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Author of this Report

Dr. Guido Kaufmann, Firm: Dr. Guido Kaufmann e.K., Rendsburg

Period of Preparation: December 15th, 2016 to January 14th, 2017

Date of submission: January 14th, 2017

Task Description including targets

In spring 2016 Dr. Kaufmann was ordered by the project coordinator, prof. Oksana Turchanina, to prepare and to conduct monitoring visits at the European project partners Lisbon University, Faculty of Architecture and Polytechnic Institute of Leiria. Both visits had been scheduled for mid-July 2016. Purpose of these visits was checking the progress of the implementation of the RETHINK project at those institutions in detail with a special focus on the implementation of double degree programs.

Polytechnic Institute Leiria has implemented the following double degree programs:

- Master in Energy and Environmental Engineering / Master in Science in Management of Sanitary Engineering Facilities and Environmental Protection with Technical University of Moldova (2015)
- Master in Energy and Environmental Engineering / Master in Environmental Protection – Power Engineering with National Polytechnic University of Armenia (2015)
- Master in Civil Engineering – Building Construction/ Master in Civil Engineering with Polostk State University (2015)
- Master in Civil Engineering – Building Construction/ Master in Civil Engineering with Donbas National Academy of Civil Engineering and Architecture (2016),
- Master in Civil Engineering – Building Construction / Master in Civil Engineering – Industrial and Civil Construction with Azerbaijan University of Architecture and Construction(2016)

Furthermore Polytechnic Institute Leiria is going to implement a Master in Energy and Environmental Engineering/Master in Science in Ecological Engineering with Azerbaijan University of Architecture and Construction. Checking the current state of implementation of the above double degree programs was the objective of the monitoring visit at the Polytechnic Institute of Leiria (IPL). According to this objective there is one interesting aspect. International double degree programs are an important part of IPL's development strategy. Therefore participating in the RETHINK-project is not just project work for IPL but the project activities are implemented sustainably into the routine processes of IPL.

Methodical Approach

In order to prepare the monitoring visits properly, Dr. Kaufmann had developed an Interview-guideline, that had been distributed to all project partners in advance of monitoring visits. This guideline is structured in six sections:

- section 1: questions about the interviewer, the date of the interview, the partners and persons involved in the interview and the double degree program that is objective of the interview.
- section 2: questions on the project's progress according to the original work plan and according to the indicators of progress listed in the logical framework matrix.
- section 3: investigating the development process of the double degree program. In this process usually all basics were laid that are determining the realization/implementation. This is the main and most important part of the guideline.
- section 4: is investigating the completeness of the double degree agreement and the proof/evidence of the realization of the subjects of agreement
- section 5: recommendations for additional measures on the improvement of the implementation of the double degree program provided by RETHINK (here is already asked for results of the monitoring => compare chapters Results, Findings and Recommendations for future project work).
- section 6: short summary of the results (compare: chapters Results, Findings and Recommendations for future project work).

Sections 3 and 4 are the most intensive sections because the implementation of double degree programs is the most important target of the RETHINK project. All sections consist of a part, that has to be completed by the interviewees (representatives of the project partner, whose double degree programs are objective of the monitoring) in advance of the monitoring visit and another part to be completed by the interviewer (person in charge of the monitoring). The interview-guideline had been sent to IPL in the beginning of June 2016. The project team at IPL has completed its parts of the questionnaires (guideline – for each double degree program a separat one) until the beginning of July 2016 and sent a copy of its answers to Dr. Kaufmann in advance of his monitoring visit in Leiria on July 14th, 15th, 2016. In Leiria Dr. Kaufmann listened detailed reports of the members of IPL's management team and made some notes on these reports afterwards in the evenings. Due to an illness of Dr. Kaufmann the final conclusions and results have been worked out in December 2016 and in the beginning of January 2017.

Information on the implementation

Date of the monitoring visit at Leiria Polytechnic Institute: **July 14th and 15th, 2016**

participants: **Dr. Guido Kaufmann/Dr. Guido Kaufmann e.K. (Interviewer)**

acroamatic reports by (Interviewees):

Professor Nuno Rodrigues/Subdirector of the School of Technology and
Management of IPL

Prof. Dr. Luisa Gonçalves /Polytechnic Institute of Leiria

Prof. Dr. Nelson Oliveira / Polytechnic Institute of Leiria

Professor João Ramos/ Polytechnic Institute of Leiria

Prof. Dr. Rui Pedrosa / Polytechnic Institute of Leiria

Dr Raquel Pedro/Polytechnic Institute of Leiria

Results, Findings

The general progress of workpackages according to the workplan is at IPL right in line with the general progress of the project work but according to time approximately one year behind the original schedule – like at all other project partners. Especially the preliminaries of the introduction of double-degree Master programs in Civil Engineering and in Energy and Environmental Engineering have been made properly. Double degree agreements have been prepared jointly with

- Technical University of Moldova
- National Polytechnic University of Armenia
- Polotsk State University
- Donbas National Academy of Civil Engineering and Architecture Technical University of Moldova,
- Azerbaijan University of Architecture and Construction

and have been approved and signed already in 2015 and formally recognized by the Portuguese national Accreditation System. All these double degree programs were scheduled to start in September 2016. All necessary premilinary processes have been implemented properly as sustainable routine processes.

Recommendations for future project work

Summarized the development and implementation of the double degree programs at IPL could be a “best practice example” for the other project partners. Dissemination measures should be increased in order to get a sufficient number of students enrolled in the above mentioned -double degree master programs.

Although IPL has implemented a quality assurance guideline for purposes of the RETHINK-project all students who are enrolled in one of the new double degree programs and who have participated in a study phase abroad should complete a student's questionnaire (compare appendix to this report). The student's questionnaires should be analysed properly in order to identify further opportunities to improve the double degree programs within the prolongation time of the RETHINK project.

