



The University of Sydney

Faculty of Pharmacy

Student experience of Learning and Teaching

Trends and key issues: Postgraduate coursework students
2001-2007

Date June 2008

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Glossary

The following terms and phrases are used throughout the report

SCEQ	Student Course Experience Questionnaire Administered to current students
CEQ	Course Experience Questionnaire Administered to graduates of previous year
Faculty scores Percentage agreement	The percentage of students who either agreed or disagreed with survey items
Qualitative data Comments	Students written observations received in response to open ended questions in the surveys. Relate to aspects of best practice in degree experience and aspects in need of improvement
Graduates	Students who completed the CEQ for 2007 i.e. graduated in 2006
Current students	Students who were studying at the University during 2007; from all years of the course

Notes

Note re quantitative data

Course Experience Questionnaire

Less than five graduates responded to the 2007 CEQ. Since the minimum sub-sample size for statistical reporting is 5, quantitative data is not available for 2007.

Note re analysis of qualitative data

Student Course Experience Questionnaire

Less than 20 students provided written observations in their response to the SCEQ in 2001 – 2003 and 2007. Since the minimum sample size recommended for statistical analysis of SCEQ data is 20, the analysis of the qualitative data for those years should be viewed with caution. 36 students provided comments in the 2005 SCEQ.

Due to the low number of written observations provided in 2007, and to preserve student confidentiality, the complete list of comments, as received, is at Attachment A. Broad areas of the student experience of learning and teaching mentioned are identified alongside each comment.

Course Experience Questionnaire

In the 2006 CEQ, 22 graduates provided written observations in their response.

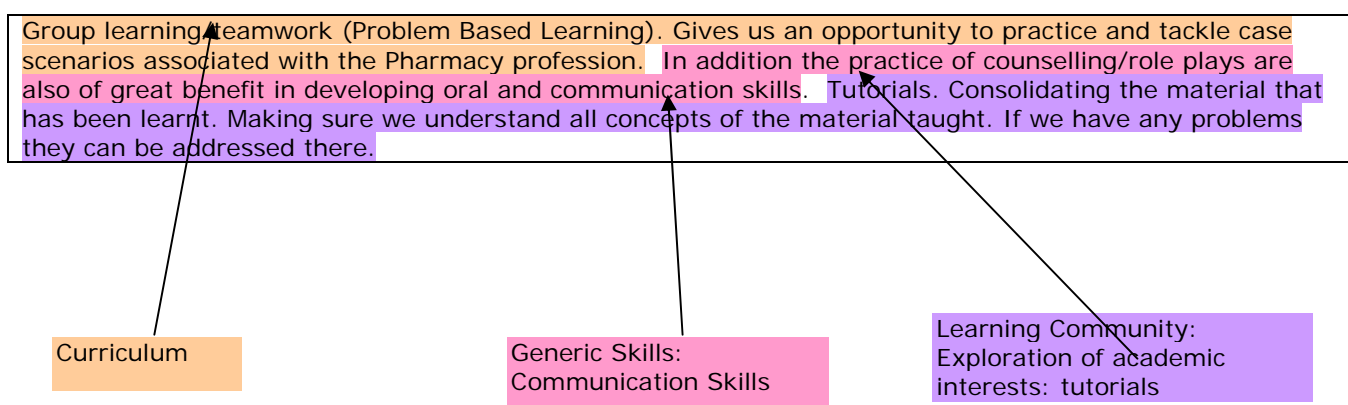
In the 2007 CEQ, there was an insufficient number of respondents to provide analysis of qualitative data.

Note re illustrative sample comments

Comments are recorded as they appear in the original documents. However, minor spelling, grammatical and transcription errors have been corrected. [sic] indicates that the word appears exactly as provided by the student, and that it is not possible to ascertain an exact interpretation of the original meaning.

Note re analysis and counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*¹, which is based on the University KPIs for Learning and Teaching. Those comments which include more than one aspect of learning and teaching are counted once for each aspect mentioned. The number of times an aspect is mentioned is presented as a percentage of the total number of comments received. For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Generic Skills; Curriculum and Learning Community, the comment is counted ONCE in each of the relevant categories or component of a category.



