



QUALITY ASSESSMENT REPORT
ERASMUS MUNDUS JOINT MASTER DEGREE IN
INFECTIOUS DISEASES AND ONE HEALTH
(IDOH)

Internal Evaluation Committee IDOH
Natàlia Majó Masferrer (chair)
Universitat Autònoma de Barcelona
March 2018

CONTENTS

| | |
|--|----|
| 1. Introduction..... | 3 |
| 2. Application and selection of IDOH students (2017-19)..... | 4 |
| 3. First semester evaluation..... | 6 |
| 3.1.Course evaluation..... | 6 |
| 3.1.1. Basic immunology..... | 6 |
| 3.1.2. Statistics..... | 8 |
| 3.1.3. Public Health..... | 10 |
| 3.1.4. Immunology and mucosal immunity..... | 12 |
| 3.1.5. Host-pathogen interaction..... | 14 |
| 3.1.6. Virulence and resistance..... | 17 |
| 3.1.7. Biodrugs and bioinformatics..... | 19 |
| 3.2. Services evaluation..... | 21 |
| 4. Annex..... | 23 |



1. Introduction

The International MSc in Infectious Diseases and One Health (IDOH) is a two-year (120 ECTS) joint master degree taught in English and awarded by three European universities: Université de Tours (UT) in France, Universitat Autònoma de Barcelona (UAB) in Spain and University of Edinburgh (UoE) in UK. The IDOH consortium also includes 32 associate partners (universities, research centres, national public bodies and companies focused on pharmaceuticals, diagnostics, vaccines and animal nutrition). The IDOH programme has ambitious goals to attract the very best students worldwide and to construct a multidisciplinary network focused on infectious diseases in a One Health framework, addressing health risks at the animal-human-ecosystems interfaces.

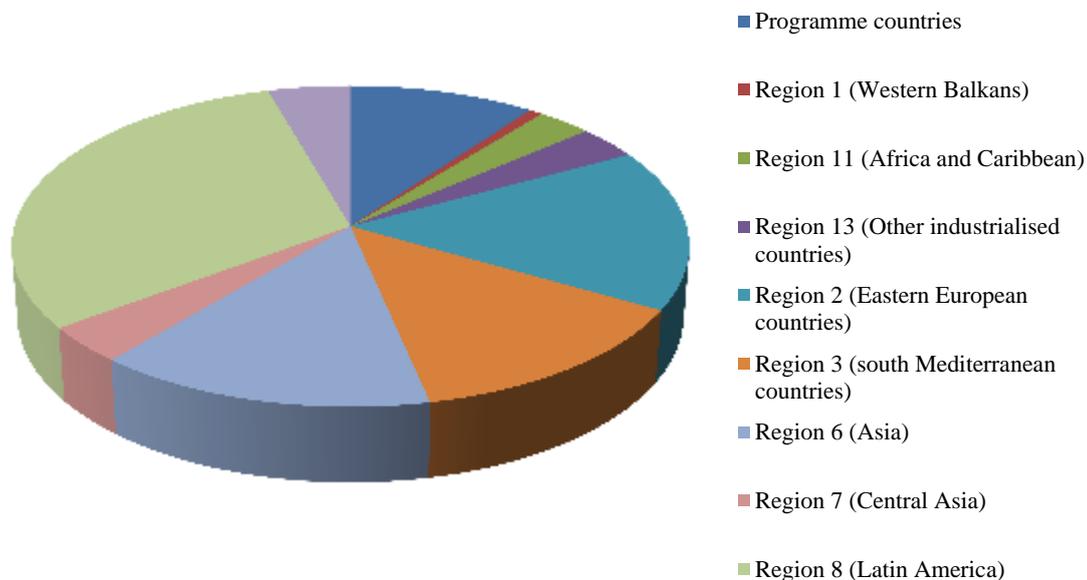
The IDOH consortium is absolutely engaged in the development of a quality assurance system that takes into account the needs and expectations of the students, stakeholders and society. For this reason, we have established the IDOH quality assurance (QA) procedure that should provide information to objectively analyse the strengths and weaknesses of the programme, its organisation, and teaching quality, as well as provide advice and recommendations on how it might improve.

The QA procedure has been designed following the standards, guidelines and indicators of the *ENQA Standards and Guidelines for Quality Assurance in the EHEA* and is intended to evaluate the different aspects of the programme. Within the IDOH consortium, UAB is the partner responsible for the quality evaluation. UAB will coordinate the assessment across the whole programme with the help of the Internal Evaluation Committee (IntEvCo) and External Evaluation Committee (ExtEvCo). IntEvCo and ExtEvCo will regularly elaborate Quality Assessment reports that will include suggestions and proposals for master course improvement. These reports will be presented to the Coordination Office (CO) that will analyse and decide if any corrective measures should be implemented. The Steering Committee (StrCo) will be the responsible to take any necessary corrective actions. Both the internal and external evaluation reports will be distributed among lecturers, students and associate partners, and made publicly available on the IDOH web site.

In the present report, data on the first period of the IDOH programme, from September 2016 to December 2017, including the preparatory year and the first semester of the first promotion of IDOH students is presented. More specifically this report includes data on i) selection process of the first intake of IDOH students, ii) first semester of the IDOH programme at UT.

2. Application and selection of IDOH students (2017-2019)

The IDOH SelCo decided the application period for the first intake of IDOH students. For students applying for a scholarship, this period was between January 9 and February 9, 2017, and for those applying as self-funded students between February 13 and March 13, 2017. The application procedure to select the first cohort of IDOH students was provided on line via the IDOH website and using the e-Mundus software application (<https://applications.infectious-diseases-one.health.eu/index.php?lang=en>). Applicants were able to apply online, uploaded the mandatory files for their application and follow the progress of their application. Through the website, applicants also obtained online assistance (from the administrative manager of the IDOH programme at UT), submit their application (with login and password), and keep track of its status. The application process was step-by-step described in an application guide and was the same for scholarship and self-funded students. At the end of the application period we had **241 applications sent for a scholarship and 34 for self-funded students**. The geographical origin of the applicants was as follows:



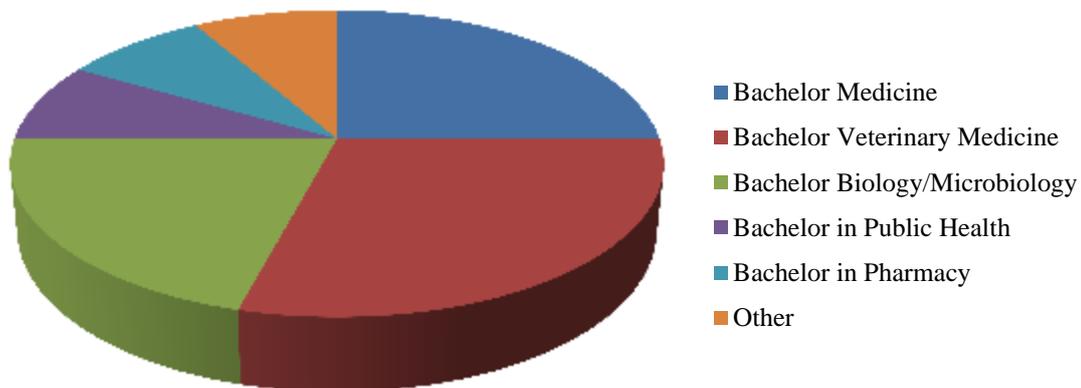
One unique and central database hosted the applicant folders, that included personal details, ID, CV, certified copy and English, translation of diplomas, transcripts and English test results, cover and recommendation letters. Once the application period was closed, the UT manager checked that the applications were administratively eligible. The eligibility criteria were the following: (1) being awarded a first-cycle degree (i.e., the degree programme should last a minimum of three years and correspond to a minimum of 180 ECTS from an accredited university); (2) being classified with at least Second Class Honours (Upper Division) or Category IIA or an equivalent classification in one of the following areas: biological sciences (with a major in immunology, infectious diseases or microbiology), veterinary, medical or pharmaceutical sciences and (3) demonstrate proficiency in English by means of an internationally recognised test equivalent to level C1 in the Common European Framework of Reference for Languages (CEFR). **From the 241 application sent for a EMJMD scholarship, 149 (59%) were eligible and from the 34 applications sent as a self-funded student, 27 (79%) were eligible.** Most of the non-eligible students were not eligible because of the lack of an official proof of English proficiency.

