

# Evaluation Report

## Qualitative Assessment of the JEMES programme

Aalborg University, 29 June 2010

### Introduction

Early March 2010, a questionnaire consisting of 163 questions was distributed to 57 JEMES students having started their studies in the years 2007 and 2008. The aim of the questionnaire is to thoroughly evaluate the JEMES programme from a student perspective, leaving room for praise as well as criticism. The response rate was 63.5% with 36 students completing the questionnaire, 3 students with a partial completion while 18 students did not participate in the survey. There was a significantly higher participation rate - 65% of all answers given - from students, who started the JEMES programme in 2008, i.e. current students in their final semester. The responsibility for the survey as well as the generation of this analysis was borne by Aalborg University with a team consisting of Martin Lehmann, Per Christensen and Anna Pattis.

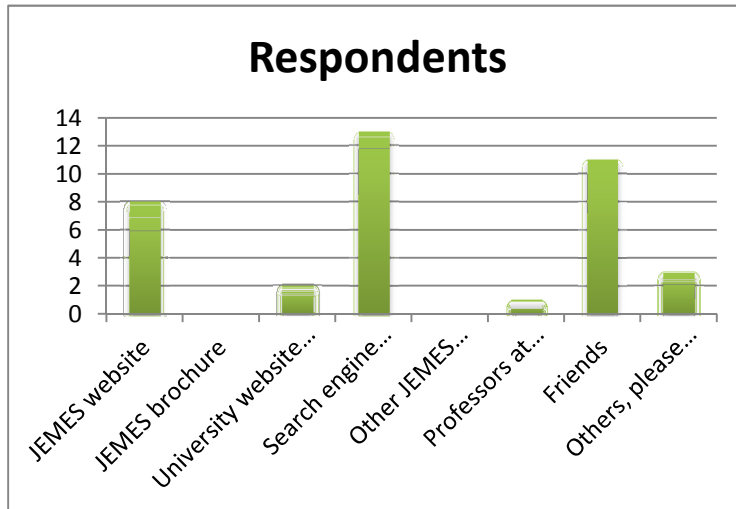
To further qualify the evaluation, preliminary results of the survey was presented and discussed with JEMES students and faculty during the JEMES Spring Meeting held in Aalborg in April 2010.

The following report synthesises the responses given and is structured according to the organization of the survey, hence divided into the following parts: (pages displayed)

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As the survey was anonymous, a connection between the individual students and their answers cannot be obtained. Therefore some questions have been cross-tabulated in order to gain more insight about the connections between universities and praise or criticism.

## 1. Administration Part



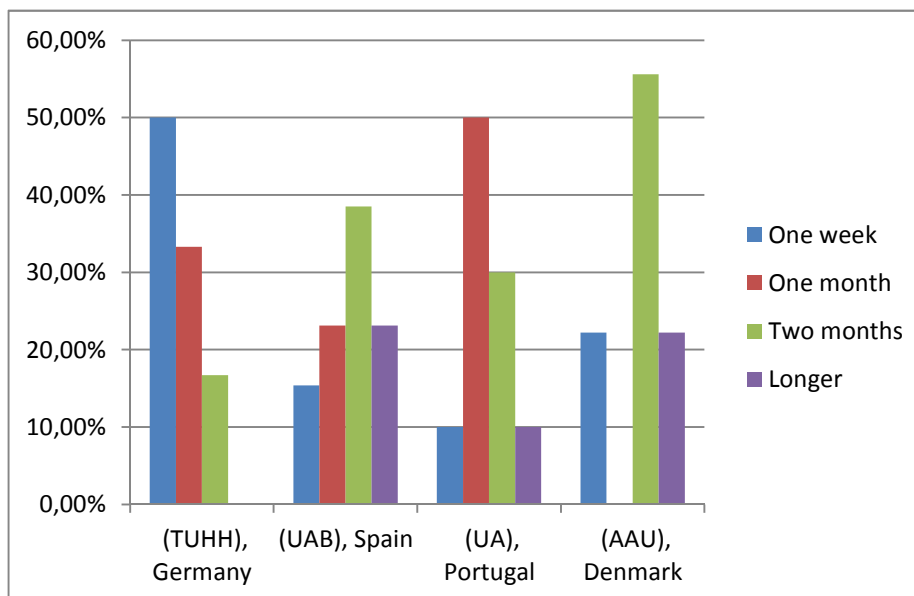
The majority of respondents initially discovered the existence of the JEMES through search engines (13 out of 36), friends (11 out of 36) or the JEMES website directly. The JEMES brochure was not mentioned as an initiator to seek further information on the programme. The university website from UAB as well as the Erasmus Mundus website were both mentioned specifically.

### Application & response time

The distribution of applicants as well as admissions were overall equal with slight deviance at Technische Universität Hamburg-Harburg (TUHH) with six admissions and Universitat Autònoma de Barcelona (UAB) with 13 admissions. The average number of students admitted to the universities within the JEMES programme was nine.

In response to questions raised about the duration of the response time from the time of application submission until the first response as well as the final acceptance the following cross-tabulations, between the response times and the places of admission, were generated. (for details see Annex 7.1)