¹ Available from Quality Assurance Officer (Learning and Teaching)

Executive summary

Data about the student degree experience in the Faculty of Pharmacy is collected through the Course Experience Questionnaire (CEQ) (previous year's graduates) and the Student Course Experience Questionnaire (SCEQ) (current students).

Analysis of this data provides a comprehensive picture of trends in the student experience, and the performance of the Faculty in relation to Learning and Teaching Performance Fund Key Performance Indicators (Generic Skills; Good Teaching; Overall Satisfaction), and other related areas (Learning Community, Curriculum, Assessment and Workload).

Written observations from students about their experience provide evidence to support the percentage agreement scores (quantitative data), and provide detailed information about key issues in the areas of best practice or areas of concern.

NB: Less than five graduates responded to the 2007 Course Experience Questionnaire. Since the minimum sub-sample size for statistical reporting is 5, quantitative and qualitative data is not available for 2007

Key results for current students

Generic Skills (KPI 14)

Faculty scores for in the SCEQ have increased substantially and are the second highest in the University. Evidence from the qualitative data supports this good result, with comments centring on the development of professional and communication skills. (Section 1)

Good Teaching (KPI 15)

Faculty scores for the SCEQ have increased steadily over the past four years. This result is substantiated by the increasing number of positive comments received from current students. (Section 2)

Overall Satisfaction (KPI 16)

Increasing satisfaction with the overall degree experience of current students is indicated by an increase in the faculty score of 26% since 2005. (Section 3)

Learning Community

The excellent result in the Faculty scores for this scale in the 2007 SCEQ is mirrored in the analysis of the qualitative data for 2007, where 50% of students included comments relating to best practice in this area. (Section 4)

Curriculum

Comments from current students were fairly evenly distributed between those that considered aspects of the curriculum to be one of the best aspects of their degree experience and those that considered them to be an area in need of improvement. (Section 5)

Appropriate Assessment

Although the faculty score for Appropriate Assessment remains amongst the lowest in the University, current students provided more positive than negative comments on this area of their experience in 2007. (Section 6)

The percentage agreement scores for **Appropriate Workload** (20%) in the 2007 SCEQ is higher than the University average of 33%, and places it in the bottom third of all faculties. (Section 7)

Rachel Y. Symons
Quality Assurance Officer (Learning and Teaching)
June 2008

r.symons@usyd.edu.au

Conceptual framework

Student Evaluation of Teaching Surveys

The University Student Course Experience Questionnaire (SCEQ) and the DEEWR/ AGS Course Experience Questionnaire (CEQ) are designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses.

In both surveys students are asked to respond to statements using a five point Likert Scale to indicate the extent to which they agree or disagree with each statement. As part of the questionnaires, students are also asked to provide written comments on the best aspects of their degree experience and those that could be improved.

Quantitative and qualitative data from the CEQ and the SCEQ provide evidence of the success of University and Faculty initiatives to improve the overall student experience in general and the student experience of learning and teaching in particular.

Difference between SCEQ and CEQ

Both surveys are administered by the Institute for Teaching and Learning. The SCEQ is distributed to a stratified sample of current students (i.e. all years of study, all degrees). The CEQ is distributed to all graduates of the University in the year following graduation.

Focus of the Trend Analysis Report

Based on the answers to these surveys, this report seeks to provide an analysis of observable trends in the student experience of learning and teaching in the Faculty of Pharmacy between 2000 and 2007. The report also provides detailed information on the key issues highlighted in the analysis of the 2007 SCEQ and CEQ qualitative data. Reliable qualitative data for international students did not become available until the 2005 SCEQ.

Information is arranged by Key Performance Indicators (14: Generic skills; 15: Good teaching; and 16: Overall satisfaction) plus additional factors (Learning community; Curriculum; Assessment; and Workload) which, taken together, comprise the student experience of learning and teaching in the Faculty.

When reading this report, it should be noted that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather, it could be interpreted that the students are happy with their experiences, and prefer to focus on commenting on areas in need of improvement. Also of note is that students are increasingly providing constructive comments in response to the open-response questions, and often mention more than one aspect of their experiences.

