



The University of Sydney

Faculty of Law

The Student Experience of Learning and Teaching
(Bachelor level graduates)

Course Experience Questionnaire 2002 – 2008
*Including the focus of written observations received from
respondents to the 2008 survey*

With attachment:

*Student Course Experience Questionnaire (SCEQ): Focus of written
observations: 2007*

July 2009

Contents

EXECUTIVE SUMMARY	3
GLOSSARY	7
CONCEPTUAL FRAMEWORK	8
COURSE EXPERIENCE QUESTIONNAIRE (CEQ)	8
FOCUS OF THE REPORT	8
FOCUS OF WRITTEN OBSERVATIONS FROM RESPONDENTS	8
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) 2007	8
NOTES	9
1 GENERIC SKILLS (KPI 14)	11
1.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2004–2008	12
1.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	12
1.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	12
2 GOOD TEACHING (KPI 15)	14
2.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2004–2008	15
2.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	15
2.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	15
3 OVERALL SATISFACTION (KPI 16)	17
3.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2002–2008	17
3.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	18
3.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	18
4 LEARNING COMMUNITY	19
4.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	19
4.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	20
5 CURRICULUM	21
5.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	21
5.2 KEY ISSUES FOR COURSEWORK STUDENTS (CEQ 2008)	22
6 APPROPRIATE ASSESSMENT	23
6.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	23
6.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	24
7 APPROPRIATE WORKLOAD	25
7.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	25
7.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	25
8 CLEAR GOALS AND STANDARDS	26
8.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	26
8.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	26
9 FACULTY/ DEPARTMENT STUDENT ADMINISTRATION	27
9.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	27
9.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	28
ATTACHMENT A STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) : FOCUS OF COMMENTS 2007	29

Executive summary

Data about the experiences of bachelor level graduates from the Faculty of Law is collected through the Course Experience Questionnaire (CEQ) in the year after completion of studies. e.g. graduates who responded to the CEQ during 2008 completed their bachelor level studies in the Faculty during 2007.

Analysis of this data provides a comprehensive picture of trends in the student experience, and the performance of the Faculty in relation to University of Sydney Key Performance Indicators for Learning and Teaching (Generic Skills; Good Teaching; Overall Satisfaction), and other related areas (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty / Department Student Administration).

Written observations, from respondents to the surveys, about their experiences provide evidence to support the Faculty KPI linked results (percentage agreement scores), and provide detailed information about key issues in the areas of best practice and suggested improvements, during their studies, and upon graduation.

The analysis of qualitative data reported in this document is based on written observations received from **all** respondents to the CEQ. Faculties are advised that if they are interested, it is possible to supply copies of the written observations in the following groupings¹:

- by subject matter: general (Generic Skills) to specific (Professional Skills and Experience)
- by degree/ aggregated degree
- by field of study (CEQ codes)

Key results for 2008

The following results are an indication of those areas of the student experience that were of significance to graduates once they had completed their bachelor level degree in 2007, and entered the workforce, or progressed to further studies. The KPI linked results reflect the experiences of respondents in relation to specific items in the survey; the qualitative data reflects the analysis of written observations provided by respondents in answer to open ended questions on the best areas of their experience and those that were considered to be in need of improvement.

Generic Skills (Section 1; pages 11 - 13)

KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills currently sit at 62%, which is the lowest result recorded since 2004 (70%). The University average for Generic skills is 60%. International students experience better outcomes than their domestic counterparts.

QUALITATIVE DATA

- 24% of respondents to the CEQ mentioned the acquisition of skills and abilities across four of the five University Graduate Attribute Clusters:
 - Research and Inquiry (15%)
 - Ethical, Professional and Social Understanding (3%)
 - Personal and Intellectual Autonomy (2%)
 - Communication (2%)
- Sample comment: "*Law majors equipped me with strong analytical skills*"

Suggested improvements

- 6% of respondents were dissatisfied with the development of skills in the following areas:
 - Research and Inquiry (3%)
 - Ethical, Professional and Social Understanding (i.e. team work skills; professional skills and experience) (2%)
 - Communication (1%)
- Sample comment: "*More practical experience! It would be best if the College of Law was part of our degree like it is at University of Technology Sydney or University of Western Sydney*"

¹ Please contact Rachel Symons (r.symons@usyd.edu.au or 9351 6560) to discuss your requirements.

Good Teaching (Section 2, pages 14 - 16)

KPI LINKED RESULTS

After a high of 48% in 2005, the KPI linked results for Good Teaching have decreased steadily and currently sit at 42%. Over the past two years, international and domestic students have recorded similar outcomes. The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 45% of respondents appreciated the teaching practices across the Faculty
- 34% valued the variety of teaching methods used; the ability of lecturers to make their subjects interesting and to motivate students; and the learning resources provided
- Sample comment: *"Commercial law lecturers were very good at explaining principles, and they've made all law subject interesting"*

Suggested improvements

- 48% of respondents considered that improvements were necessary in this area of their experience
- 27% referred to the outdated teaching methods used; whilst a further 6% would have appreciated more help and support from some academic staff
- The lack of timely and constructive feedback on work was the focus of 11% of comments received from this group of respondents
- Sample comment: *"Insufficient feedback on assessment. Additionally, there should be a day after the exams where the lecturers go through the answers for the final exam. How else are we supposed to learn from our mistakes?"*

Overall Satisfaction (Section 3; pages 17 - 18)

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have decreased substantially since 2004 (78%) and currently sit at 63% which is lower than the University average (65%). Domestic students continue to experience better outcomes than their international counterparts.

QUALITATIVE DATA

Best practice

- 8% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- Comments were evenly distributed across: calibre of fellow students; experience, knowledge and qualifications of staff and guest lecturers; and quality of the course.
- Sample comment: *"Calibre and enthusiasm of other students in law is motivating"*

Suggested improvements

- 2% of respondents suggested improvements in this area of their experience
- Sample comment: *"Teaching staff and faculty under resourced. Two hours formal contact time per week while paying premium HECS"*

Learning Community (Section 4; pages 19-20)

NB: The CEQ does not include items relating to Learning Community

QUALITATIVE DATA

Areas of best practice

- 12% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 10% referred to the learning environment, including: the exploration of academic interests through tutorials, and other discussion fora; the cultural diversity of the student body; and class sizes
- Sample comment: *"Student engagement both in class and out of classes"*

Suggested improvements

- 25% of respondents considered that this area of their experience required improvement
- The majority of these comments (21%) referred to the learning environment (the lack of tutorials (8%); and class sizes (11%))
- Sample comment: *"Class sizes. Teaching format - seminars instead of lectures and tutorials"*

Curriculum (Programme of Study) (Section 5: pages 21 - 22)

