



**EMA**

Erasmus Mundus Students and Alumni Association

## EMGS-Global Studies - A European Perspective

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

*Report was generated on 04 Jan 2016*

# Contents

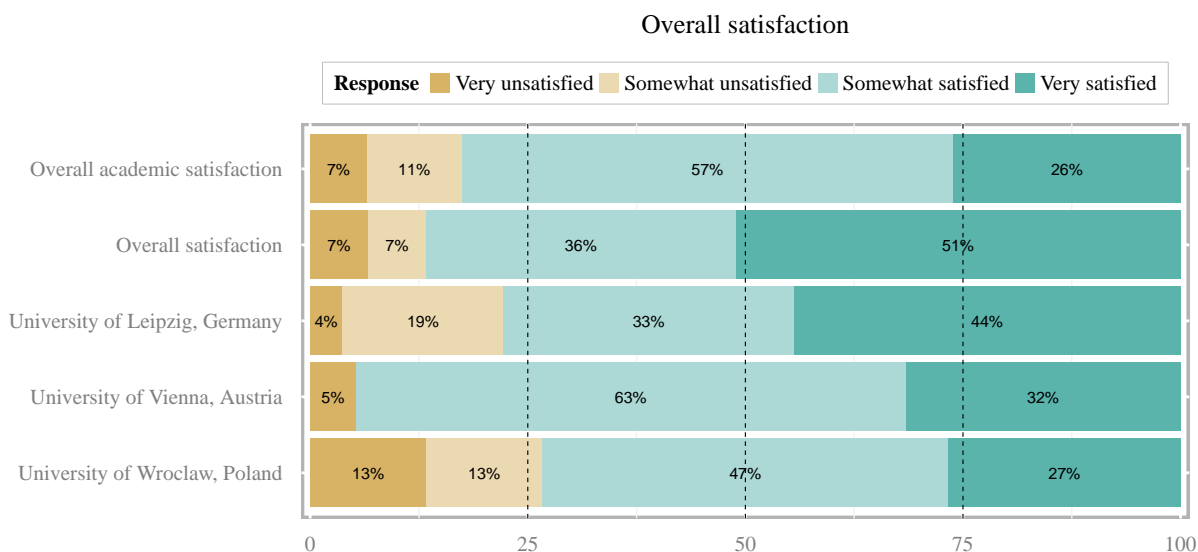
<b>1</b>	<b>Executive summary (?)</b>	<b>4</b>
<b>2</b>	<b>Introduction</b>	<b>4</b>
2.1	Course Quality Advisory Board . . . . .	4
2.2	Introduction to the CQSS survey . . . . .	4
2.3	Structure of current report . . . . .	5
<b>3</b>	<b>Supporting services</b>	<b>6</b>
3.1	Support received before the start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



<b>5</b>	<b>Teaching/learning and supervision</b>	<b>26</b>
5.1	Teaching/learning . . . . .	26
5.1.1	University of Leipzig, Germany . . . . .	26
5.1.2	University of Vienna, Austria . . . . .	27
5.1.3	University of Wroclaw, Poland . . . . .	28
5.2	First supervisor. . . . .	28
<b>6</b>	<b>Internship/field experience and personal development</b>	<b>29</b>
6.1	Personal development. . . . .	29
<b>7</b>	<b>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 46 students of your program. They represent 23 countries and collectively they have spent more than 22 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	46	3.22	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	46	3.24	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	46	2.83	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.



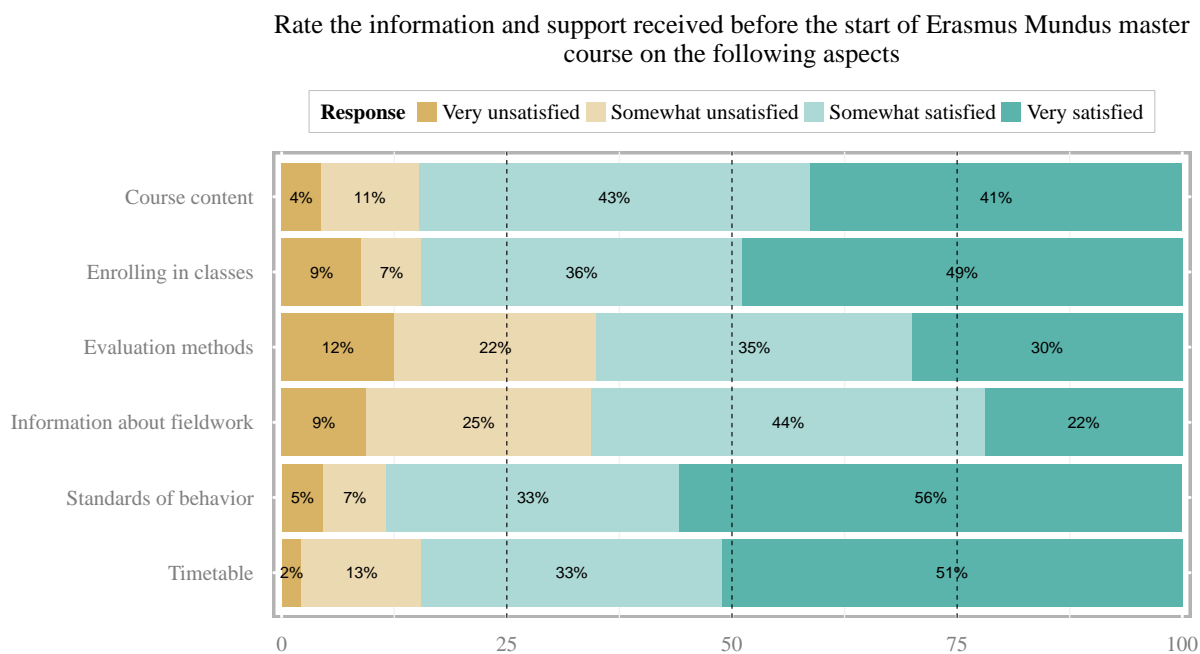
### 3 Supporting services

We will have some text here.

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

The students are for the most part satisfied with the support received before the course's start. "Evaluation methods" and "Information about fieldwork" are assessed least favourably, with more 34% of students expressing their dissatisfaction. Nevertheless, almost all indicators place in the 1st or 2nd quartile and below the EM mean. One exception to this is the "Timetable" indicator, placed in the 4th quartile. The University of Leipzig's support has satisfied more than 90% of students on almost all indicators, while for the University of Wroclaw this percentage is around 85%. The University of Vienna's support is deemed slightly less satisfactory, especially regarding "Accommodation" and "Language courses" (over 30% students are unsatisfied), and "Banking" and "Visa issues" (20% or more).

##### 3.1.1 Consortia



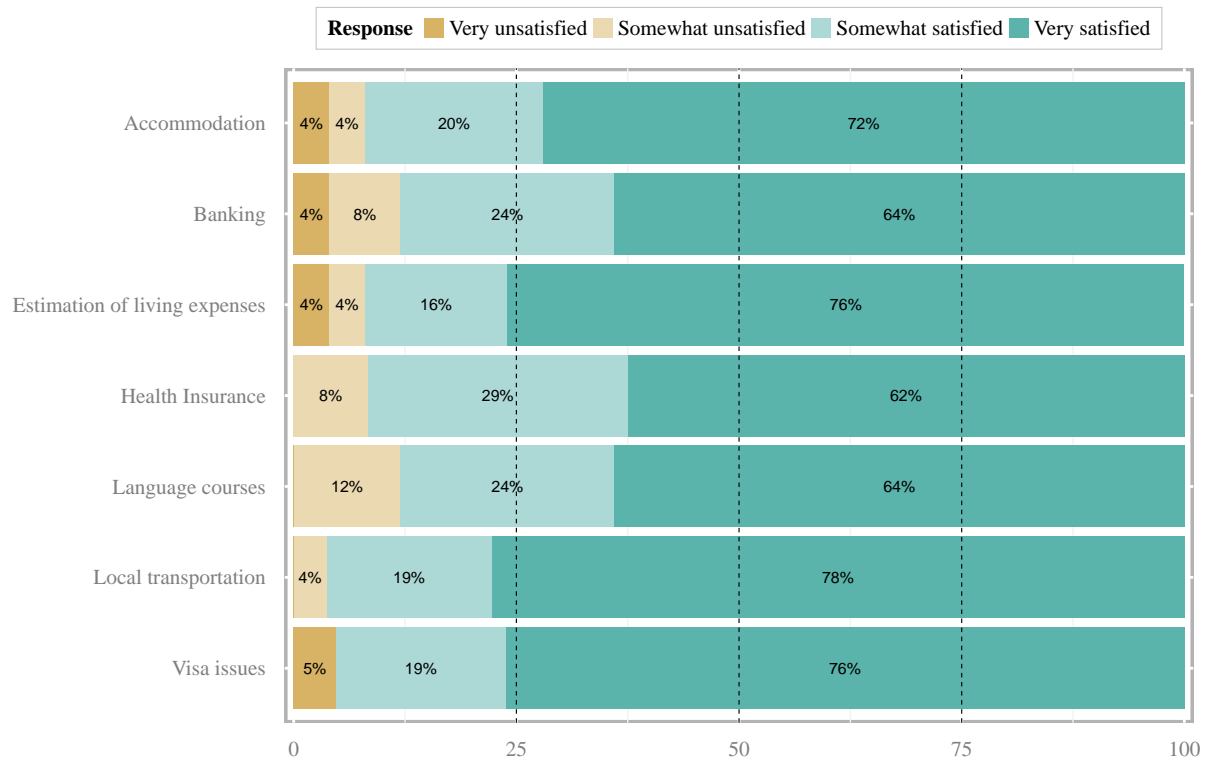
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	46	3.22	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	46	3.24	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	46	2.83	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	46	2.78	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	46	3.40	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	46	3.33	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