1 Generic skills (KPI 14)

Definition

Generic skills includes:

- Research and inquiry (analytical, problem solving, critical thinking, knowledge expansion etc)
- Information literacy (retrieval and use of information)
- Personal and intellectual autonomy (independent learning; planning own work; intellectually curious etc)
- Ethical, social, professional understanding (including group/ team skills; professional skills and experience)
- Communication (written and oral; communicating with others; communicating understanding)

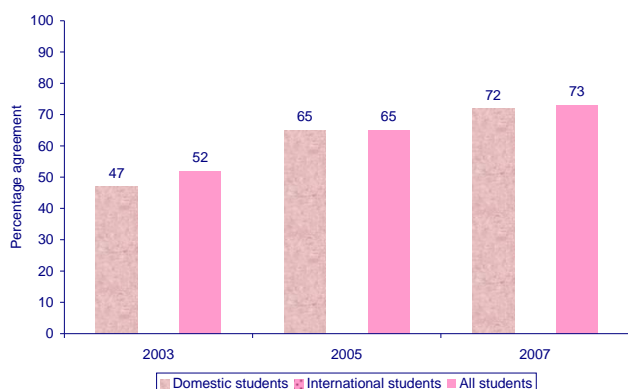
Trends

Faculty scores for Generic Skills in the SCEQ have increased substantially since 2003, and are the second highest in the University. The University average is 65%.

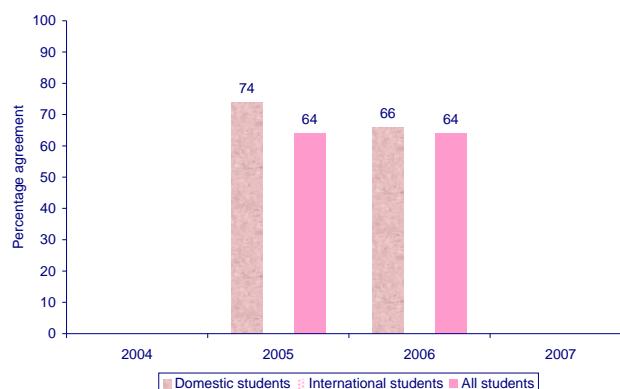
Evidence from the qualitative data supports this good result, with comments centring on the development of professional and communication skills.

1.1 Comparative results: Quantitative data 2001–2007

The following tables show the proportion of students who either strongly agreed or agreed with relevant survey items for Generic Skills in SCEQ and the CEQ.



1.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



1.1.2 Course Experience Questionnaire 2004–2007 (graduates from previous year)

1.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received that can be classified as areas of best practice or areas for improvement. The trends provide an indication of the student satisfaction with the development of University graduate attributes / generic skills between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	31%	12%	33%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	60%	0%	0%	
	All	20%	19%	35%	39%	11%	32%	
Suggested improvements	Domestic	n/a	n/a	n/a	0%	0%	10%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	18%	0%	0%	
	All	0%	0%	5%	4%	0%	10%	

2 Good teaching (KPI 15)

Definition

Good teaching includes:

- Good teaching experiences (interesting, teaching methods, discussions encouraged etc)
- Motivating teaching (enthusiasm, passion of teachers)
- Concern and care for student learning
- Good explanations received (includes English language proficiency of teachers)
- Feedback on work (timely, constructive)

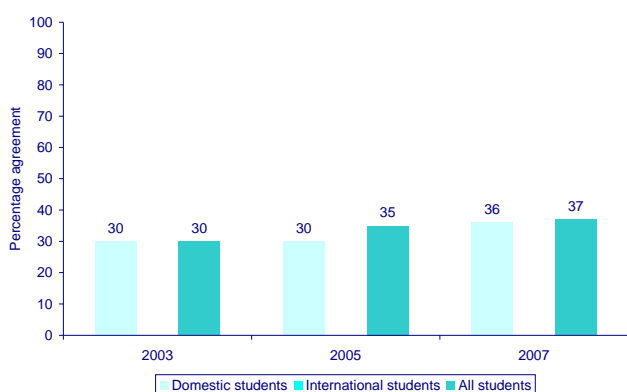
Trends

Faculty scores for Good teaching for the SCEQ have increased steadily over the past four years, but remain lower than the University average of 51%.