NB: The CEQ does not include items relating to Curriculum

QUALITATIVE DATA

Areas of best practice

- 31% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 21% appreciated the structure and relevance of the course
- The flexibility of the course structure was welcomed by 8% of respondents.
- Sample comment: *"A good range of introductory subjects to give broad base of knowledge"*

Suggested improvements

- 10% of respondents were dissatisfied with content, structure and relevance of their programme of study; whilst a further 5% commented on the restrictive list of available electives
- Sample comment: *"Range of elective subjects on offer could be more innovative; practical legal training ('college of law') should be integrated into the degree"*

Appropriate Assessment (Section 6; pages 23 - 24)

NB: The CEQ does not include items relating to Appropriate Assessment

QUALITATIVE DATA

Areas of best practice

- 8% of respondents expressed satisfaction with assessment practices across the faculty, in particular the range of assessment types used
- Sample comment: *"Variety of assignments to display knowledge"*

Suggested improvements

- 10% of respondents were dissatisfied with the content and type of assessments used in the faculty, and with marking practices
- Sample comment: *"Also, a lot of subjects now seem to have a multiple choice question system for the final assessment, which I find strange for a law degree, where argument and counter-argument is what we're supposedly being trained for, not black/white answers"*

Appropriate Workload (Section 7; page 25)

NB: The CEQ does not include items relating to Appropriate Workload

QUALITATIVE DATA

Areas of best practice

- Three respondents were happy with the workload
- Sample comment: *"Not too much work (good workload)".*

Suggested improvements

- 2% of respondents deemed the workload to be high
- Sample comment: *"The amount of work load was not evenly distributed for different core subjects. Some were tougher despite the lower number of credit points needed"*

Clear Goals and Standards (Section 8; page 26)

NB: The CEQ does not include items relating to Clear Goals and Standards

QUALITATIVE DATA

Areas of best practice

- Two respondents referred to this aspect of their experience as being of best practice
- Sample comment: *"Demands of course made clear in course outlines"*

Suggested improvements

- 2% of respondents expressed dissatisfaction with this area of their experience
- Sample comment: *"Giving a guideline of what is expected - what is given is not really indicative of what is actually required in assessment"*

Faculty/ Department Student Administration (*Section 9; pages 27-28*)

NB: The CEQ does not include items relating to Faculty/ Department Student Administration

QUALITATIVE DATA

Areas of best practice

- 1% of respondents expressed satisfaction with the scheduling of classes; and the responsiveness of administration staff
- Sample comment: *"The administrative staff were responsive to the needs of students"*

Suggested improvements

- 2% of respondents expressed dissatisfaction with this area of their experience
- Comments were evenly divided between University and Faculty administration issues; communication between staff and students; and scheduling of classes
- Sample comment: *"The communication between faculty and students about degree requirements (administrative information)"*

*Rachel Y. Symons
Quality Assurance Officer (Learning and Teaching)
July 2009*

r.symons@usyd.edu.au

Glossary

The following terms and phrases are used throughout the report

CEQ	Course Experience Questionnaire Administered to graduates of previous year e.g. students who completed the CEQ during 2008 completed their studies during 2007
SCEQ	Student Course Experience Questionnaire Administered to current students every two years. Next survey due during Semester Two 2009.
KPI linked results	These results refer to the Australian Graduate Survey (AGS) and the Course Experience Questionnaire (CEQ). Key Performance Indicators from the AGS and CEQ are used as part of the National Learning and Teaching Performance Fund.
Percentage agreement	CEQ item responses are combined and reported in terms of the proportions of graduates who agreed or disagreed that their experience of their course was educationally positive in the areas of: Generic Skills; Good Teaching; and Overall Satisfaction.
Qualitative data Focus of written observations	Students written observations received in response to open ended questions in the CEQ: <ul style="list-style-type: none"> • What were the best aspects of your course? • What aspects were in need of improvement?
Percentage of comments received	The number of times an aspect is mentioned within written observations of respondents received from respondents is presented as a percentage of the total number of comments received from respondents to the CEQ in any particular year.

Conceptual framework

Course Experience Questionnaire (CEQ)

The CEQ is a national survey administered by the independent body, the Graduate Careers Council of Australia (GCA). It is a survey of *graduates* of all Australian universities. CEQ results are reported at least a year after the graduates actually finish their courses.

The Institute for Teaching and Learning (ITL) CEQ reports use responses obtained from graduates of the University of Sydney who completed their courses in the previous year (i.e. the 2008 reports are for students who completed in 2007). The ITL reports use the GCA data and are therefore usually published shortly after the GCA reports. As an example: the 2008 reports are for graduates who completed their courses in 2007. The data is collected during 2008 and the reports are published in 2009.²

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 comment on the following questions:

- What were the best aspects of your course?
- What aspects were in need of improvement?

Quantitative and qualitative data from the CEQ 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.

Focus of the Report

Based on the answers to the CEQ, this report seeks to provide an analysis of observable trends in the undergraduate student experience of learning and teaching in the Faculty of Law between 2002 and 2008. The report also provides detailed information on the key issues highlighted in the analysis of the 2008 CEQ qualitative data.

Information is arranged by the Key Performance Indicators (Generic Skills; Good Teaching; and Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration) which, taken together, comprise the graduate experience of learning and teaching in the Faculty.

Focus of written observations from respondents

By examining the foci of the students' comments in the 2008 CEQ, this report seeks to highlight areas that were of best practice in the graduates' experience during their studies at the University of Sydney, together with those that have been suggested as areas of improvement.

The views of the graduates on their overall experience at the University, as received through the open response comments, are a valuable insight into what was important to them; what they considered to be areas of best practice; and what they considered needs improvement. They often highlight issues that relate to the usefulness of their course once they have graduated and/or are in the workforce.

It is important to remember, when looking at the results of the analysis of this data, 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 were happy with their experiences, and prefer to focus on commenting about areas in need of improvement. For example, very few comments on assessment are received in answer to the question on areas of best practice; whilst very few comments on the development of generic skills feature in those suggesting improvements.

Student Course Experience Questionnaire (SCEQ) 2007

Since it is possible that final year respondents from the 2007 SCEQ might also have responded to the 2008 CEQ, a short report on the results of the analysis of qualitative data from the 2007 SCEQ is included at the end of this report.

² Further information about the CEQ can be found at <http://www.itl.usyd.edu.au/ceq/>

Notes

1 Quantitative data analysis

The GCA does not allow surveys collected by phone to be included in any CEQ quantitative analyses. To ensure that the University's KPI reporting matches the GCA criteria, the ITL has adopted the same approach to its analysis of the quantitative data i.e. the KPI linked results shown in this report. The number of responses (n) is based on the number of students who supplied an answer to the Overall Satisfaction item in surveys collected by post and electronic methods only.

