



# The University of Sydney

Faculty of Nursing and Midwifery

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

Course Experience Questionnaire Report

*Includes:*

- *Executive summary : key results for 2008*
- *Comparative results: Quantitative data 2004 - 2008*
- *Comparative results: Focus of written observations from respondents 2002 – 2008*
- *Focus of written observations from respondents: 2008*

***With attachment:***

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

October 2009

## Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>GLOSSARY .....</b>	<b>7</b>
<b>CONCEPTUAL FRAMEWORK.....</b>	<b>8</b>
<b>NOTES.....</b>	<b>9</b>
<b>PART A KEY PERFORMANCE INDICATORS .....</b>	<b>12</b>
1 GENERIC SKILLS.....	13
1.1 Comparative results: Quantitative data 2004–2008.....	14
1.2 Comparative results: Focus of written observations 2002 - 2008.....	14
1.3 Key issues for coursework graduates (CEQ 2008).....	15
2 GOOD TEACHING.....	16
2.1 Comparative results: Quantitative data 2004–2008.....	17
2.2 Comparative results: Focus of written observations 2002 - 2008.....	17
2.3 Key issues for coursework graduates (CEQ 2008).....	18
3 OVERALL SATISFACTION.....	19
3.1 Comparative results: Quantitative data 2004–2008.....	20
3.2 Comparative results: Focus of written observations 2002 - 2008.....	20
3.3 Key issues for coursework graduates (CEQ 2008).....	21
<b>PART B ADDITIONAL AREAS OF THE STUDENT EXPERIENCE.....</b>	<b>22</b>
4 LEARNING COMMUNITY .....	23
4.1 Comparative results: Focus of written observations 2002 - 2008.....	24
4.2 Key issues for coursework graduates (CEQ 2008).....	24
5 CURRICULUM.....	25
5.1 Comparative results: Focus of written observations 2002 - 2008.....	25
5.2 Key issues for coursework students (CEQ 2008).....	26
5.2.2 Areas of best practice .....	26
6 FACULTY/ DEPARTMENT STUDENT ADMINISTRATION .....	27
6.1 Comparative results: Focus of written observations 2002–2008.....	27
6.2 Key issues for coursework graduates (CEQ 2008).....	28
<b>ATTACHMENT STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) : FOCUS OF COMMENTS 2007 .....</b>	<b>29</b>

## Executive Summary

Data about the experiences of bachelor level graduates from the Faculty of Nursing and Midwifery 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<sup>1</sup>).

Written observations, from respondents to the surveys, about their experiences provide evidence to support the Faculty KPI linked results (percentage agreement scores<sup>2</sup>), and provide detailed information about key issues in the areas of best practice and suggested improvements, during their studies, and upon graduation.

*NB: Graduates who answered the CEQ from 2005 were involved in changes to the structure of the faculty, and concomitant degree changes. (See note 1) The results of the qualitative analysis reflect these changes, and are highlighted in the key results listed below, as well as in the body of the report. Areas where changes occurred in the focus of comments (best practice and suggested improvements) include: Generic Skills; Overall Satisfaction; and Curriculum.*

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 groupings<sup>3</sup>:

- 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 those respondents who answered the open ended questions on the best areas of their experience and those that were considered to be in need of improvement.*

121 respondents to the 2008 CEQ (107 domestic graduates; 14 international graduates) answered the open question requesting comments on areas of best practice in their course experience; 118 respondents (105 domestic graduates; 13 international graduates) suggested improvements

## Key Performance Indicators (KPI): Generic Skills; Good Teaching; Overall Satisfaction

This section provides a summary of the 2008 CEQ KPI linked results, together with a synopsis of the areas of best practice and suggested improvements mentioned by those respondents to the CEQ who provided written observations on their experiences.

<sup>1</sup> 0-5 respondents to the 2008 CEQ who answered the open questions referred to aspects of Assessment, Workload or Clear Goals and Standards as being of either best practice or in need of improvement. These areas are therefore not included in the CEQ report for the Faculty of Nursing and Midwifery

<sup>2</sup> Proportions of graduates who agreed or strongly agreed that their experience of the course was educationally positive in the areas of Generic Skills; Good Teaching; and Overall Satisfaction

<sup>3</sup> Please contact Rachel Symons ([r.symons@usyd.edu.au](mailto:r.symons@usyd.edu.au) or 9351 6560) to discuss your requirements.