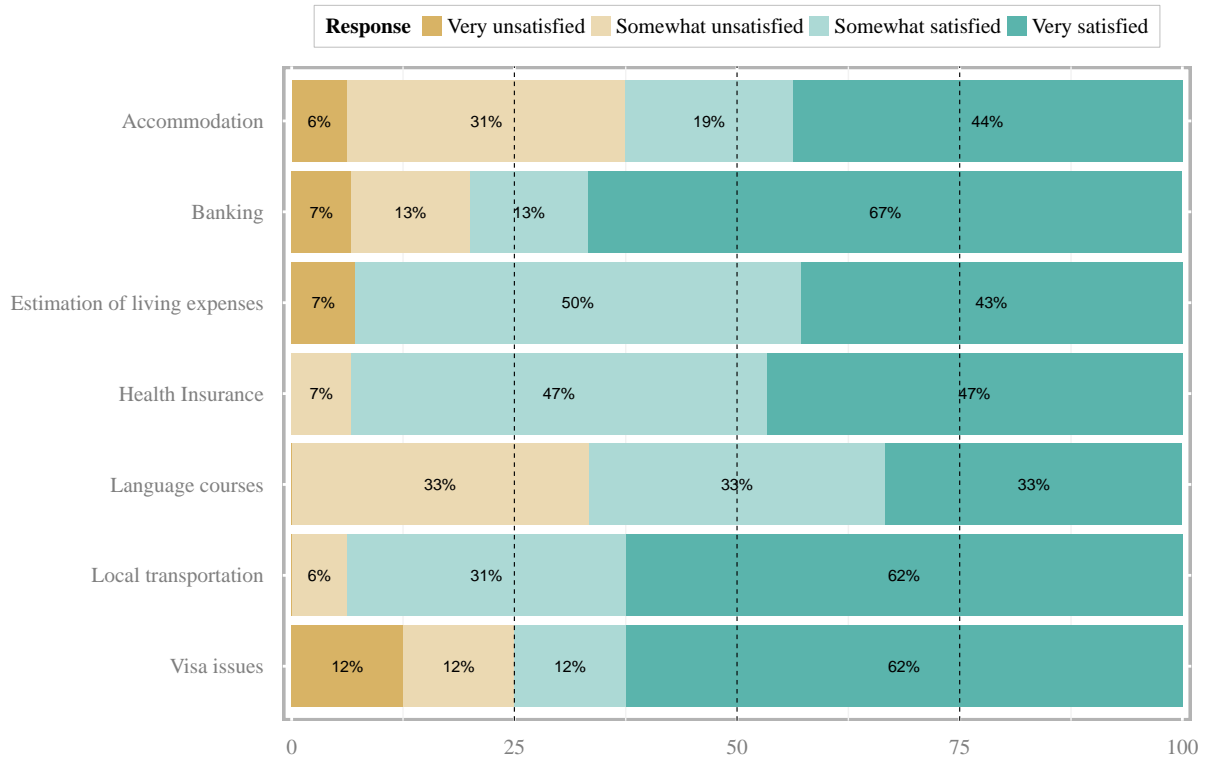
## 3.1.2 University of Leipzig, Germany

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 29)



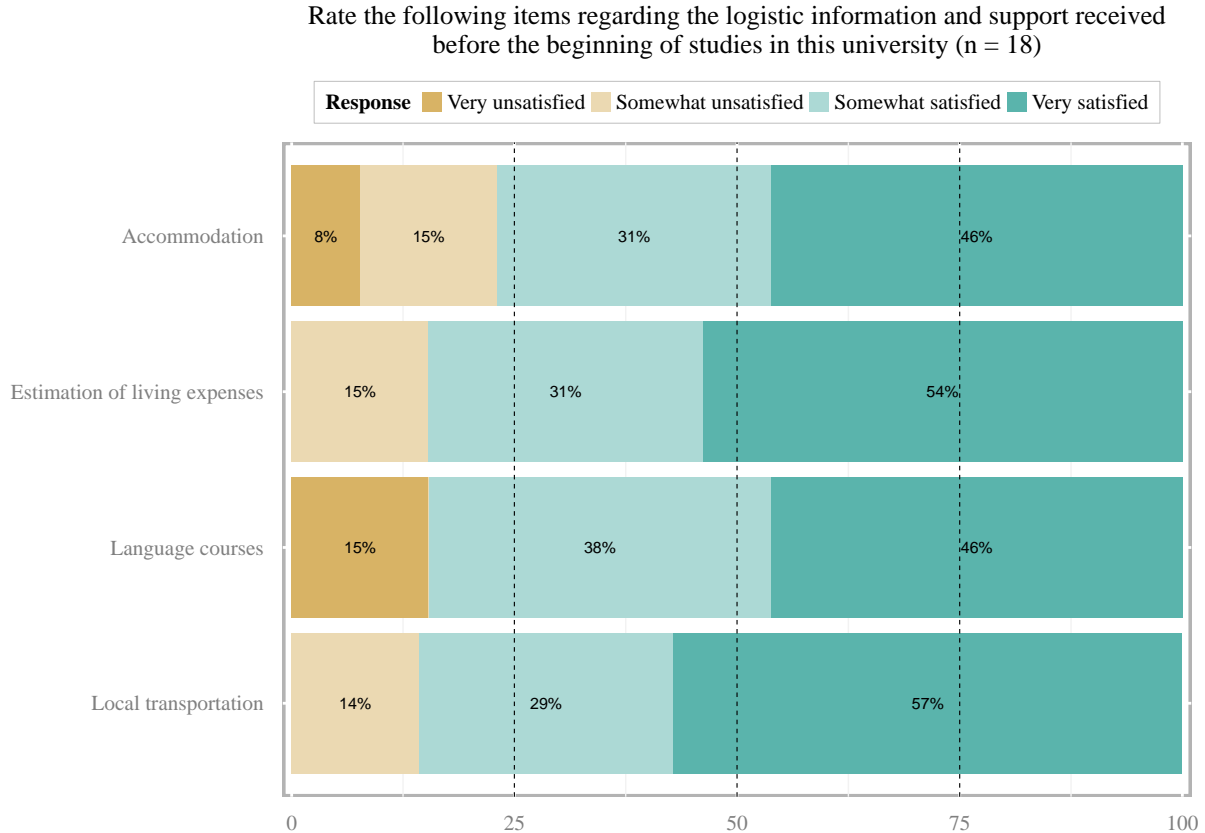
## 3.1.3 University of Vienna, Austria

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 24)





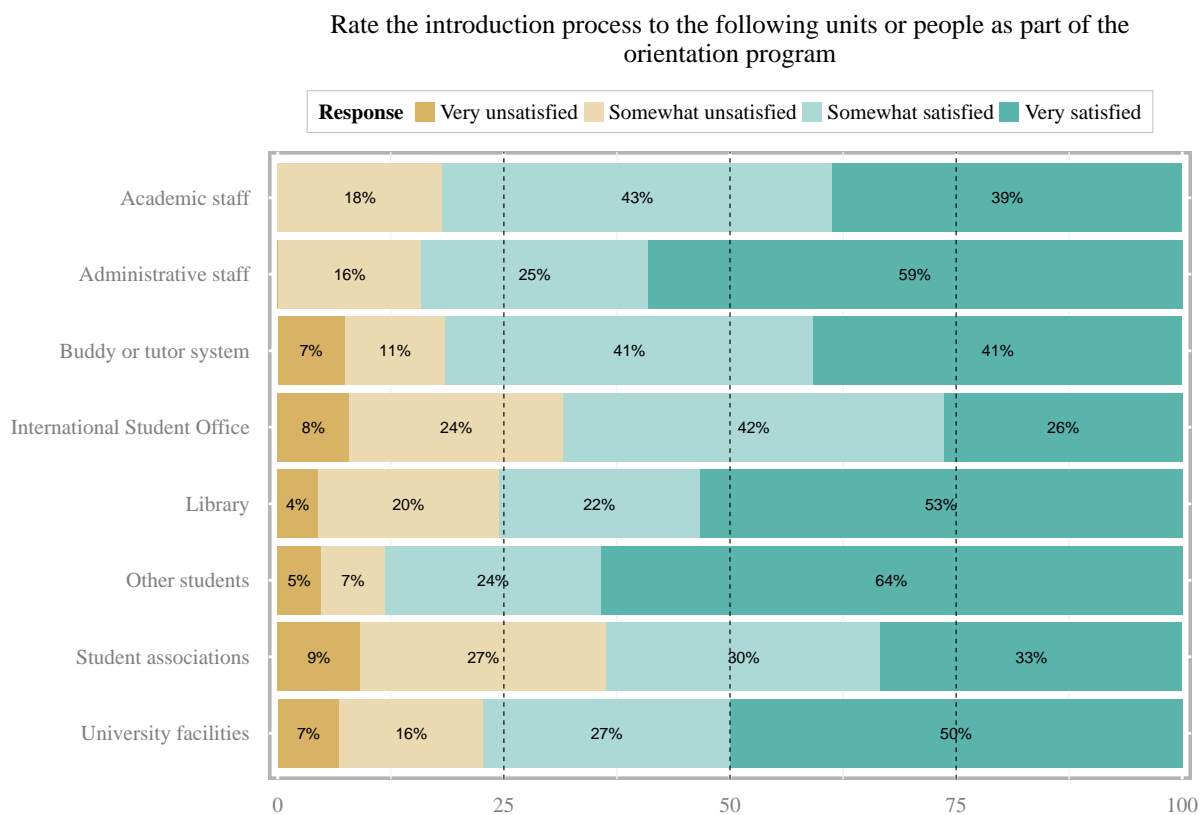
## 3.1.4 University of Wroclaw, Poland



## 3.2 Support received during the orientation program

Students on average show similar levels of satisfaction with the support received during the orientation program - around 70-80% are somewhat or very satisfied. The indicators that somewhat stand out in terms of the percentage of unsatisfied students are “International student office” and “Student associations”, with 32% and 36% of unsatisfied students, respectively. These indicators, like the majority of the indicators in this section, place in the 1st and the 2nd quartiles of all EM courses. The indicator with the most positive assessment is “Other students” (88% are satisfied), and is the only one in the 4th quartile of EM courses. The Universities of Leipzig and Vienna show similar results as the ones statistics summary - students are mostly unsatisfied with the two already mentioned indicators. The University of Wroclaw, however, shows a slightly different picture, with a very pronounced dissatisfaction with the support related to “Library” (86% of students are unsatisfied) and “University facilities” (58%).