Rendsburg, January 9th, 2017


Dr. Guido Kaufmann

Appendix

Students Questionnaire on the Mobility Phase of RETHINK Double Degree Programs

Date of completion of the questionnaire:

Name of home Institution of the participant:

Name of the host Institution of the participant:

Name of the Double Degree Program:

Formal Degree to be achieved (master, PhD):

My semester abroad has been the semester (please insert number) of my double degree program.

My age is years.

My gender is (please insert male or female).

You are enrolled in a double degree program that has been developed in the framework of the TEMPUS project “Reform of Education Thru International Knowledge exchange”. Below you will find a questionnaire focused on the experiences you have made when passing the mobility phase of your double degree program. There are a number of items describing different aspects of the preparation, realization and results of your stay at your host university abroad. Please evaluate for each single item how important this aspect is/has been for yourself and how satisfied you are with this aspect. The completion of this questionnaire will not take more than 15 minutes at maximum. Your answers are very important for us in order to improve and optimize the double degree program.

		Importance					Satisfaction				
		extremely important		not a bit important			Extremely satisfied		not a bit satisfied		
General Aspects regarding the decision to enrol in the double degree program											
1.	Opportunity going abroad in the framework of my regular study program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Special interest in the country where the host university is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Special interest in the program's offers at the host university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Appropriate information on the admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Appropriate information on financial requirements regarding the study phase abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Occupational advantages on the international labor market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Importance					Satisfaction				
		extremely important		not a bit important			Extremely satisfied		not a bit satisfied		
Information and Transparency regarding the study phase abroad											
7.	Availability of and accessibility to a responsible contact person at the home university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- | | | |
|--|--|--|
| 8. Availability of and accessibility to a responsible contact person at the host university | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Availability of a teaching guide including objectives, characteristics, contents, evaluation criteria and methods, teaching staff, timetables, references, exams calendar of each course that has to be passed abroad | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Accessibility to this teaching guide in advance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Consistency of the teaching guides with general objectives of the study plan | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Consistency of credits assigned to each course to the tasks to pass the course | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Availability of information on opportunities of financial support (scholarships etc.) of the study phase abroad | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Availability of information about cultural, sport and further social activities at the host university in advance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- | | Importance | | | | | Satisfaction | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | extremely
important | | | | not a bit
important | Extremely
satisfied | | | | not a bit
satisfied |
| Preparation of the study phase abroad | | | | | | | | | | |
| 15. Training of English language at the home university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Preparatory course on culture and society of the host country at the home university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|---|--|--|
| 17. Visa support provided by the host university | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18. Support on accommodation provided by the host university | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 19. Support on the procurement of a health insurance for the host country provided by the host university | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- | | Importance | | | | | Satisfaction | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | extremely
important | | | | not a bit
important | Extremely
satisfied | | | | not a bit
satisfied |
| Start of the study phase abroad | | | | | | | | | | |
| 20. Support on first transport in order to arrive at the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Easiness of registration/enrolment at the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Appropriate orientation activities for new students at the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Guidance of foreign students by local students of the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Preparatory course on culture and society of the host country at the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Support on student's money transfers from their home to the host country provided by the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Importance					Satisfaction				
	extremely important				not a bit important	Extremely satisfied				not a bit satisfied
Study process at the host university abroad										
26. Consistency of the study process with the study plan and the teaching guide according to objectives, characteristics, contents, evaluation criteria and methods, teaching staff, timetables, references, exams calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Performance of all courses, lessons, tutorials in English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Appropriate English language skills of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Appropriate number of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Up-to-dateness of contents and teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Level of difficulty of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Appropriate relation of tasks (theoretical, practical, individual, in group, etc.) to the learning objectives of the courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Teaching activities are connected to or complement the contents of other teaching activities but do not overlap them (no unnecessary repetitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- | | | |
|--|--|--|
| 34. Consistency of credits assigned to courses to the volume and contents included in the course | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 35. Adequacy of teaching methods and resources to the learning targets | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 36. Accomplishment of tutor sessions or excursions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 37. Accompanying training on English language | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 38. Easy access to teaching staff (consultation-hours) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 39. Bearable workload | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- | Safety, resources and services at the host university abroad | Importance | | Satisfaction | |
|--|--|---------------------|--|---------------------|
| | extremely important | not a bit important | Extremely satisfied | not a bit satisfied |
| 40. Personal safety (regarding life, physical condition, health) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 41. Appropriate classrooms (equipment, lightning, furniture, etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 42. Appropriate laboratories | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

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- | | | |
|---|--|--|
| 43. Appropriate library facilities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 44. Access to different information sources (internet, databases, books, etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 45. Sufficient opportunities to establish social contacts with other students | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 46. Attractiveness of the place of study (city, cultural events, sightseeing, etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- | | Importance | | | | | Satisfaction | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | extremely
important | | | | not a bit
important | Extremely
satisfied | | | | not a bit
satisfied |
| Completion of your study phase at the host university abroad | | | | | | | | | | |
| 47. Clearness about methods and dates of exams and proofs of performance in advance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Consistency of evaluation methods (exams, individual or group tasks) to the kind of evaluated tasks (theoretical, practical, individual or group) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Report on exams that have been passed at the host university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. "Automatic" recognition of the program achievements at the host university by the home university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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51. My overall assessment of the study phase abroad:

excellent

☐

good

☐

average

☐

poor

☐

very poor

☐

52. Are you going to recommend this double degree program to further students at your home university?

Yes,
absolutely

☐

Yes, with
reservations

☐

No,
definitely
not

☐

53. What did you like best?

54. What did you like worst?

55. If you want to add any further comments/recommendations please do here:

Many thanks for your support!