Number of respondents (post and electronic collection) to the CEQ 2004 – 2008³

NB: The "degree" variable has been used to map respondents to faculty for overall and international student results. The "field of study" variable has been used to map respondents to faculty for domestic student results. i.e. the "Overall" number does not equate to the total of domestic and international combined.

	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=
Domestic students	99	79	75	705	101
International students	3	0	4	12	72
Overall	142	93	116	155	397

n=the number of respondents who answered the "Overall Satisfaction Item".

2 Qualitative data analysis

The analysis of the qualitative data is based on responses to the open questions received from ALL respondents to the CEQ (post, electronic and phone).

Number of respondents (post, electronic and phone collection) who answered the open questions CEQ 2002 - 2008

<u>Areas of best practice</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		163	102	53	96	74	271
International	4	6	0	0	5	9	75
Total	83	169	102	53	101	83	346

<u>Suggested improvements</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		176	103	55	91	82	266
International		8	0	0	4	9	71
Total	92	184	103	55	95	91	337

n=the number of comments received in answer to the relevant 'open response' question

3 Reliability of quantitative and qualitative data

The following information on the reliability of statistical data in the above tables should be taken into consideration when reading this report:

Quantitative and qualitative data: Where the number of respondents is less than 5 results are excluded from the report as they are unlikely to be reliable

Quantitative and qualitative data: Where the number of respondents is between 5 and 20 results should be viewed with caution. The minimum sample size recommended for statistical analysis is 20

Qualitative data only: Where the number of respondents who have supplied written observations on their experiences is between 5 and 10 results are excluded from the report as they lie within the lower range of statistics that should be viewed with caution. This is indicated in the relevant tables by the phrase *Too few comments*

³ Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Law on 20.10.08 and 30.06.09 http://www.itl.usyd.edu.au/ceq/tpi_report.cfm

⁴ Separate qualitative data for international students was not available until 2003

4 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. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not been included in the sample comments. Lecturers and tutors names, where included by the respondent, have been replaced by XXX, YYY or ZZZ.

5 Analysis and counting of comments

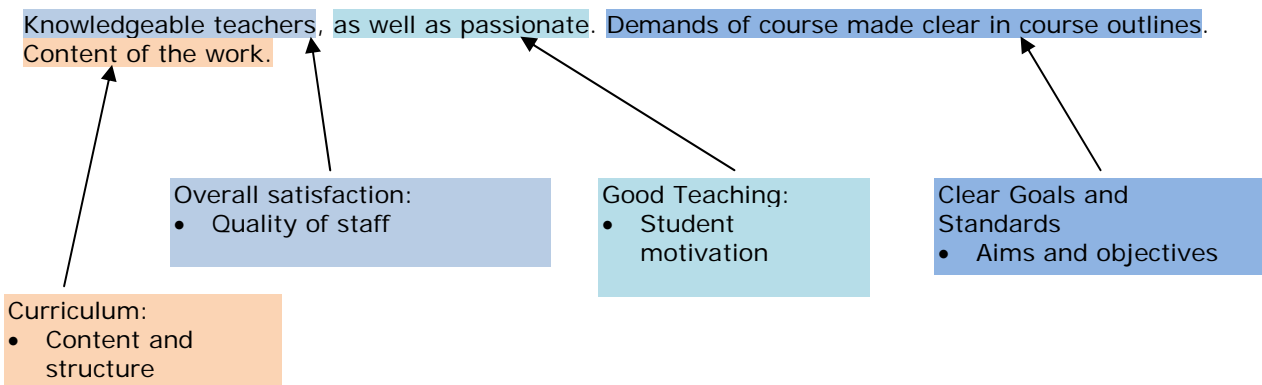
The components of categories and sub-categories used in the analysis of qualitative data are based on:

- Characteristics that define the area of the student experience
- CEQ survey items (Generic Skills; Good Teaching; and Overall Satisfaction only)
- recurring themes in students' comments and have been developed over many years of analysing qualitative data from students' surveys.

Together, they represent the range of features of each aspect which are considered to be essential to student satisfaction with the relevant part of the degree experience and/or overall satisfaction with the course.

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/CEQ*⁵, which is based on the University KPIs for Learning and Teaching. Based on the premise that a comment is what is written by an individual respondent in response to one of the open response questions, and a tally in the statistics being a specific phrase or sentence referring to one aspect of the student experience, the total number of times an aspect is mentioned in any one set of comments is calculated as a percentage of comments received in the year of the survey. As a general rule, only those aspects which receive over 5% of comments from the whole cohort (i.e. domestic and international combined) are considered significant enough to be included as specific issues in the report.

For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Curriculum (Content and Structure); Overall Satisfaction (Quality of staff); Good Teaching (Student motivation); and Clear Goals and Standards (Aims and objectives) , the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 4 aspects in one comment.



⁵ Available from Quality Assurance Officer (Learning and Teaching)

1 Generic Skills (KPI 14)

Coverage

The *Generic Skills Scale* is an attempt to take into account the extent to which university courses develop graduate attributes. Graduate attributes that may have been acquired in the process of learning discipline knowledge should endure and be applicable in a broader context. Graduate attributes typically identified in this context include communication skills, the capacity to learn new skills and procedures, the capacity to make decisions and solve problems, the ability to apply knowledge to the workplace, and the capacity to work both in teams and with minimum supervision.

CEQ Survey items

- 2 The course helped me develop my ability to work as a team member
- 5 The course sharpened my analytic skills
- 9 The course developed my problem solving skills
- 10 The course improved my skills in written communication
- 11 As a result of my course, I feel confident about tackling unfamiliar problems
- 22 My course helped me to develop the ability to plan my own work.

Qualitative data analysis

There are 5 sub-categories within Generic Skills, against which students comments are analysed. These match the five main University Generic Graduate Attributes. The components of these sub-categories are allied to the skills and abilities for each attribute provided in the University policy framework for Graduate Attributes⁶.

- 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)

Summary

KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills currently sit at 62%, which is the lowest result recorded since 2004 (70%). The University average for Generic skills is 60%. International students experience better outcomes than their domestic counterparts.

