Feedback Report
IMQP Master's Program - First Semester 2025
Intakes 1 & 2
Teaching

Prepared on the basis of the anonymous student feedback questionnaire

Cohort analysed: 26 respondents

Overall rating	Scientific level	Infrastructure and labs	Knowledge acquired
9.08 / 10	**9.12 / 10**	**9.08 / 10**	**25 of 26 answered YES**

1. Purpose and methodology

This report analyses the anonymous feedback collected for the first semester of the IMQP Master in academic year 2025/2026. The analysis combines the questionnaire structure preserved in the exported Google Forms PDF with the response dataset contained in the spreadsheet of student feedback. In total, 26 completed questionnaires were analysed. The questionnaire was sent to all students, and the response rate was therefore xx%.

The respondents includes 14 first year students and 12 second year students. In terms of first hosting institution, 11 respondents were based at UNIFE, 8 at URV, 6 at MNHN, and 1 at IPT (Fig. 1). The sample therefore covers a broad portion of the current IMQP student body and includes both students at the beginning of the programme and students with a longer experience of the curricular structure and mobility system.

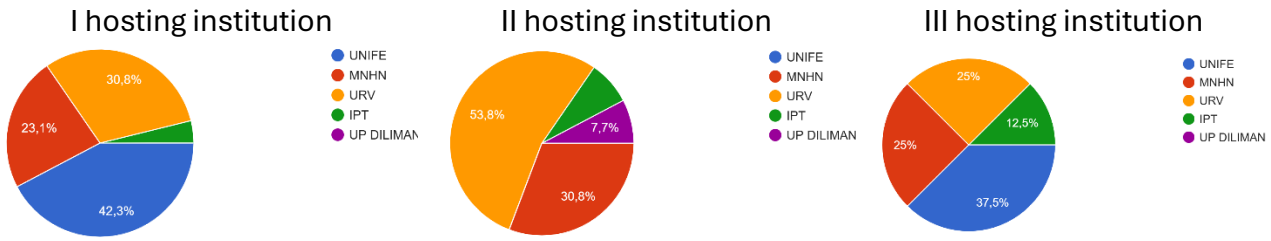

Fig. 1: Student's hosting institutions.

The report is deliberately interpretive rather than merely descriptive. Quantitative scores are used to identify the general profile of student satisfaction, while open comments are read as qualitative evidence that clarifies why students gave certain scores and which areas deserve priority attention. Because the questionnaire is anonymous, the report does not attempt to attribute comments to individuals or institutions beyond what is strictly necessary for interpretation.

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2. General profile of the feedback

The feedback outlines a programme that is academically strong, intellectually stimulating, and widely appreciated for its practical orientation. Students consistently describe the IMQP Master as useful, demanding, and meaningful. The strongest areas are the scientific level of the programme, the quality of laboratories and infrastructure, and the overall value of the learning experience.

At the same time, the didactic core is positively perceived, but several students ask for clearer planning of laboratories, more balanced workloads, faster release of grades and improved support with accommodation.

The overall picture is therefore very positive, but not self-satisfied. Students value the programme enough to formulate concrete suggestions for improvement. This is a sign of engagement and trust rather than rejection.

3. Quantitative assessment

The table below (Tab. 1) summarises the main numerical indicators collected through the questionnaire.

Indicator	Respondents	Mean	Minimum	Maximum
Services provided by partner institutions	26	**8.35**	3	10
Infrastructure and laboratories	26	**9.08**	8	10
Didactic organisation of the Master	26	**8.54**	6	10
Scientific level of the IMQP Master	26	**9.12**	7	10
Relationship with fellow students	26	**8.77**	3	10
Language learning in the country of the first host institution	20	**7.1**	3	10
Overall evaluation of the IMQP Master	26	**9.08**	7	10

Tab. 1: main numerical indicators.

These scores show a very clear hierarchy. The highest rated dimension is the scientific level of the programme, followed closely by infrastructure and laboratories and by the overall evaluation of the Master. The didactic organisation is also positively rated, although less

enthusiastically than the scientific content itself. The weakest quantitative indicator is language learning, which is unsurprising in an international programme with multiple host countries and diverse linguistic environments.