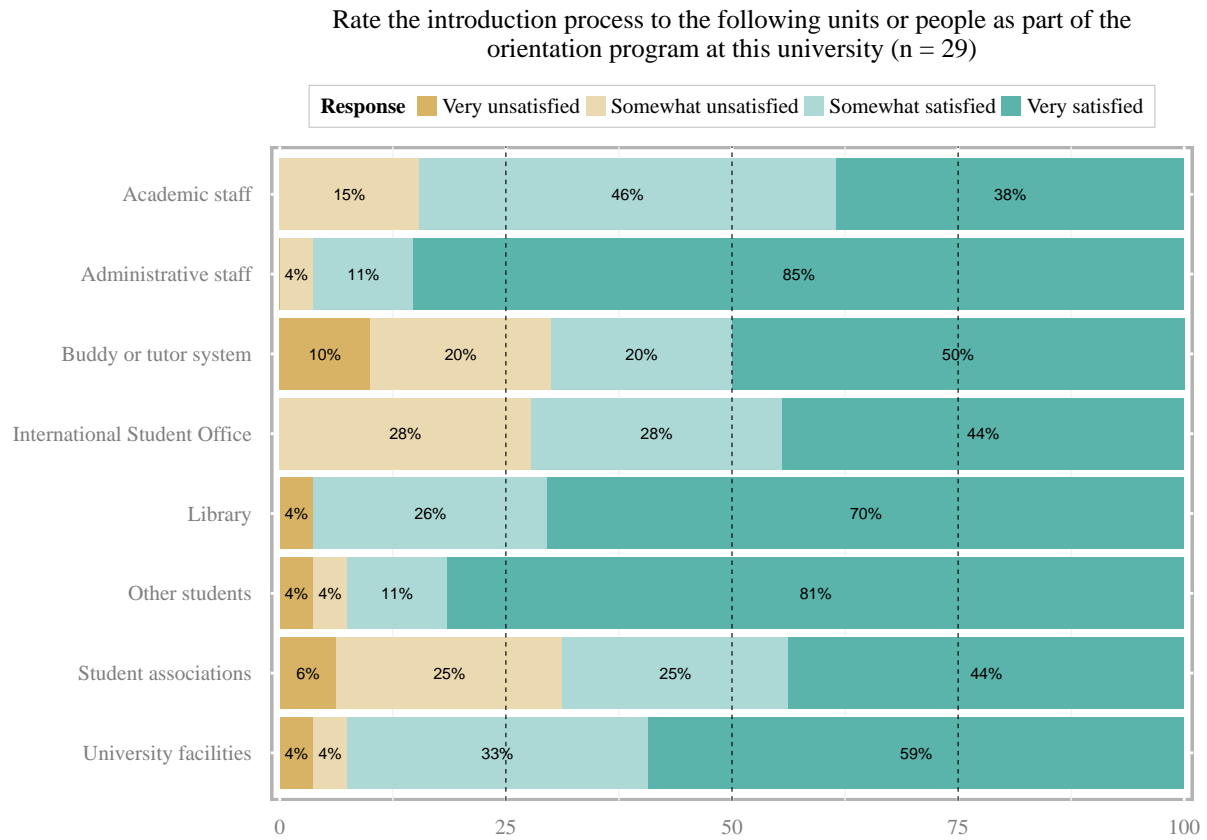
## 3.2.1 Consortia



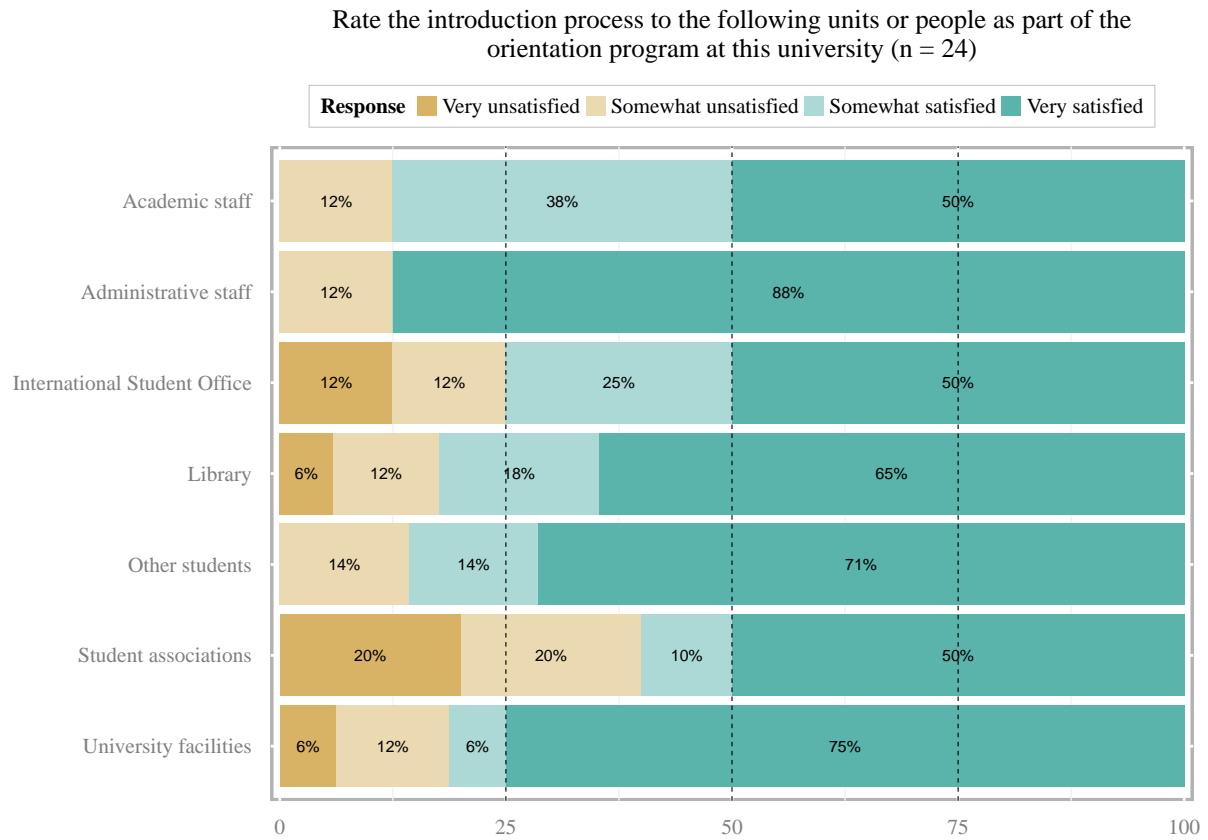
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	46	3.20	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	46	3.43	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	46	3.15	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	46	2.87	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	46	3.24	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	46	3.48	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	46	2.88	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	46	3.20	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