## Generic Skills (Section 1; pages 13-15)

### KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills have increased by 11% since 2007, and currently sit at 64% agreement, the highest recorded since 2004. The University average for Generic skills is 60% agreement. In the first year that international students were included in the KPI linked report, they recorded substantially better outcomes than their domestic counterparts: 81% agreement compared to 61%.

### QUALITATIVE DATA

#### Areas of best practice

- 40% of comments received from respondents to the CEQ, mentioned the acquisition of skills and abilities across all of the five University Graduate Attribute Clusters: Ethical, Professional and Social Understanding (26% of comments received); Research and Inquiry (5%); Information Literacy (2%); Personal and Intellectual Autonomy (2%); and Communication (4%).
- In the Ethical, Professional and Social Understanding cluster, 1% of respondents mentioned that the ethical, social and cultural aspects of engineering were covered; whilst 25% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.
- Sample comment: *"Gained confidence. Developed the ability to work in nursing field"*

#### Suggested improvements

- 13% of respondents were dissatisfied with this aspect of their experience
- The majority of comments (10%) expressed dissatisfaction with the development of professional skills and/or reduced opportunities for professional experience
- Since 2005 there has been a substantial decrease in comments suggesting improvements in the development of professional skills: 2005: 21% of comments received; 2006: 6%; 2007: 7%
- Sample comment: *"Making sure clinical experience was relevant to the subject"*

## Good Teaching (Section 2, pages 16-18)

### KPI LINKED RESULTS

The KPI linked results for Good Teaching have increased by 8% since 2006/7; and are considerably higher than the scores for 2004 (32%) and 2005 (23%). The University average for Good Teaching is 50%. In the first year that international students were included in the KPI linked report, they recorded substantially better outcomes than their domestic counterparts: 74% agreement compared to 38%.

### QUALITATIVE DATA

#### Areas of best practice

- 33% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 12% of comments from respondents mentioned that they 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
- Support, helpfulness, and understanding from academic staff was appreciated by 12% of respondents
- Sample comment: *"The teachers were willing to teach and go out of their way to explain things."*

#### Suggested improvements

- 40% of respondents considered that improvements were necessary in this area of their experience
- 23% referred to the outdated teaching methods used, and the lack of learning resources for practical sessions; whilst a further 7% would have appreciated more help and support from some academic staff
- Sample comment: *"A small number of lecturers would just read the lecture notes out during the session which made it waste of time"*

## Overall Satisfaction (Section 3; pages 19-21)

### KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have increased by 14% since 2007 (66%) and currently sit at 58% agreement, the highest recorded since 2004. The University average for this KPI is 65%. In the first year that international students were included in the KPI linked report, they recorded substantially better outcomes than their domestic counterparts: 83% agreement compared to 55%.

### QUALITATIVE DATA

#### *Best practice*

- 7% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- Respondents were satisfied with the overall quality of their degree experience, the value of the qualification in the profession, and with the relevant knowledge, experience and qualifications of staff, including guest lecturers.
- Sample comment: *"Staff had wide backgrounds, so they could offer their own insight"*

#### *Suggested improvements*

- 12% of respondents suggested improvements in this area of their experience
- 8% expressed dissatisfaction with the quality of staff (up to date subject knowledge; loss of staff due to Faculty changes)
- Sample comment: *"Changes to staffing halfway through meant we ended up with lecturers less experienced, which affected what we were taught and how well we were taught."*

## Additional areas of the student experience

Respondents to the CEQ who provide written observations on their experiences, often refer to areas of their experience that are not directly related to the KPI linked numerical items on the survey, but are related to the extended CEQ scale of Learning Community; in addition to Curriculum (Programme of Study); and Faculty/ Dept Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University.

