

Sustainable Information Technologies for Societies (SITeS)



Artificial Intelligence for Sustainable Societies

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Assessment regulations & guidelines

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Sustainable Information Technologies for Societies (SITEs)

D2.2 Assessment regulations & guidelines

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1. Introduction

The Artificial Intelligence for Sustainable Societies Erasmus Mundus Joint Master (AISS EMJM) programme is a high-level integrated and transnational study programme at the master's level. It is delivered by a consortium of three Higher Education Institutions (HEIs), namely, Tallinn University, Estonia, Tampere University, Finland, and Lusófona University, Portugal and supported by other non-educational partners, including other non-educational partners, which includes NGOs.

This document provides a comprehensive overview of the assessment regulations and guidelines for the AISS EMJM programme. These regulations are crucial in maintaining the program's academic standards and integrity, ensuring all students are assessed fairly and consistently.

2. Assessment Principles

The assessment process in the AISS EMJM programme is guided by a set of fundamental principles designed to promote learning and academic achievement. A balanced approach is taken between formative and summative assessments, with formative assessments providing ongoing feedback and learning opportunities and summative assessments evaluating students' mastery of the course content.

3. Assessment Methods

The AISS EMJM programme employs various assessment methods, including exams, coursework, peer review, and presentations. These methods are not randomly chosen but carefully selected to align with the programme's learning outcomes. This alignment ensures that students can effectively demonstrate the knowledge and skills they have acquired from the course.

The student must succeed each semester and pass the task, materials, etc., evaluated to obtain multiple diplomas at the end of the course programme. The evaluation rules depend on the rules of the hosting institution (see below). The master's thesis (semester 4) cannot compensate for the other academic semesters. A second examination session will be organised if a student fails a subject. If the student fails a subject during the second examination, they must retake it fully. If the student receives a scholarship, the latter will be stopped, and the student will lose the rest of the scholarship.

3.1 Tallinn University's (TLU) Assessment Method

The [assessment regulations and guidelines](#) and [assessment of learning outcomes](#) for students and teachers at Tallinn University (TLU) are as follows:

- Both differentiated and non-differentiated assessments of learning outcomes are used in Tallinn University.
- Assessment is based on the level of the achieved learning outcomes.
- Learning outcomes are assessed based on a 6-grade assessment system.
- All subjects of a theoretical nature end with exams.
- Exams are taken during the examination session following the study of the particular subject or on the examination day stipulated by the academic unit.
- Pass/fail assessment is used to evaluate practical learning outcomes on a pass/fail scale.

- Assessment is based on work done during the semester.
- The pass/fail assessment takes place during the last contact lecture.
- Exams and pass/fail assessments in cyclic studies (including distance-learning studies) occur during study sessions or at the time agreed with the teaching staff member.
- A teaching staff member has the right to establish the requirements and conditions for admission to an exam or pass/fail assessment.
- The teaching staff member has the right to refuse a student's admission to an exam or not to give a pass for their assessment when the student fails to comply with the requirements and conditions for taking an exam or passing an assessment.
- Students must register through Study Information System (ÕIS) when taking an exam or pass-fail test.
- If a student fails to attend the examination during the session (after the semester when a course was taught), the student's evaluation form shall be marked as 'MI' ('absent').
- If a student fails to cancel registration for the main exam, the result will be marked as 'MI', and the student will lose the opportunity to take the main exam or pass/fail test.

The master thesis structure, assessment criteria, and process have not been defined yet. Work will start in Autumn 2024 to combine the social sciences master thesis processes and assessment criteria with the engineering master thesis process and assessment criteria.

3.2 Tampere University's (TAU) Assessment Method

Tampere University's Regulations on the Assessment of Studies apply to studies included in Tampere University's curriculum. The Regulations apply to all exams and invigilated examinations connected to the studies included in the curriculum, such as centrally organised examinations, invigilated examinations organised by the faculties and units, the examinations and demonstrations completed in the electronic examination facilities, and other forms of assessment. These regulations may also be applied to the procedures related to the recognition and accreditation of prior learning.

Below is the overview of the assessment method at Tampere University.