QUALITATIVE DATA

Areas of best practice

- 24% of respondents to the CEQ mentioned the acquisition of skills and abilities across four of the five University Graduate Attribute Clusters:
 - Research and Inquiry (15%)
 - Ethical, Professional and Social Understanding (3%)
 - Personal and Intellectual Autonomy (2%)
 - Communication (2%)

Suggested improvements

- 6% of respondents were dissatisfied with the development of skills in the following areas:
 - Research and Inquiry (3%)
 - Ethical, Professional and Social Understanding (i.e. team work skills; professional skills and experience) (2%)
 - Communication (1%)

⁶ http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf

1.1 Comparative results: Quantitative data 2004–2008

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

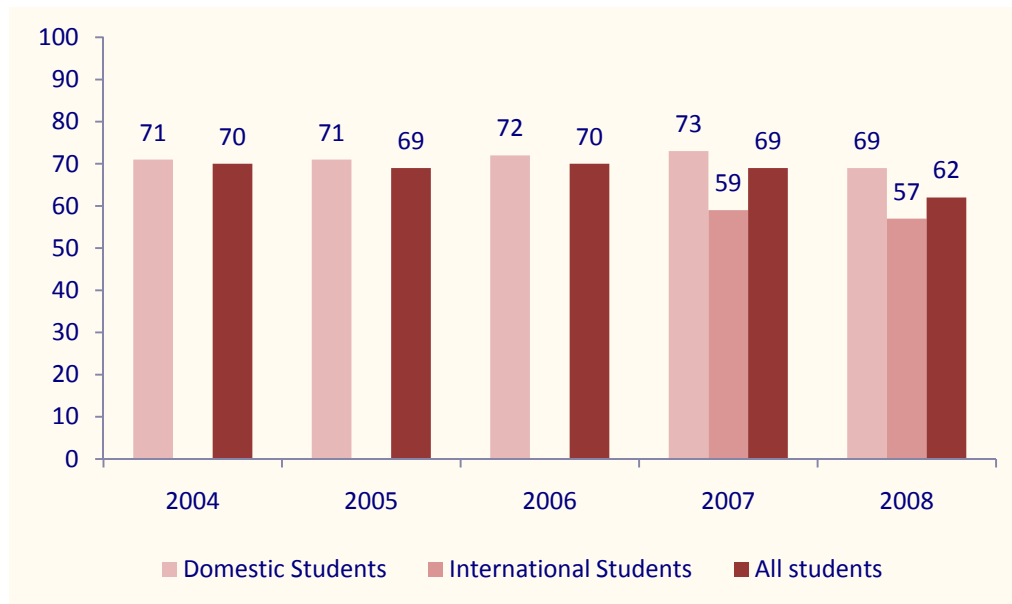


Figure 1: CEQ KPI linked results: Generic Skills: 2004 - 2008

1.2 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the survey, that can be classified as areas of best practice or areas for improvement under the heading of Generic Skills. The trends provide an indication of graduate satisfaction with the development of University graduate attributes / generic skills between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic		17%	10%	19%	14%	16%	
	International		<i>Too few comments for reliable analysis</i>					%
	All	22%	17%	10%	19%	14%	14%	24%
Suggested improvements	Domestic	3%	5%	7%	7%	7%	5%	
	International		<i>Too few comments for reliable analysis</i>					10%
	All	5%	3%	5%	7%	6%	7%	6%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

	Domestic (n=271)	International (n=75)	All (n=346)
Research and Inquiry			
- Development of problem solving skills	14%	20%	15%
- Development of critical thinking and analytical skills			
- Expansion of relevant knowledge in the subject			

Sample comments: domestic students

- Skills developed by the course are very relevant to the career path I am heading in
- Major 1 - interest of lecturers, who motivated me to do my best work; sharpening of analytical and writing skills. Major 2 - sharpening of analytical and problem-solving skills
- Law - the courses taught us valuable legal problem solving skills

Sample comments: international students

- Improve my ability to work at multiple tasks and time management and teamwork and writing skills
- My course teaches me research skill and time management skill
- Help students to develop their analytical skill

1.3.2 Suggested improvements

6% of graduates (i.e. 20/337 comments received) who responded to the CEQ considered that they were not developing skills and abilities within the Research and Inquiry; Ethical, Professional and Social Understanding; and Communication clusters.

Sample comments: domestic students

- *More practical experience! It would be best if the College of Law was part of our degree like it is at University of Technology Sydney or University of Western Sydney*
- *Major 2 - lecturers could have spent more time on problem-solving skills.*
- *More opportunities for internship*

Sample comments: international students

- *To increase the amount of assessments on encouraging soft skills - such as communication skills in team work*
- *More practical, more related to workplace practice. It will be wonderful if the course can provide some internship opportunity*
- *More practical knowledge and skills other than those hard but not very applicable to the real world stuff*

2 Good Teaching (KPI 15)

Coverage

The *Good Teaching Scale* is characterised by practices such as providing students with feedback on their progress, explaining things, making the course interesting, motivating students, and understanding students' problems. There is a body of research linking these practices to learning outcomes. High scores on the *Good Teaching Scale* are associated with the perception that these practices are present. Lower scores reflect a perception that these practices occur less frequently.

CEQ Survey items

- 3 The teaching staff of this course motivated me to do my best work.
- 7 The staff put a lot of time into commenting on my work.
- 15 The staff made a real effort to understand difficulties I might be having with my work
- 17 The teaching staff normally gave me helpful feedback on how I was going.
- 18 My lecturers were extremely good at explaining things.
- 20 The teaching staff worked hard to make their subjects interesting.

Qualitative data analysis

There are 6 sub-categories within the Good Teaching Scale, against which students comments are analysed. Each of these sub-categories may be further broken down into relevant aspects (or components) of the student experience of Good Teaching. The components of these sub-categories are based on the SCEQ survey items together with recurring themes in students' comments.

- Good teaching experiences (interesting, teaching methods, discussions encouraged etc)
- Motivating teaching (enthusiasm, inspiration, passion of teachers)
- Concern and care for student learning (understanding difficulties with work; supportive; approachable)
- Good explanations received (includes English language proficiency of teachers)
- Feedback on work (timely, constructive)
- Research-enhanced learning and teaching (integration of research into curriculum; knowledge of lecturers' research; participation in research projects; scholarship of teaching and learning⁷)

Summary

KPI LINKED RESULTS

After a high of 48% in 2005, the KPI linked results for Good Teaching have decreased steadily and currently sit at 42%. Over the past two years, international and domestic students have recorded similar outcomes. The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 45% of respondents appreciated the teaching practices across the Faculty
- 34% valued the variety of teaching methods used; the ability of lecturers to make their subjects interesting and to motivate students; and the learning resources provided

Suggested improvements

- 48% of respondents considered that improvements were necessary in this area of their experience
- 27% referred to the outdated teaching methods used; whilst a further 6% would have appreciated more help and support from some academic staff
- The lack of timely and constructive feedback on work was the focus of 11% of comments received from this group of respondents

⁷ The development of research skills is included in Generic Skills: Information Literacy