## Learning Community (Section 4; pages 23-24)

### QUALITATIVE DATA

#### *Areas of best practice*

- 23% of respondents expressed satisfaction with the Learning Community aspect of their experience
- The majority of these (21%) referred to the learning environment, including: the community feel of the faculty; and the exploration of academic interests through tutorials, laboratory work and other discussion fora
- Sample comment: *"The best aspects of my course was meeting like-minded people who enriched my life at university"*

#### *Suggested improvements*

- 22% of respondents considered that this area of their experience required improvement
- 9% of respondents would have appreciated more opportunities to explore academic interests and have smaller class sizes; whilst 8% referred to the physical resources provided by the University e.g. buildings, equipment, computers, library services
- Isolation from the main campus was considered a problem by 3% of respondents
- Sample comment: *"Needing more equipment. It was difficult to translate the skills we learnt without the equipment into a hospital environment"*

## **Curriculum (Programme of Study)** (Section 5: pages 25-26)

### QUALITATIVE DATA

#### *Areas of best practice*

- 40% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 17% appreciated the structure and relevance of the course; whilst 17% valued the on-campus practical components
- Sample comment: *"Good in terms of theory good to study the social aspects and not just the clinical"*

#### *Suggested improvements*

- 31% of respondents were dissatisfied with the programme of study
- 17% were unhappy with the content, structure and relevance of the curriculum
- 8% suggested improvements in the practical component of the course
- The percentage of comments suggesting improvements in the practical components of the degree have decreased substantially since 2002 (23%); and have halved since 2006 (19%)
- Sample comment: *"Relevance of subjects i.e. Biology, there did not seem to be a need to do semester #1 biology"*

## **Faculty/ Dept Student Administration** (Section 5: pages 27-28)

### QUALITATIVE DATA

#### *Areas of best practice*

- 2 respondents were satisfied with the flexible timetable and communication between staff and students

#### *Suggested improvements*

- 16% of respondents were dissatisfied with the programme of study
- The majority of comments received (10%) referred to the organisation of off-campus placements and work experience
- Sample comment: *"Organisation: Clinical placements always seemed last minute and were VERY inflexible. This makes things difficult if you need to travel a large distance for long periods without being involved in the decision process"*

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October 2009

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## Glossary

The following terms and phrases are used throughout the report

<b>CEQ</b>	Course Experience Questionnaire Administered to graduates of previous year e.g. students who completed the CEQ during 2008 completed their studies during 2007
<b>SCEQ</b>	Student Course Experience Questionnaire Administered to current students every two years. Next survey due during Semester Two 2009.
<b>KPI linked results</b>	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.
<b>Percentage agreement</b>	CEQ item responses are combined and reported in terms of the proportions of graduates who agreed or strongly agreed that their experience of their course was educationally positive in the areas of: Generic Skills; Good Teaching; and Overall Satisfaction.
<b>Qualitative data Focus of written observations</b>	Students written observations received in response to open ended questions in the CEQ: <ul style="list-style-type: none"><li>• What were the best aspects of your course?</li><li>• What aspects were in need of improvement?</li></ul> <p>Written observations from respondents cover all aspects of the student experience: Generic Skills; Good Teaching; Overall Satisfaction; Learning Community; Curriculum (Programme of Study); Appropriate Assessment; Appropriate Workload; and Clear Goals and Standards.</p>
<b>Percentage of comments received</b>	The number of times an aspect is mentioned within written observations received from respondents is presented as a percentage of the total number of comments received from respondents who answered the CEQ open questions relating to areas of best practice and suggested improvements 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.<sup>4</sup>

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 Nursing and Midwifery 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; and Clear Goals and Standards) 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.

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<sup>4</sup> Further information about the CEQ can be found at <http://www.itl.usyd.edu.au/ceq/>

## Notes

### 1 Changes to Faculty degree structure

During 2004 a number of major decisions were made about the future profile of the Faculty. Among these was a change of name to the Faculty of Nursing and Midwifery, the disestablishment of departments and the phasing out of undergraduate courses to become, over time, a specialised postgraduate, post-registration and graduate entry faculty with a greater focus on research. The Faculty introduced a new range of pre-registration degrees including the Master of Nursing, a two year graduate entry program, a number of combined degrees and a revamped postgraduate coursework program<sup>5</sup>.

From 2005 graduates who responded to the CEQ undertook programs under the previous faculty structure and degree program, and were involved in the upcoming changes.