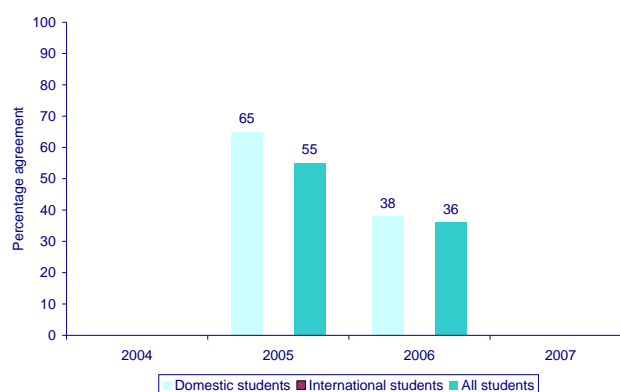
The good result from the SCEQ is reflected in the analysis of the qualitative data where a substantial increase in positive comments has occurred since 2005, simultaneously with a decrease in negative comments.

2.1 Comparative results: Quantitative data 2001–2007

The following tables show the proportion of students who either strongly agreed or agreed with relevant survey item statements for Good teaching in the SCEQ and the CEQ.



2.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



2.1.2 Course Experience Questionnaire 2004–2007 (graduates from previous year)

2.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received which can be classified as areas of best practice or areas of improvement, providing an indication of trends in the student experience of good teaching between 2001 and 2007, as indicated in the responses to open questions in the SCEQ and the CEQ.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	35%	41%	14%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	10%	100%	100%	
	All	10%	0%	6%	28%	44%	18%	
Suggested improvements	Domestic	n/a	n/a	n/a	46%	16%	45%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	27%	0%	100%	
	All	18%	7%	10%	42%	15%	47%	

3 Overall satisfaction (KPI 16)

Definition

This single item asks graduates about their overall level of satisfaction with their degree course. Aspects include:

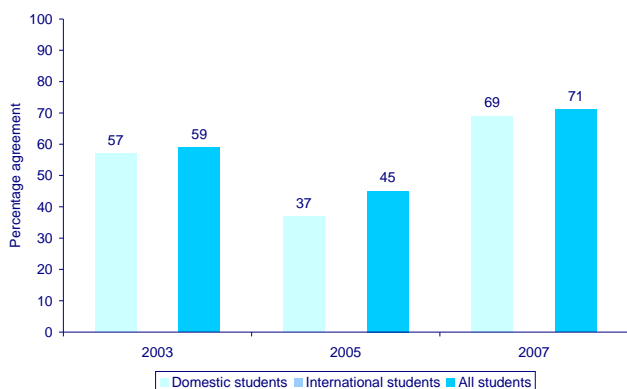
- Reputation of the University/ Faculty/ degree (including reputation in the professional arena)
- Value for money (cost of course; entry standard of students; level of course content)
- Qualifications (teaching/ subject), knowledge and relevant experience of academic staff

Trends

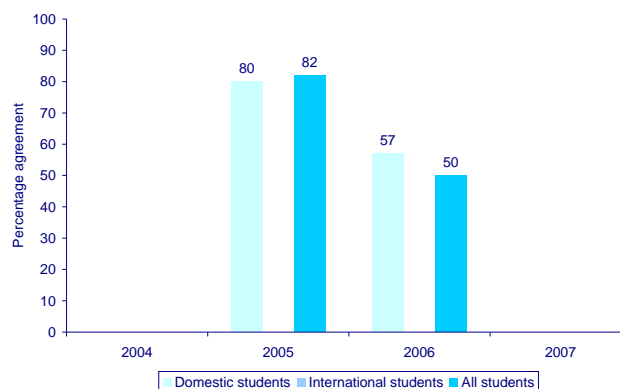
Overall satisfaction with the degree course currently rates at 71% for current students, an increase of 26% on 2005. The University average is 75%.