- Students' learning is assessed using various methods designed to understand the learning outcomes comprehensively. This flexibility allows for using several complementary or alternative assessment methods, ensuring that the achievement of a course unit's learning outcomes is accurately measured.
- An assessment method may be substituted for another method, for example, on pedagogical grounds or a case-by-case basis by mutual agreement between a group of students or an individual student and the teacher responsible for the course, for example, when this is recommended by a special arrangement proposal based on a student's learning disability.
- A teacher may organise the assessment of a course unit by assigning the students to self-assess their performance or to peer-assess a fellow student's performance or part of it or the learning process as long as this approach promotes the achievement of the learning outcomes.

The [Regulation](#) and the [Guidelines](#) provide complete descriptions of the assessment of students and studies at Tampere University.

3.3 Lusófona University's (UL) Assessment Method

Assessment instruments

- 1) Instruments for assessing students' knowledge and skills are:
 - a) In continuous assessment, individually or cumulatively:
 - i) Written evaluation tests;
 - ii) Practical tests;
 - iii) Practical or theoretical work, activity reports, and projects carried out by students, individually or in groups, including, where applicable, their presentation and discussion;
 - iv) Practical and laboratory exercises; this requires attendance and participation in classes, projects, study visits, work field and other university extension activities;
 - v) Other elements resulting from work carried out by students attest to their competence (during the continuous evaluation process) concerning the objectives defined for the curricular unit.
 - b) In the examination, individually or cumulatively, the same degree of complexity and demands of the instruments used in continuous assessment:
 - i) Written evaluation tests, Practical tests;
 - ii) Practical or theoretical work, activity reports, and projects carried out by students, individually or in groups, including, where applicable, their presentation and discussion;
 - iii) Other elements resulting from work carried out by students attest to their competence concerning the objectives defined for the curricular unit.
- 2) Assessment instruments can only focus on pedagogical content effectively taught and registered in the curricular unit form.
- 3) The specific regulations of each department may define others that must appear in the curricular regulations in addition to the instruments mentioned.

Access to tests in continuous assessment

- 1) Students regularly enrolled in the course can take the tests within the scope of continuous evaluation.
- 2) The criteria defined for classification in the continuous assessment must foresee the evolution of students' knowledge. They cannot exclude or limit access to tests under evaluation continuously to those who, after applying the weights defined in the course, have a rating equal to or greater than ten value (grade 10) on a numerical scale from zero (0) to twenty (20) rounded to the nearest unit.
- 3) Teachers must request the presentation of a student card or document of identification with photography to prove students' identities.

Scheduling and carrying out tests in continuous assessment

- 1) Carrying out continuous assessment tests follows the criteria defined in the form of the course, observing the following requirements:
 - a) Be carried out during class time;
 - b) Whenever possible, the dates for taking tests should be coordinated between the different courses of the same semester/term.
- 2) Evaluation tests for the same academic year and the same course cannot be taken on the same day.
- 3) In cases where the evaluation test does not occur on the scheduled day and time, the course management (academic studies management) will schedule a new date and time in agreement with the students.

Access to exams

- 1) Students who have not obtained approval for the course through continuous evaluation, as long as they are enrolled in the course and present themselves for the assessment continuously, may resort to an appeal final exam.

- 2) Taking a test in an appeal or special exam is subject to registration by some of the students.

Exam assessment instruments

- 1) Exam tests can be practical, written, work delivery, observing the defined standards:
 - a) In this regulation,
 - b) In specific evaluation regulations of the Department/Faculty;
 - c) In the course unit form.
- 2) The examination test may comprise one or more assessment elements; the weighting is fixed in the curricular unit form.
- 3) The criteria applicable to exam assessment are defined in the curricular unit form and must be equivalent to those considered for continuous evaluation, particularly concerning the degree of complexity.

Exam times

- 1) Exams take place after the end of classes for each academic period and are presented in two seasons:
 - a) Appeal period, intended for students:
 - i) enrolled in the curricular unit and who have not approved the course continuous evaluation;
 - ii) intend to improve the classification of the course under the terms of the regulation;
 - b) Special season, reserved for students:
 - i) Enrolled in the course and who have special status under the terms of this regulation;
 - ii) Upon their request, they have been exceptionally granted access at this time by the Studies Degree Director.