### 2 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 – 2008*

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	103	91	78	15	88
International students	4	2	4	4	12
Overall	104	100	83	16	101

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

### 3 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 students	87 <sup>6</sup>	85	83	57	61	13	107
International students		2	4	4	4	2	14
Total		87	87	61	65	15	121

<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 students	95	96	88	69	64	13	105
International students		6	5	6	4	2	13
Total		102	93	75	68	15	118

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

<sup>5</sup> From Faculty handbook, 2007

<sup>6</sup> Separate qualitative data for international students was not available until 2003

#### 4 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.

- *KPI linked results are shown for domestic students and overall results only (2004 – 2007)*
- *Results of the qualitative analysis are expressed as the percentage of comments received from ALL respondents to the CEQ*

**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.

- *Results of the qualitative analysis are expressed as the percentage of comments received from ALL respondents to the CEQ (2002 – 2007)*

#### 5 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.

#### 6 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)
- Extended CEQ factors (Learning Community; Appropriate Assessment; Appropriate Workload; and Clear Goals and Standards).
- Recurring themes in students' comments (Curriculum)
- SCEQ item (Faculty/ Department Student Administration)

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*<sup>7</sup>, which is structured around the University KPIs for Learning and Teaching, plus additional areas that combine to provide a full picture of the student experience.

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.

<sup>7</sup> Available from Quality Assurance Officer (Learning and Teaching)

For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Good Teaching (Good teaching experiences: making subjects interesting; and discussions encouraged; Concern and care for student learning; Feedback on work); and Curriculum (Flexibility, diversity, variety), the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 5 aspects in one comment.

Most lecturers tried to make the sessions interesting and interactive. Feedback from assignments were generally good and lecturers open for you to come and discuss any issues you had. Being able choose the subjects you want to study which interests you e.g. pain, critical care etc.

Good Teaching:

- Good teaching experiences: making subjects interesting; discussions encouraged
- Concern and Care for student learning
- Feedback on work

Curriculum:

- Flexibility, diversity, variety

## Part A Key Performance Indicators

This section relates directly to areas of the student experience which are encompassed by the Key Performance Indicator (KPI) linked numerical items in the survey (Generic Skills; Good Teaching; and Overall Satisfaction)

### *Page references*

1	Generic Skills	(pages 13 – 15)
2	Good Teaching	(pages 16 – 18)
3	Overall Satisfaction	(pages 19 – 21)

The following information is included for each KPI:

- Coverage: CEQ survey items; Qualitative data analysis categories
- Summary of 2008 results (KPI linked results and qualitative data analysis)
- Comparative data: KPI linked results 2004 – 2008  
*i.e. The proportion of students who either agreed or strongly agreed with relevant survey items*
- Comparative results: Focus of written observations: 2002 - 2008  
*i.e. The percentage of comments received from respondents to the survey that can be classified as areas of best practice or suggested improvements. Presented as the total received for the relevant KPI*
- Key issues for coursework graduates (CEQ 2008)
  - Areas of best practice
  - Suggested improvements*i.e. The percentage of comments received from respondents to the 2008 survey. Presented as the total received for sub-categories of the KPI which were mentioned in more than 5% of comments received from respondents. Includes 6 illustrative sample comments.*

Where applicable, data is provided separately for domestic and international respondents, and as an overall result.

# 1 Generic Skills

## 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 Attributes<sup>8</sup>.

- 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 have increased by 11% since 2007, and currently sit at 64% agreement, the highest recorded since 2004. The University average for Generic skills is 60% agreement. In the first year that international students were included in the report, they recorded substantially better outcomes than their domestic counterparts: 81% agreement compared to 61%.

### QUALITATIVE DATA

#### *Areas of best practice*

- 40% of comments received from respondents to the CEQ, mentioned the acquisition of skills and abilities across all of the five University Graduate Attribute Clusters: Ethical, Professional and Social Understanding (26% of comments received); Research and Inquiry (5%); Information Literacy (2%); Personal and Intellectual Autonomy (2%); and Communication (4%).
- In the Ethical, Professional and Social Understanding cluster, 1% of respondents mentioned that the ethical, social and cultural aspects of engineering were covered; whilst 25% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.

#### *Suggested improvements*

- 13% of respondents were dissatisfied with this aspect of their experience
- The majority of comments (10%) expressed dissatisfaction with the development of professional skills and/or reduced opportunities for professional experience
- Since 2005 there has been a substantial decrease in comments suggesting improvements in the development of professional skills: 2005: 21% of comments received; 2006: 6%; 2007: 7%

<sup>8</sup> [http://www.itl.usyd.edu.au/graduateAttributes/policy\\_framework.pdf](http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf)