3.1 Comparative results: Quantitative data 2001–2007

The following tables show the proportion of students who either strongly agreed or agreed with the survey statement 'Overall I am satisfied with the quality of this degree course' in the SCEQ and the CEQ.



3.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



3.1.2 Course Experience Questionnaire 2004–2007 (graduates from previous year)

3.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received which can be classified as areas of best practice or areas for improvement, providing an indication of trends in students' overall satisfaction between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	19%	0%	0%	Less than five comments received
	International	n/a	n/a	n/a	0%	0%	0%	
	All	40%	25%	18%	14%	0%	0%	
Suggested improvements	Domestic	n/a	n/a	n/a	21%	5%	10%	Less than five comments received
	International	n/a	n/a	n/a	9%	0%	0%	
	All	36%	7%	25%	18%	5%	10%	

4 Learning community

Definition

Learning community includes the following:

- Learning environment (exploration of academic interests with staff and students; belonging to a community, social experiences; cultural diversity; equity issues)
- Location/ isolation (affiliated campuses, hospitals, institutes)
- Induction and orientation
- Responsiveness to student feedback

Trends

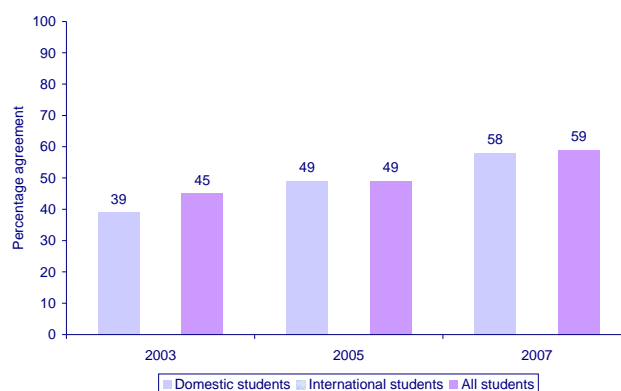
Fifty nine percent of students either agreed or strongly agreed with SCEQ survey items on the Learning Community, an increase of 10% on the previous results. This score is above the University average of 54% and places the Faculty in the middle range of results for the Learning Community Scale.

This positive result is mirrored in the analysis of the qualitative data for 2007, where 50% of students included comments about areas of best practice.

4.1 Comparative results: Quantitative data SCEQ 2003–2007

The following table show the proportion of students who either strongly agreed or agreed with survey item statements on Learning Community in the Student Course Experience Questionnaire.

Note: The Learning Community Scale is not included in the Course Experience Questionnaire (CEQ).



4.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

4.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received which can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of the learning community between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	54%	53%	33%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	10%	0%	0%	
	All	10%	19%	6%	42%	50%	32%	
Suggested improvements	Domestic	n/a	n/a	n/a	5%	0%	10%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	9%	0%	0%	
	All	9%	20%	0%	6%	0%	10%	

5 Curriculum

Definition

Student perceptions of the curriculum used in their degree course include:

- Content and structure of degree(s) (intensive courses; relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Method of delivery (PBL, Online)
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses
- Cultural aspects i.e. inclusion of international or indigenous themes

Trends

In 2007 45% of comments received from graduates and 61% from current students commented favourably on various aspects of the curriculum. 33% of comments received in the CEQ and 70% in the SCEQ suggested areas for improvement.

Note: Specific items on Curriculum are not included in either the SCEQ or CEQ. Therefore no comparative quantitative data is available for this aspect of the student experience. Due to the high proportion of student comments on the delivery, content, structure and relevance of the curriculum this important aspect of the student experience has been included as a separate item in reports since 2002.