Scheduling exam tests

- 1) The department's pedagogical council approves the exam timetable upon a proposal from the curricula director. It must be established before the end of the period of continuous assessment.
- 2) The studies degree management publishes the dates and timetables for conducting exam tests in the period approved under the terms of the previous number.
- 3) The dates and times of the exam tests are published in a specific location online or through the tutoring platform used at the institution.
- 4) A record of attendance at final exam tests must be kept on a specific sheet or in an information system.

Duration of the exam tests

- 1) In-person assessment tests cannot last longer than:
 - a) 3 hours, if written;
 - b) 30 minutes if oral (presentation and discussion).
- 2) The presentation of work in the classroom may require execution times longer than those defined in the previous numbers, avoiding exceeding the duration of a class of the course.
- 3) The definition of periods for submitting student work must consider the times in the period of working hours defined for the course in the degree study plan.

The original document in Portuguese can be found in Lusófona University's regulations: <https://www.ulusofona.pt/media/regulamento-geral-de-avaliacao-242023.pdf>.

3.4 The grading table for AISS

The AISS EMJM programme uses a specific grading system with grade descriptors and marking criteria to evaluate student performance. Grades are calculated and aggregated based on the weightage of each assessment component, providing a fair and accurate reflection of students' academic achievement.

The grading system for the EMJM programme varies by program. The following grading table is used to convert the examination grades between the AISS partner universities.

Tallinn University (TU)	Tampere University (TAU)	Lusófona University (UL)
A (suurepärane)	5 (erinomainen)	20–18
B (väga hea)	4 (kiitettävä)	17–16
C (hea)	3 (hyvä)	15–14
D (rahuldav)	2 (tyydyttävä)	13–12
E (kasin)	1 (välttävä)	11–10
F (puudulik)	0 (hylätty)	9–0

TU and TAU grades are converted to higher grades in the UL grading interval.

3.4.1 Grading System of Tallinn University

A (excellent/suurepärane) – an outstanding and exceptional level of achievement of learning outcomes characterised by free and creative use of knowledge and skills beyond a very good level.

B (very good/väga hea) – a very good level of achievement of learning outcomes characterised by purposeful and creative use of knowledge and skills. Unsubstantive and non-conceptual errors may occur regarding specific and detailed knowledge and skills.

C (good/hea) – a good level of achievement of learning outcomes characterised by purposeful use of knowledge and skills. Uncertainty and inaccuracies may occur about specific and detailed knowledge and skills.

D (satisfactory/rahuldav) – a sufficient level of achievement of learning outcomes characterised by using knowledge and skills in typical situations. Deficiencies and uncertainties may occur in non-standard situations.

E (poor/kasin) – a minimally acceptable level of achievement of learning outcomes characterised by limited use of knowledge and skills in typical situations. Significant deficiencies and uncertainty may occur in non-standard situations.

F (fail/ puudulik)—the level of knowledge and skills acquired by a student remains below the required minimum. ‘F’ is a negative outcome; the student shall retake the examination/test.

MI (non-appeared) - If a student does not participate in any examinations or pass-fail assessments, the result is marked as “MI” (non-appeared) on the transcript of records.

Pass/fail assessment.

P (pass) – the student has acquired the knowledge and skills required; a positive outcome.

MA (fail): The student failed to acquire the knowledge and skills at the required level, a negative outcome.

In calculating a student’s average and weighted average grades, the letter marks shall correspond to the following numerical values: A = 5, B = 4, C = 3, D = 2, E = 1, and F = 0. ‘Pass’ (P) assessment acquired on a pass/fail evaluation shall not be included in calculating the average grade and weighted grade.

3.4.2 Grading System of Tampere University

Tampere University uses a grading scale from 1 to 5, with 5 being the highest grade. Completed course units counted towards a bachelor's or master's degree may be assessed on a scale of pass/fail basis (in Finnish: *HYV/HYL*). If the completion of a course unit is approved, a grade is provided unless there is a specific reason not to do so.