2.1 Comparative results: Quantitative data 2004–2008

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

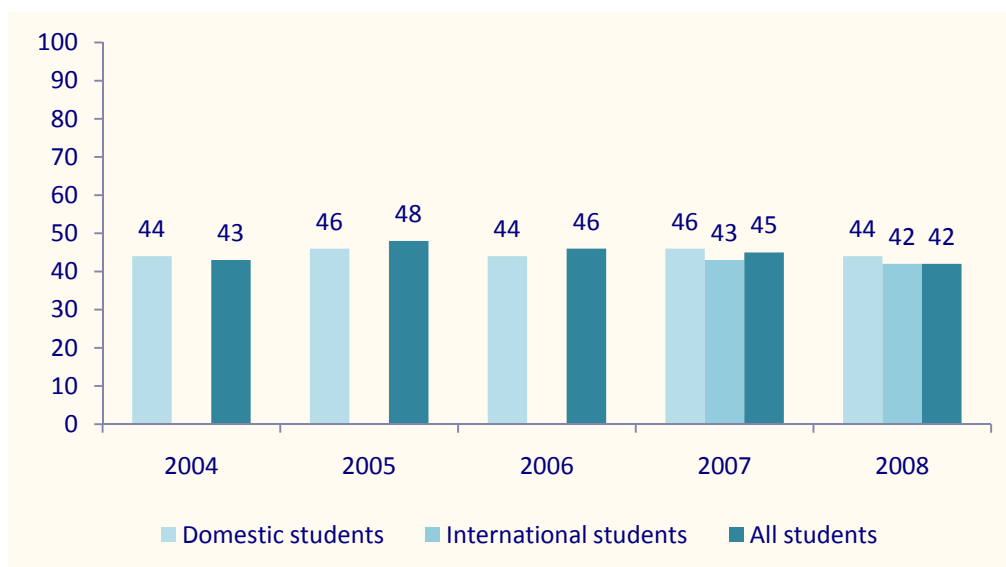


Figure 2: CEQ KPI-linked results: Good Teaching: 2004 - 2008

2.2 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduate experience of Good Teaching between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic						
	International		39%	45%	49%	51%	59%
	All	39%	38%	45%	49%	52%	55%
Suggested improvements	Domestic		36%	48%	35%	35%	62%
	International						40%
	All	36%	35%	48%	35%	39%	48%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

	Domestic (n=271)	International (n=75)	All (n=346)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	29%	24%	28%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
Student motivation			
- The enthusiasm of lecturers motivated students to achieve their best work	7%	3%	6%
- Students appreciated the passion and inspiration of lecturers			

	Domestic (n=271)	International (n=75)	All (n=346)
--	----------------------	--------------------------	-----------------

Sample comments: domestic students

- *Lecturers were passionate about their subjects and were good at presenting the material in an interesting manner*
- *Some lecturers very motivated and gave well researched interesting lectures and provided excellent feedback. If this were consistent across the board it would be good*
- *Generally the teaching approach was a good balance between instruction and self-directed learning, and the collegiate atmosphere with other students was great*

Sample comments: international students

- *Some lecturers were very very good at what they are doing and love teaching. It was very interesting to go to their lectures*
- *Throughout, my course, I have had a couple of lecturers who motivated my desire for learning. Their teaching laid down me a good foundation for knowledge*
- *Learning to read cases, some lecturers taught in very constructive ways that assisted in my legal career*

2.3.2 Suggested improvements

	Domestic (n=266)	International (n=71)	All (n=337)
--	----------------------	--------------------------	-----------------

Good teaching experiences

- | | | | |
|--|-----|-----|-----|
| - Teaching methods and techniques used are outdated/need improvement | 28% | 24% | 27% |
| - Discussions of issues during class were not encouraged | | | |
| - Lecturers were boring; did not engage with students | | | |
| - Learning materials and resources were outdated | | | |

Concern and care for student learning

- | | | | |
|---|----|----|----|
| - Students did not feel supported in their learning; | 6% | 4% | 6% |
| - Help and advice was not readily available | | | |
| - Some lecturers were more interested in research than teaching | | | |

Feedback on work (from staff to students)

- | | | | |
|---|-----|----|-----|
| - Comments on work are not constructive; do not explain where mistakes occur that can be rectified. | 12% | 6% | 11% |
| - Feedback is untimely and not helpful | | | |

Sample comments: domestic students

- *In my other courses at law school staff seemed disinterested and often unenthusiastic. I did not feel as if I could approach them with questions as things I did not understand*
- *Feedback on written work and assessments need to be increased - often you were unsure why you had received your mark and how to improve*
- *Some lecturers were quite terrible and could not adequately teach. Examples include XXX and YYY. The University needs to enhance screening of potential lecturers and consider feedback from students more*

Sample comments: international students

- *Some Commercial Law lectures and tutors were not the most approachable and helpful people in times of difficulties (especially with tutorials).*
- *Tutors need to be able to give more feedback on your work*
- *Staff really need to develop an innovative way of teaching*

3 Overall Satisfaction (KPI 16)

Coverage

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

CEQ Survey items

25 I am happy with the quality of this degree course.

Qualitative data analysis

There are 4 sub-categories, within the KPI Overall Satisfaction. They represent the range of aspects of the student experience which are considered to have a major influence on the quality of the degree experience, and which are not covered elsewhere.

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

Summary

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have decreased substantially since 2004 (78%) and currently sit at 63% which is lower than the University average (65%). Domestic students continue to experience better outcomes than their international counterparts.

QUALITATIVE DATA

Best practice

- 8% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- Comments were evenly distributed across: calibre of fellow students; experience, knowledge and qualifications of staff and guest lecturers; and quality of the course.

Suggested improvements

- 2% of respondents suggested improvements in this area of their experience

3.1 Comparative results: Quantitative data 2002–2008

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 CEQ.