Once the eligibility had been checked, the SelCo had remote access to the application database to read the each candidate full application. Eligible applications were scored by two different members of the SelCo according to the following selection criteria: (1) Academic background in biological sciences or in any other relevant field 20%, (2) Academic results 35%, (3) CV and professional experience 20%, (4) Language skills 10%, (5) Cover letter 10% and (6) Letters of recommendation 5%. A global score was calculated for each applicant, which provided the SelCo with an initial ranking to operate the first selection round and focus discussions. **Fifty seven students eligible for a EMJMD scholarship were preselected for an interview.** Skype interviews took place in Tours (6 to 9 March 2017) and each candidate was interviewed by two members of the SelCo, belonging to two different institutions, and graded. Finally, a main list with 21 students and a reserve list were produced. For the sel-funded students, 19 out of the 34 students were preselected and finally, from these 19, three students were selected. The CO notified **the applicants immediately of the selection results.** The list of the students ranked eligible for a scholarship according to EACEA criteria was submitted to the EC for approval.

Students finally selected were from different geographical regions:

- 33% from Region 6 (Asia)
- 25% from Region 8 (Latin America)
- 21% from Programme countries (Member states of the EU and Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Norway, Turkey)
- 13% from Region 11 (ACP - Africa and Carribean)
- 8% from Region 13 (Other industrialised countries)

More than 50% of the selected students had a Bachelor on Medicine or Veterinary Medicine.



Regarding gender distribution, 37% of the selected students were male, while the remaining 63% were female.

3. First semester evaluation:

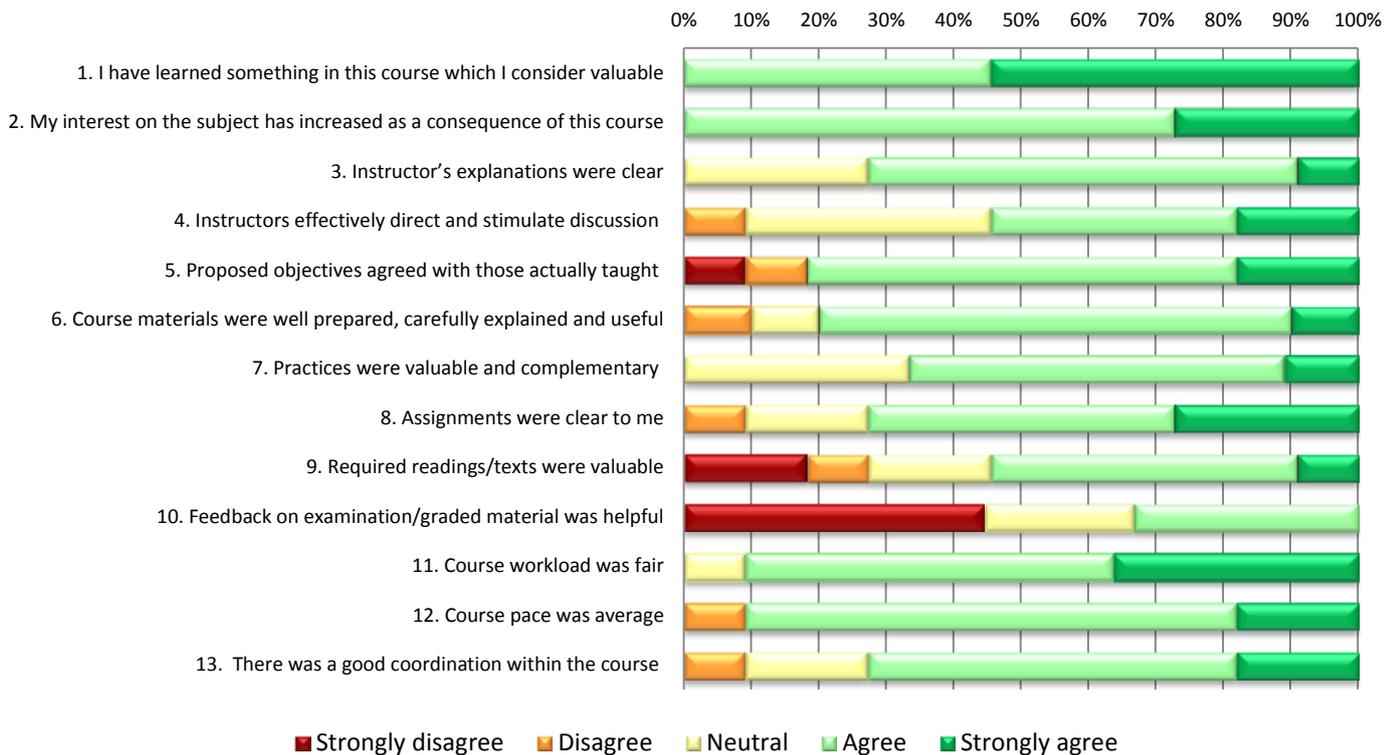
The internal quality assessment of the IDOH programme is based on the collection of feedback from the different participating partners. In this respect, we have designed some questionnaires (see Annex 1) that have been distributed to the IDOH students to assess the student’s satisfaction regarding academic aspects of the first semester as well as the services provided (housing, university facilities, administrative support etc.). These questionnaires have been delivered upon completion of each course of the first semester (except for the French Language course).

In the next pages you will find the results of the questionnaires for each course, as well as the academic results obtained, followed by the evaluation of the services provided to the students.

3.1. Course evaluation

3.1.1. BASIC IMMUNOLOGY

3.1.1.1. COURSE QUESTIONNAIRE: 11 students completed the survey.



1. What do you like best in this course?

- “The presentations delivered by our classmates”
- “That we prepared the class”
- “The fact the students were teaching ourselves”
- “It was useful for us to prepare the classes and we enjoyed working in teams“
- “I like the fact that the presentation was delivered by the students and we get to explore in-depth the various topics. It was also very interactive”

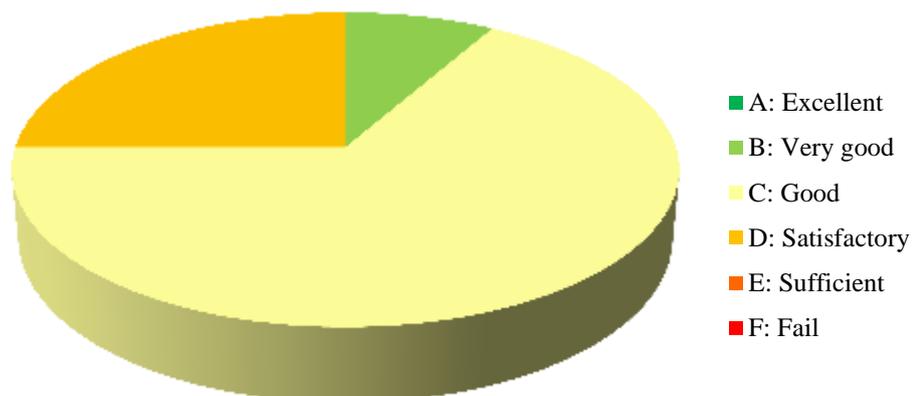


- “Flipped classroom is a great ideal to learn the subject, and actively absorb new knowledge from colleagues and professor”
- “Presentation by colleagues and comment by course coordinators for basic immunology”
- “The opportunity to present as part of the class. I think is a good option for self-directed learning. Order of the topics. Retro alimentionation and clarification of the key points after presentation”
- “The lecture to be conducted by the students”
- “First time learning about immunology, so it was very good and interesting. And presentations were good and easy to understand”