- 5 (Excellent, in Finnish *erinomainen*, ECTS Grade A)
- 4 (Very good, in Finnish *kiitettävä*, ECTS Grade B)
- 3 (Good, in Finnish *hyvä*, ECTS Grade C)
- 2 (Satisfactory, in Finnish *tyydyttävä*, ECTS Grade D)
- 1 (Sufficient, in Finnish *välttävä*, ECTS Grade E)

Pass/fail basis (in Finnish: *HYV/HYL*)

3.4.3 Grading System of Lusófona University

Following the Assessment Regulations [Order no. 14/2019, of July 11], continuous assessment grades must be posted up to three working days before the next exam. In the case of exams, classifications must be published up to 20 working days after the exam and, in any case, up to three working days before the next exam. The absence of a classification after December 31, following the end of the academic year, implies that the curricular unit was not completed.

General provisions applicable to classification

1. The classification of the elements under evaluation, respecting the criteria defined in the assessment form curricular unit, is the responsibility of the teacher linked to the curricular unit, without prejudice that, when the same curricular unit has more than one teacher, a single teacher will be appointed responsible for releasing the final classification.
2. Regardless of specific scales defined within the curricula's scope, the curricular units' final classifications are expressed on a numerical scale from zero to twenty values, rounded to the nearest unit.
3. The classification of tests carried out before a jury is determined by the arithmetic mean of the ratings of each jury member on a rounded scale of zero to twenty values to the nearest unit.
4. For due purposes, it is considered:
 - a) The student who obtains a classification in it is approved for the curricular unit final not less than 10 points;
 - b) The student who obtains a classification in it fails the curricular unit with less than 10 values;
 - c) Without elements, the student who did not submit to the assessment has not completed the curricular unit.

Classification under continuous assessment

1. In the classifications of assessment instruments resulting from continuous assessment, students are made aware of the classifications of each component that allow for determining the final classification.

2. The availability of classifications in continuous evaluation must be made through the system of digital tutoring.
3. Students can only be classified by the teacher who evaluated them.

Exam Classification

1. The exam classification corresponds to the classification obtained in the test or set of examination tests.
2. Notwithstanding what is defined in the previous paragraph, in curricular units with a component practical and laboratory to students who have completed, in that academic year, part of the assessment, only the provision of examination evidence that complements the assessment may be required carried out in continuous assessment, with the classifications obtained being counted towards the final exam classification.

Classification of curricular units with practical and theoretical components

1. Course units with a practical/laboratory and theoretical nature, such as components with a single classification but taught independently, apply the standards in this article.
2. The curricular unit form must separate practical/laboratory and theoretical components, with weightings and evaluation criteria defined for each component. The standards applicable to determining the classification end of the curricular unit must also be duly stated.
3. The curricular unit's approval is conditional on compliance with the conditions of approval for each component.
4. The final classification results from applying the weights provided for in the unit form curriculum.
5. The exam for these curricular units may be divided into a practical/laboratory and a theoretical exam, following the definition in the curricular unit form. The classification refers only to the component to which it refers.
6. Approval under a continuous assessment regime for one of the components only requires completing an exam test that the student has failed.
7. In cases where the student fails one of the components, the result of the component approved is only maintained until the end of the academic year to which it refers.
8. The final classification to be included on the agenda is unique and corresponds to the weighting determined in the curricular unit form or the unit's specific regulations.
9. In cases where the student fails one of the components, the final classification for the unit curricular corresponds to the lowest result obtained, resulting in the student failing if less than 10 points on a numerical scale from 0 to 20.

4. Feedback and Review

Feedback is an integral part of the learning process in the AISS EMJM programme. Students can expect to receive feedback on their assessments within a specified timeframe, allowing them to understand their strengths and areas for improvement. The program also has a process for students to review or appeal their grades, ensuring transparency and fairness in the grading process. The feedback covers feedback from teachers and associate partners as well.

Feedback Procedure

Each university has its own study system described in the partnership agreement. All three systems have a similar feedback procedure for students to provide feedback on the courses, instructors, content and process.

