

## QE (12) 1: MSc meta-evaluation report.

| General information          |                                        |
|------------------------------|----------------------------------------|
| Report N° : 001              | Academic year: 2023/2024               |
| Place : UCV, Valencia, Spain | Date and time : 10/07/2024 - 10.30hCET |

The values shown in this report were obtained through the surveys conducted with students, professors, and supervisors over the two years of the program via the JMPMB Quality Assurance System. All the evidence are available on Whaller (Quality Assurance Results – Intake 2022): <https://my.whaller.com/sphere/412v2y/box/774649>

*\*In this report, no comparison can be made because it is an initial report; this is the first time it has been generated. Monitoring and comparison will be carried out in future reports.*

### Global analysis of the admission profile:

#### — Evolution of the enrolment rate.

The enrolment rate reached 96.15%, which is significantly above the optimal threshold of 50%. This indicates high interest and effective recruitment efforts.

#### — Results of the admission profile analysis and cross-check with the academic results.

The admission profile appears well aligned with student performance, as all students passed all courses. This suggests suitable academic selection criteria.

Some lecturers expressed concerns about a lower level of Chemistry among some students. However, these gaps were linked to their previous educational track and were mitigated through additional content to reach the required baseline. This issue is not considered a structural flaw in the admission profile.

### Global analysis of the academic results:

#### — Thematic area special considerations.

The program is supported by a diverse faculty with varied cultural and academic backgrounds, enriching the learning environment and providing students with multiple perspectives and specialized knowledge.

Professors offer support and networking, ensuring academic challenges for students.

Courses such as Omics and Marine Microbiome have been identified as more complicated for students, but measures have been put in place to remedy this problem.

The paperwork for the internship during the second semester has also been identified as a challenge on some occasions.

Regarding the third semester, students value face-to-face courses more than online classes.

Summary of points that were identified for improvement:

1. Clarification of assessment criteria.  
Enhancing communication on exam formats during the first semester.
2. Providing updated course information before the start of classes.
3. Revising the structure of courses in Genomics & Proteomics and Marine Microbiome & Metagenomics.
4. Addressing discrepancies in Chemistry levels by developing specific homework for students needing reinforcement
5. Holding a coordination meeting in preparation for Semester II.
6. Increase course sessions in face-to-face basis.

#### — Internship results and evolution.

Overall, the internship period for the first JMPMB cohort was excellent: Students were highly motivated and proactive in securing placements.

Supervisors and students both expressed high appreciation for the internship experience. Students demonstrated significant improvement in both scientific and professional competences.

Points to consider:

##### 1. Communication Issues with Host Organisations

Some email addresses provided by students were too generic (e.g., info@), resulting in communication delays. More precise contact information must be gathered at the outset.

##### 2. Mentoring Compensation at LRU

Internal mentors at LRU were not compensated because compensation is only authorised when an oral presentation is involved. This requires review of administrative procedures.

##### 3. Internship Duration

A few students expressed interest in extending the internship, but doing so in France requires employer remuneration—an obstacle that should be addressed in future planning.

##### 4. Administrative and Platform-Related Issues

Improve communication with administration.

Address issues related to the EU CONEXUS “STAGE” internship platform.

Clarify teacher payment protocols at LRU.

##### 5. Satisfaction Indicators

- **Student satisfaction: 3.33 (≥3 optimal)**
- **Teaching staff satisfaction: 3.60 (≥3 optimal)**

### — Master thesis results and evolution.

The master thesis period was overall satisfactory, and all students (except one facing visa-related complications) completed and passed their thesis. Academic performance and research commitment were strong. Areas of improvement:

- Supervisors require more time to review manuscripts, allowing students to incorporate feedback more effectively.
- Persistent bureaucratic and visa issues affected planning for some students.
- Communication between supervisors, coordinators, and students needs improvement.
- Some co-supervisors expressed disagreements regarding autonomy, organisation, writing quality, and meeting participation.

### Satisfaction Indicators

- Graduate students:** 3.33 ( $\geq 3$  optimal)
- Supervisors:** 3.00 (75%) ( $\geq 3$  optimal)

### — Global quality indicators (graduate rate, drop-out rate, efficiency rate...) and evolution.

Just one student did not graduate and finally drop-out the programme.

| Quality Indicators      | Code      | Optimal Value (Threshold) | Real Value (2023 -2024) |
|-------------------------|-----------|---------------------------|-------------------------|
| <b>Efficiency rate</b>  | QI (01) 1 | 90%                       | 100%                    |
| <b>Performance rate</b> | QI (01) 2 | 85%                       | 98.14%                  |
| <b>Graduate rate</b>    | QI (01) 3 | 75%                       | -                       |
| <b>Drop-out rate</b>    | QI (01) 4 | 15%                       | 0%                      |

These metrics confirm the strong academic performance of the cohort and the effectiveness of programme coordination.

### Global analysis of the mobility coordination:

#### — Internationalization results and evolution.

The nationalities of the students in the programme are diverse, reaching 18 different countries. These students have shown interest in learning other languages, and up to 18 have enrolled in Spanish or French courses.

The internationalisation of the programme is also reflected in the number of visiting teachers, which exceeds 30, and in the mobility programmes, which, in the case of internships, for example, exceed five countries.

Internationalization needs:

- a. Students need to secure early TIE card appointments.
- b. Improved coordination is required:
  - Among Coordinators
  - Between Coordinators and Teachers
  - Between Faculty and Students

— Satisfaction with mobility facilities

**Satisfaction Indicators**

- **Mobility programme satisfaction:** 2.91/5
- **Facilities satisfaction:** 3.20/5

**Global analysis of the teaching staff:**

- Analyse how adequate are the lecturers to courses, according to their academic/research experience.

The Programme Board considers that both the number and the qualifications of the lecturers involved in the programme, including internal and external staff, are adequate given the high pass rate.

- Cross-check lecturers' profile with student satisfaction results.

Student satisfaction with the lecturers is considered to be within the established values.

**Global analysis of the available resources:**

- For the learning process:

The learning resources were adequate for the academic process, although the feedback suggests the need for earlier dissemination of course materials.

Extracted from General Student Survey (score out of 4):

Adequate syllabus: **3.86**

Course guides: **3.57**

Teaching methodologies: **2.56**

Study materials: **3.50**

— For the administrative staff:

Administrative support needs optimisation, especially regarding mobility procedures, communication with external entities, and internship management.

### Global analysis of the graduate profile and labour market integration:

— Evolution of the labour market results.

Labour market data are not yet applicable due to the recent graduation of the first cohort. Future reports will include tracking of graduate employability. This should be done before summer 2026.

### Global analysis of the general satisfaction of all the stakeholders:

The values were extracted from Graduate Student Survey (score out of 4) and are inside of the parameters expected:

— Students:

**Overall satisfaction: 3.16/4**

— Lecturers

**Overall satisfaction: 3.29/4**

— Administrative staff:

Not applicable. This survey was removed during the implementation of the JMPMB

— External and academic supervisors

**Overall satisfaction**

o **Internship: 3.60/4**

o **Master Thesis: 75%**

Signed:

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