2. What would you like to change of this course?

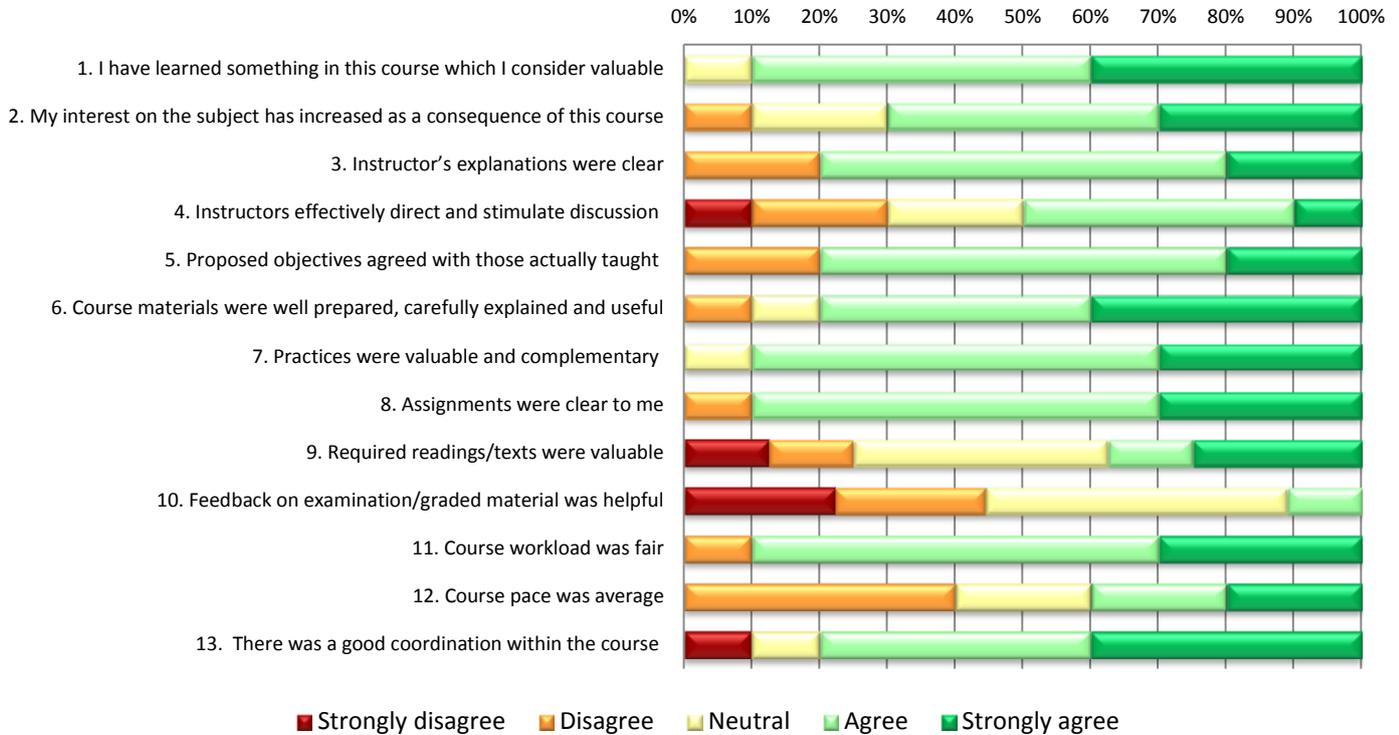
- “The practical work wasn’t clear at all”
- “If the objectives and content of each class were more detailed, this would help to avoid overlap”
- “In order to avoid long presentations and repetitive subjects, we should be given a guideline on what to mention and expand and what to not teach during our presentation”
- “I would suggest more detailed guideline towards the extent of how specifically we had to explain the topic proposed. Furthermore, the exam questions might have been too specific, and not representative of the basic aspects of immunology. The exam should not have been conducted on the same day of other courses”
- “I would like to have recommended reading prior the presentation as well as detail instructions about which aspects of the topic should be more focus on for each flipped class. A final conclusion or revise after all students presentations delivered will help students having the core basics of the basic immunology”
- “Maybe a short recommended reading for each topic would be very good, since you tend to pay more attention to the topic that you had to present in comparison to the ones presented by the classmates. So to complete the presentation of each topic, it would be nice to have it”
- “It is a little bit overlapped by the Immunity of mucosal surfaces”
- “To receive feedback after presentation, and to have actual immunology lessons from professor, for students to learn best and more about immunology. Because few students didn't have background on immunology, so perhaps it would be useful to do a full course from very basic to higher level with lecturers and assignments, plus presentations if possible”

3.1.1.2. COURSE RESULTS:



3.1.2. STATISTICS

3.1.2.1. COURSE QUESTIONNAIRE: 10 students completed the survey.



1. What do you like best in this course?

- “This was one of the better organized courses, with very clear course materials and exercises that allowed us to practice what we learnt. The instructors were always willing to help, although sometimes the needs of the group exceeded the time availability for explaining”
- “The handouts”
- “I like the fact that emphasis was laid in practical statistical analysis”.
- “The organization of the content”
- “The course of correlation was well explained and the in class exercises for correlation were double in the time given. This was also due to the fact that we were finally getting used to R”
- “Started from the beginning, so it was ordered. Provision of the scripts for R. Each class was very practical. Working with a real data set”
- “The course provided theoretically and practically well introduction of statistics and statistic tool (R)”
- “R studio workshop”
- “R program was very new and interesting to me”

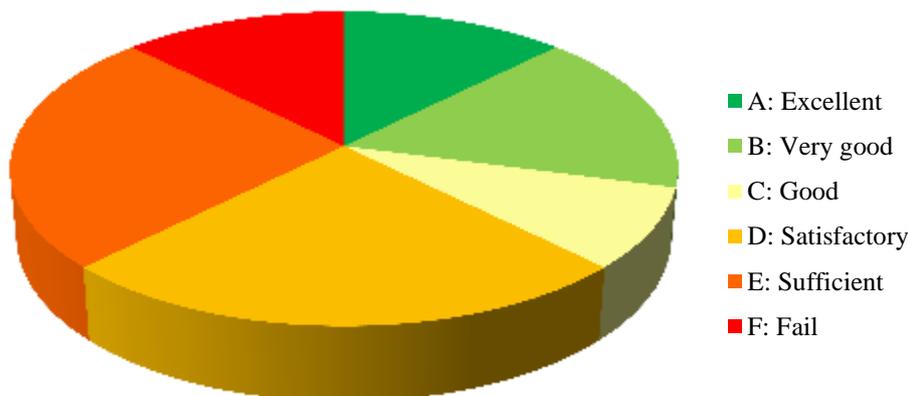
2. What would you like to change of this course?

- “Some preliminary classes on the use of R (or recommending doing an online course before starting), since most of us were not familiar with that software and this diminished greatly the pace of the first days. It would be best if this were not mandatory for those who already know how to use it”
- “Explanations need to be better. Better introduction to R”
- “The time allocated for the exam should be increased for at least 2 hrs for the same volume of exam”