## 1.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the relevant survey items for Generic Skills in the CEQ.

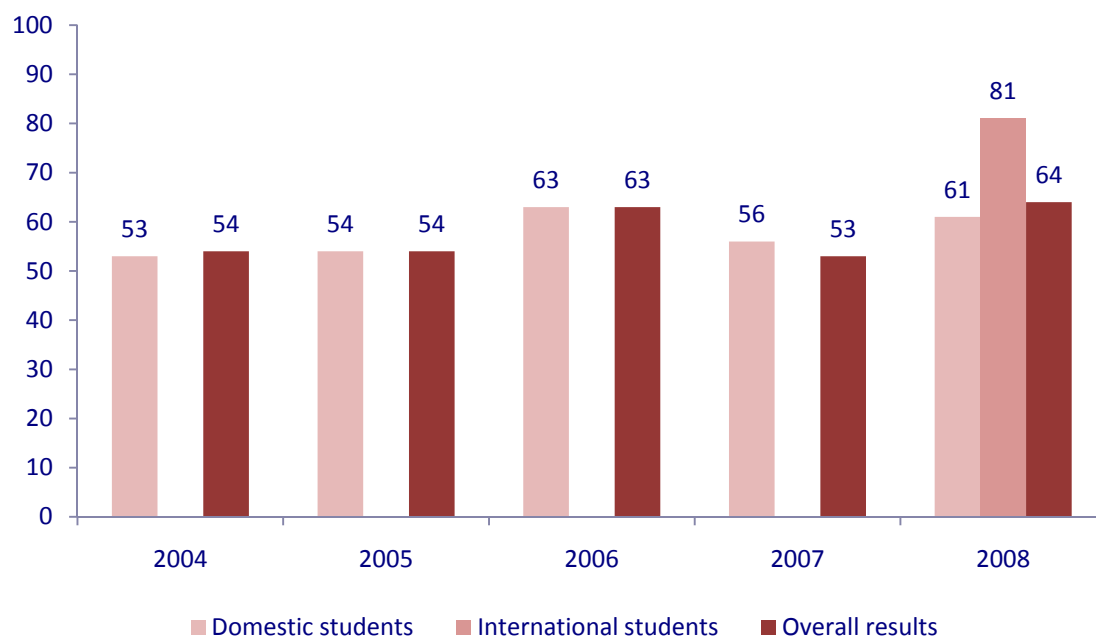


Figure 1: Generic Skills: KPI linked results: CEQ 2004 - 2008

## 1.2 Comparative results: Focus of written observations 2002 - 2008

The following table includes the percentage of comments received from respondents to the surveys, 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							39%
	International							43%
	<b>All</b>	<b>38%</b>	<b>40%</b>	<b>30%</b>	<b>39%</b>	<b>42%</b>	<b>47%</b>	<b>40%</b>
Suggested improvements	Domestic							11%
	International							23%
	<b>All</b>	<b>35%</b>	<b>45%</b>	<b>22%</b>	<b>23%</b>	<b>9%</b>	<b>13%</b>	<b>13%</b>

## 1.3 Key issues for coursework graduates (CEQ 2008)

### 1.3.1 Areas of best practice

	Domestic (n=107 )	International (n=14 )	All (n=121 )
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	26%	21%	26%
- Development of discipline/ professional skills			
- Opportunities for off-campus professional experience/ placements			

#### Sample comments: domestic students

- *Improving analytical and written and verbal communication skills. Ability to engage in class discussion*
- *Practical placements, that helped actually to practice our nursing skills learnt at university*
- *The practical experiences made available to me - extensive rural and community placements to develop my Nursing skills and further understand my majors of study*

#### Sample comments: international students

- *Great opportunity to work and practice in hospital settings and community settings*
- *Much grounding in essay writings created a lot of critical analysis which was important even in clinical areas in the hospital. It allows one to think out of the box and provide the best patient care for every individual patient. It enables one to anticipate the kinds of complications or side effects that a patient may have, allowing the patient care to be one of a holistic kind*
- *The ability to write (professionally).*

### 1.3.2 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
Ethical, social, professional understanding			
- Discipline or professional skills were not developed			
- More opportunities for professional experience required	10%	15%	11%

*NB: Since 2005 there has been a substantial decrease in comments suggesting improvements in the development of professional skills: (2005: 21% of comments received; 2006: 6%; 2007: 7%)*

#### Sample comments: domestic students

- *Amount of practical experience was lacking*
- *We need more clinical experience before we graduate*
- *Making sure clinical experience was relevant to the subject*
- *More time to be spent in the hospital to put into practice the theory we had learnt*