5.1 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of curriculum between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	38%	59%	48%	
	International	n/a	n/a	n/a	20%	100%	0%	
	All	40%	31%	71%	33%	61%	45%	<i>Less than five comments received</i>
Suggested improvements	Domestic	n/a	n/a	n/a	72%	68%	35%	
	International	n/a	n/a	n/a	55%	100%	0%	
	All	27%	33%	25%	68%	70%	33%	

6 Appropriate assessment

Definition

Appropriate assessment includes:

- extent to which assessment measures higher order thinking and understanding;
- types of assessment (incl. group work as assessment practice);
- marking of assessments (weighting; marks; by staff)

Trends

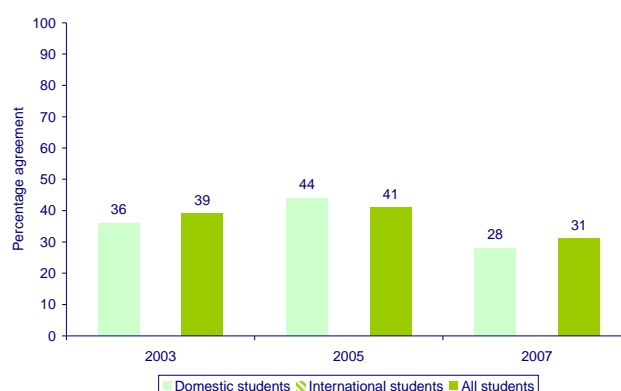
The Faculty score for appropriate assessment in the 2007 SCEQ was the lowest in the University. The University average is 66%. This represents a decrease of 10% since 2005.

In relation to qualitative data, compared to previous years, current students provided more positive than negative comments on this area of their experience in 2007.

6.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on appropriate assessment in the SCEQ.

NB: The Appropriate assessment Scale is not included in the Course Experience Questionnaire (CEQ).



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

6.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of appropriate assessment between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007	
Areas of best practice	Domestic	n/a	n/a	n/a	0%	6%	0%		
	International	n/a	n/a	n/a	0%	100%	0%		
	All	0%	0%	0%	0%	11%	0%	<i>Less than five comments received</i>	
Suggested improvements	Domestic	n/a	n/a	n/a	10%	5%	5%		
	International	n/a	n/a	n/a	18%	0%	0%		
	All	9%	7%	5%	12%	5%	5%		

7 Appropriate workload

Definition

Appropriate workload includes:

- Reasonable workload
- Even distribution of assignment deadlines
- Pressure of course; not having enough time to understand the topic
- Inability to comprehend subject matter due to sheer volume of work

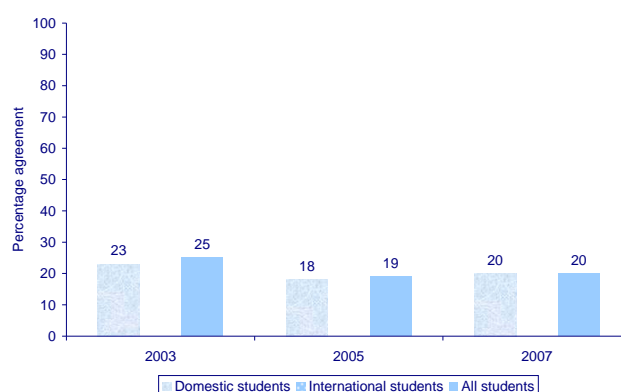
Trends

The Faculty score for appropriate workload (20%) in the 2007 SCEQ is lower than the University average of 33%, and places it in the bottom third of all faculties.

7.1 Comparative results: Quantitative data 2003–2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on Appropriate Workload in the Student Course Experience Questionnaire (SCEQ).

NB: The Appropriate Workload Scale is not included in the Course Experience Questionnaire (CEQ).



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

7.2 Comparative results: Qualitative data 2001–2007

The following table provides an indication of trends in the student experience of appropriate workload between 2001 and 2007, as indicated in the responses to open questions in the SCEQ and the CEQ.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	4%	0%	0%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	0%	0%	0%	
	All	0%	0%	0%	3%	0%	0%	
Suggested improvements	Domestic	n/a	n/a	n/a	10%	16%	25%	<i>Less than five comments received</i>
	International	n/a	n/a	n/a	36%	0%	100%	
	All	9%	20%	15%	16%	15%	29%	

Attachment A Key issues for current coursework students in 2007

The following comments were received from current students in response to the 2007 SCEQ. The broad area(s) by which each comment has been analysed is indicated in the second column.

NB: Areas of the student experience that are mentioned by students that do not fall into the coverage of this report are in italics.