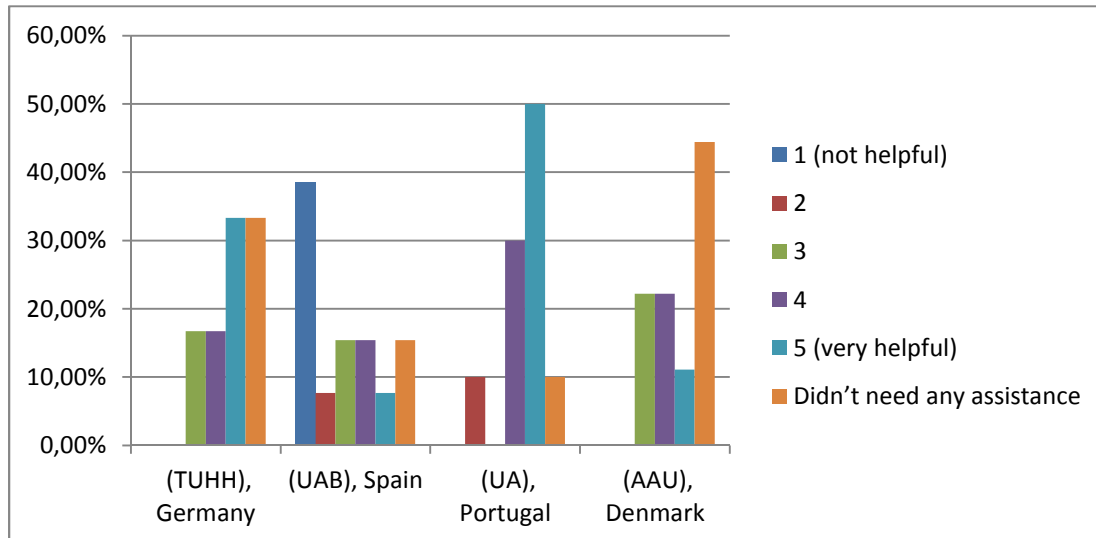
### Until first response



While the TUHH has a response rate of over 80% within the first month, others lack behind with 60%, 38% or even 22%. Overall it can be concluded that the response time until the first response needs to be more emphasized at some universities.

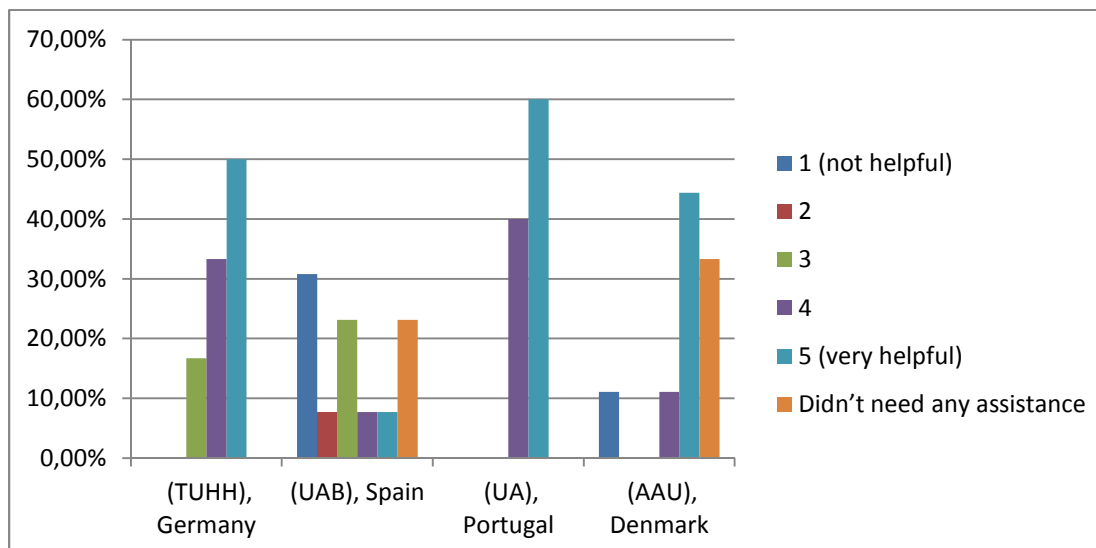
The overall level of helpfulness of staff was perceived as very or generally satisfying (58%) - out of the students who needed assistance before the submission and 68% were satisfied with answers during the application process. Correlated with the individual universities the following was stated:

## Helpfulness of staff before the submission of applications



## Helpfulness of staff during the application process

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In both cases all universities except for the Universitat Autònoma de Barcelona (UAB) enjoy high satisfaction concerning the cooperativeness and responses by university staff.

## Issues with Scholarship Payment

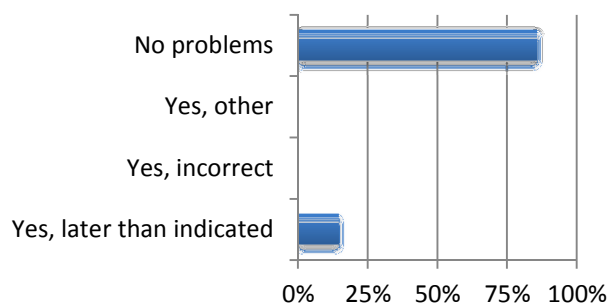
Scholarship receivers widely experienced no difficulties with the scholarship (75%-85%) with an average of 8 students per university, except for Aalborg University where most students complained about a long delay in payment - 5 out of 6 scholarship receiving students. Only one student indicated that payments were incorrect. One case of unclear communication about transaction fees can also be recorded.

## Focus on Type of problem/ distribution per university

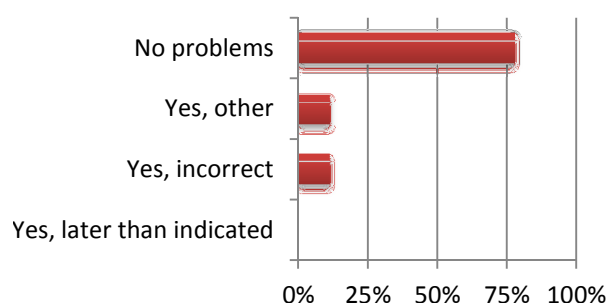
	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Yes, payments were later than indicated	14.3%	0.0%	25.0%	83.3%	26.7%
Yes, payments were incorrect	0.0%	11.1%	0.0%	0.0%	3.3%
Yes, other (please indicate)	0.0%	11.1%	0.0%	16.7%	6.7%
No problems	85.7%	77.8%	75.0%	16.7%	66.7%
Total	7	9	8	6	30

A total of 30 Students received a scholarship through the universities. In all universities there were minor problems. Across universities it was recognized that the first payment was usually approximately 2 weeks late, while later payments were made in time. Initial problems with long delays in payment at Aalborg University were solved after the first start of the programme. The following graphs show a clear picture of each university.