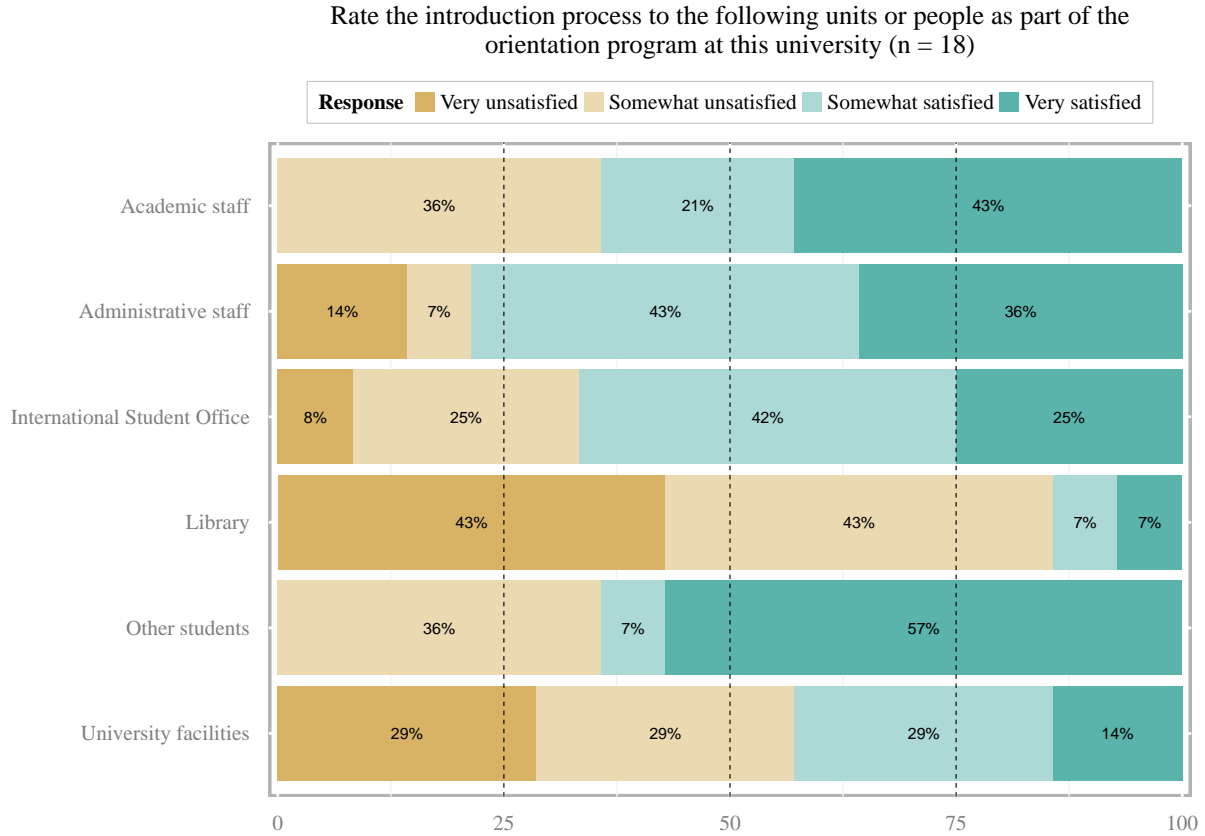
## 3.2.2 University of Leipzig, Germany



## 3.2.3 University of Vienna, Austria



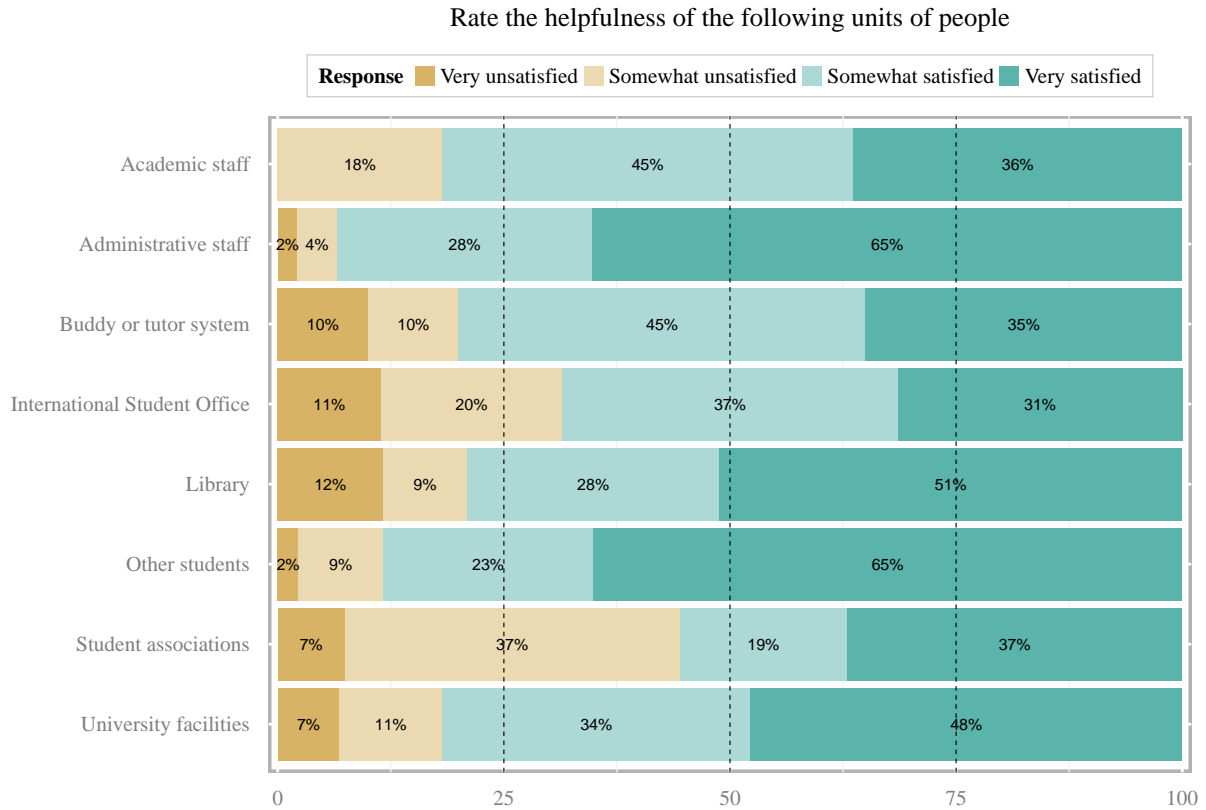
## 3.2.4 University of Wroclaw, Poland



## 3.3 Helpfulness of units and people

The majority of students (80% or more for individual indicators) are satisfied with the helpfulness of units and people. Two exceptions are “Student associations” and “International student office”, whose helpfulness did not satisfy 44% and 31% of students respectively. Although these indicators place in the 1st quartile and below the EM mean, that is the case with a total of 5 out of 8 indicators in this section. Very high levels of satisfaction are shown for “Administrative staff” (93%) and “Other students” (88%), which place in the 3rd quartile. Like with the previous section, the Universities of Leipzig and Vienna show a similar pattern to the statistics summary, while the University of Wroclaw has very high percentages of unsatisfied students in the indicators “Library” and “University facilities” (82% and 64% respectively).

## 3.3.1 Consortia

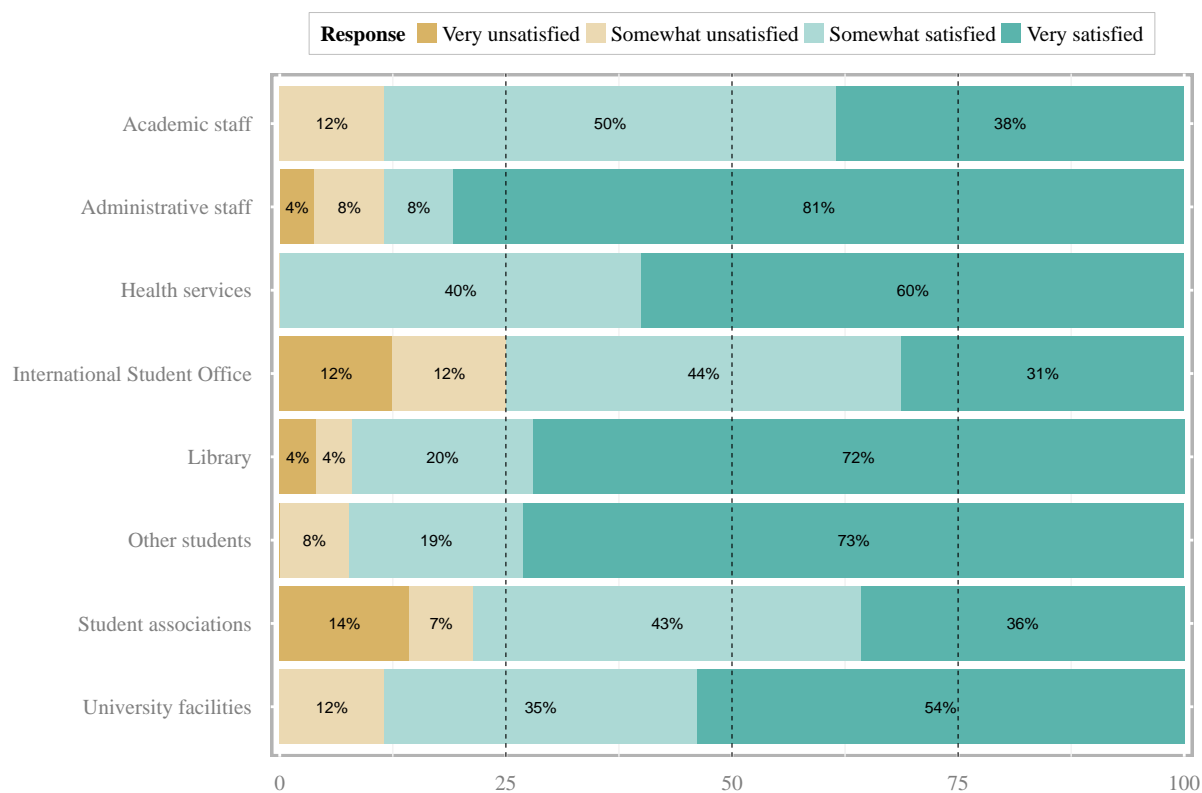


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	46	3.18	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	46	3.57	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	46	3.05	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	46	2.89	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	46	3.19	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	46	3.51	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	46	2.85	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	46	3.23	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

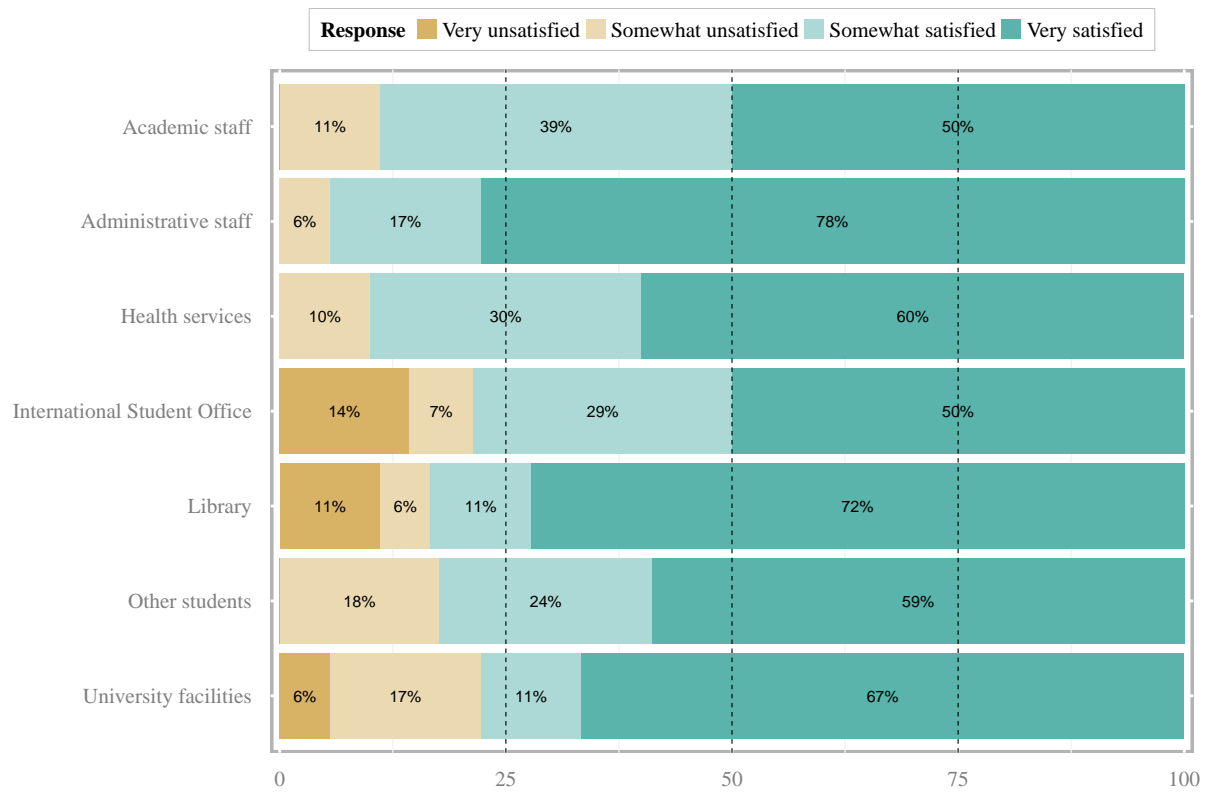
## 3.3.2 University of Leipzig, Germany

Rate the helpfulness of the following units of people at this university (n = 29)