#### Sample comments: international students

- *I wished that there was more emphasis on the practical aspects for the unit of study, advanced clinical nursing assessment (NURS 3001). Although the university recognises that students who are studying this course are mostly employed as RNs, one cannot dismiss the fact that not everyone knows the various aspects of practical nursing assessment. Learning the skills in detail is particularly important theoretically, but as nursing is a practical skill job, we must always ensure that practical skills come in first and must complement it with the theoretical knowledge gained in class*
- *Since it is a course for NURSING, there should be some clinical posting/attachment*

## 2 Good Teaching

### 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 learning<sup>9</sup>)

### Summary

#### KPI LINKED RESULTS

The KPI linked results for Good Teaching have increased by 8% since 2006/7; and are considerably higher than the scores for 2004 (32%) and 2005 (23%). The University average for Good Teaching is 50%. In the first year that international students were included in the KPI linked report, they recorded substantially better outcomes than their domestic counterparts: 74% agreement compared to 38%.

#### QUALITATIVE DATA

##### *Areas of best practice*

- 33% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 12% of comments from respondents mentioned that they 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
- Support, helpfulness, and understanding from academic staff was appreciated by 12% of respondents

##### *Suggested improvements*

- 40% of respondents considered that improvements were necessary in this area of their experience
- 23% referred to the outdated teaching methods used, and the lack of learning resources for practical sessions; whilst a further 7% would have appreciated more help and support from some academic staff

<sup>9</sup> The development of research skills is included in Generic Skills: Information Literacy

## 2.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the relevant survey item statements for Good Teaching in the CEQ.



Figure 2: Good Teaching: KPI Linked results : CEQ 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 graduates' 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							32%
	International							43%
	<b>All</b>	<b>26%</b>	<b>26%</b>	<b>18%</b>	<b>23%</b>	<b>28%</b>	<b>40%</b>	<b>33%</b>
Suggested improvements	Domestic							40%
	International							38%
	<b>All</b>	<b>28%</b>	<b>24%</b>	<b>20%</b>	<b>27%</b>	<b>28%</b>	<b>47%</b>	<b>40%</b>

## 2.3 Key issues for coursework graduates (CEQ 2008)

### 2.3.1 Areas of best practice

	Domestic (n=107 )	International (n=14 )	All (n=121 )
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques	10%	7%	10%
- Ability to keep students interested in the subject			
- Learning resources are up to date, and relevant to curriculum			
Concern and care for student learning			
- Students feel supported in their learning;	10%	21%	12%
- Help and advice readily available			
- Students' problems are understood by staff			

#### Sample comments: domestic students

- *Staff very supportive of problems with work I had and spent time to go through more difficult sections of the course*
- *Meeting lecturers and tutors who were approachable and genuinely cared for my being*
- *Some of the lecturers, unfortunately they were a minority, were extremely passionate with a profound knowledge base - this was very motivating*

#### Sample comments: international students

- *Teaching staffs were helpful in assisting me*
- *The staff are nice and helpful. They are really knowledgeable*
- *The teachers were willing to teach and go out of their way to explain things*

### 2.3.2 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
Good teaching experiences			
- Teaching methods and techniques used are outdated/need improvement			
- Discussions of issues during class were not encouraged	23%	23%	23%
- Lecturers were boring; did not engage with students			
- Learning materials and resources were outdated			
- Resources for practical training not available			
Concern and care for student learning			
- Students did not feel supported in their learning;	6%	15%	7%
- help and advice was not readily available			

#### Sample comments: domestic students

- *Availability of resources on campus for developing practical nursing skills*
- *A small number of lecturers would just read the lecture notes out during the session which made it waste of time*
- *Feedback. After assignment submission was often too slow. Many times, I had to submit an assessment task (e.g. essay) before results or any feedback had been received about a previous submission.*

#### Sample comments: international students

- *The material provided could be improved; a lot of reading material need to be printed, in future it would be best if it is printed for the student*
- *The delivery of lectures by the lecturers*
- *Half the teachers knew the course was shutting down so they didn't care how we were treated*

### 3 Overall Satisfaction

#### 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 increased by 14% since 2007 (66%) and currently sit at 58% agreement, the highest recorded since 2004. The University average for this KPI is 65%. In the first year that international students were included in the KPI linked report, they recorded substantially better outcomes than their domestic counterparts: 83% agreement compared to 55%.