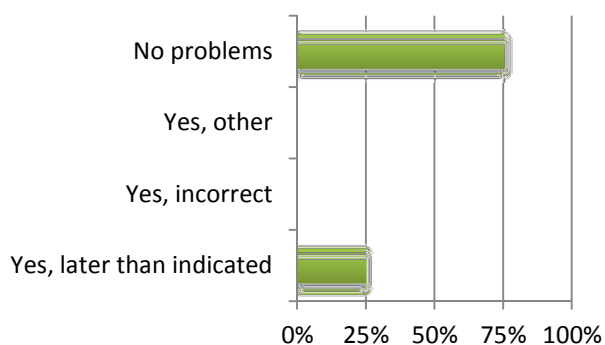
### (TUHH), Germany



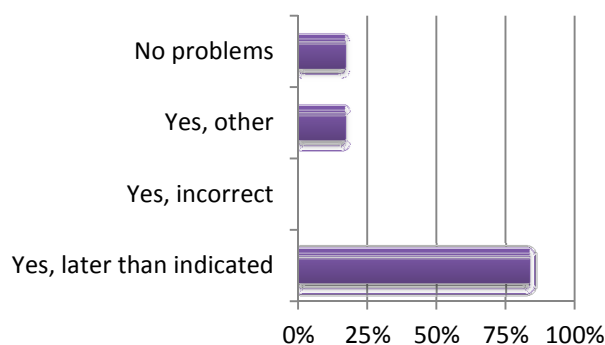
### (UAB), Spain



### (UA), Portugal



### (AAU), Denmark



### Language Classes

The majority of students preferred German and Danish (26 and 21 students, respectively) over Spanish and Portuguese (16 and 11 students, respectively). Overall the language classes were perceived as only limited in regards to helpfulness for living in the respective country. While German, Danish and Portuguese language classes weren't conflicting with the scientific curriculum, Spanish and Catalan did not entirely meet this standard (30% and 70% of respondent for whom the question was applicable stated a conflict with the scientific curriculum).

### Meetings and Events organized for JEMES students

When comparing the participation of students and the respective university all universities except TUHH experiences difficulties in either motivating students to go to specially organized events or meetings, or in setting up the get-togethers in the first place. TUHH had a participation rate of between 60 and 75% throughout the four semesters (See Annex 7.2). Aalborg Universitet experiences a drop from the second semester (first and second semester enjoy participation rate of over 50%) to the third semester (third and fourth semester have around 30% of the students participating in organized meetings or events. UAB and UA, while the first semester has 40% participation the semesters to follow lie between 0 and 25% participation.

Spring meetings were attended by approximately 63% of the students with 2/3 participating in Aveiro in 2009 and 1/3 participating in Hamburg in 2008. Other events such as dinners, excursions or Erasmus Mundus networking Events were also offered in some universities.

## 2. First three Semesters

While the first semester had a rather evenly distributed number of students for the universities, the following semesters experience a shift towards TUHH, AAU and UAB (17, 9 and 8 students on average). Universidade de Aveiro experienced a drop in numbers of students from 10 in the first semester to 2-3 in the following semesters. (For details, see Annex 7.3.)

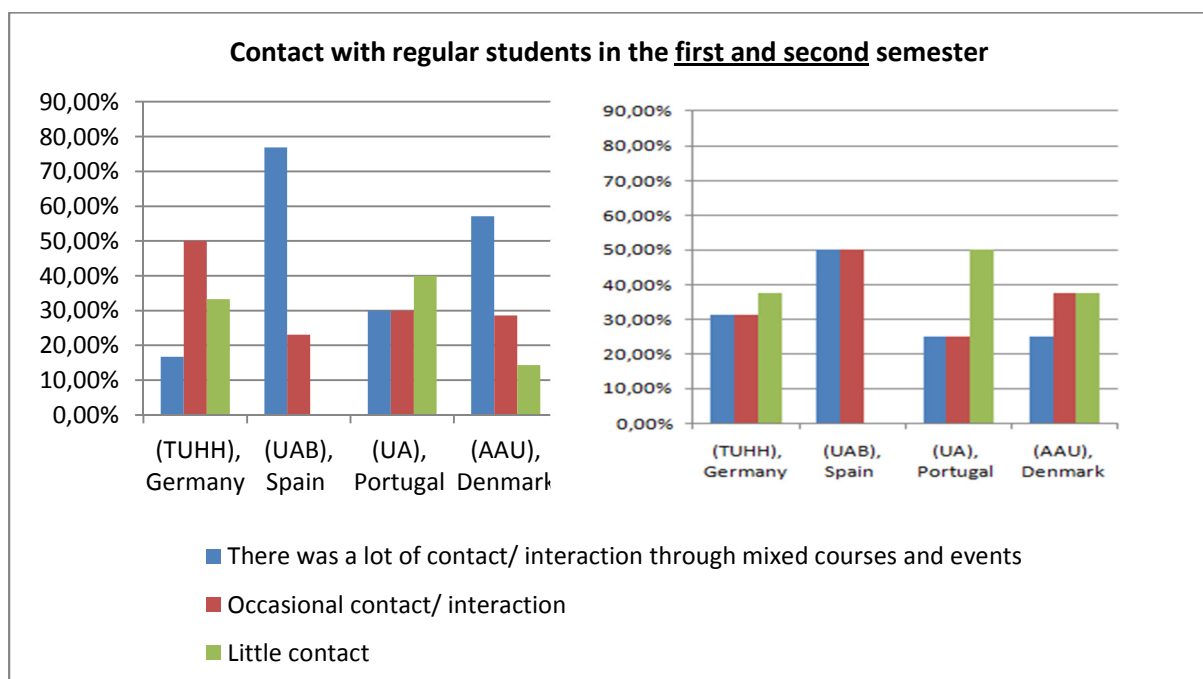
### Classes

#### JEMES specific classes & interaction with regular students

Except for Aalborg University (where the first two semesters of the JEMES programme is fully integrated into the existing Master in Environmental Management) all JEMES universities provided courses especially for JEMES students. While the first semester was about half/half in the three remaining universities, the TUHH as well as UAB decreased the number of JEMES specific classes. Aveiro on the other hand increased the number of JEMES specific classes, reaching 100% in the second semester.