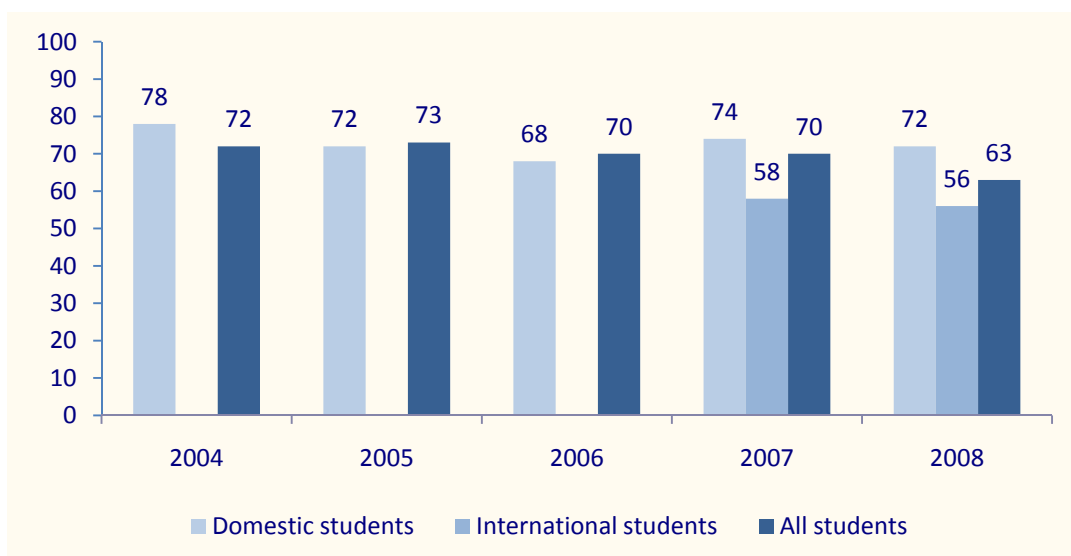


Figure 3: KPI linked results: Overall Satisfaction: 2004 - 2008

3.2 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the survey, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in graduates' overall satisfaction between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	10%	21%	34%	27%	18%	8%	
	International	<i>Too few comments for reliable analysis</i>						7%
	All	23%	11%	21%	34%	26%	19%	8%
Suggested improvements	Domestic	11%	5%	11%	9%	5%	2%	
	International	<i>Too few comments for reliable analysis</i>						0%
	All	8%	11%	5%	11%	9%	5%	2%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

8% of graduates (i.e. 28/346 comments received) who responded to the CEQ expressed satisfaction with the calibre of fellow students and staff, and the quality of the degree.

Sample comments: domestic students

- *The good reputation of the university and course*
- *Calibre of teaching staff; seminar formats*
- *Really high quality lecturers and fellow students*

Sample comments: international students

- *I was satisfied with the quality of this course*
- *The intellectual challenge of being among a peer group of very intelligent students*
- *I got what is needed for good career prospect. Good life experience*

3.3.2 Suggested improvements

2% of graduates (i.e. 5/337 comments received) who responded to the CEQ were dissatisfied with the cost of the course; the quality of the degree, and the qualifications of tutors.

Due to the low number of comments, and to preserve student confidentiality, no sample comments are provided

4 Learning Community

Coverage

Learning Community concerns student perceptions of the social experience of learning at university. It indicates the student's sense of belonging to a community where learning with other people is a priority. It includes: being part of a group of students and staff committee to learning; exploration of ideas with other people; students ideas and suggestions being listened to during the course; exploration of academic interests with staff and students.

CEQ Survey items

The CEQ does not include items relating to Learning Community.

Qualitative data analysis

There are 5 sub-categories within Learning Community, against which students comments are analysed.

- Learning environment (exploration of academic interests with staff and students; tutorials; belonging to a community; social experiences; cultural diversity; equity issues; class sizes)
- Location/ isolation (all campuses, hospitals, institutes)
- Induction and orientation programs
- Responsiveness by staff to student feedback on the course
- Physical resources (physical facilities (buildings; computer access; library)

Each of these sub-categories are further broken down into relevant aspects (or components) of the student experience of being part of a community where learning with other people is a priority. Respect for cultural diversity and equity for all students are an important part of this experience; as is being listened to by academic staff. Together with 5: Curriculum, Learning Community is an essential ingredient in forming the students' opinion of their overall satisfaction with the quality of their degree experience.

Summary

QUALITATIVE DATA

Areas of best practice

- 12% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 10% referred to the learning environment, including: the exploration of academic interests through tutorials, and other discussion fora; the cultural diversity of the student body; and class sizes

Suggested improvements

- 25% of respondents considered that this area of their experience required improvement
- The majority of these comments (21%) referred to the learning environment (the lack of tutorials (8%); and class sizes (11%))

4.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the survey, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of the Learning Community between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		23%	21%	11%	17%	19%	11%
	International	<i>Too few comments for reliable analysis</i>						15%
	All	12%	22%	21%	11%	16%	20%	12%
Suggested improvements	Domestic		35%	36%	36%	33%	32%	29%
	International	<i>Too few comments for reliable analysis</i>						11%
	All	38%	35%	36%	36%	34%	31%	25%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

	Domestic (n=271)	International (n=75)	All (n=346)
Learning environment			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	8%	13%	10%
- Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work			
- Happy with size of class			

Sample comments: domestic students

- *Making new friends, learning stuff with them, learning more about the world and the problems in it, and the solutions we could provide*
- *The networking opportunities. The self-directed nature of the advanced corporate law course*
- *great resources to facilitate learning, including a very expensive library*

Sample comments: international students

- *I was able to mingle with different perspectives of a certain issue as well as had the privilege of come in close contact with several individuals of varying cultures. The team assignments facilitated these*
- *Teamwork - it is really a valuable and interesting experience to work with my peers throughout my bachelor degree*
- *The tutorials were getting more engaging, in terms of students-students interaction, and students-tutor interaction*

4.2.2 Suggested improvements

	Domestic (n=266)	International (n=71)	All (n=337)
Learning environment			
- Did not feel involved in the faculty/ university community	25%	8%	21%
- Academic interests were not being explored with staff and students e.g. in tutorials			
- Classes were too large			

Sample comments: domestic students

- *(Law) Reducing class sizes a little bit further would be ideal, but the teaching quality in 40-person classes was still high*
- *Preferred if more classes remained seminar based. Class sizes needed to be reduced. Needed tutes for some classes*
- *Some of the material used is old, the library is not very rich in books*

Sample comments: international students

- *Tutorials need to be more closely related to the lectures*
- *Tutorial - too many people in one classroom*
- *Need for interactions between lecturers and students*

5 Curriculum

Coverage

Curriculum concerns student perceptions of curriculum (program structure) used in their degree course. Initiative LT1 in the new University Strategic Plan 2007 - 2010 states that we "Improve academic program structures to achieve greater coherence; provide choice while maintaining flexibility; and ensuring continuing relevance of our courses to students and employers⁸". Qualitative data from the CEQ is used to help provide evidence of change in this area of the student experience.

CEQ Survey items

The CEQ does not include items relating to Curriculum.

Qualitative data analysis

There are 5 sub-categories within Curriculum, against which students comments are analysed:

- Content and structure of degree(s) (intensive courses; relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Intensive and online modes of delivery
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses
- Exchange programmes/ cross institutional study

Together with 4: Learning Community, Curriculum is an essential ingredient in forming the students' opinion of their overall satisfaction with the quality of their degree experience

Summary

QUALITATIVE DATA

Areas of best practice

- 31% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 21% appreciated the structure and relevance of the course
- The flexibility of the course structure was welcomed by 8% of respondents.