A general online feedback questionnaire (fully described in the appendix) will be created after the first academic year. It will be anonymous, ensuring the transparency of the process. Based on the combined questionnaire results, interventions are designed and deployed to improve the programme's study organisation. The questionnaire results and the resulting action plan will then be presented to the students, the academic staff and the Programme's Study Programme Council, keeping everyone informed and involved.

The participants will be informed about it by email. The questionnaire includes primarily multiple-choice questions, but it is also possible to express an opinion freely. The use of multiple-choice answer sets depends on the formulation of the question. The sets of multiple choices are the following:

- Answer set A: Not satisfied at all; Rather unsatisfied; Difficult to say; Rather satisfied or Completely satisfied.
- Answer set B: Do not agree at all, Rather disagree, Difficult to say, Rather agree or Completely agree.

5. Academic Integrity

The EMJM programme is committed to upholding the highest standards of academic integrity. Academic misconduct, including plagiarism and cheating, is not tolerated. Students found to be in violation of these standards may face serious consequences, including disciplinary action.

5.1 Text analysis tool & Plagiarism checker at Tallinn University (TLU)

A new software called [STRIKEPLAGIARISM](#) was introduced in February 2024.

StrikePlagiarism.com is designed to detect plagiarism and text generated by AI and teaches how to prevent, correct, and improve the text's quality and originality.

StrikePlagiarism Guide for the Students

Students and teaching/research staff can log into the environment via SSO! To do so, they must choose "SSO Select organisation" on the login page-> Tallinn University and log into the program with their TLU account.

Tutorials for students can be found [here](#). More information is also available [here](#).

5.2 Fraud and Integrity at Tampere University

TAU applies [the National Advisory Board on Research Ethics guidelines](#) on responsible research conduct and procedures for handling allegations of misconduct (advisory board's guidelines). The Ministry of Education and Culture nominated the board. [Degree regulations](#) 32§ and section 10 of [the disciplinary regulations](#) are also followed in fraud situations. The details are [available online](#).

TAU uses the Turnitin plagiarism-checking system. More information is [available online](#). Details on using AI-based applications such as ChatGPT can be read [here](#).

5.3 Fraud and Integrity at Lusófona University

Fraud and cancellation of tests and assessments

Assessment fraud

- 1) All acts and actions that allow the student, by any means, an advantage about the assessment that violates the defined norms and notably the acts that:
 - a) Difficulty in the accurate perception regarding the capacity, knowledge or skills of students;
 - b) Allow the student an advantage over others which does not arise from their capacity and skills;
 - c) Demonstrate plagiarism, taking advantage of work carried out by others without the appropriate references.
- 2) If the existence of fraud is verified, the teacher must:
 - a) Prevent the offending students from continuing the test or cancelling it.
 - b) If the test is detected later than it was carried out, do not classify it; instead, launch it as annulled.
- 3) Students accused of fraud have the right to be informed and provide clarification in the face of alleged fraud.
- 4) Reporting the existence of fraud by someone other than the teacher of the curricular unit requires the opening of an investigation process that:
 - a) The Director of the Study Cycle coordinates it;
 - b) It must include the hearing of the student, who, if, after being called, does not justify absence or does not attend, makes the cancellation decision valid.

Effects of Fraud

- 1) Cases detected and confirmed as fraud require the annulment of the evidence or evidence carried out.
- 2) Cases of fraud may result in initiating disciplinary proceedings as per University Disciplinary Regulations.
- 3) Whenever a change in classification or cancellation of a test is decided, which requires the revocation of an academic degree, the process is presented to the Rector for a final decision.

Resources

- 1) To clarify any questions related to the assessment, students must appeal in the following order:
 - a) To the teacher of the curricular unit;
 - b) To the Director of the Study Cycle;
 - c) To the Director of the unit;
 - d) To the Pedagogical Council of the Unit;
 - e) To the Pedagogical Council of the Lusófona University;
- 2) Students can still appeal to the Dean.
- 3) Third, decisions made by the Pedagogical Councils, the University Lusófona, cannot be appealed without prejudice to the appeal to the Rector.