## 3.3.3 University of Vienna, Austria

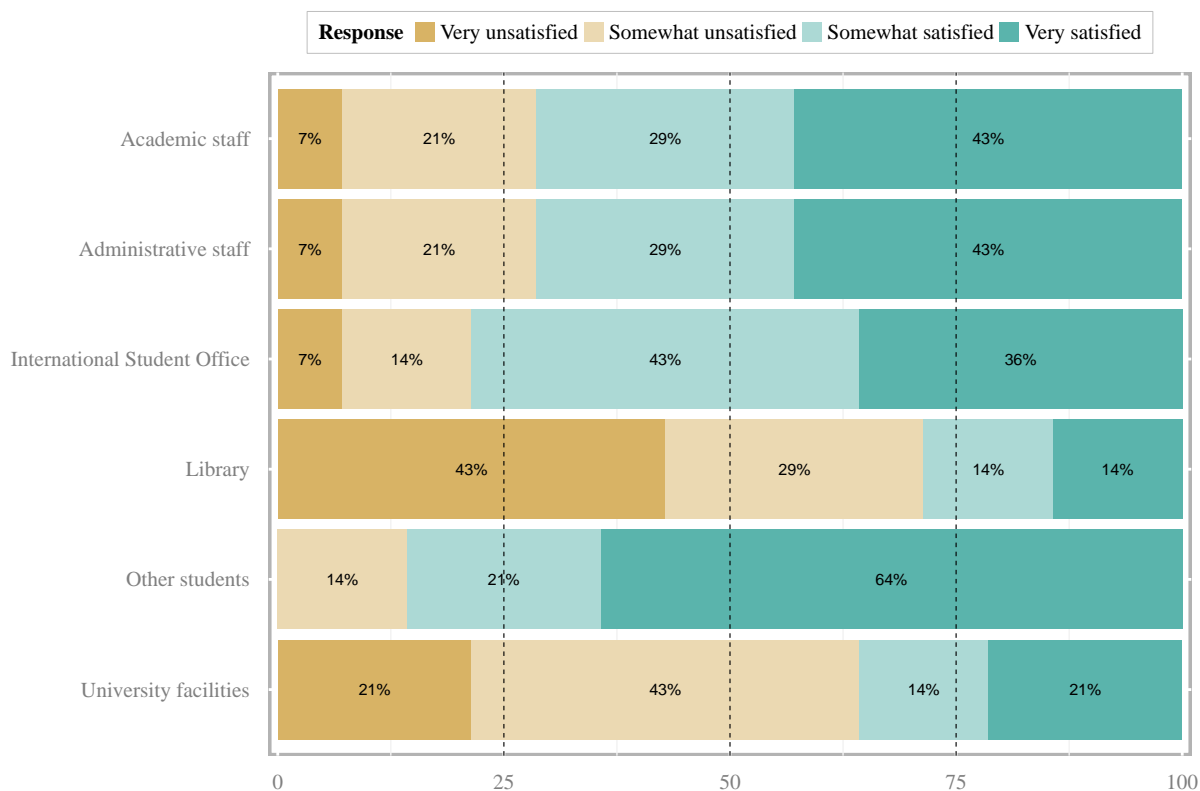
Rate the helpfulness of the following units of people at this university (n = 24)





## 3.3.4 University of Wroclaw, Poland

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

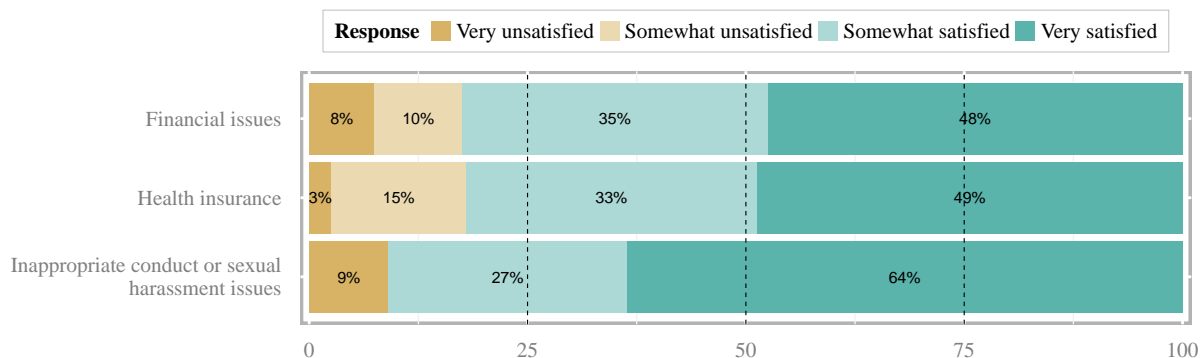


## 3.4 Support received on various issues

Students are overall satisfied with the support received on various issues (between 80% and 90% are satisfied with various indicators of this support). No indicators stand out in a particular way, and the results for the Universities of Leipzig and Vienna show a similar pattern. The indicators place in the 1st and the 2nd quartile of the EM courses.

## 3.4.1 Consortia

Rate the support received on the following issues

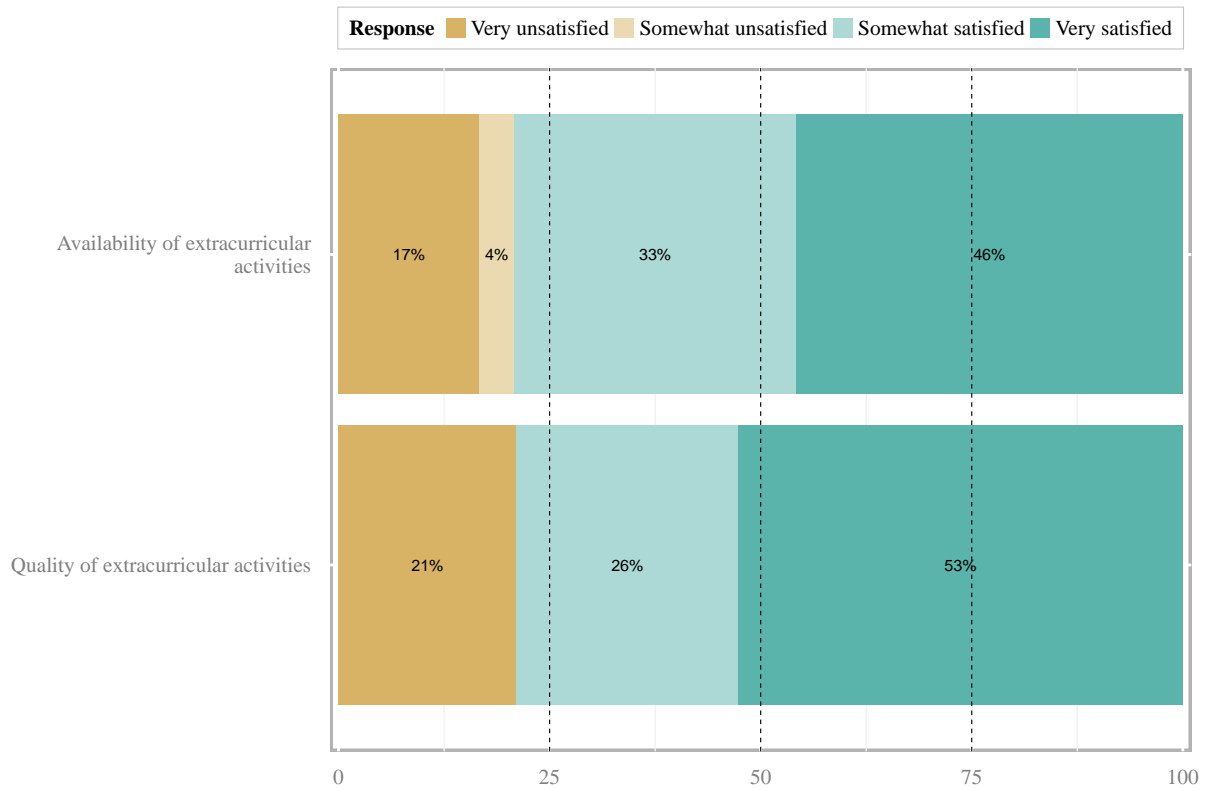


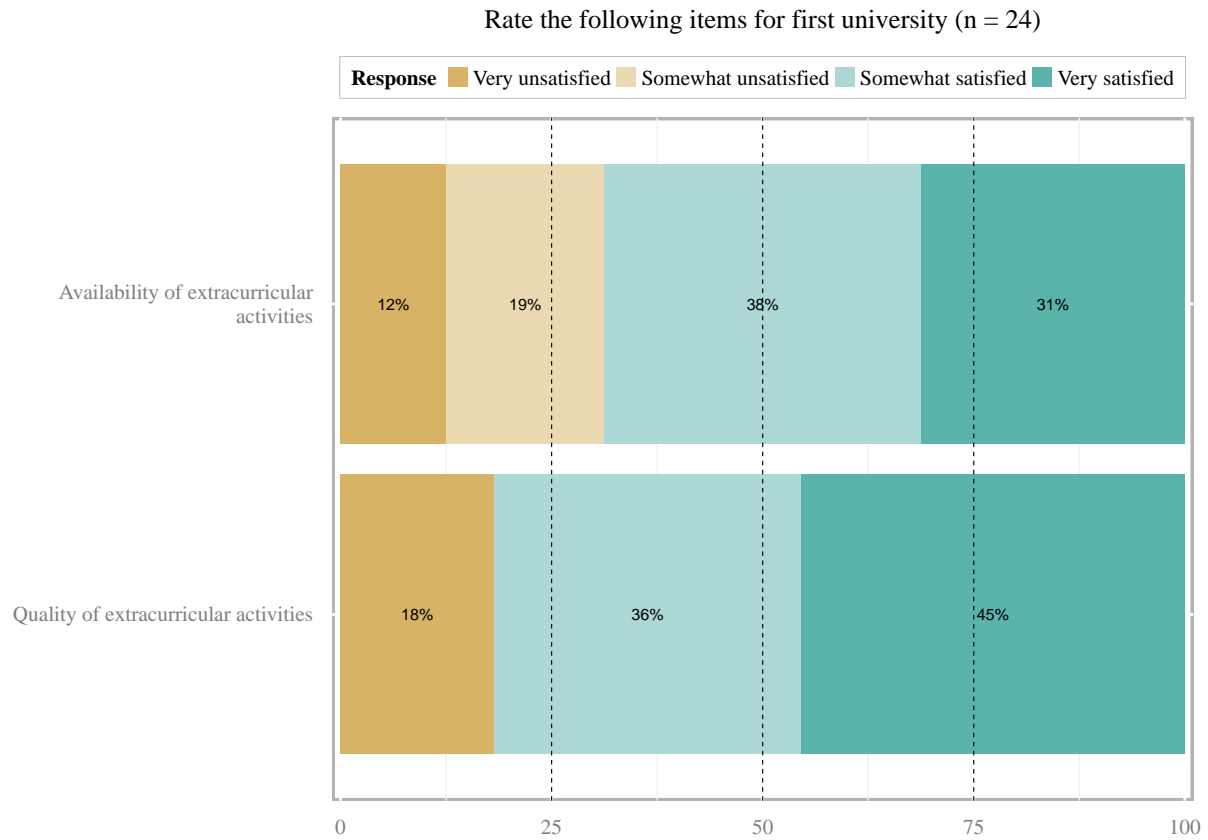
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	46	3.23	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	46	3.28	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	46	3.45	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

Table 4: Summary statistics

### 3.4.2 University of Leipzig, Germany

Rate the following items for first university (n = 29)



**3.4.3 University of Vienna, Austria**

## 4 Assessment and feedback

We will have some text here.