4. Distribution of key yes or no indicators

The yes or no questions are especially important because they capture whether the programme is delivering its basic educational promises (Tab. 2).

Question	YES	MORE OR LESS	NO
Acquired important knowledge that enriched prior knowledge	25	1	0
Coordinator actually available	23	3	0
Laboratory activities useful	25	1	0

Tab. 2: answers to the yes/no questions.

The significance of these results is considerable. Almost unanimity on knowledge acquisition and laboratory usefulness indicates that the pedagogical core of the programme is functioning well. Students are not merely attending classes, they feel that they are genuinely building new competencies.

The slightly more nuanced result concerns coordinator availability. Even here the pattern remains favourable, but the presence of 3 'more or less' responses suggests that communication and responsiveness are not fully homogeneous across the student experience.

5. Main strengths of the first semester teaching experience

5.1 Practical training as the distinctive identity of the programme

Across the feedback, the most recurrent positive theme is the combination of theory and practice. Students repeatedly praise laboratory work, microscopy, lithics, zooarchaeology, osteology, conservation, and other hands on components. Several comments explicitly state that previous academic experiences had offered little or no laboratory practice, whereas IMQP provides direct contact with materials, collections, replicas, devices, and analytical procedures. This practical dimension appears to be one of the clearest competitive advantages of the Master.

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5.2 Strong scientific content and interdisciplinarity

Students evaluate the scientific level very highly and frequently comment on the richness of the disciplinary offer. Preferred courses include paleoanthropology, microscopy, statistics, human evolution, lithics, archaeozoology, osteology, and prehistory of Asia and Oceania. Some second year students underline that courses are not only interesting but also directly useful for thesis work, research design, and future employability.

5.3 Effective laboratories and equipment

The quantitative score for infrastructure and laboratories is excellent and the qualitative responses explain why. Students appreciate access to comparative collections, microscopes, specialised laboratories, and experimental settings. In the most positive comments, laboratory activities are described as confidence building and transformative because they convert abstract knowledge into procedural competence.

5.4 Positive social environment and peer relationships

The relationship with fellow students is evaluated positively. Some comments specifically note that team work and shared activities helped students know one another better during the first semester. This is especially relevant for an international programme in which academic success is closely linked to integration, mutual support, and intercultural adaptation.

6. Recurring weaknesses and critical issues

6.1 Mobility rules

The most substantial criticism does not concern teaching quality in the narrow sense, but the broader academic organisation surrounding mobility. Some students report that requirements for mobility, were not sufficiently clear from the beginning, but explained in detail only once the semester has started. One extended response describes the current system as complicate, particularly for second year students who must combine thesis work with additional mobility obligations. Even when the tone of the feedback remains supportive, the underlying message is that mobility rules need earlier detailed explanation.

6.2 Planning of laboratories and workload distribution

Although laboratories are highly valued, some students ask for better planning. Specific comments mention insufficient information about laboratory sessions at the start of teaching, unequal access when class groups are large, and not enough time on microscopes or other devices. There are also suggestions to split particularly dense courses across 2 semesters or to create introductory material, such as a preparatory online module, for students encountering a topic for the first time.

6.3 Language barriers and partial linguistic exclusion

The weakest numerical area is language learning, and the open comments clarify that language can affect inclusion. Students mention difficulty with local language and accent, especially in Paris. This does not mean that multilingualism is rejected. Rather, students appear to need more scaffolding, mediation, or bilingual support in specific teaching situations, behind the language courses already organized.

6.4 Administrative and student service issues

Reported issues include insufficient accommodation guidance for Paris and Tarragona, access restrictions to museum spaces in Paris due to badge policies, delays in the release of grades in both Paris and Tarragona, and general dissatisfaction with Erasmus administration in both locations. These concerns were raised by students who did not initially hold an EACEA scholarship but later benefited from Erasmus+ support during their mobility.

