



EMQAL
Erasmus Mundus Master in Quality in
Analytical Laboratories

Our Year in Gdańsk, Poland - PCm Presentation

Student Representative of EMQAL 8th edition 2015 – 2017

Nicole Ennis

June 29, 2016

University of Algarve

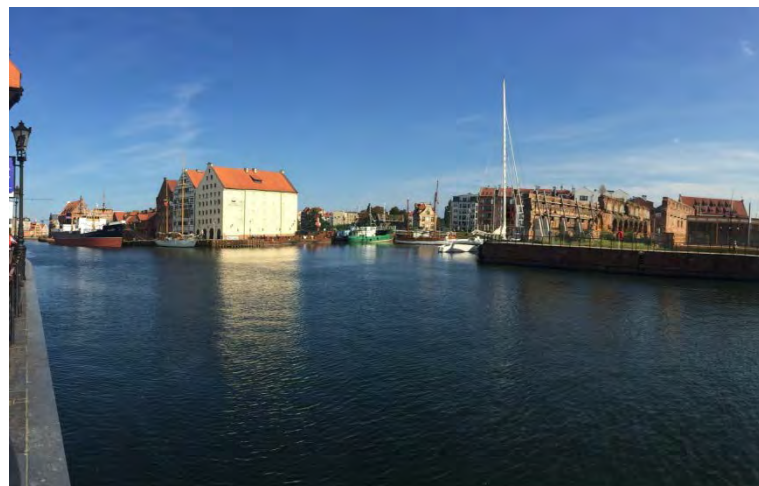
Student Participants of EMQAL 8th edition



*Mohamed, Nicole, John, Val, Pasha, Su,
Monica, Inal, Mulu, Astrid, Luz, Tamirat*



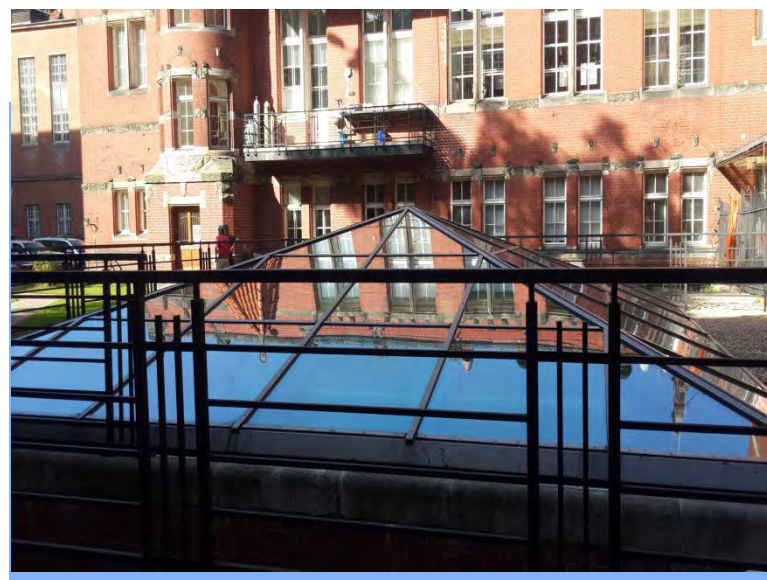
*Gdańsk, Poland
Our Home for
the 2015 - 2016
Academic Year*