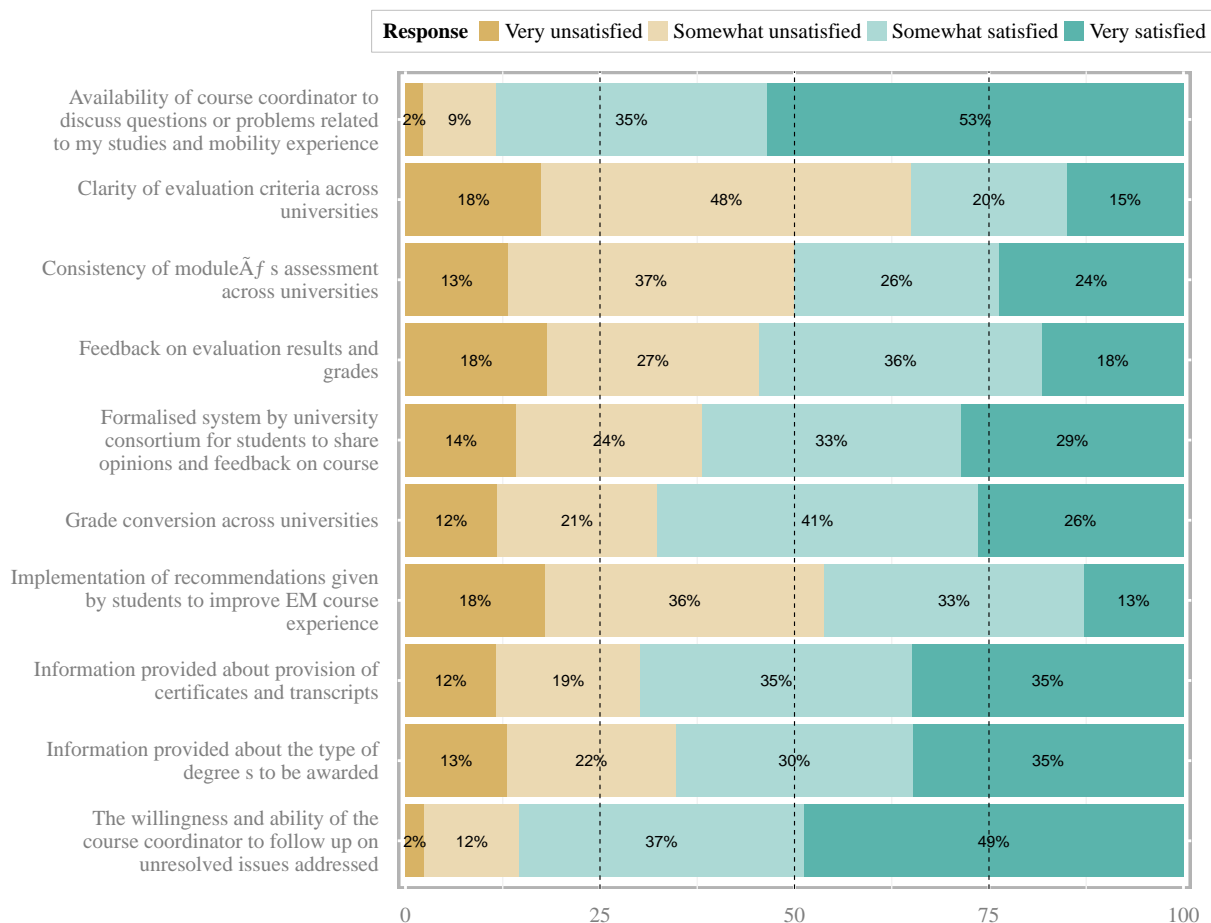
### 4.1 Module assessment

Students express somewhat higher rates of dissatisfaction with the course's modules - between 30% and 50% of students are unsatisfied with the majority of indicators in this section. Over one half of students are not satisfied with "Clarity of evaluation criteria across universities" (66%) and "Implementation of recommendations given by students to improve EM course experience" (54%). Two indicators stand out in a positive way: "Availability of course coordinator to discuss questions or problems related to my studies and mobility experience" (88% of students are satisfied) and "The willingness and ability of the course coordinator to follow up on unresolved issues addressed" (86%). These are the only two indicators placed in the 3rd quartiles, with all the others are in the 1st and 2nd quartiles. At the University of Leipzig, students are least satisfied with "Feedback on evaluation results and grades" (48% unsatisfied) and "Implementation of recommendations given by students to improve EM course experience" (47%), while between 16% and 28% are not satisfied with other indicators. At the University of Vienna, the students' dissatisfaction is rather evenly distributed across the indicators and ranges between 36% and 46%. At the University of Wroclaw, at least a quarter of students is unsatisfied with each indicator, while the greatest percentage of unsatisfied students is in the indicators "The quality of the feedback channels at this university" (57%) and "Ability to provide feedback on the quality of services offered" (54%).



## 4.1.1 Consortia

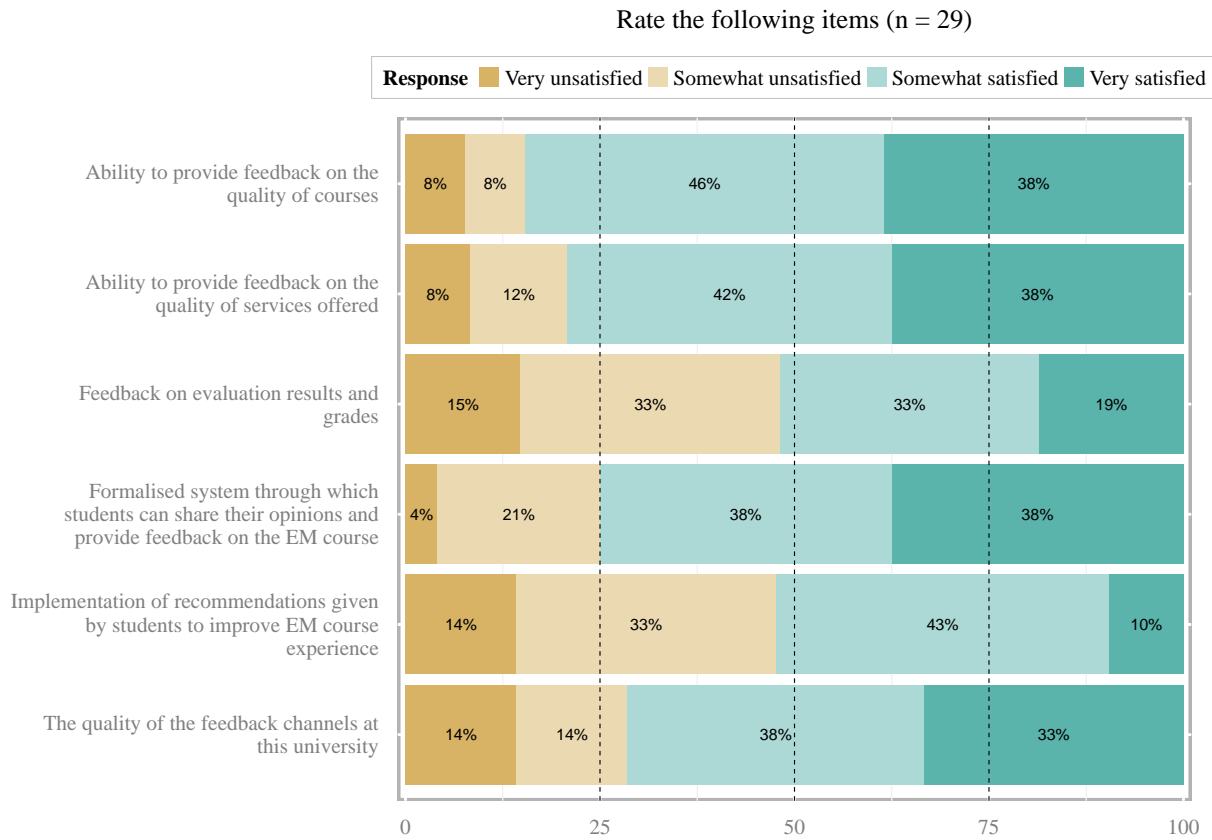
Rate the following items



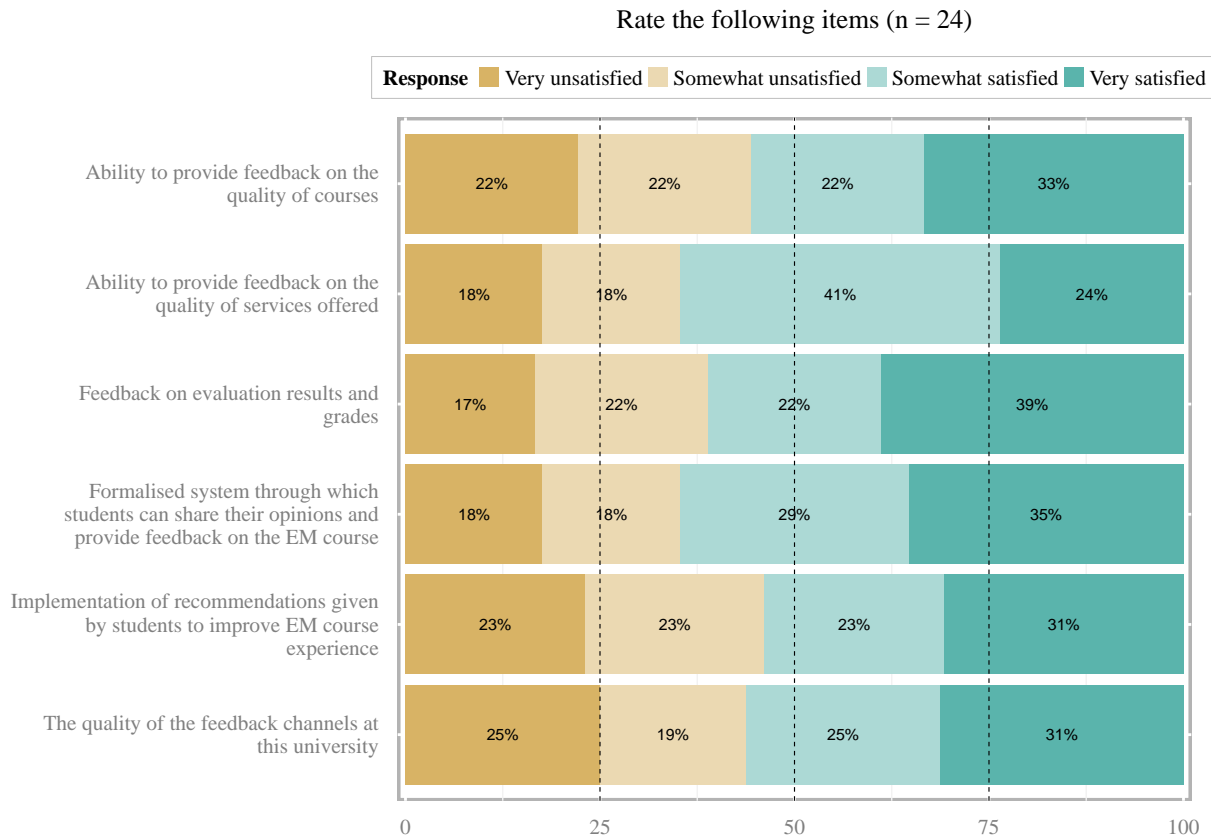
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	46	3.40	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	46	2.33	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	46	2.61	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	46	2.55	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	46	2.76	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	46	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	46	2.41	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	46	2.93	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	46	2.87	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	46	3.32	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 Leipzig, Germany