These points are significant because, even when the quality of teaching is strong, administrative difficulties can limit students' ability to fully benefit from the programme.

6.5 Assessment load and exam timing

A smaller but still relevant cluster of comments concerns assessment format and concentration of workload. Some students find it overwhelming to prepare oral exams for each class at the end of the semester, especially when the content is dense and cumulative. Another response criticises the long delay between taking exams and receiving grades (in Paris mainly), arguing that such delay reduces the formative value of assessment feedback.

7. Courses and curricular requests

The open responses on preferred and least preferred courses are diverse, but a few patterns emerge. Students consistently reward courses that combine methodological depth, practical application, and clear relevance for research practice. Microscopy, paleoanthropology, human osteology, human evolution, lithics, archaeology laboratories, and statistics recur among the most valued components.

Negative evaluations of courses are comparatively sparse and often mild. In several cases, students explicitly state that no course was genuinely poor, but that some topics were less aligned with personal interests or were perceived as too compressed. Among the named examples, Chronology and Culture of the Palaeolithic, Prehistory of Europe, Biology, and Geology of the Quaternary appear as courses that at least some students found less compelling or more difficult.

The requests for additional or revised teaching are pedagogically useful because they point to curricular demand rather than mere complaint. Students ask for more statistics, especially R Studio, more museology, more culture related content such as religion and burial practices, GIS, more Neolithic and pottery related teaching at URV, stronger coverage of Holocene topics,

food archaeology, and in some cases an introductory reinforcement for demanding subjects such as lithics or palaeolithic chronology.

A notable feature of these suggestions is that they do not call for a radical redesign of the programme. Most proposals seek either enrichment of already appreciated areas or a better balance between deep Pleistocene training and other chronological or thematic domains.

8. Interpretation by educational dimension

Dimension	Interpretation
Academic quality	The programme performs at a very high level. Students perceive IMQP as intellectually serious, updated, and useful for future research and professional development.
Pedagogical design	The design is strong when it integrates lectures, laboratories, and material engagement. It becomes less effective when information, timing, or workload distribution are not fully aligned.
Student support	Support is appreciated where it is visible and concrete, for example in the provision of materials, responsive professors, and assistance with practical matters. It is weaker when administrative procedures are fragmented or inconsistent across partner institutions.
International dimension	The international identity of the programme is a strength, but it also creates pressure points. Mobility and housing support require more structured coordination so that internationalisation remains an educational asset rather than an organisational burden.

9. Recommendations for action

1. Clarify mobility requirements from the very beginning of the programme, ideally with a more detailed written guidance that remains stable across the cohort.

2. Plan laboratory activities earlier and communicate them more clearly, including calendar, group size, access conditions, and alternatives for students who cannot attend a specific session.

3. Preserve and further strengthen the practical identity of the Master, since this is the element most clearly valued by students and most clearly associated with perceived educational gain.

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4. Review the balance of workload and assessment timing, especially where oral examinations accumulate at the end of the semester or where grades are released too late to function as meaningful feedback.

5. Provide targeted language support or mediation for international students in settings where integration is affected by local language use or accent.

6. Improve coordination of administrative services, with particular attention to accommodation information.

7. Consider incremental curricular enrichments in areas repeatedly requested by students, such as statistics with R Studio, GIS, museology, food archaeology, pottery and Neolithic studies, and selected cultural topics.

10. Concluding assessment

The first semester feedback presents IMQP as a programme with a very solid academic foundation and a recognisable pedagogical profile. Students value the scientific level, the interdisciplinary range, and above all the practical laboratories that distinguish the Master from more exclusively lecture based programmes.

The central institutional challenge is not to reinvent the teaching model, but to support it with equally robust organisation. When planning, communication, language mediation, mobility guidance, and administrative procedures are aligned with the academic quality already visible in the programme, IMQP can consolidate its profile as one of the strongest international Masters in its field.

In summary, the semester should be considered successful from a didactic point of view. The feedback indicates high satisfaction, genuine learning, and strong student engagement. The improvements requested are concrete and achievable, and they point toward consolidation rather than correction of a failing system.

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