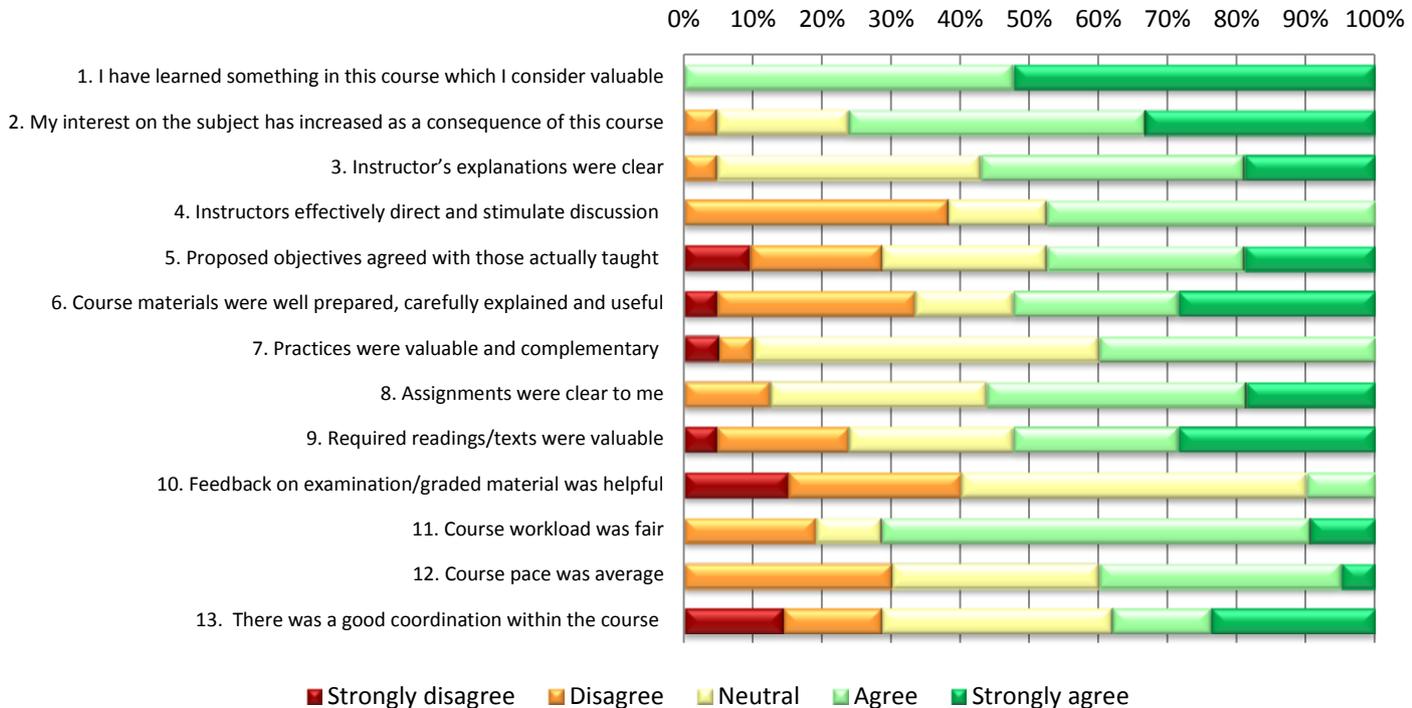
- “The class of Normal distribution was very interesting but difficult to understand. Due to lack of time this class was give very quickly. My recommendation is to spend more time explaining this important subject. The exam was very long even though we knew what we were doing, the time limit wouldn't let us finish on time”
- “Extra material for studying statistical concepts and also R learning”
- “It would be better to have prolonged time self-studying, doing exercises related to each statistic modules and groups discussion of analysing statistic results”
- “Some details workshop on R studio”
- “A bit more elaboration and practical sessions of the method of teaching in R programming so that it can be more understandable and user friendly
- “Also, having the schedule so detached did not help to maintain a flow of the classes (we had a gap in our schedule where for some weeks we didn't have statistics and then picked it up again)”
- “Also the exam should be closer to the end of the course rather than on the same day to all the other courses”
- “The time of the exam should also be changed as it was short and did not allow people to finish in time and to analyse the questions properly”
- “I suggest providing video tutorials that can explain R and basic statistics at home in preparation of the courses. This will allow students to arrive in class with background knowledge and follow the classes more easily”

3.1.2.2. COURSE RESULTS:



3.1.3. PUBLIC HEALTH

3.1.3.1 COURSE QUESTIONNAIRE: 21 students completed the survey.



1. What do you like best in this course?

- “Good introductory course that made everything that came next much clearer (cancer)”
- “The team activities for One Health Day. We were able to perform independent research, discuss among ourselves, summarize and present”
- “Some of the class topics were well chosen and they developed aspects of epidemiology and public health measures (cancer)”
- “The contents of the course are relevant, up to date and research orientated”
- “Clear, up-to-date and highly applicable contents. Instructors stimulate discussion and lead to global standards of management (cancer).
- “The invited professors experts in each one of the subjects”
- “Organization and punctuality of the classes”
- “Relevant diseases were picked to be taught”
- “Providing background information about cell cycle and general oncogenic mechanisms prior scientific intensive classes of cancers caused by specific pathogens was very helpful”
- “Very useful and interesting info”
- “I really liked learning methods useful in virology”
- “Molecular methods of pathogen detection”
- “Well explained course. Basic lecture on cell cycle helped to have a better understanding of the lectures”

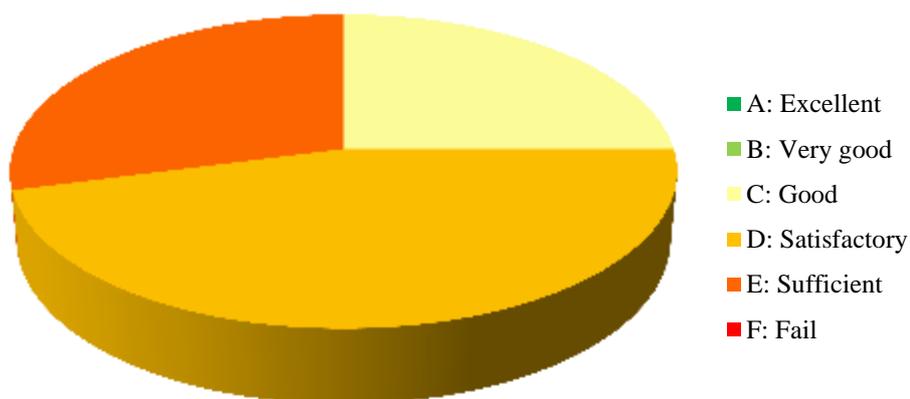
2. What would you like to change of this course?

- “Lectures weren't public health oriented. Too molecular. Many people lacked bases to understand this introductory course”



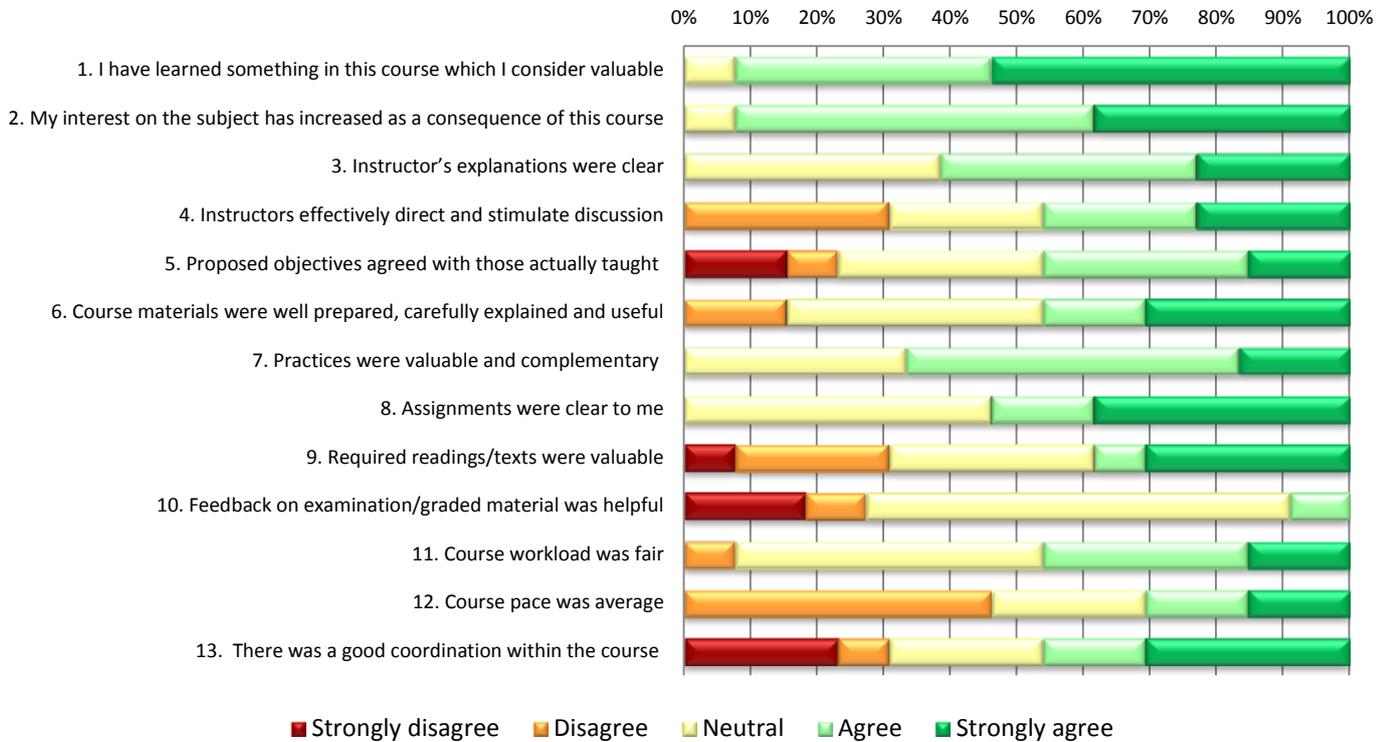
- “The topics were well chosen, but the focus was not on public health. I would like to have clear objectives before each class, so the time during the talk is enough to interact with the students and encourage our participation. It would be good to take advantage of the student’s diverse background to look for public health measures to address the diseases that were presented, in addition to the speaker’s expertise on molecular aspects”
- “To have classes on general concepts regarding oncogenicity, and to use the diseases as examples, instead of going too deeply into the specific mechanisms of each pathogen (cancer)”
- “Limited interaction during class and limited self-study time “
- “As suggestions I would propose: 1) Increasing the number of participative directed activities related to the public health topic itself (practical exercises for the management of infectious diseases outbreaks, for example), 2) Providing material for reading before and after the class, selected by the professors, 3) Focusing more on the public health concepts and theory (for example, epidemiology). I really think that the focus of this subject shouldn’t be related to basic science. Other subjects are taught later with this purpose, 4) To maintain an order in the presentations so they don’t feel disconnected”
- “Provide materials before class”
- “Slower studying pace with more active activities”
- “The passiveness of the semester. Recommended readings. More self-learning”
- “More discussion and interaction”
- “Several practical sessions should be included along with the theoretical”
- “More practical based learning”
- “The last course (comparative interactomics of human papillomaviruses early proteins) we had was way too in depth and too technical to have a clear understanding”
- To have more discussion/interaction.
- “The title of the course should be changed. It was mostly biology/virulence/genetics of diseases of public relevance. It was past-paced, with a lot of info that was not necessarily relevant to the student's interest”
- “An improvement would be for lecturers to focus on the study outcomes, what students can best learn from each lecture, instead of listing all the work they have done in the subject (like it was done in many lectures in this course”