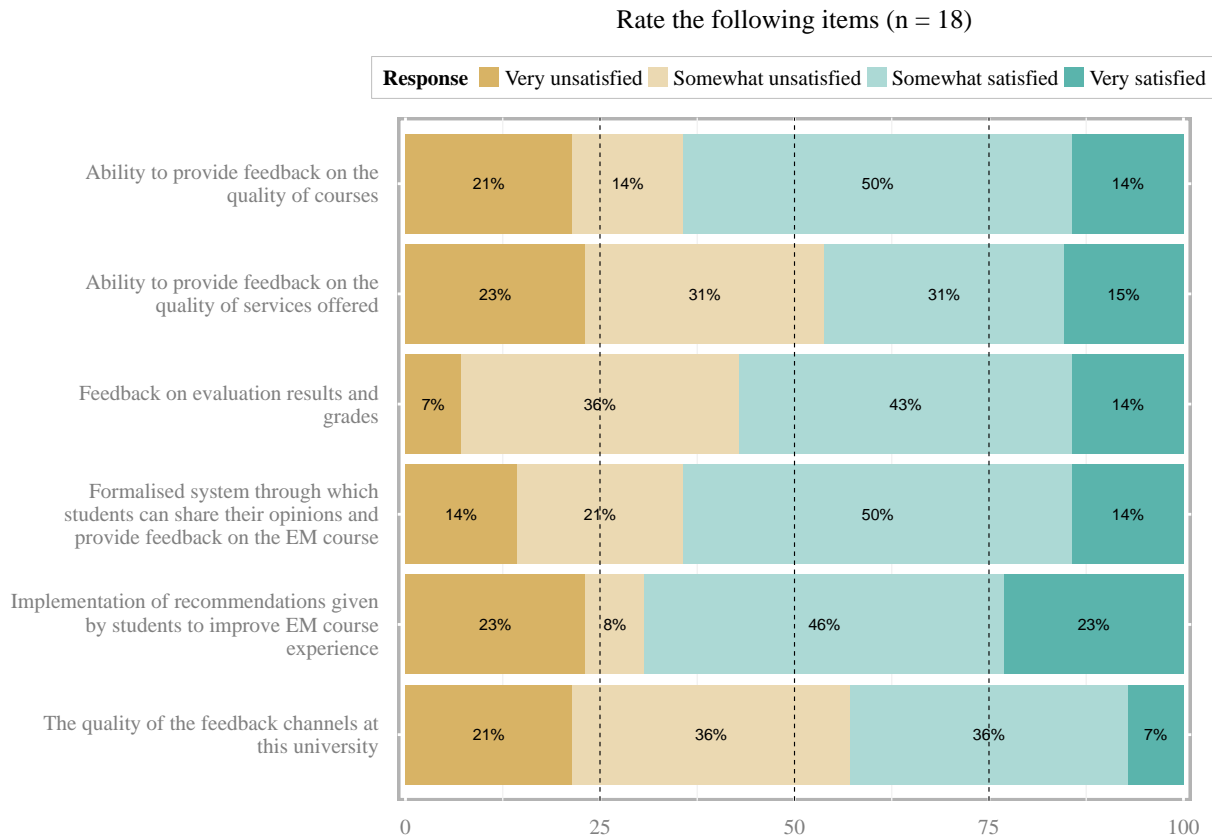


## 4.1.3 University of Vienna, Austria





## 4.1.4 University of Wroclaw, Poland



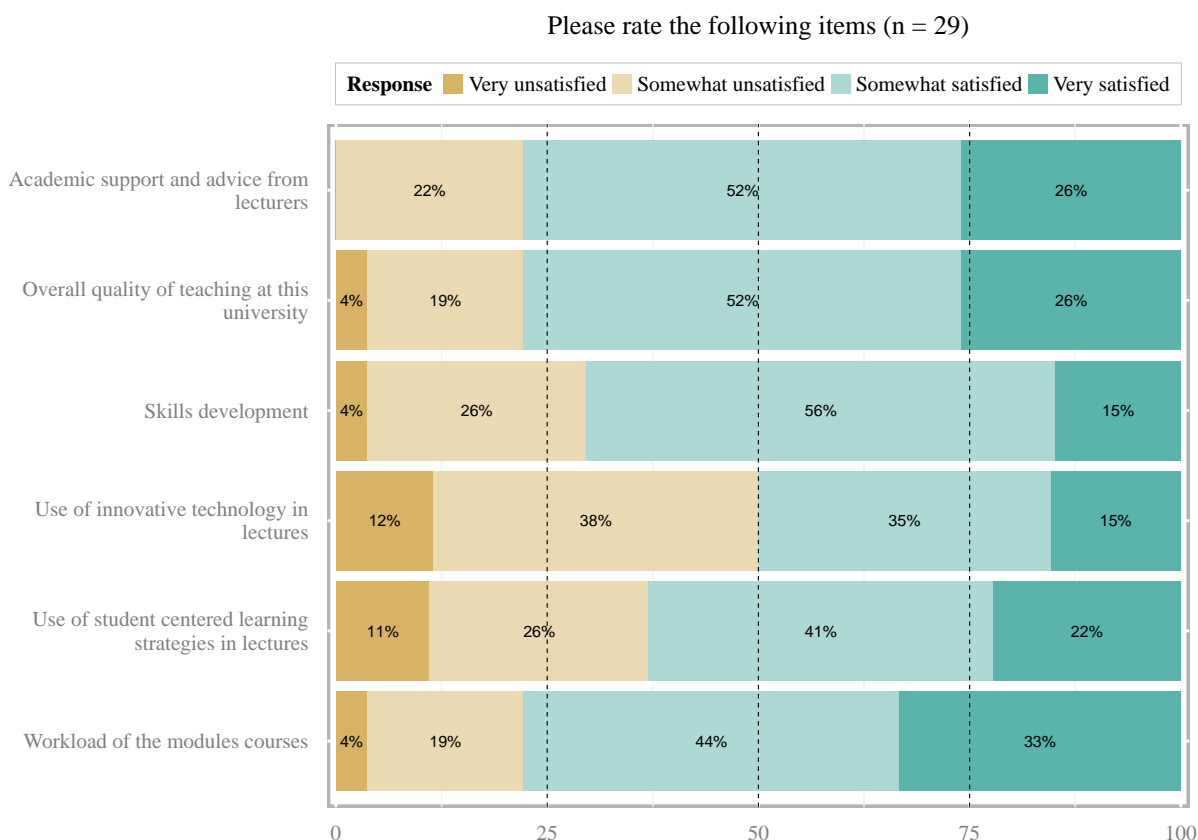
## 5 Teaching/learning and supervision

We will have some text here.

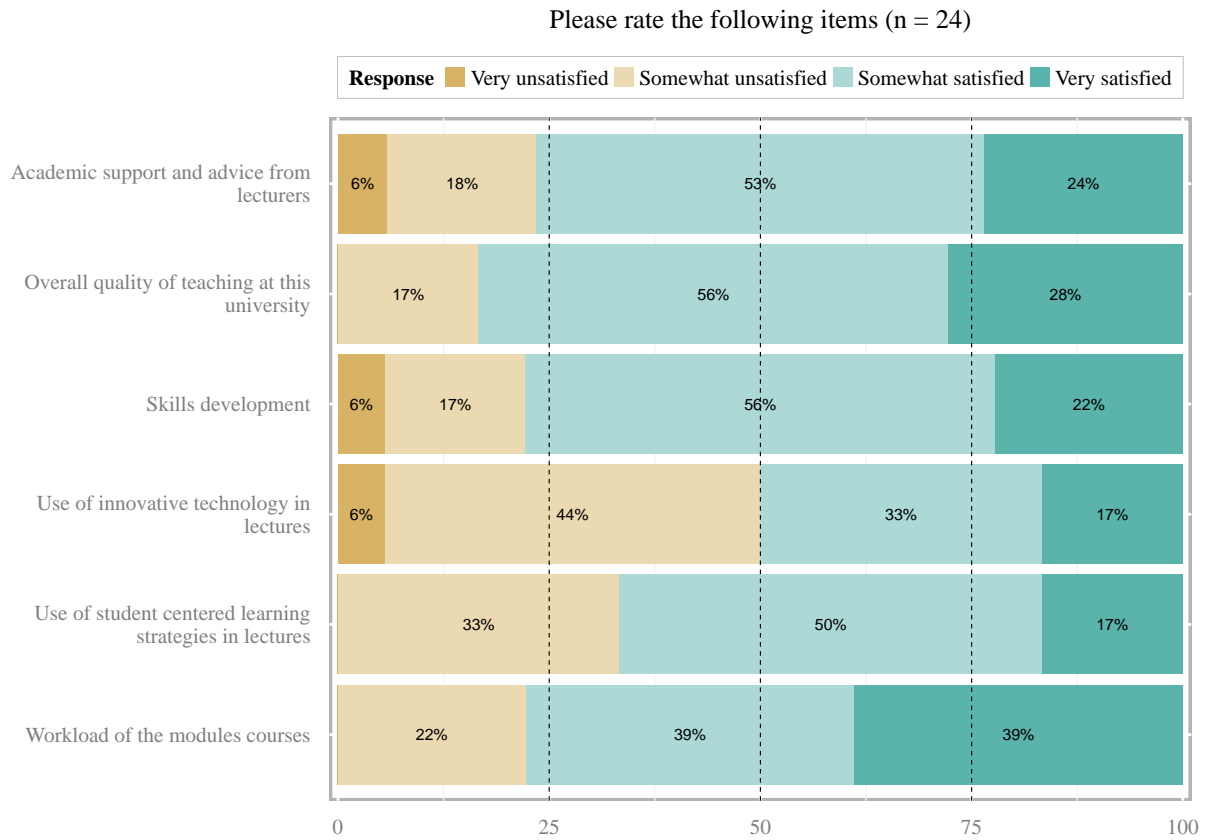
### 5.1 Teaching/learning

The students' assessments of their first and second supervisor follow a similar pattern, with both falling into the first quartile and considerably below the EM mean. The supervisors' advice value is assessed somewhat better than their availability, with roughly one third of students not considering the advice of their supervisors valuable. Around one quarter of students are unsatisfied with the teaching and learning at the University of Leipzig and the University of Vienna (the percentage ranges between 22% and 37% across the indicators for the former university and 17% and 33% for the latter). "Use of innovative technology in lectures", however, stands out in a negative way, with 50% unsatisfied students in both universities. The satisfaction with the University of Wroclaw is overall lower, and 3 out of 6 indicators are deemed unsatisfactory by more than 50% of students: "Overall quality of teaching at this university" (57%), "Use of innovative technology in lectures" (58%), and "Use of student centered learning strategies in lectures" (64%).