When analyzing the responses about the level of interaction with regular students a connection between the statement of “there was only little contact with regular students” and the fact that special JEMES classes were organized can be seen, is though not strongly evident. As the perception of the level of interaction with regular students is largely subjective, it goes beyond the university’s ability to influence. Nonetheless it is important to set the frame for a possible interaction such as through courses. The subjective perception can be observed on the example of Aalborg University which did not organize separate JEMES courses but was nonetheless evaluated from students indicating that almost 40% thought there was only little contact with regular students. (Cross tabulation see 7.4)

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### Planning and co-ordination of classes

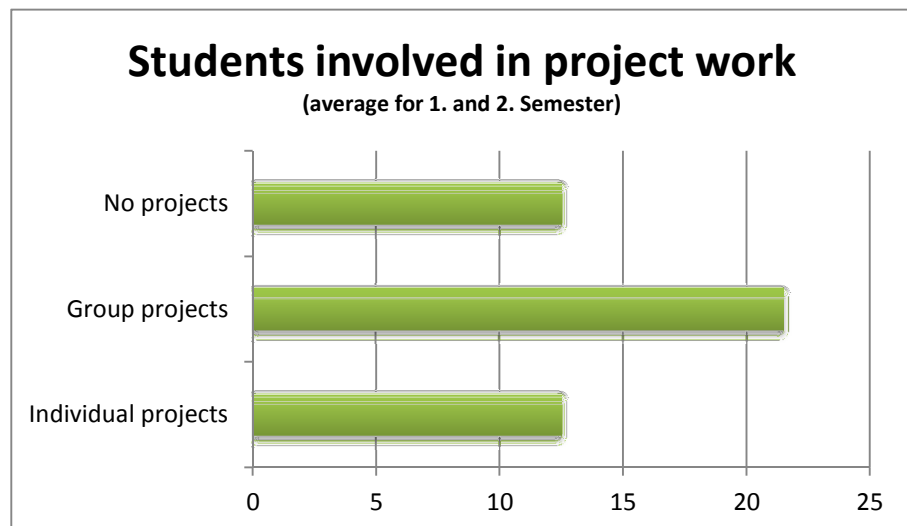
The overall perception of planning and co-ordination of classes is largely positive. The questions concentrated on the following aspects:

- If the course selection process was easy,
- If there were always enough spots left to sign up for courses,
- If Classes were too big for a good learning atmosphere,
- If there was sufficient course literature available in the library, and
- If there were possibilities given to make suggestions for any kind of improvement

Throughout the JEMES programmes students faced a wide variety of evaluation methods, such as Oral exams, written exams (both open questions as well as multiple choice), essays/ seminar paper/ presentations, project work and oral defence of project reports/thesis work.

### Project work

Of all students less than 1/3 was not confronted with project work. 70% of the students had individual projects, group projects or both, hence connected practical and theoretical learning processes within the university curriculum.



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In case of provided supervision for the project work, students were on average very/ generally satisfied and perceived the quality of supervision as either good or very good, with small variations. These answers were given for the following questions:

- Time commitment of the supervisor
- The frequency of meetings
- Overall helpfulness and communication

### Achievements through the connection of academic skills with other competences

As indicated before there was a positive opinion towards the usefulness of projects and that the courses were generally well to very well linked with project work. Furthermore the respondents also perceived that classes provided a good to very good:

- Linkage between theory and praxis
- Focus on problem solving
- Communication of necessary tools to manage complex environmental processes
- Interdisciplinary knowledge pool that communicated a holistic picture
- Chance to improve the English language skills

The students assessed themselves as being very active and forthcoming during classes as well as projects. Within the second semester they were even more active according to their own perception also in regards to extracurricular activities.

### Helpfulness of staff

Staff was generally perceived as helpful, though there is still room for improvement in assistance regarding administrative and personal matters, where Barcelona as well as Aveiro and Hamburg as well as Aveiro, respectively received negative voting. (See Annex 7.5.) In the second semester staff helpfulness received less favorable votes though still on average positive. (See Annex 7.6.) Barcelona is again negatively perceived in helpfulness in regards to administrative and personal matters.

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### Summary of individual comments on the semesters

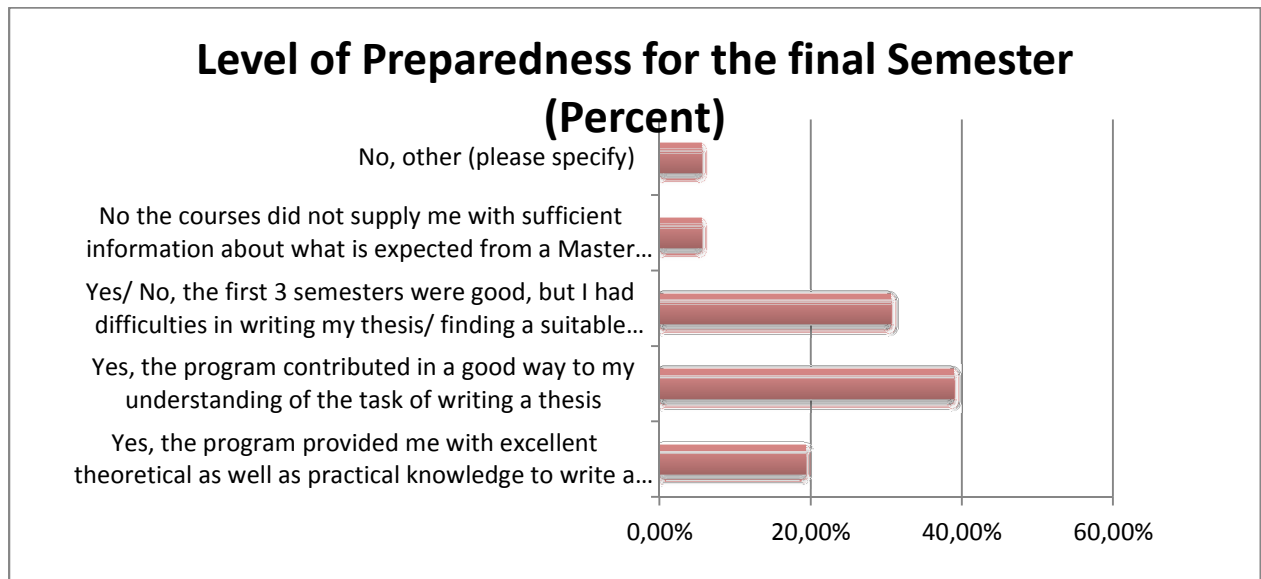
Multiple students experienced difficulties with the following:

- Overlap of semesters when changing universities, especially from the 1<sup>st</sup> to the 2<sup>nd</sup> semester
- Project evaluation at AAU was not regarded as an entirely objective evaluation, especially when the group experienced difficulties with the work motivation of group members, and these members were graded the same or higher.
- The PBL system was not entirely clear for some students – suggestions were raised to have an introductory class about the concept.
- High work load was experienced at TUHH as courses were given too little ECTS points in relation to the actual work load
- There was an overlap in course contents, described as frustrating especially as students were not able to have their own individual course selection in some universities

The students mentioned several times that organized events with regular students are desired and would improve the interaction.

### 3. Master Thesis Semester

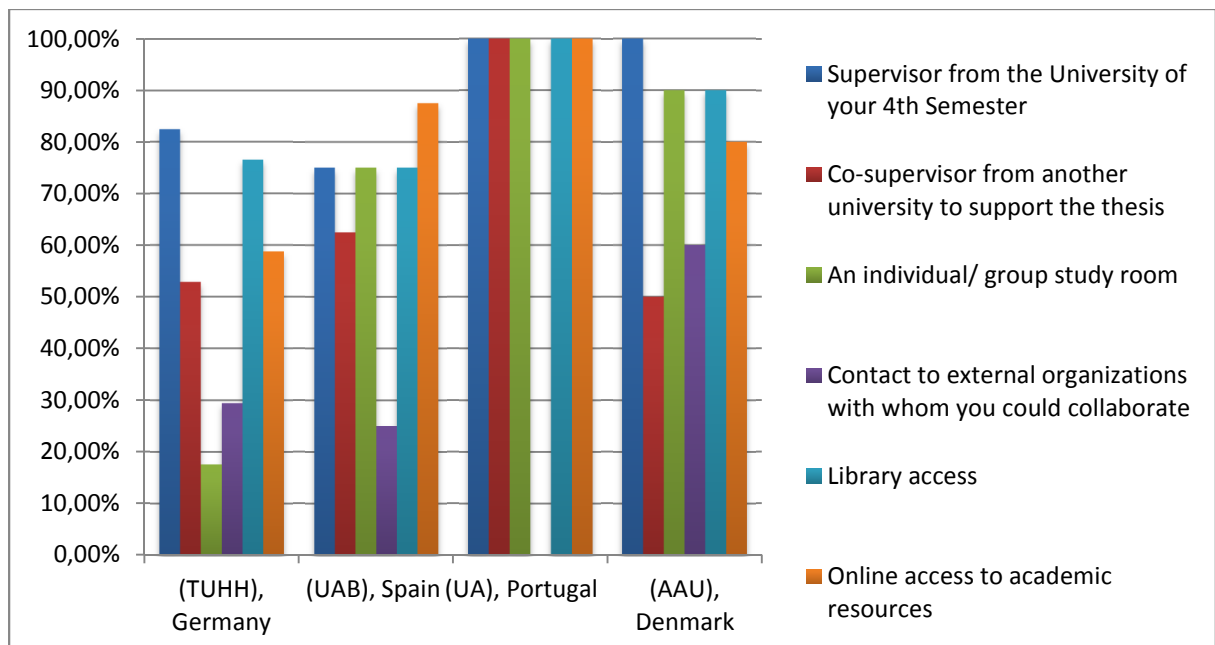
Most students felt sufficiently prepared by the first three semesters to write a Master’s thesis.



Students stated that there was a discrepancy between the Universities in regards to the time frame for finalizing the thesis. Supportive classes were missing at some universities in regards to the writing style and methodology.

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Almost 50% of the respondents spent their final semester in Hamburg, almost 30% in Aalborg. In regards to supervision, there is still room for improvement especially concerning co-supervision:



Despite partially missing, students perceived the lack of collaboration with external organizations as more important than a second supervisor. In general the level of supervision was continuously high, as already in the previous semesters. (for details see Annex 7.7)

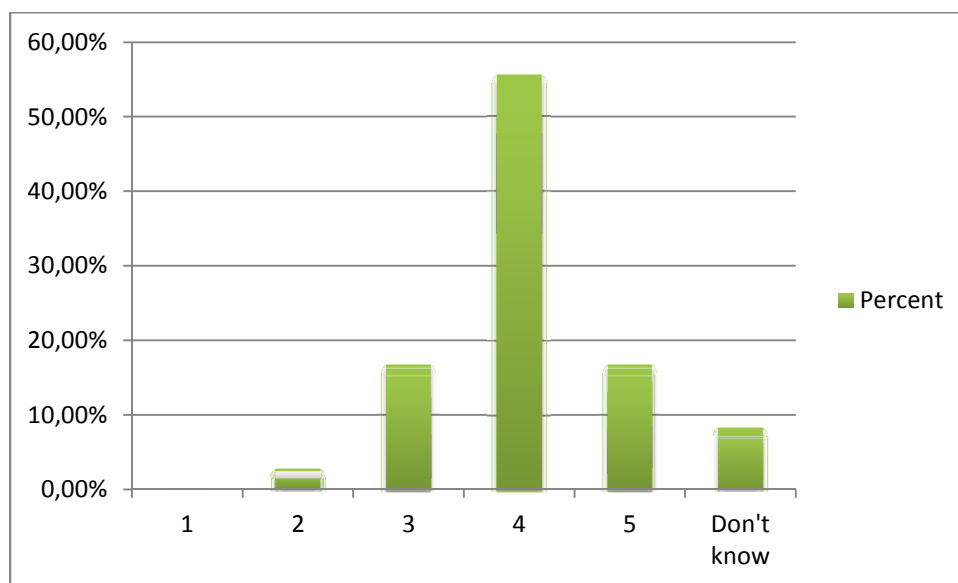
## 4. Overall Programme Evaluation

### Overall comments:

According to some students courses that touch upon political ecology, socio-environmental studies, policies, economics, and sociological issues were not part of the choice of courses at any time, hence disregarding these issues.