Politechnika Gdańska

*Wydział Chemiczny
Katedra Chemii
Analitycznej*

Host University for
the 2015 -2016
Academic Year





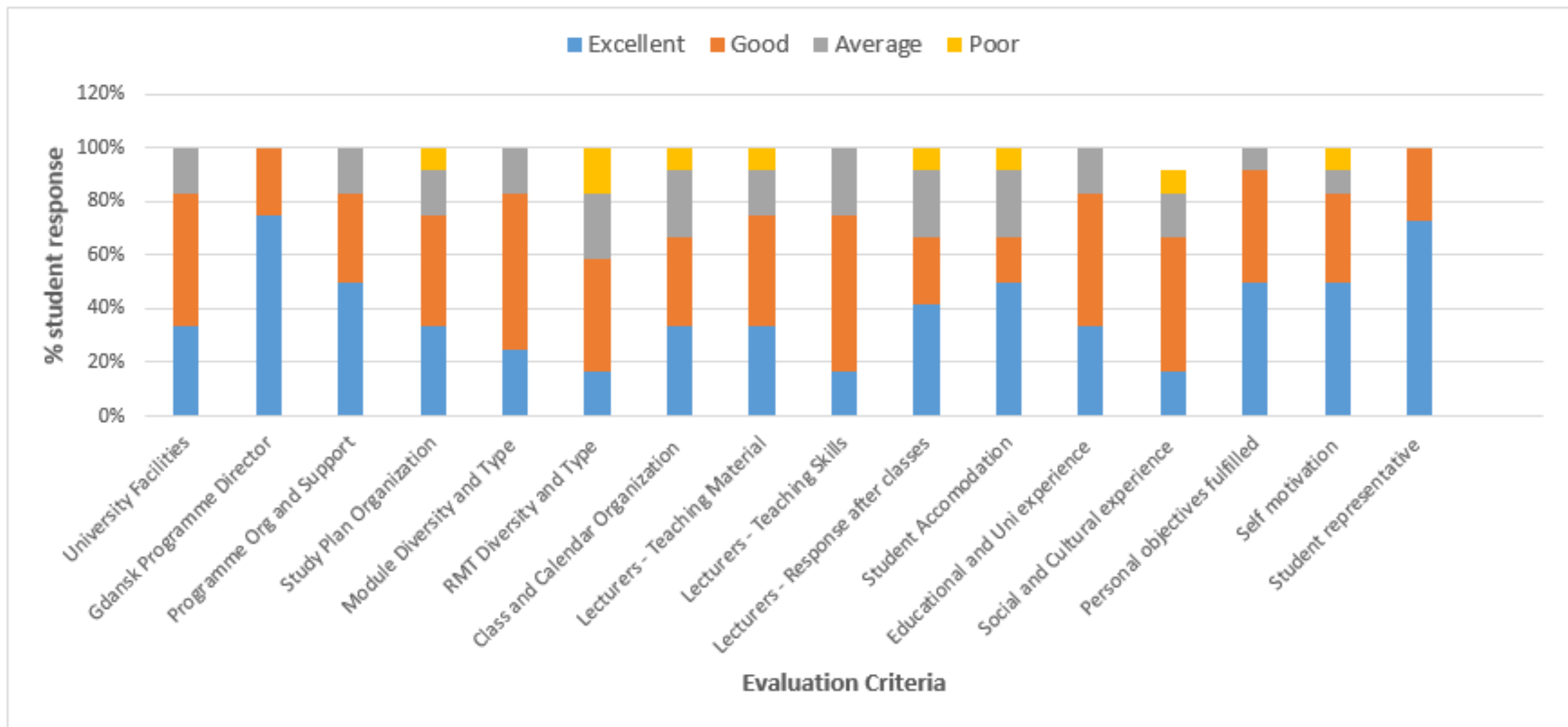
Student Accommodation

Dom Studencki Nos. 12, 5 and 7

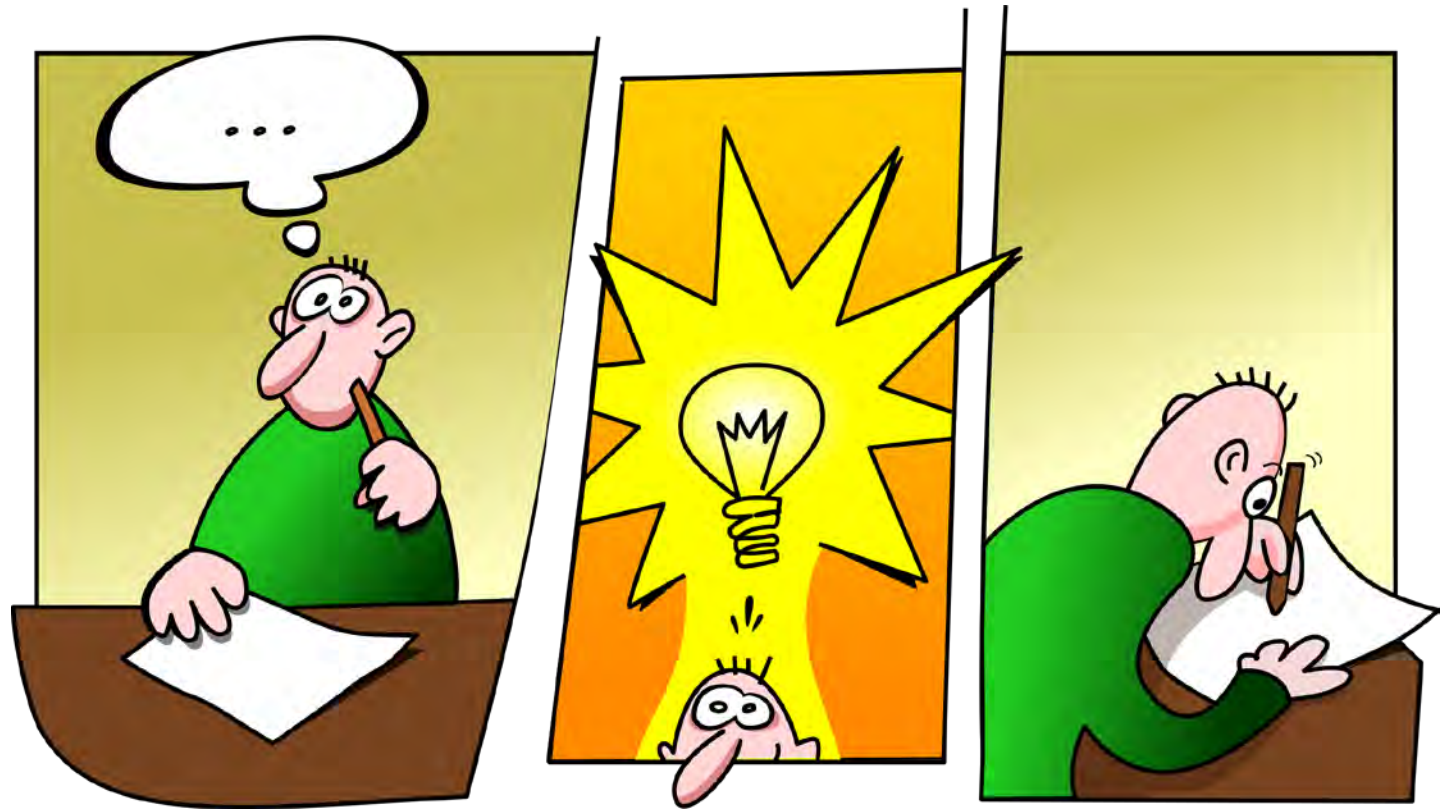




*Student Rep
Internal Survey*



*Summary of
Feedback and
Suggestions for
Improvement for
Future Editions*



<i>Evaluated criteria</i>	<i>Feedback</i>	<i>Suggestions for Improvement</i>
University Facilities	<ul style="list-style-type: none"> • Good facilities and nice classroom. • Spring sunlight affected visibility of professor presentations and comfort of students. • Periodic internet, AC and heating problems 	<ul style="list-style-type: none"> • An alternate location during Spring classes.
Gdańsk Programme Director	<ul style="list-style-type: none"> • Key player in success of 8th edition. • Excellent, committed, approachable, kind, supportive. 	
Programme Organization and Support	<ul style="list-style-type: none"> • Beyond expectation. • Support and guidance was always given when requested from local coordinators and international office. 	<ul style="list-style-type: none"> • Fixed due dates for provision of information (e.g. study plans, RMT selection) from students. • Initiate transfer process to next university at least 2 months in advance and provide immigration procedure on EMQAL website. • Guide of experience from previous students • Improve distribution of orientation information and mentor support.
Study Plan Organization	<ul style="list-style-type: none"> • Overall good. • Pre-requisites were not defined for all modules. Difficult for non-chemists for modules above introductory level. • Some modules: difference between module descriptor and realized module: more introductory/ general than expected. 	<ul style="list-style-type: none"> • State pre-requisites for all modules. • Individualized advice to students to prepare most effective study plan considering previous experience. • Fix additional modules from start to avoid frequent study plan changes and enable full consideration.