##### QUALITATIVE DATA

###### *Best practice*

- 7% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- Respondents were satisfied with the overall quality of their degree experience, the value of the qualification in the profession, and with the relevant knowledge, experience and qualifications of staff, including guest lecturers.

###### *Suggested improvements*

- 12% of respondents suggested improvements in this area of their experience
- 8% expressed dissatisfaction with the quality of staff (up to date subject knowledge; loss of staff due to Faculty changes)

### 3.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the survey statement 'Overall I am satisfied with the quality of this degree course' in the CEQ.

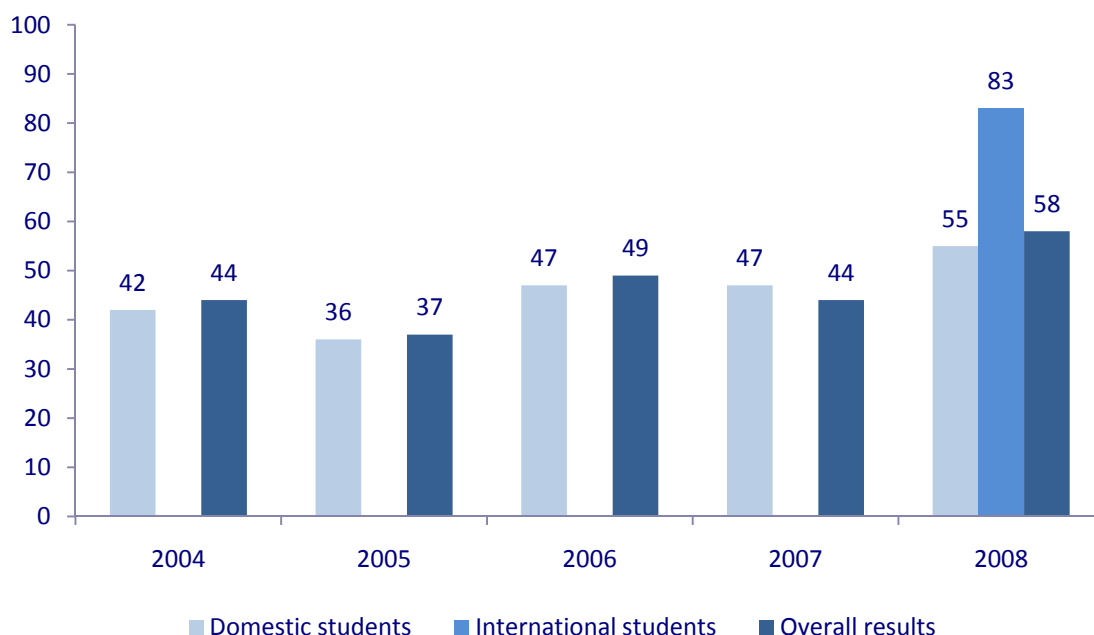


Figure 3: Overall Satisfaction: CEQ KPI linked results : 2004 - 2008

### 3.2 Comparative results: Focus of written observations 2002 - 2008

The following table includes the percentage of comments received from respondents to the surveys, 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							7%
	International							7%
	<b>All</b>	<b>14%</b>	<b>6%</b>	<b>15%</b>	<b>28%</b>	<b>11%</b>	<b>13%</b>	<b>7%</b>
Suggested improvements	Domestic							12%
	International							8%
	<b>All</b>	<b>25%</b>	<b>21%</b>	<b>25%</b>	<b>37%</b>	<b>25%</b>	<b>0%</b>	<b>12%</b>

*NB: the majority of comments suggesting improvements, and which were received between 2002 and 2006 expressed disappointment at the decision of the University to cancel the Bachelor of Nursing degree*

### 3.3 Key issues for coursework graduates (CEQ 2008)

#### 3.3.1 Areas of best practice

7% of graduates (i.e. 9/121 comments received) who responded to the CEQ were satisfied with the overall quality of their degree experience, the value of the qualification in the profession, and with the relevant knowledge, experience and qualifications of staff, including guest lecturers.