A lot of interest is directed towards an employment by UN organizations, NGOs, consulting companies as well as PhD positions at the university (14/21/18/23 out of 36 respondents).

The overall feeling of students has been that they were sufficiently prepared to start working in the environmental field:



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As in the individual semester, the whole programme enjoyed praise for the teaching of the following aspects (for details see Annex 7.8):

- Linkage to project work (97% good and above)
- Linkage between theory and praxis (92% good and above)
- Problem solving (94% good and above)
- Management of complex environmental processes (91% good and above)
- Interdisciplinary teaching (combining technical, social, environmental and other aspects) (91% good and above)
- Thorough insight into environmental management (89% good and above)
- Understanding of environmental science (91% good and above)
- Improvement of team working skills (86% good and above)
- Improvement of English language skills (75% good and above)
- High academic level education (91% good and above)

The problematic with the current lack of a JEMES programme/EU certified diploma was raised several times as well as an organized last meeting as part of graduation.

The level of the courses varied significantly – several students indicated the lack of choice of advanced courses. More emphasis should be put on oral examinations as well as presentations.

95% of the students would recommend the programme, 52% though only if funding was available signifying the financial needs necessary for this kind of programme.

Overall the third semester needs to be improved as comments indicated a weak point, repetitive subjects, starting point for the Master's thesis for some students, while other students have classes instead of project work, depending on the university.

### University specific comments:

**TUHH** The University required a high number of courses (an average of 12 per semester, as opposed to 4-8 courses in all other universities. Hence the TUHH was perceived as unequally difficult. The awarded ECTS point did not justify the work load.

Classes were partially too technical, as JEMES students were mixed with Environmental Engineering classes. The relevance to the programme is questioned.

**UAB** Classes were evaluated in a highly positive manner. Administration was not highly rated, especially the provision of necessary documents (health insurance, visa application certificates etc.)

The organization of classes needs to be improved as courses were overlapping, including language classes. (Mentioned by a majority of students within the open evaluation of each university)

**UA** Perceived as not in line with the other three universities when it comes to the level of courses, level of English of the professors. The level of English was perceived as partly insufficient to teach in an international programme (Mentioned by a almost every student, who spend a semester in Aveiro, within the open evaluation of each university). Respondents remarked administrative issues.

**AAU** Project evaluation was not perceived as objective. Some students experienced difficulties with the PBL system and thus would have liked more guidance with this learning/ teaching approach as well as an introductory lecture.

Overall the university was evaluated very positively, though the PBL approach deserves more attention in regards to introduction/ explanations.

## 5. Conclusion

Overall the survey showed that the universities, Aalborg University, Technische Universität Hamburg,-Harburg, Universitat Autònoma de Barcelona, and Universidade de Aveiro have succeeded in initiating and maintaining of an interdisciplinary and strong Master's programme. The Master's degree is perceived as of high academic standard, integrates students in multiple cultural settings and helps to expand their language skills and successfully prepares the degree students for a large variety of possible work positions.

As every university has its' own style of teaching and working, there has been critique that the programme is mixing too many different ways of learning. The programme coordinators though regard this diversity as a valuable asset of the programme to enable the students to experience different ways of thinking, teaching and learning to be then in the final semester able to chose according to personal preferences. Nonetheless it is recognized that the transition between universities and thus different learning environments can and should be further facilitated for the students.

Administrative procedures, despite being satisfactory at some universities, need to be improved significantly. Hence a close cooperation with the responsible staff members of the university needs to be established. Furthermore more information needs to be made readily available in the universities as well as on communication channels of the programme such as the website.

To continually follow the quality of the JEMES programme and the students reflections and inputs, this survey will be developed further and conducted every year in October. Next survey will take place in October 2011, to allow for a new cohort of JEMES graduates (2009 intake).

## 6. Remarks and Suggestions for Discussion

**Languages** As languages were perceived as not very helpful to support life in the respective countries, the structure of the language part of the programme should be discussed:

- Instead of having obligatory language classes, there could be an option in choosing cultural classes, to make sure that the student learns about the cultural differences in the chosen country
- Provide the possibility to chose one language focus which can be followed through the whole programme (Language courses of chosen focuses need to be provided and if the university is not able to do so, external teaching should be facilitated)

**Equality** Number of courses varied significantly when comparing TUHH and the other universities. A solution has to be found to avoid students taking over 12 classes in order to be able to fulfil the programme requirements. The programme should be adjusted, to have a better comparability between the semesters.

It needs to be anticipated that courses are taught by professors with the required language skills

### Integration of new elements

Multiple students expressed the wish to be able to integrate an internship into the programme instead of a 3rd semester at university.

