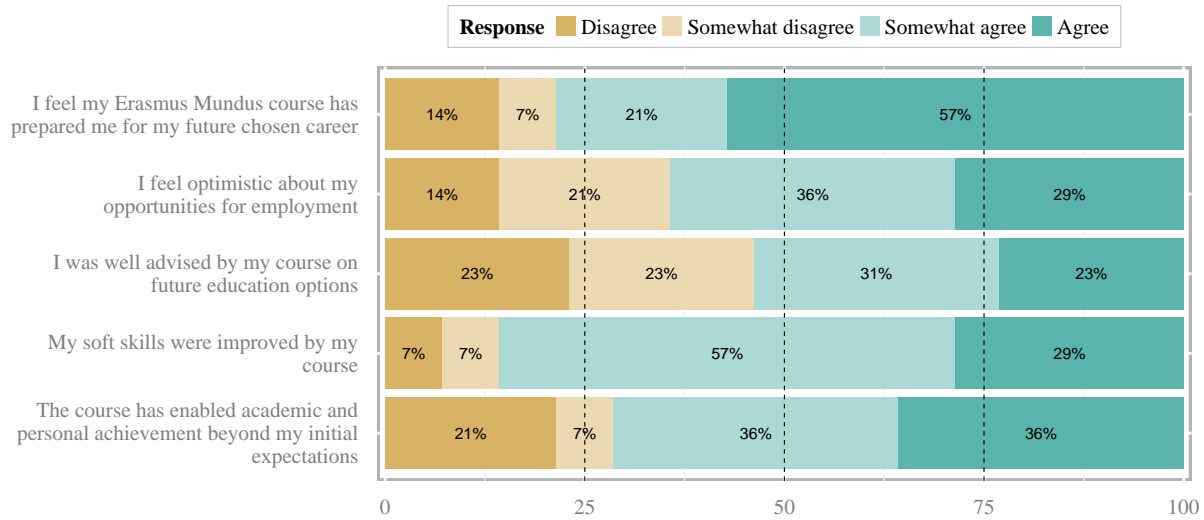|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of field experience	25	3.00	3.35	3.00 - 3.27	3.28 - 3.36	3.37 - 3.51	3.52 - 3.73
Logistic support	25	2.92	3.40	2.92 - 3.34	3.35 - 3.43	3.44 - 3.61	3.62 - 3.73
Overall quality of field experience	25	2.92	3.39	2.92 - 3.16	3.17 - 3.40	3.41 - 3.45	3.46 - 3.50
Relevance to field of study	25	3.25	3.64	3.25 - 3.62	3.63 - 3.82	3.83 - 3.89	3.90 - 4.00
Supervision during field experience	25	2.92	3.42	2.92 - 3.30	3.31 - 3.56	3.57 - 3.68	3.69 - 3.73
Timing of field experience	25	3.17	3.46	3.17 - 3.46	3.47 - 3.55	3.56 - 3.67	3.68 - 3.91
Value for future career	25	3.08	3.34	3.08 - 3.24	3.25 - 3.40	3.41 - 3.45	3.46 - 3.50

Table 8: Summary statistics

6.2 Personal development.

Question:L.6

Rate the following statements regarding personal development during EM course

Response	Disagree	Somewhat disagree	Somewhat agree	Agree

I feel my Erasmus Mundus course has prepared me for my future chosen career: 14% | 7% | 21% | 57%

I feel optimistic about my opportunities for employment: 14% | 21% | 36% | 29%

I was well advised by my course on future education options: 23% | 23% | 31% | 23%

My soft skills were improved by my course: 7% | 7% | 57% | 29%

The course has enabled academic and personal achievement beyond my initial expectations: 21% | 7% | 36% | 36%

	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	25	3.21	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	25	2.79	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	25	2.54	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	25	3.07	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	25	2.86	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 9: Summary statistics

7   Acknowledgments

Some concluding remarks