3.1.3.2. COURSE RESULTS:



3.1.4. IMMUNOLOGY AND MUCOSAL IMMUNITY

3.1.4.1. COURSE QUESTIONNAIRE: 13 students completed the survey.



1. What do you like best in this course?

- “Very interesting topic, better connected and coordinated than other modules”
- “Flow cytometry and practical lab sessions, dendritic cells and mucosal immunity lectures”
- “Flow cytometry practices”
- “The practice on cytometry was very interesting since it is one of the most used techniques for this topic in research”
- “Microbiota and mucosal vaccine are very interesting to study about”
- “Experts of each one of the fields were present to teach the courses”
- “The practical lesson was really good including the interactions we had with the biotech companies”
- “The possibility given for the first lecture to allow students to teach the course”
- “The first two lecturers were well linked”
- “The practice was very helpful and interesting”
- “I like the focus on practical applications on the basic research findings”
- “The research findings of the lecturers should be streamlined to be less cumbersome”
- “The dissecting of the mouse was very helpful to further understand the region of the organs, especially the ones related to the immune system”
- “The role of the microbiota clearly explained throughout different courses”

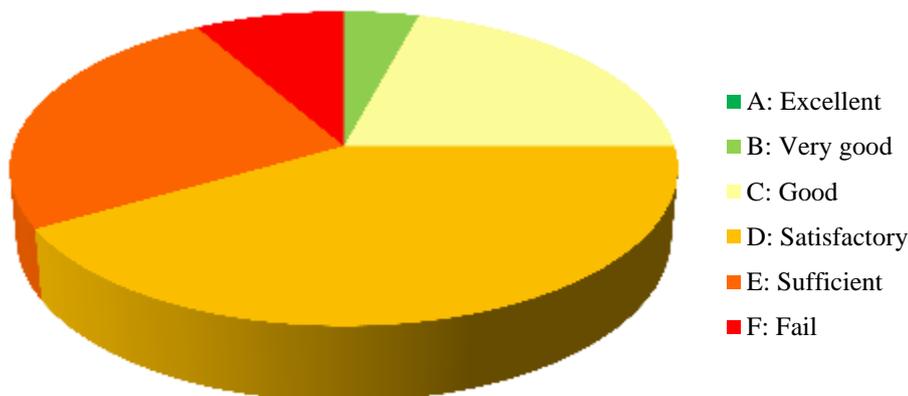
2. What would you like to change of this course?

- “Evaluation methodology”
- “To have clear objectives of the entire course, so the speakers would avoid repetition or going too much into detail on some topics without covering others. Also to have an evaluation which is coherent with what was taught during the course”



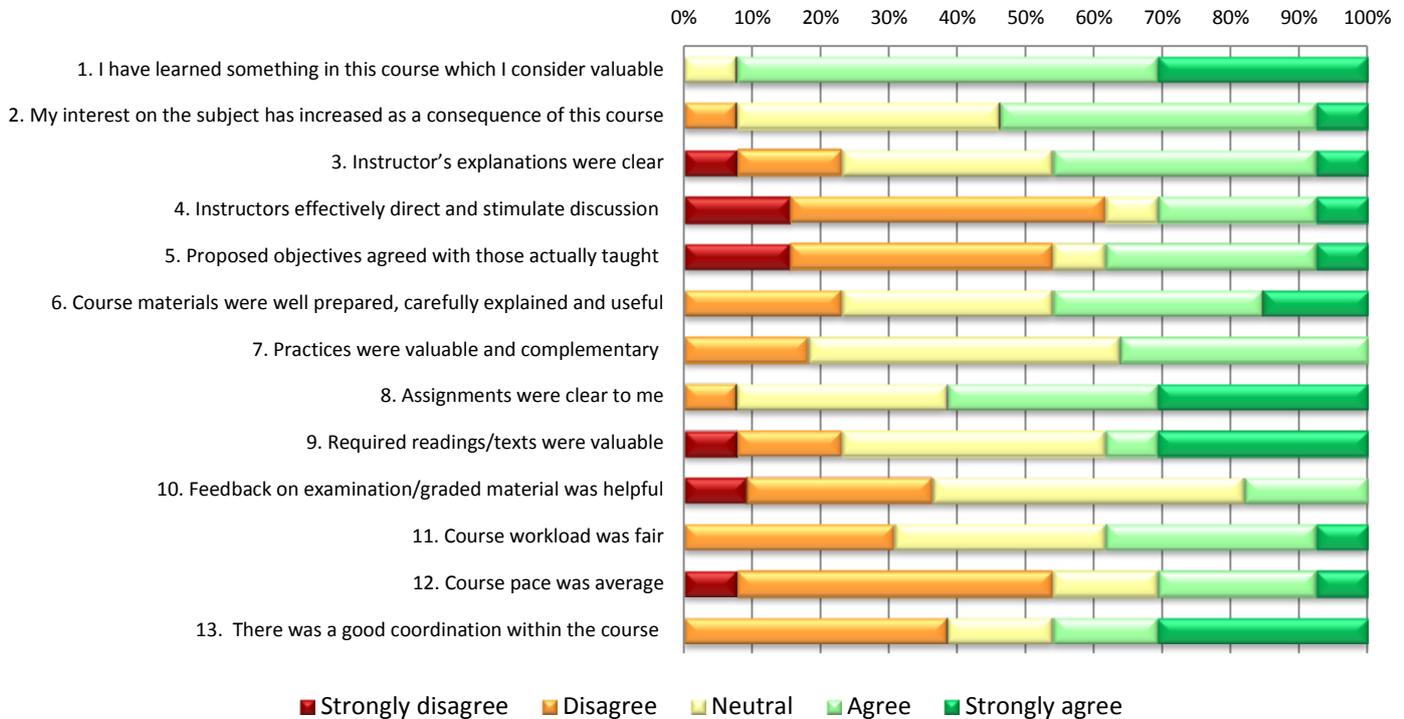
- “In relation to the IDOH master, I don’t think that classes should be the same as for the students of the other master in Tours University, since the objective of both of them are very different. When we arrived, they have already done another year, only focussing on molecular and cell biology, so it is not the same level for them and for us considering also the backgrounds. In that sense, I would suggest separate courses for this subject”
- “Order in the classes is very important, so you can follow the sequence, the classes in this unit seemed to be totally disconnected and so different”
- “Focusing that much on research separates you from learning the academic content that will allow you to prepare for pursuing research and specially for being participative during the design of experiments. You always need to understand the basics first”
- “Readings for the classes would be very good strategy for trying to make the experience easier for those not having enough previous knowledge”
- “I would love to have more time practising about histology and lab techniques”.
- “Recommended readings should be provided in advance”
- “Apart from the first two lectures, the rest of the course, in my opinion, did not have a flow”
- “If possible link basic immunology to this course as if they could connect one after the other”
- “The way it is taught, some teachers do not have good presentations (too much text, slides in French, etc.)”
- “I wish the specific course on the microbiota would have gone in more detail”
- “Lectures were too specific towards lab techniques, such as the one in influenza”