Suggested improvements

- 10% of respondents were dissatisfied with content, structure and relevance of their programme of study; whilst a further 5% commented on the restrictive list of available electives

5.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the survey, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Curriculum between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic		35%	41%	36%	29%	28%	34%	
	International	<i>Too few comments for reliable analysis</i>							19%
	All	34%	34%	41%	36%	30%	30%	31%	
Suggested improvements	Domestic		21%	23%	35%	26%	23%	18%	
	International	<i>Too few comments for reliable analysis</i>							6%
	All	29%	20%	23%	35%	25%	24%	16%	

⁸ See http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml

5.2 Key issues for coursework students (CEQ 2008)

5.2.2 Areas of best practice

	Domestic (n=271)	International (n=75)	All (n=346)
Content and structure			
- Content and structure of whole degree program/ individual units of study	23%	15%	21%
- Subject content is relevant to work/ career and industry requirements			
Flexibility, diversity, variety			
- Students appreciate the range of subjects available	9%	4%	8%
- Students appreciate the ability to choose units from other faculties			

Sample comments: domestic students

- *International Law was interesting, some great courses*
- *Beyond the core units, there was a fairly good selection of electives, so it was possibly to turn an otherwise purely vocational degree into something approaching what I'd hoped it to be*
- *Law: My semester on exchange in Utrecht and cross-institutional studies at the University of New South Wales allowed me to specialise*

Sample comments: international students

- *I learned more about Australia Law system and Taxation*
- *The independence on the subject that can be picked*
- *Most of the units were inter-related*

5.2.3 Suggested improvements

	Domestic (n=261)	International (n=77)	All (n=337)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	12%	4%	10%
- Subject content is not relevant to work/ career and industry requirements			
- Do not like intensive courses			

Sample comments: domestic students

- *There should be much more variety in choice of electives in final year law, and smaller class sizes in electives. It was very unfortunate that some people were stopped from enrolling in their chosen elective because of capped numbers - more teachers and more variety should be provided.*
- *Law: Need to allow students to focus on areas of law which interest them. Why is tort/contract law compulsory when family, environmental and discrimination law are not?*
- *Please try not to cram a four year course into three years. It means we only skimmed the surface of everything, or felt like we rushed through things we should have spent more time on. Also, if you have elective subjects listed, please make them available or tell us in advance that they will not be available in certain years. I missed out on a subject because nobody thought to tell us it would no longer be available*

Sample comments: international students

- *Not enough electives to choose from*
- *More practical, more related to workplace practice*
- *Too much theory and many theories are overlapped between subjects*

6 Appropriate Assessment

Coverage

This KPI covers the extent to which assessment measures higher order thinking and understanding; types of assessment; marking of assessments

CEQ Survey items

The CEQ does not include items relating to Appropriate Assessment

Qualitative data analysis

There are 3 sub-categories within Appropriate Assessment, against which students comments are analysed:

- content of assessments e.g. extent to which assessment measures higher order thinking and understanding; relation of assessments to coursework
- types of assessment (including group work as an assessment practice);
- marking of assessments (weighting; marks; by staff) (*explanation of marking criteria* is included in Clear Goals and Standards).

Summary

QUALITATIVE DATA

Areas of best practice

- 8% of respondents expressed satisfaction with assessment practices across the faculty, in particular the range of assessment types used

Suggested improvements

- 10% of respondents were dissatisfied with the content and type of assessments used in the faculty, and with marking practices

6.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the survey, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Appropriate Assessment between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	7%	2%	0%	1%	1%	8%	
	International	<i>Too few comments for reliable analysis</i>						8%
	All	11%	8%	2%	0%	1%	1%	8%
Suggested improvements	Domestic	11%	18%	16%	18%	17%	11%	
	International	<i>Too few comments for reliable analysis</i>						%
	All	8%	12%	18%	16%	17%	18%	10%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

8% of graduates (i.e. 29/346 comments received) who responded to the CEQ expressed satisfaction with the choice, aptness and design of assessments.

Sample comments: domestic students

- *Law: variety of subjects, ranger of assessments*
- *Academic challenge: the variety of assessments projects e.g., essay, research, problem solving etc*
- *assessments were generally well-thought out and interesting*

Sample comments: international students

- *Good assessments which allowed us to test our knowledge*
- *Group project is challenging*
- *Assignment is practical*

6.2.2 Suggested improvements

	Domestic (n=261)	International (n=77)	All (n=337)
Types of assessment			
- Students would prefer more variety in the types of assessment used	7%	3%	6%
- Group assessments were not appreciated by students			

Sample comments: domestic students

- *The overall structure of the degree and many individual courses seemed to assume that every student intended to go on to work in the legal field - e.g. assessment was heavily geared towards rote learning of lists of principles stated by lecturers and reproduced in a mechanical way.*
- *Assessment of core Law subjects*
- *Too many exams (term papers better), class sizes too big*

Sample comments: international students

- *assessments for learning purposes*
- *Two [sic] many exams*
- *To be more serious when staff are marking student's exam papers or assignments. Once I failed due to the mistake they made when they were calculating the mark of my final exam*

7 Appropriate Workload

Coverage

This KPI covers the extent to which students consider they have reasonable workloads. The even distribution of assignment deadlines is also included in this KPI.

CEQ Survey items

The CEQ does not include items relating to Appropriate Workload

Qualitative data analysis

All comments from students that relate to workload and/or the timing of assignment deadlines are counted under workload, which includes the following areas of the student experience of this topic:

- 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

Summary

QUALITATIVE DATA

Areas of best practice

- Three respondents were happy with the workload

Suggested improvements

- 2% of respondents deemed the workload to be high

7.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Appropriate Workload between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		0%	1%	0%	1%	0%	1%
	International	<i>Too few comments for reliable analysis</i>						1%
	All	0%	0%	1%	0%	1%	0%	1%
Suggested improvements	Domestic		4%	1%	0%	5%	5%	2%
	International	<i>Too few comments for reliable analysis</i>						3%
	All	3%	4%	1%	0%	5%	4%	2%

7.2 Key issues for coursework graduates (CEQ 2008)

Whilst a small number of respondents were satisfied with the workload, others considered that it was too high, and that more thought should be given to avoiding simultaneous due dates of assignments. The similarity of comments provided on this topic negates the purpose of providing sample comments to illustrate student concerns.

8 Clear Goals and Standards

Coverage

Practices characteristic of this KPI relate to the establishing of clear aims and objectives for a course, and clear expectations of the standard of work expected from students.

CEQ Survey items

The CEQ does not include items relating to Clear Goals and Standards

Qualitative data analysis

There are 3 components within Clear Goals and Standards, against which students comments are analysed.

- Clear aims and objectives for a course;
- Clear expectations of the standard of work expected from students;
- Clear explanation of the marking criteria used (*marking of assessments* is included under assessment).