6. Special Considerations

The AISS EMJM programme recognises that some students may require accommodation due to disabilities or other special needs. The program has a process for students to apply for these

accommodations, ensuring that all students have an equal opportunity to succeed. The Erasmus Programme promotes equal opportunities, access, inclusion, diversity, and fairness. Participants (students, staff, and guest scholars) will be recruited following the principles of equal access opportunity. Specific attention will be paid from the application stage to Gender Balance and individual needs and requirements.

7. Conclusion

In conclusion, the AISS programme upholds high academic standards and integrity through comprehensive assessment regulations and guidelines. These ensure fair and consistent evaluations via diverse methods like exams, coursework, and presentations aligned with specific learning outcomes. The program's grading systems are standardised across partner universities, and robust feedback mechanisms promote continuous improvement. Academic integrity is strictly enforced with tools like StrikePlagiarism.com, while inclusivity is prioritised through tailored support for students with special needs, ensuring equal opportunities and full participation in the program.

Appendix: The full description of the questionnaire

Unit of curriculum (The questions in part 1 will be asked about all courses that the student was enrolled on in the given semester) Strongly Disagree to Strongly Agree

1. The lecturer followed the course structure.
2. Study materials listed in the course were available.
3. Credits allocated to the course corresponded to the amount of effort (including home assignments and other independent work).
4. The lecturer presented the subject clearly and comprehensively.
5. The lecturer was easy to contact, and feedback was provided when requested.
6. The evaluation criteria of the course were clear.
7. Organisation of studies, timetable, registration for subjects
8. How would you rate your general satisfaction with the system for compiling a personal timetable?

Please evaluate the statements related to compiling your timetable: Strongly Disagree to Strongly Agree

9. The timetable was published early enough.
10. It was easy to find the timetable on the program website.
11. I mainly check the timetable on my institute/college homepage.
12. I compiled a suitable timetable for myself.
13. It was difficult to compile a timetable because compulsory subjects overlap.
14. I took my interests into account when choosing electives and free electives.
15. When compiling the timetable, I leave "breaks" in between lectures to do independent work.
16. The general structure of the timetable is suitable for me.

Please rate the following statements about a subject: Registration for courses started at a suitable time. Strongly Disagree to Strongly Agree

17. I was able to register for all the subjects I wanted
18. The procedure of cancelling a registration to a subject is understandable.
19. The period for cancelling the registration is sufficient.
20. How would you rate your general satisfaction with the study information system? *Not Satisfied to Completely Satisfied*

Please evaluate the statements related to the study information system. Registration in subjects was easy for me. Strongly Disagree to Strongly Agree

21. I am pleased that I can see my timetable after registration.
22. Submitting applications is simple and understandable.
23. Giving feedback about specific courses is easy.
24. It is necessary to give feedback about courses.
25. If you wish to add anything else about compiling a timetable, registration for courses and study information system, please write your observations and comments here.
26. How would you rate your general satisfaction with completing subjects independently (e-learning, video lectures, substitute literature)? *Not Satisfied to Completely Satisfied*

Please rate the statements about completing subjects independently: Strongly Disagree to Strongly Agree.

27. Instead of lecture room work (lectures, seminars), I would complete some e-learning subjects.
28. Instead of lecture room work, I would instead complete some subjects independently based on substitute literature or MOOC.
29. Instead of lecture room work, I would complete some subjects by watching video lectures.
30. Please write your observations and comments here if you wish to add further comments about periodical studies or independent completion of subjects.

Learning environment and information flow

31. How would you rate your general satisfaction with the physical learning environment? *Not Satisfied to Completely Satisfied*

Please evaluate the statements about lecture rooms: *Strongly Disagree to Strongly Agree.*

32. There are adequate facilities to charge a laptop battery in lecture rooms
33. The internet-connection in lecture rooms is adequate for participating in studies
34. Lecture rooms are well-lighted
35. Lecture rooms are equipped with the necessary ICT devices
36. Lecture rooms (e.g. laboratories, gym, classrooms) contain the necessary teaching aids
37. Lecture rooms have good acoustics (you can hear lecturers well)
38. The temperature in the lecture rooms is comfortable
39. Lecture rooms are suitable for discussions or seminars
40. The size of lecture rooms corresponds to the number of participants in the subject (rooms not too large/small)