Areas of best practice

COMMENT	AREAS OF LEARNING AND TEACHING
Best thing was the duration of the course. It was fast. The small classes were good as it created a community atmosphere.	CURRICULUM LEARNING COMMUNITY
Dispensing-include PBL activity + dispensing scripts + making prescriptions + checking for drug interaction and info. PP-includes PBL activities that may/will be encountered in the future when practising as a pharmacist. Pharmaceutics-opening opportunities in drug research-very interesting.	CURRICULUM
Good lecturers access to comprises is important good library resources including on-line journals. Enthusiastic and helpful lecturers are important.	GOOD TEACHING
Group learning/teamwork (Problem Based Learning). Gives us an opportunity to practice and tackle case scenarios associated with the Pharmacy profession. In addition the practice of counselling/role plays are also of great benefit in developing oral and communication skills. Tutorials. Consolidating the material that has been learnt. Making sure we understand all concepts of the material taught. If we have any problems they can be addressed there.	CURRICULUM GENERIC SKILLS LEARNING COMMUNITY
Having supportive staff who try to make course work relevant to our future careers as pharmacists; having excellent classmates who were also very supportive and fun	GOOD TEACHING LEARNING COMMUNITY
Helpful and dedicated lecturers and laboratory assistants. Relevance of scientific information and researches presented in relation to herbal medicines, which is still in its infancy stage. The encouragement to perform group projects and working as a team, as well as the opportunity to present our project to the class.	GOOD TEACHING CURRICULUM ASSESSMENT
Postgraduate so everyone is eager to learn.	LEARNING COMMUNITY
Some of the subjects have discussions which involve both students and teachers which are very interesting.	LEARNING COMMUNITY
students were integrated, when there was a problem with teaching or the teachers did not listen the students could get together and support each other.	LEARNING COMMUNITY
The best aspects of my degree course are we need to learn herbal medicine from different areas such as pharmacology, western/Chinese Indian herbal medicine, toxicology...etc. So we could have better idea about herbal medicine from different perspectives. Even the workload is pretty heavy but we did learn a lot from doing those assignments or lab reports.	CURRICULUM ASSESSMENT
The class size is quite small in the Masters of Pharmacy course. This is good because there is a favourable student to teacher ratio. The students can ask more questions and get more attention from the teacher. Only having 3 subjects per semester to study is good because this lessens the workload on the students and allows students more time to focus on the 3 subjects and engage in part-time work as well.	LEARNING COMMUNITY WORKLOAD CURRICULUM
The clinical placement which allows one to gain clinical experience.	GENERIC SKILLS

COMMENT	AREAS OF LEARNING AND TEACHING
The duration of the degree: A masters which allows for a shorter bachelor degree.	CURRICULUM
The learning experience as well as the relevance to my working life future, as well as having some really supportive/inspiring lecturers	CURRICULUM GOOD TEACHING
The small group of people allowed for the lecturers and the students to be closer to each other, which I found good. we had a good group of people in my year and I enjoyed studying with them.	LEARNING COMMUNITY
The use of Wiki for problem based learning (PBL) tutorials. This has facilitated a more efficient exchange of information between members of the tutorial group.	LEARNING COMMUNITY
We learn more or what is relevant to our profession (i.e. pharmacy) rather than the learning of basics. MPharm being a graduate course, it is assumed student already know a fair bit so things run more smoother without the staggering of difficulty of understanding concepts.	CURRICULUM
Suggested improvements	
COMMENT	ASPECTS OF LEARNING AND TEACHING
A room dedicated and freely accessible to the Masters of pharmacy students. Currently we have one dedicated but not freely accessible.	<i>PHYSICAL FACILITIES</i>
Certain semesters have a higher workload than others, maybe spreading of this workload will give future students more time to learn their work more comprehensively.	WORKLOAD
Content of lectures and notes, some were too much and not relevant. Lecturers need to guide students in learning the important points, since this master course is a short duration, they shouldn't have bombard a 3-4 years course in a 4 months period. Lecturers need to be smart too.. Otherwise, overall running was good	CURRICULUM GOOD TEACHING
Eliminate irrelevant aspects e.g.. pharmaceutical chemistry. This should be an elective for people who wish to go into research.	CURRICULUM
Focusing on the relevant units of study for Pharmacy. As the Masters program is only a two year course and hence time is limited, the faculty should focus on subject areas (pharmacy practice, dispensing) that are most useful to students when out in the community as opposed to the research subjects like pharmaceutical chemistry, which could serve as electives for those students wishing to go along that career path	CURRICULUM
Go through information in tutorials rather than lectures which encourages memorisation rather than practical comprehension.	LEARNING COMMUNITY
Having 2 weeks to hand in reports as many students no work outside of uni up to hours a week to pay rent. University assumes that students have weekends free. More clarity on what is expected.	<i>ADMINISTRATION</i> <i>CLEAR GOALS AND STANDARDS</i>
Introduce PBL early in the semester, definitely more of dispensing is required in MPharm, pharmaceuticals may be as elective as most students disliked it and thought its a waste of time-this is because most of students are directed to become Hospital or community pharmacist. This will also provide time for us to learn the medications- PBL, lectures, etc can be divided into subsections over a period of time.	CURRICULUM
More pharmacy practice, less pharmaceutical science.	CURRICULUM