**Diploma** The issue of an officially certified joint degree was mentioned numerous times.

## 7. Annexes

### 7.1. Response time – submission of application until first response

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
One week	50.0%	15.4%	10.0%	22.2%	21.1%
One month	33.3%	23.1%	50.0%	0.0%	26.3%
Two months	16.7%	38.5%	30.0%	55.6%	36.8%
Longer	0.0%	23.1%	10.0%	22.2%	15.8%
Total	6	13	10	9	38

### 7.2. Meetings/ Events organized for JEMES students

#### Did you attend any special events organized for JEMES students? - Meetings organized by each individual university

Crossed with: Please indicate where you spent your **first** semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Yes (please indicate where and if applicable how many)	66.7%	46.2%	40.0%	55.6%	50.0%
No	33.3%	53.8%	60.0%	44.4%	50.0%
Total	6	13	10	9	38

#### Did you attend any special events organized for JEMES students? - Meetings organized by each individual university

Crossed with: Please indicate where you spent your **second** semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Yes (please indicate where and if applicable how many)	62.5%	37.5%	0.0%	62.5%	50.0%
No	37.5%	62.5%	100.0%	37.5%	50.0%
Total	16	8	4	8	36

## Did you attend any special events organized for JEMES students? - Meetings organized by each individual university

Crossed with: Please indicate where you spent your **third** semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Yes (please indicate where and if applicable how many)	75.0%	28.6%	0.0%	36.4%	50.0%
No	25.0%	71.4%	100.0%	63.6%	50.0%
Total	16	7	2	11	36

## Did you attend any special events organized for JEMES students? - Meetings organized by each individual university

Crossed with: Please indicate where you spent your fourth semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Yes (please indicate where and if applicable how many)	70.6%	37.5%	0.0%	30.0%	50.0%
No	29.4%	62.5%	100.0%	70.0%	50.0%
Total	17	8	1	10	36

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## 7.3. Semester affiliation per university

Please indicate where you spent your first semester:

	Respondents	Percent
Technische Universität Hamburg-Harburg (TUHH), Germany	6	15.8%
Universitat Autònoma de Barcelona (UAB), Spain	13	34.2%
Universidade de Aveiro (UA), Portugal	10	26.3%
Aalborg Universitet (AAU), Denmark	9	23.7%
Total	38	100.0%

**Please indicate where you spent your second semester:**

	Respondents	Percent
Technische Universität Hamburg-Harburg (TUHH), Germany	16	44.4%
Universitat Autònoma de Barcelona (UAB), Spain	8	22.2%
Universidade de Aveiro (UA), Portugal	4	11.1%
Aalborg Universitet (AAU), Denmark	8	22.2%
Total	36	100.0%

**Please indicate where you spent your third semester:**

	Respondents	Percent
Technische Universität Hamburg-Harburg (TUHH), Germany	16	44.4%
Universitat Autònoma de Barcelona (UAB), Spain	7	19.4%
Universidade de Aveiro (UA), Portugal	2	5.6%
Aalborg Universitet (AAU), Denmark	11	30.6%
Total	36	100.0%

**Please indicate where you spent your fourth semester:**

	Respondents	Percent
Technische Universität Hamburg-Harburg (TUHH), Germany	17	47.2%
Universitat Autònoma de Barcelona (UAB), Spain	8	22.2%
Universidade de Aveiro (UA), Portugal	1	2.8%
Aalborg Universitet (AAU), Denmark	10	27.8%
Total	36	100.0%

## 7.4. Interaction with regular students

### How was the interaction with regular students at the university?

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
There was a lot of contact/ interaction through mixed courses and events	16.7%	76.9%	30.0%	57.1%	50.0%
Occasional contact/ interaction	50.0%	23.1%	30.0%	28.6%	30.6%
Little contact	33.3%	0.0%	40.0%	14.3%	19.4%
Total	6	13	10	7	36

### How was the interaction with regular students at the university?

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
There was a lot of contact/ interaction through mixed courses and events	31.2%	50.0%	25.0%	25.0%	33.3%
Occasional contact/ interaction	31.2%	50.0%	25.0%	37.5%	36.1%
Little contact	37.5%	0.0%	50.0%	37.5%	30.6%
Total	16	8	4	8	36

### 7.5. Assistance through staff (first semester)

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Problems/ questions during class**

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	0.0%	0.0%	0.0%	0.0%
2	0.0%	0.0%	0.0%	0.0%	0.0%
3	0.0%	7.7%	10.0%	0.0%	5.6%
4	33.3%	7.7%	0.0%	42.9%	16.7%
5	66.7%	84.6%	90.0%	57.1%	77.8%
No help needed in these matters	0.0%	0.0%	0.0%	0.0%	0.0%
Total	6	13	10	7	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Problems/ questions in regards to studies**

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	0.0%	0.0%	0.0%	0.0%
2	0.0%	7.7%	10.0%	0.0%	5.6%
3	0.0%	7.7%	10.0%	0.0%	5.6%
4	83.3%	23.1%	10.0%	42.9%	33.3%
5	16.7%	53.8%	70.0%	57.1%	52.8%
No help needed in these matters	0.0%	7.7%	0.0%	0.0%	2.8%
Total	6	13	10	7	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Questions/ Feedback to work handed in**

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	0.0%	0.0%	0.0%	0.0%
2	0.0%	7.7%	10.0%	0.0%	5.6%
3	50.0%	15.4%	20.0%	14.3%	22.2%
4	16.7%	38.5%	30.0%	42.9%	33.3%
5	16.7%	38.5%	40.0%	42.9%	36.1%
No help needed in these matters	16.7%	0.0%	0.0%	0.0%	2.8%
Total	6	13	10	7	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Assistance in administrative matters**

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	16.7%	15.4%	10.0%	0.0%	11.1%
2	16.7%	15.4%	30.0%	0.0%	16.7%
3	0.0%	15.4%	10.0%	42.9%	16.7%
4	33.3%	30.8%	0.0%	28.6%	22.2%
5	33.3%	15.4%	40.0%	14.3%	25.0%
No help needed in these matters	0.0%	7.7%	10.0%	14.3%	8.3%
Total	6	13	10	7	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Assistance in personal matters**

Crossed with: Please indicate where you spent your first semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	16.7%	15.4%	0.0%	0.0%	8.3%
2	16.7%	0.0%	0.0%	0.0%	2.8%
3	0.0%	15.4%	10.0%	14.3%	11.1%
4	33.3%	15.4%	20.0%	14.3%	19.4%
5	0.0%	15.4%	30.0%	42.9%	22.2%
No help needed in these matters	33.3%	38.5%	40.0%	28.6%	36.1%
Total	6	13	10	7	36

### 7.6. Assistance through staff (second semester)

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Problems/ questions during class**