3.1.4.2. COURSE RESULTS:



3.1.5. HOST-PATHOGEN INTERACTION

3.1.5.1. COURSE QUESTIONNAIRE: 13 students completed the survey.



1. What do you like best in this course?

- “The fact that lectures addressed the translational application of the research findings for therapy or other health”
- “Really interested about molecular biology and techniques”
- “The classes in which we were all asked to read articles beforehand, so we could present some figures and participate”
- “New interesting ideas about host pathogen interactions. Very technical lecturers, experts”
- “The general understanding acquired on the different types of pathogens”
- “Studying about various mechanisms of interaction of pathogens and host; hence, discover different approaches to adjust them to benefit human and animal health”
- “The professors are very well qualified”
- “It will be better if the instructors use more visualize presentations like videos especially for Virus morphogenesis, Pathogen entry and trafficking in infected cells and cell-to-cell spreading”
- “Clear, up-to-date and highly applicable contents. Instructors stimulate discussion and lead to global standards of management”
- “We learned a lot about the topic, relevant to the topic of infectious diseases and viral/bacterial replication”
- “Molecular epidemiology class”
- “Molecular aspects of host pathogen interaction was innovative module”

2. What would you like to change of this course?

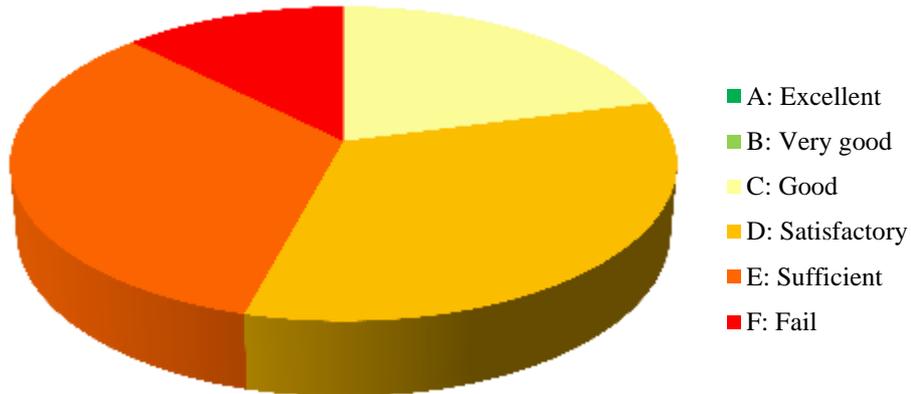
- “While it is a big advantage that the lectures were delivered by frontline researchers, more emphasis should be placed on general mechanisms while lecturer's research should be summarised and focused on key molecular/cellular facts”



- “Would suggest an introductory module about molecular biology or few weeks covering lab techniques. I feel like our background was not taken into account and most of the time we struggled to follow the lectures as they mainly covered the research conducted by the speakers”
- “As we covered so many contents in class, it was really difficult to understand what would be expected from us during the exams. What to focus on and to study from when every lecture cover a really specific subject and the connection between the content is not so clear”
- “To have clear objectives of the entire course, so the speakers would avoid repetition or going too much into detail on some topics without covering others”
- “Too technical and disconnected. Not possible to see the bigger picture”
- “When explaining the different types of entry, virulence and exit of the pathogen from the cell there should be a more clear subdivision of the topics per each type of pathogen. The first course on protein-protein interaction was confusing and did not help in the understanding of the courses”
- “The role of the environment in the host pathogen interaction could be proposed”
- “The questions asked during the presentation were way too focused on methodological laboratory techniques, which many of us did not have the expertise to answer”
- “If possible, optional tutorial sessions of methodology and research analysis techniques used in host-pathogen studies should be provided for needed students”
- “Material or recommended readings are provided in advance”
- “The subject should not be taught with the students of the other master in Tours University, since it is not the same deep of study and as professionals we do not have the same previous background (nor in molecular or cellular biology) to understand such in deep knowledge”
- “Sequence of the classes is very important to be able to follow the subject, in this case following the biological process is important and continuing with and organism until finishing (For example, first virus and present all in order; then bacteria, and all in order, and so on)”
- “All the professors involved should be aware of what you already know and what you have seen, so even though they do not know each other, they are making a continuous of the topics, not repeating and not skipping on topics”
- “An initial class trying to give a great overview of the subject is very important, so students don’t get lost on the process”
- “Weakness in linkage between public health/medical applications in most of the lectures delivered”
- “There should be feedback for students after presentation and right after the exam, so students have time to change, improve for incoming presentations/exam”
- “Teachers must have training in pedagogy. They do not know how to do a presentation”
- “The course must be open to discussion, leading to participation of students with different backgrounds, in order to do so, readings and articles should be recommended before class”

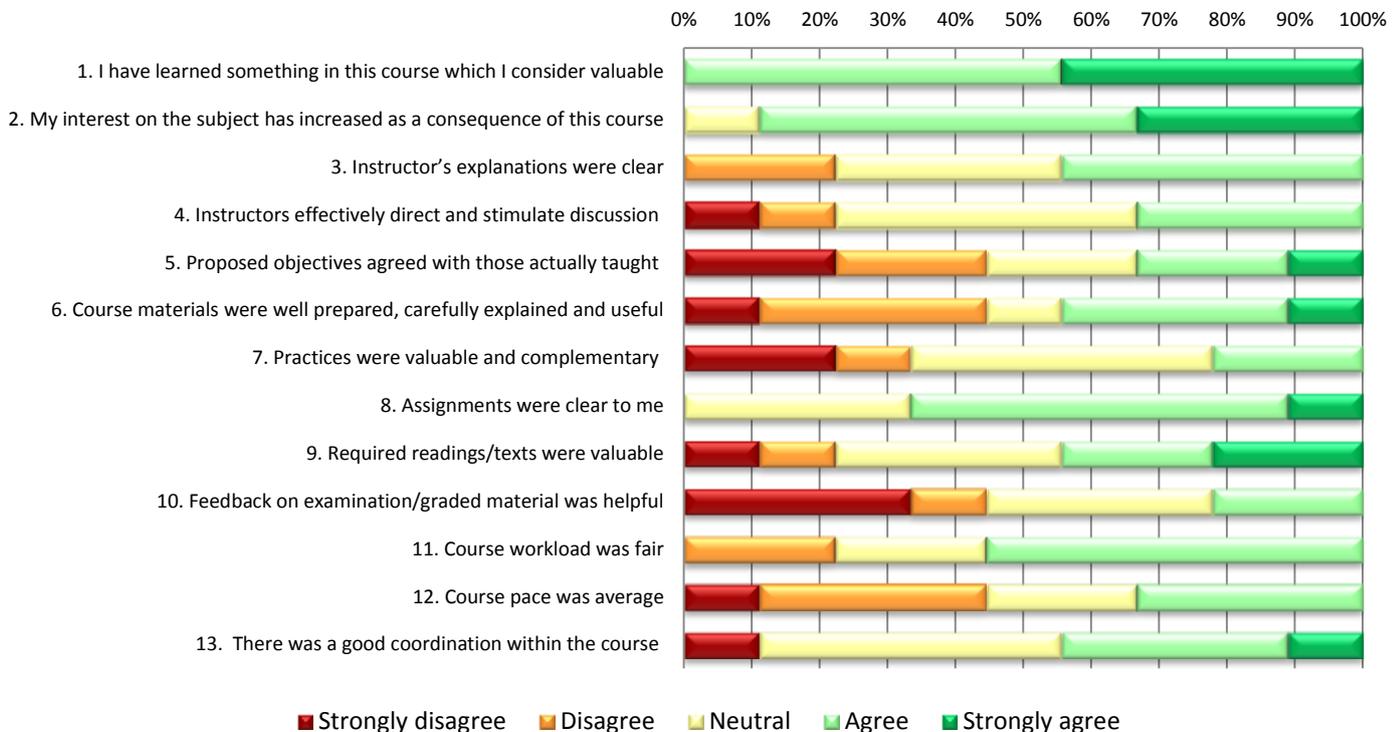


3.1.5.2. COURSE RESULTS:



3.1.6. VIRULENCE AND RESISTANCE

3.1.6.1. COURSE QUESTIONNAIRE: 9 students completed the survey.



1. What do you like best in this course?

- “Article expositions”
- “Virulence gene and resistance mechanism which is relevant for me and new topic which really helpful for my future career”
- “Resistance module was much better taught and clearer than virulence”
- “The articles for the presentations were well chosen and the jury asked pertinent questions relating to the content of the classes”
- “Experts with lots of experience in the field were in charge of the classes”
- “Studying about pathogens' resistance mechanisms is very helpful”
- “Very interesting course. It was good to have specialists from many places. The group presentation was really good way to practice and it open room to discussions about the topics”
- “Lecture on HIV was well explained”
- “The tutorial lecture on the microbiota was very interesting a more elaborate lecture should be added on the topic”