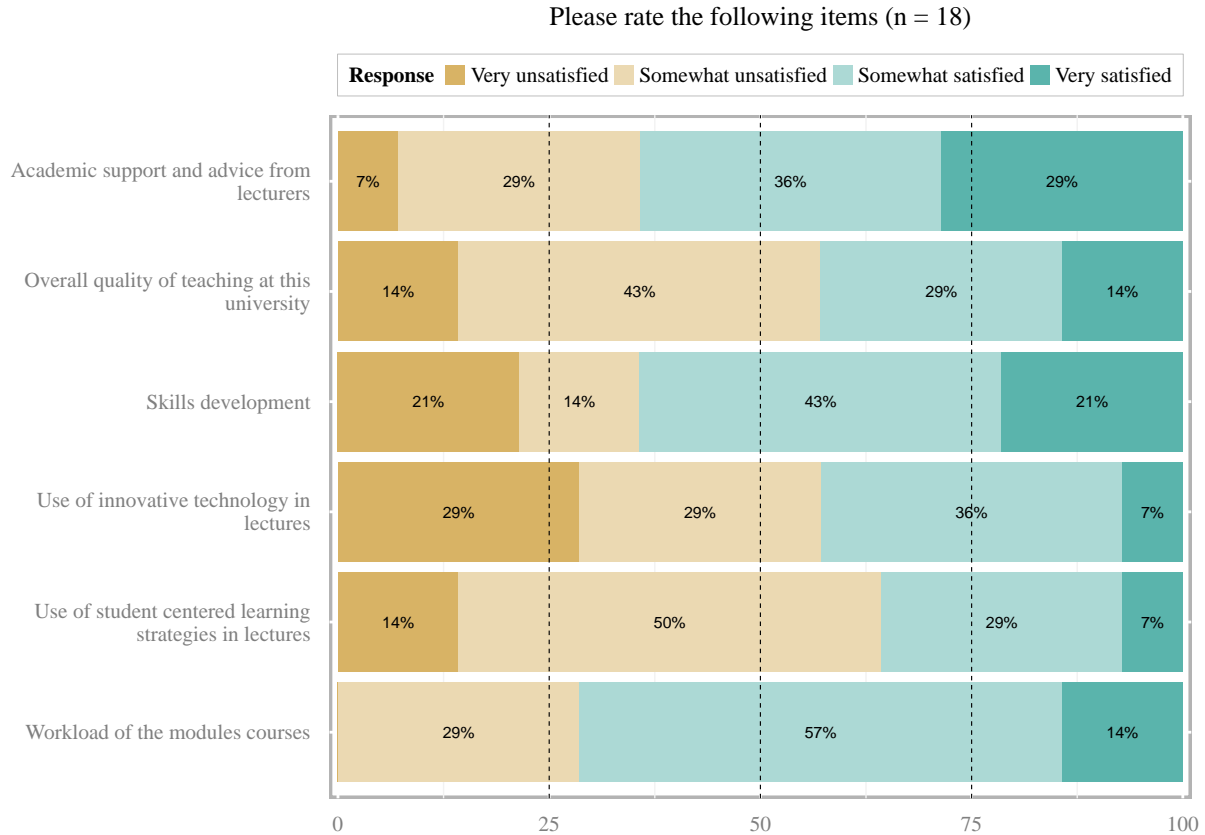
#### 5.1.1 University of Leipzig, Germany



## 5.1.2 University of Vienna, Austria

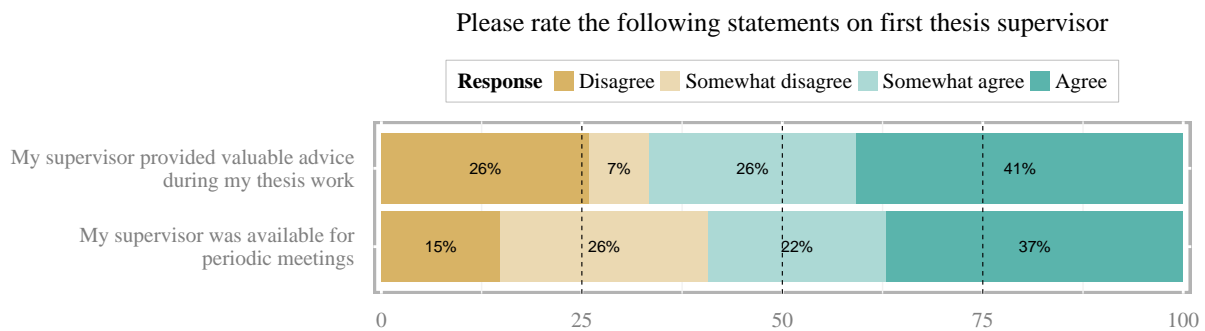


## 5.1.3 University of Wroclaw, Poland



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	46	2.81	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	46	2.81	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics



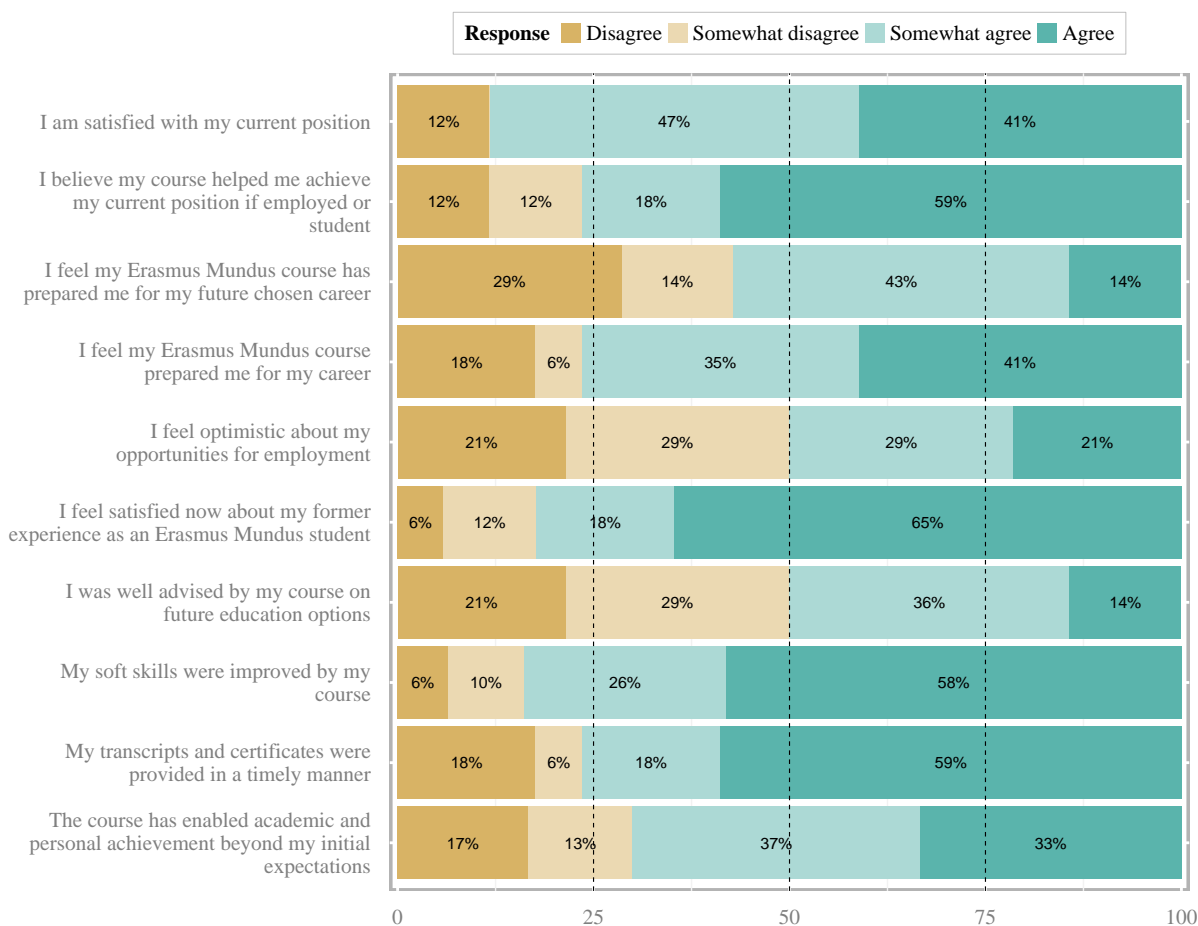
## 6 Internship/field experience and personal development

We will have some text here.

The majority of students are satisfied with their current position (88%), and many feel that the course has helped them reach this position and develop soft skills. However, a significant percentage of students feel that the course has not contributed much for their future, with 50% disagreeing with the statements “I feel optimistic about my opportunities for employment” and “I was well advised by my course on future education options”, and 43% not feeling that the course has prepared them for their future chosen career. All but one indicator in this section fall within the 1st quartile and below the EM mean.

### 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 am satisfied with my current position	46	3.18	3.37	3.00 - 3.25	3.26 - 3.44	3.45 - 3.62	3.63 - 3.79
I believe my course helped me achieve my current position if employed or student	46	3.24	3.44	3.00 - 3.43	3.44 - 3.56	3.57 - 3.72	3.73 - 3.95
I feel my Erasmus Mundus course has prepared me for my future chosen career	46	2.43	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel my Erasmus Mundus course prepared me for my career	46	3.00	3.35	2.64 - 3.28	3.29 - 3.33	3.34 - 3.54	3.55 - 3.88
I feel optimistic about my opportunities for employment	46	2.50	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
I feel satisfied now about my former experience as an Erasmus Mundus student	46	3.41	3.63	3.36 - 3.61	3.62 - 3.69	3.70 - 3.79	3.80 - 4.00
I was well advised by my course on future education options	46	2.43	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	46	3.35	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
My transcripts and certificates were provided in a timely manner	46	3.18	3.17	2.36 - 2.93	2.94 - 3.36	3.37 - 3.62	3.63 - 4.00
The course has enabled academic and personal achievement beyond my initial expectations	46	2.87	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