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	0.0%	0.0%	0.0%	0.0%
2	12.5%	0.0%	0.0%	12.5%	8.3%
3	12.5%	12.5%	0.0%	0.0%	8.3%
4	50.0%	12.5%	75.0%	37.5%	41.7%
5	25.0%	75.0%	25.0%	50.0%	41.7%
No help needed in these matters	0.0%	0.0%	0.0%	0.0%	0.0%
Total	16	8	4	8	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Problems/ questions in regards to studies**

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	6.2%	0.0%	0.0%	12.5%	5.6%
2	6.2%	25.0%	0.0%	0.0%	8.3%
3	18.8%	25.0%	0.0%	0.0%	13.9%
4	50.0%	0.0%	50.0%	50.0%	38.9%
5	18.8%	50.0%	50.0%	37.5%	33.3%
No help needed in these matters	0.0%	0.0%	0.0%	0.0%	0.0%
Total	16	8	4	8	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Questions/ Feedback to work handed in**

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	0.0%	0.0%	12.5%	2.8%
2	25.0%	25.0%	25.0%	0.0%	19.4%
3	31.2%	25.0%	0.0%	12.5%	22.2%
4	25.0%	12.5%	50.0%	50.0%	30.6%
5	18.8%	37.5%	25.0%	25.0%	25.0%
No help needed in these matters	0.0%	0.0%	0.0%	0.0%	0.0%
Total	16	8	4	8	36

**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Assistance in administrative matters**

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	6.2%	37.5%	0.0%	12.5%	13.9%
2	18.8%	37.5%	50.0%	0.0%	22.2%
3	25.0%	25.0%	25.0%	0.0%	19.4%
4	25.0%	0.0%	25.0%	50.0%	25.0%
5	25.0%	0.0%	0.0%	25.0%	16.7%
No help needed in these matters	0.0%	0.0%	0.0%	12.5%	2.8%
Total	16	8	4	8	36

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**Was university staff/ were professors readily available in case you needed help? (Scale 1-5; 5= very helpful) - Assistance in personal matters**

Crossed with: Please indicate where you spent your second semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
1	0.0%	12.5%	0.0%	12.5%	5.6%
2	6.2%	12.5%	25.0%	0.0%	8.3%
3	25.0%	12.5%	0.0%	0.0%	13.9%
4	0.0%	0.0%	25.0%	37.5%	11.1%
5	18.8%	0.0%	0.0%	12.5%	11.1%
No help needed in these matters	50.0%	62.5%	50.0%	37.5%	50.0%
Total	16	8	4	8	36

### 7.7. Thesis writing support

**Did the programme/ university support you with the following during your thesis research/ writing process? (multiple answers possible)**

Crossed with: Please indicate where you spent your fourth semester:

	(TUHH), Germany	(UAB), Spain	(UA), Portugal	(AAU), Denmark	Total
Supervisor from the University of your 4th Semester	82.4%	75.0%	100.0%	100.0%	86.1%
Co-supervisor from another university to support the thesis	52.9%	62.5%	100.0%	50.0%	55.6%
An individual/ group study room	17.6%	75.0%	100.0%	90.0%	52.8%
Contact to external organizations with whom you could collaborate	29.4%	25.0%	0.0%	60.0%	36.1%
Library access	76.5%	75.0%	100.0%	90.0%	80.6%
Online access to academic resources	58.8%	87.5%	100.0%	80.0%	72.2%
<b>Total</b>	<b>17</b>	<b>8</b>	<b>1</b>	<b>10</b>	<b>36</b>

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### 7.8. Satisfaction with teaching of different aspects

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) - Linkage to project work**

	Respondents	Percent
1	0	0.0%
2	1	2.8%
3	12	33.3%
4	15	41.7%
5	8	22.2%
Don't know	0	0.0%
<b>Total</b>	<b>36</b>	<b>100.0%</b>

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) - Linked theory & praxis**

	Respondents	Percent
1	0	0.0%
2	2	5.6%
3	10	27.8%
4	17	47.2%
5	6	16.7%
Don't know	1	2.8%
Total	36	100.0%

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) - Problem solving**

	Respondents	Percent
1	0	0.0%
2	2	5.6%
3	7	19.4%
4	20	55.6%
5	7	19.4%
Don't know	0	0.0%
Total	36	100.0%

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**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) - Management of complex environmental processes**

	Respondents	Percent
1	0	0.0%
2	3	8.3%
3	9	25.0%
4	17	47.2%
5	7	19.4%
Don't know	0	0.0%
Total	36	100.0%

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) -  
Interdisciplinary teaching (combining technical, social, environmental and other aspects)**

	Respondents	Percent
1	2	5.6%
2	1	2.8%
3	7	19.4%
4	10	27.8%
5	16	44.4%
Don't know	0	0.0%
Total	36	100.0%

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) -  
Thorough insight into environmental management**

	Respondents	Percent
1	1	2.8%
2	3	8.3%
3	8	22.2%
4	16	44.4%
5	8	22.2%
Don't know	0	0.0%
Total	36	100.0%

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) -  
Understanding of environmental science**

	Respondents	Percent
1	0	0.0%
2	2	5.6%
3	7	19.4%
4	15	41.7%
5	11	30.6%
Don't know	1	2.8%
Total	36	100.0%

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) -  
Improvement of team work skills**

	Respondents	Percent
1	0	0.0%
2	5	13.9%
3	4	11.1%
4	16	44.4%
5	11	30.6%
Don't know	0	0.0%
<b>Total</b>	<b>36</b>	<b>100.0%</b>

**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) -  
Improvement of language skills (English)**

	Respondents	Percent
1	3	8.3%
2	2	5.6%
3	4	11.1%
4	13	36.1%
5	10	27.8%
Don't know	4	11.1%
<b>Total</b>	<b>36</b>	<b>100.0%</b>

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**Did the overall program succeed in teaching the following aspects? (Scale 1-5; 5= very well) - High  
academic level education**

	Respondents	Percent
1	1	2.8%
2	2	5.6%
3	8	22.2%
4	15	41.7%
5	10	27.8%
Don't know	0	0.0%
<b>Total</b>	<b>36</b>	<b>100.0%</b>