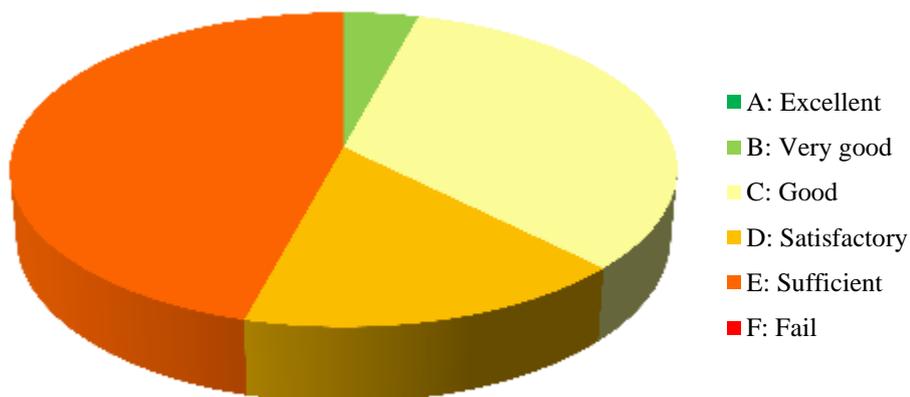
2. What would you like to change of this course?

- “The passiveness of the semester”
- “There is a need for a clear program to follow, with objectives and recommended readings for the students. If the students had read some basic terms before class, then it can be more rapid and it can be given with a more uniform knowledge among the students”
- “More self-learning instead of that much hours of class”
- “The virulence module was very disorganized and unclear”



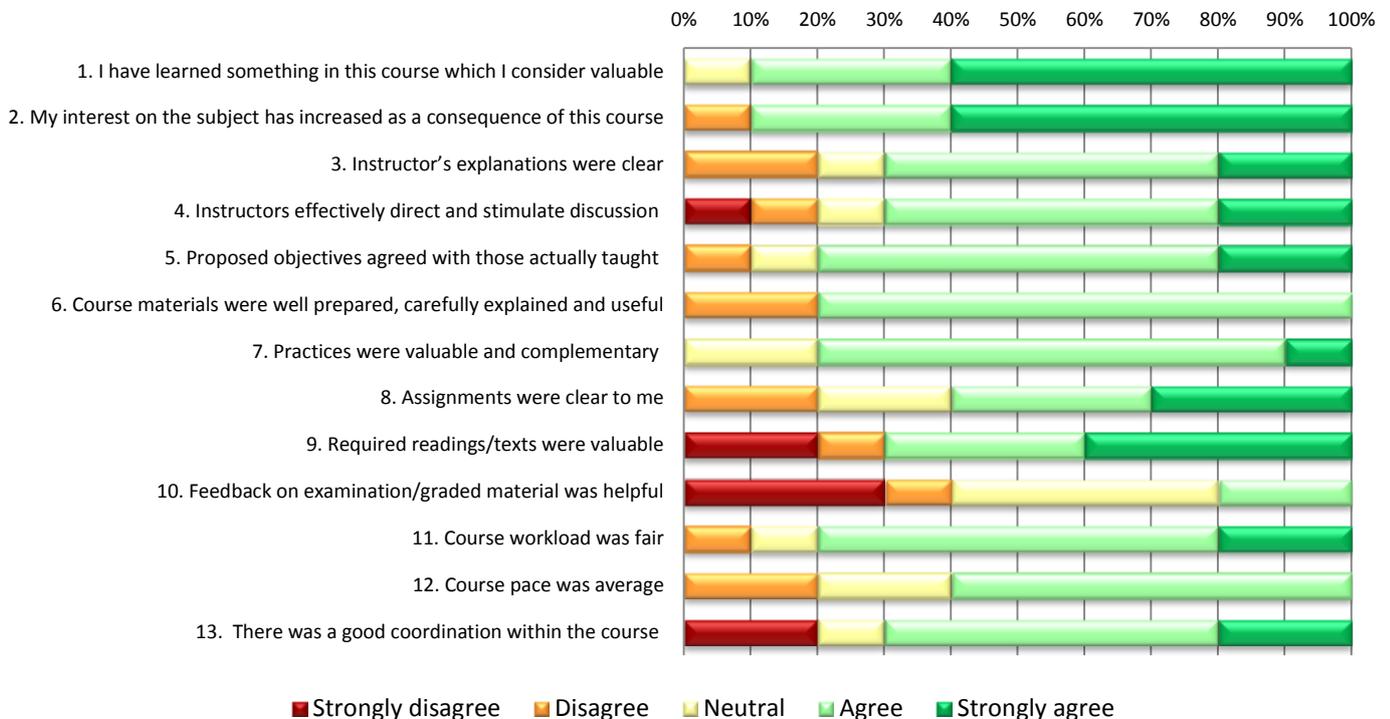
- “To have courses on general mechanisms of virulence and resistance in different types of microorganisms before going into particular examples of each one”
- “It is difficult to interact and participate if no previous reading is done. It would be good to have a recommended reading before the class”
- “I think it is important to provide an initial class with the basics, to put context of the entire subject. For example, if we are talking about resistance mechanisms, someone should the first day give an overview of the resistance and the potential mechanisms, the most important ones and then the other classes will go deeper in each one of the mechanisms”
- “Presentation of research is important, but shouldn’t be the focus. Some of the lecturers forget this part and focus the class on research results of their group, which is difficult to follow.
- “Provide materials before class”
- “More self-studying, tutorials and less traditional class studying”
- “Slower studying pace with more active activities”
- “If possible, optional tutorials about common research methodologies and techniques used in virulence and resistance study should be provided for needed students”
- “Like all the others modules, it would be very important to have any kind of feedback from the professors”
- “Articles for the assignment were very technical and lead to a lot of confusion”
- “Lecture on integrons could have been done better, simply swapping the order of the presenters”
- “The evolution of host-parasite interaction was not taught well, not coherent and not stimulating”

3.1.6.2. COURSE RESULTS:



3.1.7. BIODRUGS AND BIOINFORMATICS

3.1.7.1. COURSE QUESTIONNAIRE: 13 students completed the survey.



1. What do you like best in this course?

- “Very interesting course and with concepts and tools that can be applied. It was very interesting to have people from outside lab, companies and institutions. Along with the second section of Public Health, it was the best module. The hand on work on bioinformatics was really helpful”
- “Bioinformatics is an interesting and useful tool. The last protein assignment facilitated students to self-studying more deeply and practicing what have been taught”
- “The bioinformatics module was great, very useful. I wished it had been a bit longer”
- “To hear about some novel techniques and approaches to fight infectious diseases”
- “For the bioinformatics class, the teacher was very helpful and seemed to have a lot of experience in the knowledge. She responded to further questions on the subject. It was good that all the subject had the same professor”
- “Bioinformatics tools with practical assignments which really stimulate for my learning curiosity and I can apply throughout my career life. Vaccines and therapeutic antibodies are one of the best subjects of this course”
- “Vaccines and antibody therapy was well explained”
- “The practices and self-learning”
- “Bioinformatics module”
- “The tutorial that we needed to send on bioinformatics”

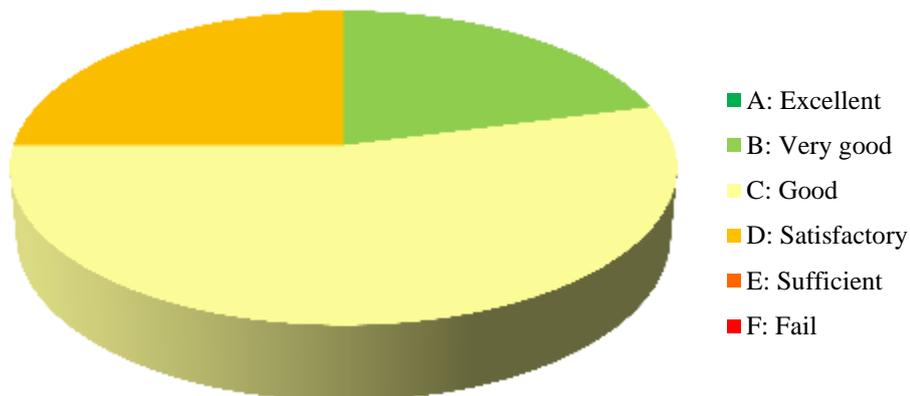
2. What would you like to change of this course?