<i>Evaluated criteria</i>	<i>Feedback</i>	<i>Suggestions for Improvement</i>
Module Diversity and Type	<ul style="list-style-type: none">• Overall good selection offered.• Some QM modules were more general than expected.• Overlapping material for several QM and AM modules.• Limited number of AM modules for biological sciences.• Some analytical technique modules did not have lab practical.	<ul style="list-style-type: none">• Introduce more advanced QM modules and ISO 9001.• Refine related modules to build on previous modules.• Increase number of biological science modules.• Add lab practical by either host university or with other local universities or institutions.
RMT Diversity and Type	<ul style="list-style-type: none">• Overall good selection offered for chemistry.• Very limited number of RMTs in biological sciences.• No RMT offered on quality.• Limitation of number of students to universities may restrict choice of most suited RMTs.	<ul style="list-style-type: none">• Include RMTs for Quality Management and Implementation.• Increase number of RMTs for Biological Sciences: Biochemistry, Microbiology, Molecular Biology.
Organization of Classes and calendar	<ul style="list-style-type: none">• Excellent/Good.• For Skype modules, sound quality sometimes not good. Limited opportunity to ask direct questions.• Long breaks followed by intense class schedule.	<ul style="list-style-type: none">• Distribute draft calendar for organization of work plan.• Avoid giving lectures via Skype unless necessary.• Consider balance in the schedule of modules vs breaks.• Deliver related modules sequentially and in order of difficulty for better comprehension and linkage.
Lecturers - Quality of Teaching Material provided	<ul style="list-style-type: none">• Majority were well prepared and informative.• Some were rudimentary or distributed late.• Some local professors were unfamiliar with EQMAL structure – difficulty getting material, setting assignments and dates.• For some modules: allotted time either limited material covered or insufficient for intense scope.	<ul style="list-style-type: none">• Review material vs time scheduled for classes.• Place all module materials on student portal for future reference.• Ensure local professors are aware of EMQAL assessment procedures• For DA modules as applicable, increase focus on practical exercises.



<i>Evaluated criteria</i>	<i>Feedback</i>	<i>Suggestions for Improvement</i>
Lecturers - Teaching Skills	<ul style="list-style-type: none">• The majority of professors were excellent.• Some professors had English language issues preventing adequate transfer of knowledge.• For some modules, expected acquired skills and application of syllabus taught to final assignment were not clear.	<ul style="list-style-type: none">• Evaluate language skills to standardize lecturers.• Consider reorganization of some assignments to seminar presentations and reviewing scientific articles related to module.
Lecturers - Response after classes	<ul style="list-style-type: none">• Most respond promptly to all queries.• Some professors responded on due date/after/did not respond.• Only some professors gave feedback on graded assignments.• Some grades for modules given early are still outstanding.	<ul style="list-style-type: none">• As applicable, timely response time to queries particularly for assignments.• Provide feedback on assignments for improvement of student understanding of material and proper application in future work.
Student Accommodation	<ul style="list-style-type: none">• Overall good and very near to campus.• Standard varied between dorms.• Some dorms were not ready for international students.• Difficulties communicating with dorm receptionists due to language barrier.	<ul style="list-style-type: none">• Provide better clarification and information on student housing before arrival and allow students to select dorm.
Educational and University experience	<ul style="list-style-type: none">• Overall good• Feedback reflected that for programme and study plan organization, lecturers, organization of class and calendar.	

Evaluated criteria	Feedback	Suggestions for Improvement
Social and Cultural experience	<ul style="list-style-type: none"> • Overall good. • Limited or no interaction with local students. 	<ul style="list-style-type: none"> • Facilitate some meetings with Masters or PhD students of faculty.
Personal objectives Fulfilled	<ul style="list-style-type: none"> • Excellent/Good. • Informative modules and increased knowledge. • For persons with prior QM experience, some modules were more introductory or general than expected. • Some AM modules were challenging. 	<ul style="list-style-type: none"> • Reconsider content of some QM modules to more intermediary level.
Self motivation	<ul style="list-style-type: none"> • Excellent/Good. • Some modules were more self studied due to higher level of difficulty of assignment in comparison to material taught. 	<ul style="list-style-type: none"> • Consider length/difficulty of assessment vs material taught.
Student representative	<ul style="list-style-type: none"> • Excellent/Good 	

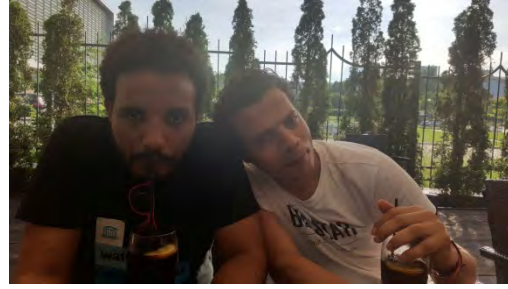


Our Year in Gdansk Highlights



LIFE IN POLAND







LEARNING FROM PROFESSORS







Lunching with Professors





**YEARBOOK
COMING IN
2017**



EMQAL 8