Summary

QUALITATIVE DATA

Areas of best practice

- Two respondents referred to this aspect of their experience as being of best practice

Suggested improvements

- 2% of respondents expressed dissatisfaction with this area of their experience

8.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Clear Goals and Standards between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic		0%		0%		1%	1%	
	International	<i>Too few comments for reliable analysis</i>							0%
	All	1%	0%	0%	0%	0%	1%	1%	
Suggested improvements	Domestic		1%	2%	2%	2%	0%	2%	
	International	<i>Too few comments for reliable analysis</i>							%
	All	1%	1%	2%	2%	2%	0%	2%	

8.2 Key issues for coursework graduates (CEQ 2008)

8.2.1 Areas of best practice

1% of students (i.e. 2/346 comments received) expressed concern about the lack of clear aims and objectives for the course, and required a clearer explanation as to the standard of work required in assessments. Due to the low number of comments, and to maintain student confidentiality, no sample comments are provided.

8.2.2 Suggested improvements

2% of students (i.e. 6/337 comments received) expressed concern about the lack of clear aims and objectives for the course, and required a clearer explanation as to the standard of work required in assessments. Due to the low number of comments, and to maintain student confidentiality, no sample comments are provided.

9 Faculty/ Department Student Administration

Coverage

Any comments that students make relating to administrative and organisational aspects of their degree experience in answer to questions on degree experience; and how that affects their overall learning experience.

CEQ Survey items

The CEQ does not include items relating to Faculty/ Department Student Administration.

Qualitative data analysis

There are 4 components within Faculty/ Department Student Administration, against which students comments are analysed. They represent the range of administration and organisation issues which are considered to be essential to student satisfaction with this aspect of their degree experience and/or overall satisfaction with the course, and which are included in student surveys of teaching:

- General comments on the overall quality of Faculty administration and organisation;
- Organisation of placements/ internships
- Scheduling of classes/ examinations;
- Communication between staff (academic and general) and students;

Summary

QUALITATIVE DATA

Areas of best practice

- 1% of respondents expressed satisfaction with the scheduling of classes; and the responsiveness of administration staff

Suggested improvements

- 2% of respondents expressed dissatisfaction with this area of their experience
- Comments were evenly divided between University and Faculty administration issues; communication between staff and students; and scheduling of classes

9.1 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of qualitative comments received from respondents to the survey which can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Faculty / Department Student Administration between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic	2%	4%	2%	1%	0%	2%
	International	<i>Too few comments for reliable analysis</i>					0%
	All	1%	2%	4%	2%	1%	0%
Suggested improvements	Domestic	10%	8%	15%	3%	6%	2%
	International	<i>Too few comments for reliable analysis</i>					%
	All	8%	9%	8%	15%	3%	5%

9.2 Key issues for coursework graduates (CEQ 2008)

9.2.1 Areas of best practice

5/346 students who responded to the SCEQ provided comments on Faculty Department Student Administration as an area of best practice.

Due to the low number of comments, and to preserve student confidentiality, no sample comments are provided.

9.2.2 Suggested improvements

2% of current students (i.e. 7/337) suggested that improvements were needed in Faculty / Department Student Administration. Apart from general comments relating to overall administration, students expressed concern about the scheduling of lectures; and the lack of communication between staff and students. No international students commented on this issue.

Sample comments: domestic students

- *The administrative side of the law faculty was also highly disorganised and sometimes unresponsive*
- *The communication between faculty and students about degree requirements (administrative information).*
- *Timetable allocation needs to be improved!!*
- *If lecturers were more flexible with the timetable*
- *Not enough information/communication along the way re: careers, calculation of honours marks or marking in general*
- *Communication with lecturers*

Attachment A Student Course Experience Questionnaire (SCEQ) : Focus of comments 2007

The following data is included in this report as a guide to the areas which current students (SCEQ respondents) considered to be either of best practice or in need of improvement during 2007, which is the year in which respondents to the 2008 completed their studies.

Generic Skills

Best practice

- 17% of comments received expressed satisfaction with the development of generic skills/ graduate attributes.
- The majority of comments (8%) referred to satisfactory development of analytical, problem solving and critical thinking skills (University graduate attribute: Research and inquiry)

Suggested improvements

- 7% of comments received expressed dissatisfaction with this area of their experience, mainly in the area of professional skills and experience (University graduate attribute: Ethical, Professional and Social Understanding)

Good Teaching

Best practice

- 42% of comments received expressed satisfaction with teaching practices across the Faculty
- 20% of respondents appreciated the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources
- 10% related to the motivation gained by having passionate, inspirational and enthusiastic lecturers and tutors

Suggested improvements

- 48% of comments received expressed dissatisfaction with this area of their experience
- The poor standard of teaching received from some lecturers, together with the use of out of date learning resources accounted for 24% of comments received; whilst a further 11% referred to the lack of timely and constructive feedback on work
- The lack of understanding of student problems, together with the presence of unhelpful and unapproachable academic staff, accounted for 7% of comments received

Overall Satisfaction

Best practice

- 25% of respondents mentioned aspects of this area of their experience as being of best practice
 - 6% referred to the high standard and calibre of the student intake
 - 13% appreciated the professionalism, knowledge and experience of academic staff and guest lecturers

Suggested improvements

- 14% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: financial costs of the course; the entry standard of fellow students; and the relevant experience and knowledge of some academic staff.

Learning Community

Best practice

- 26% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 10% valued the opportunity to explore academic interests with staff and students in tutorials and other discussion fora; whilst 6% appreciated the friendships made, the community feel of the Faculty, and the social life of being at University.

Suggested improvements

- 38% of respondents provided comments that could be categorised as belonging to this area of their experience
- The main areas of concern were:
 - Large class sizes and tutorials (17%)
 - Physical facilities (14%), in particular the Law campus at St James (though it was noted that this was being relocated to Camperdown).

Curriculum

Best practice

- 25% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- The flexibility of the programme structure, together with opportunities to take a range of subjects/ electives was appreciated by a further 9% of respondents.

Suggested improvements

- 17% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession
- Concern was also expressed about the cancellation or unavailability of previously advertised units of study (3%); the lack of flexibility in the course structure (3%); and the online mode of content delivery (4%)

Appropriate Assessment

Best practice

- 6% of respondents appreciated the types and content of assessment practices used within the Faculty

Suggested improvements

- 27% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the tendency of assessments to test memory rather than understanding; the types of assessment used, including group assessment; and the perceived inequity in marking of assignments.

Appropriate Workload

Best practice

- 1% of respondents expressed satisfaction with workload

Suggested improvements

- 11% of respondents considered the workload to be too high.

Clear Goals and Standards

Best practice

- 2/253 respondents considered this topic to be an area of best practice

Suggested improvements

- 2% of respondents provided comments that could be categorised as belonging to this KPI

Faculty/ Department Student Administration

NB: comments relating to student administration are normally found in the answers to the open questions on Student administration and support services. The following analysis refers only to those comments located in the answers to the degree experience questions.

Best practice

- Two respondents considered this topic to be of best practice

Suggested improvements

- 3% of respondents expressed dissatisfaction with faculty administration
- The main area of concern related to scheduling or timetabling of classes and exams.