COMMENT

More practical subjects - such as more dispensing, or pharmacy management; rather than so many subjects on chemistry and pharmacokinetics (3 subjects each for a 2 year course!)

ASPECTS OF LEARNING AND TEACHING CURRICULUM

Some aspects were totally unorganised, the admin/timetable department had no consideration for the students involved (i.e. having 1 lecture on one day, a couple on another spread out by several (up to 6) hours). Especially the last semester, everyone in our degree was over it, we couldn't be bothered doing anything, there were no major assignments, the work was repetitive and boring, and sometimes was taught extremely poorly by the lecturers. Some subjects it was impossible to contact the staff for questions, and this subject we went into the exam not knowing what we were meant to be doing for that particular part of the course. Its a small group - have some consideration for the fact we also need to work - and it is encouraged that we get practical experience. 1 lecture on a day esp. when people travel more than 1 hour each way (I travel 2-2.5 hours each way) is stupidity, and there is no flexibility. I also didn't appreciate the admin scheduling lectures and feedback sessions 1 day before they were on and not asking us first, many feedback sessions I couldn't attend due to work normally scheduled in the non-lecture times

GOOD TEACHING
ASSESSMENT
ADMINISTRATION

Some subjects could be gotten rid of e.g.. integrated pharmaceuticals to allow room for dispensing which was not extensive enough.

CURRICULUM

Structure and organisation, layout, learning objectives, more planning into lectures and what is required of a pharmacist rather than what academics think should be in the course. More practical content of what pharmacists have to do daily rather than focus on chemistry.

CURRICULUM
CLEAR GOALS AND STANDARDS

The content that is taught in specifically the Chemistry subjects. In particular QSAR, Combinatorial Chemistry and Herbal Medicines. It's hard to see the relevance of these topics to the overall practice of Pharmacy. As a 'masters' course I expected the course to be more heavily weighted on the learning and practicing of therapeutics rather than research of goal to be a pharmacist.

CURRICULUM

The course fee is too expensive for the full fee paying students.

OVERALL SATISFACTION

The lab facility could be improved because it is old. The assignments should be spread evenly during the semester because we had to do many assignments in the last two months in last semester. We even needed to hand in the assignments during and after the final exams. (The coordinator did some changes in this semester which help students a lot to balance the workload.) For some subjects, the content should be easier to understand because all the students from different backgrounds, some of students are familiar with the some subjects but not for others. Then it becomes very hard for others to catch up.

WORKLOAD
CURRICULUM
PHYSICAL FACILITIES

The time table for the masters of Pharmacy is very spread out and could easily be more condensed, and there is always trouble with WebCT in regards to opening links which is very frustrating, and often leads to students not having lecture notes available for the lecture.

CURRICULUM
ADMINISTRATION

The workload for some of the subjects and was to be expected could be improved, i.e. spend more time on harder subjects and less time on subjects that may not be relevant. As well as make pharmacology a core subject.

WORKLOAD
CURRICULUM

There are four subjects in first semester and only two in second, it should be weighted better.

CURRICULUM