- “I would like to have a tutorial, guideline material for the bioinformatics part. Also, additional material and bibliography would be very helpful to follow and learn more about the tools. It should include other topics of Bioinformatics, not only the work on proteins”
- “To have clear objectives of the entire course, but also consider the accessibility, ethical and economic implications of some of the techniques shown in limited resources settings”



- “The bioinformatics classes should have started with a very basic intro and have an intro directed towards the assignment. It was very hard to apply what we did in class to the assignment”
- “The passiveness of the semester”
- “There is a need for a clear program to follow, with objectives and recommended readings for the students. If the students had read some basic terms before class, then it can be more rapid and it can be given with a more uniform knowledge among the students”
- “I would provide more time for self-learning instead of that much hours of class.
- “I would make surveys by class, rather than a survey by course since not all classes were even. This can serve as an assistance document”
- “For the bioinformatics part, an introductory class of the discipline and its importance would be good since most of the class didn’t have experience on the topic. The analysis of the protein should be very contextualized, and maybe to follow better the class, the same protein should be picked as a class example for explaining the concepts and improve the interpretation. In general, previous knowledge on the subject of bioinformatics should be taken into account, since most of the class didn’t have any”
- “Visit a vaccine producing company would be helpful”
- “A quick visit in a vaccine production industry could be more practical and informative”

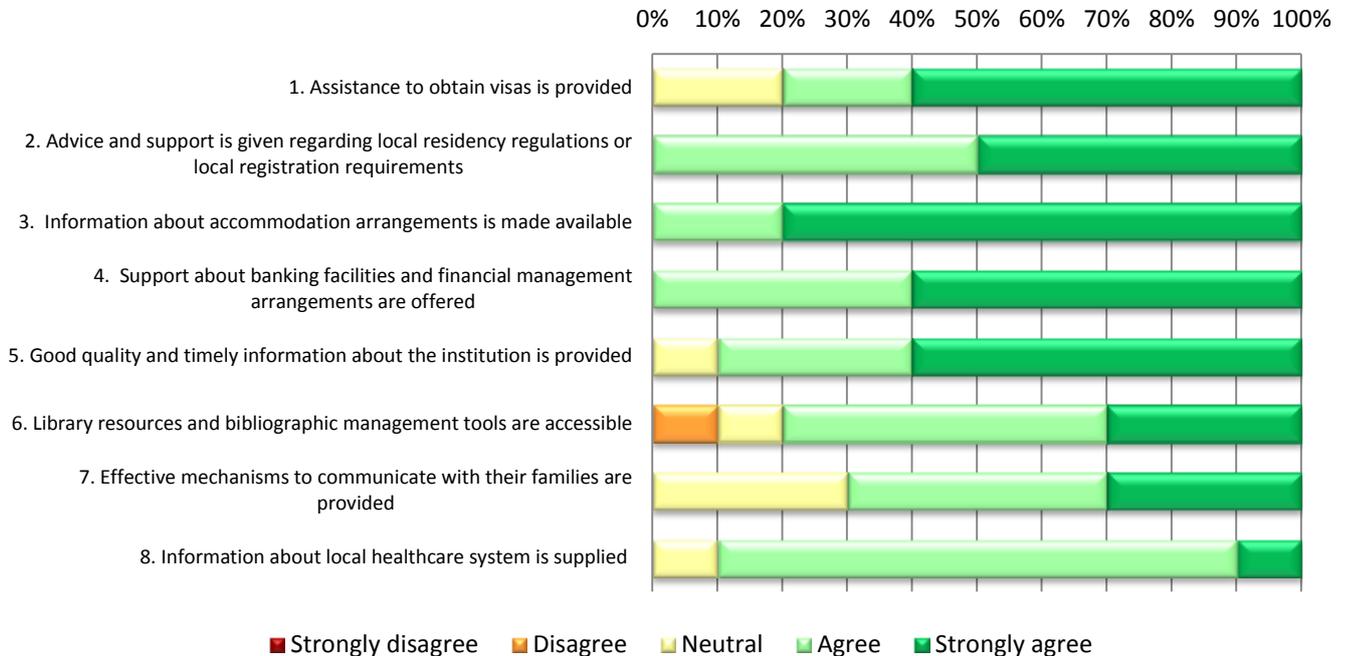
3.1.7.2. COURSE RESULTS:





3.2. Services evaluation:

A total of 11 students completed the survey.



Comments/Feedback:

- The information about the visas should be clearer in order to be able to help more accurately the students. As a recommendation the initial letter of admission should not have gaps in the times and state that the programme is based in France, so that the Visas are not that different between the students and we don't have periods of not coverage of the visa in the EU that could lead to administrative problems in the future for staying in the EU.
- Accessibility of course related reading materials is limited. It will be better if class lectures are uploaded one or two days after the presentations. We cannot access recommended list of reading material through library recourses.
- I think it would be very helpful if students from the first work receive the list of courses, with the names of the lectures, the name of the coordinators and the previous years exam questions.
- The support system has been excellent. I am very grateful.
- I think most of the IDOH student did not get proper help from HSBC bank because some of us got bank details timely while other did not get it. So it would be better to improve the bank facilities.
- As a first intake, the services were quite satisfactory except for some issues like most of the students did not get the OFFI within the semester period. I hope the programme will overcome the situation in the next intake.
 - Administrative assistances from program's coordinators in University of Tours were competently delivered especially during pre-admission period. I was received helpful supports from Mme. Frederique Tersac and Mme. Stephanie Germon for my French visa, CROUS residence, OFII and banking procedures. Still, there are some points that I hope could be improved for better program in the future.



- 1. Many non EU students struggled with banking procedures because they did not aware of the fact that their phone number and address provided before opening bank account need to be replaced to their new one in France. Therefore, a clear reminder for students to claim their new address and phone number should be made before bank meeting.
- 2. If possible, a reminder for students to request their student social security numbers should be made as early as possible.
- 3. For the fact that the majority of library resources are in French, the standard university online platform allowing limited access to English, free of charge publications causes difficulty in seeking academic reference. Therefore, if it possible, an improvement in international students' accessibility to paid English online database (such as Pub med or Nature) should be considered for better education.
- 4. If possible, the projector in room 1020 should be fixed to avoid class interruption.



4. Annex

Course questionnaire:

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Comments |
|--|-------------------|----------|---------|-------|----------------|----------|
| 1. I have learned something in this course which I consider valuable | | | | | | |
| 2. My interest on the subject has increased as a consequence of this course | | | | | | |
| 3. Instructor's explanations were clear | | | | | | |
| 4. Instructors effectively direct and stimulate discussion | | | | | | |
| 5. Proposed objectives agreed with those actually taught so I knew where the course was going | | | | | | |
| 6. Course materials were well prepared, carefully explained and useful | | | | | | |
| 7. Practices were valuable and complementary | | | | | | |
| 8. Assignments were clear to me | | | | | | |
| 9. Required readings/texts were valuable | | | | | | |
| 10. Feedback on examination/graded material was helpful | | | | | | |
| 11. Course workload was fair | | | | | | |
| 12. Course pace was average | | | | | | |
| 13. There was a good coordination within the course (workload distribution, content overlap, etc.) | | | | | | |

Comments/Feedback:

1. What do you like best in this course?
2. What would you like to change of this course?



Services Questionnaire:

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Comments |
|---|-------------------|----------|---------|-------|----------------|----------|
| 1. Assistance to obtain visas is provided | | | | | | |
| 2. Advice and support is given regarding local residency regulations or local registration requirements | | | | | | |
| 3. Information about accommodation arrangements is made available | | | | | | |
| 4. Support about banking facilities and financial management arrangements are offered | | | | | | |
| 5. Good quality and timely information about the institution is provided | | | | | | |
| 6. Library resources and bibliographic management tools are accessible | | | | | | |
| 7. Effective mechanisms to communicate with their families are provided | | | | | | |
| 8. Information about local healthcare system is supplied | | | | | | |

Comments/Feedback