Please evaluate the following statements: *Strongly Disagree to Strongly Agree*

41. The opening hours of the library during the semester are suitable for me
42. There are enough printing and copying facilities at the university
43. Wi-Fi connection/coverage within the university area is adequate
44. How would you rate your general satisfaction with the information flow related to the study organisation? *Not Satisfied to Completely Satisfied*

For the following question, please rate the study organisation-related information channels from two aspects:

45. Which information channels are used to forward the study information to you?
46. Which information channels do you prefer for receiving information related to the organisation of studies (what is the most convenient way for you to receive the information)?
 - 46.1. How is the information forwarded?
 - 46.2. Which method would you prefer?
 - Printed lists from the academic unit
 - Homepage of AISS
 - Student mailing list
 - Study information system
 - Telephone
 - Personal e-mail
 - An information stand at the academic unit.
 - Other (please specify)

Please evaluate the following statements: *Strongly Disagree to Strongly Agree*



47. It is easy to get in touch with lecturers (they answer e-mails, or it is possible to approach them after lectures)
48. It is easy to get in touch with the study assistant/coordinator of the academic unit.
49. Students are informed about cancellations of lectures or room changes.
50. If you wish to add something about the learning environment or the information flow of the study organisation, please write your observations and comments here.-----

University staff and issues of study organisation

51. Please rate the following two aspects of individuals on the university staff that you have had personal experience with during the past year (Do not evaluate individuals with whom you have had no personal experience during the past year):
52. How helpful was the individual in finding a solution to your problem?
53. How satisfied were you with the individual's attitude towards you and your problem? *Not Satisfied to Completely Satisfied*
 - 53.1. Helpfulness in providing explanations when necessary
 - 53.2. Attitude towards you by:
 - 53.2.1. A Study assistant/ coordinator (in any of the universities)
 - 53.2.2. The Head of studies
 - 53.2.3. The Head of the Course
 - 53.2.4. Members of the Student Council
 - 53.2.5. An academic counsellor in the Career and Counselling Centre
 - 53.2.6. The psychologist
 - 53.2.7. Staff members in the Academic Affairs Office
 - 53.2.8. The Study Information System support person (person responsible for the questions presented through the help desk)
 - 53.2.9. Other (please specify)
54. Please mark all activities in which you have encountered more serious problems during your studies. You may also add your comments.
 - Compiling a timetable
 - Choosing free electives and electives
 - Registration in subjects
 - Cancelling registration in subjects
 - Understanding learning outcomes of subjects
 - Understanding the assessment criteria of subjects
 - How a result is determined in a subject (grade/assessment)
 - Passing exams and assessments
 - Registration for re-taking an exam
 - Transferring credit points
 - Recognition of work experience or additional training
 - Paying the tuition fee
 - Applying for grants/ scholarships
 - Other (please specify)
55. Please write your observations and comments here if you wish to add anything related to the university staff or study organisational issues.-----



Leisure and dormitories

56. Please rate your satisfaction with the following activities or places. Only evaluate activities or places you have had personal experience with. *Not Satisfied to Completely Satisfied*

- 56.1. Catering facilities in the student café
- 56.2. Assortment of vending machines
- 56.3. Nursery room service
- 56.4. Sports amenities at the university
- 56.5. Availability of information about sports
- 56.6. A variety of sports is available.
- 56.7. Availability of information about hobby groups
- 56.8. A variety of hobby groups are available.
- 56.9. Number of rest areas for students
- 56.10. Condition of the rest areas

57. Please rate your satisfaction with the following aspects of the dormitory if you live in a dormitory. Only evaluate aspects that you have had personal experience with. *Not Satisfied to Completely Satisfied*

- 57.1. Condition of rooms in the dormitory
- 57.2. Cooking facilities
- 57.3. Washing facilities
- 57.4. Laundry facilities
- 57.5. Rules of the house
- 57.6. Rest and leisure rooms in the dormitory
- 57.7. If you wish to add anything more about leisure opportunities (e.g., which other hobby?)-----