##### Sample comments

- *Fantastic because it lead me straight into a profession and everything we did was relevant*
- *staff had wide backgrounds, so they could offer their own insight*
- *Preparation for full time employment; pretty much guarantees employment*
- *Supervisors x 2 very committed*
- *Finishing the degree*
- *They are really knowledgeable*

#### 3.3.2 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
Quality of staff			
- Staff required training in teaching at tertiary level	9%	0%	8%
- Relevant and up to date knowledge of lecturers and tutors in subject area not evident			

##### Sample comments: domestic students

- *As the course was cancelled in my second year, many lecturers left, the quality of study decreased*
- *Changes to staffing halfway through meant we ended up with lecturers less experienced, which affected what we were taught and how well we were taught*
- *Some of the lecturers needed to get a hold on current thinking in the field*
- *They were closing five undergraduate degree while I was doing it - a lot of staff were going to other Universities*
- *Comparing to students knowledge of other Universities, we seem to be less prepared for the jobs after graduation*
- *There wasn't much of a course by the time I'd gone through - a lot of self learning: booklets we had to read and discuss every couple of weeks. We felt forgotten about, less self - directed learning*

## Part B Additional areas of the student experience

Respondents to the CEQ who provide written observations on their experiences, often refer to areas of their experience that are not directly related to the KPI linked numerical items on the survey, but are related to the extended CEQ scale of Learning Community, in addition to Curriculum (Programme of Study); and Faculty/ Dept Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University.

### Page references

4	Learning Community	(pages 23 – 24)
5	Curriculum	(pages 25 – 26)
6	Faculty/ Dept Student Administration	(pages 27 – 28)

The following information is provided for each of the above areas of the student experience:

- Coverage: Qualitative data analysis categories
- Summary of 2008 results (qualitative data analysis)
- Comparative results: Focus of written observations: 2002 - 2008  
*i.e. The percentage of comments received from respondents to the survey that can be classified as areas of best practice or suggested improvements. Presented as the total received for the relevant KPI*
- Key issues for coursework graduates (CEQ 2008)
  - Areas of best practice
  - Suggested improvements*i.e. The percentage of comments received from respondents to the 2008 survey. Presented as the total received for sub-categories of the KPI which were mentioned in more than 5% of comments received from respondents. Includes 6 illustrative sample comments.*

Where applicable, data is provided separately for domestic and international respondents, and also as a combined total.

## 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; laboratory classes; 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*

- 23% of respondents expressed satisfaction with the Learning Community aspect of their experience
- The majority of these (21%) referred to the learning environment, including: the community feel of the faculty; and the exploration of academic interests through tutorials, laboratory work and other discussion fora
- Sample comment: *"The best aspects of my course was meeting like-minded people who enriched my life at university"*

##### *Suggested improvements*

- 22% of respondents considered that this area of their experience required improvement
- 9% of respondents would have appreciated more opportunities to explore academic interests and have smaller class sizes; whilst 8% referred to the physical resources provided by the University e.g. buildings, equipment, computers, library services
- Isolation from the main campus was considered a problem by 3% of respondents

## 4.1 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 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%
	International							21%
	<b>All</b>	<b>28%</b>	<b>24%</b>	<b>24%</b>	<b>23%</b>	<b>12%</b>	<b>7%</b>	<b>23%</b>
Suggested improvements	Domestic							22%
	International							0%
	<b>All</b>	<b>22%</b>	<b>33%</b>	<b>24%</b>	<b>13%</b>	<b>18%</b>	<b>7%</b>	<b>22%</b>

## 4.2 Key issues for coursework graduates (CEQ 2008)

### 4.2.1 Areas of best practice

	Domestic (n=107 )	International (n= 14 )	All (n=121 )
<b>Learning environment</b>			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	21%	21%	21%
- 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

- *The best aspects of my course was meeting like-minded people who enriched my life at university*
- *Some of the tutorials were enjoyably interactive*
- *Networking with other students*

#### Sample comments: international students

- *The ability to gain new found friendships*
- *interesting discussion always took place in campus*
- *Tutorials*

### 4.2.2 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
<b>Learning environment</b>			
- Felt isolated from the community (degree/ Faculty/ main campus)	10%	0%	9%
- Academic interests were not being explored with staff and students e.g. in tutorials; during laboratory work			
- Unhappy with size of class			
<b>Physical resources</b>			
- Library staff and services unsatisfactory	9%	0%	8%
- Facilities (buildings; lecture rooms; computers; etc) of unacceptable standard			

#### Sample comments: domestic students

- *Involvement with other areas of the University: we felt excluded in our isolated faculty.*
- *Needing more equipment. It was difficult to translate the skills we learnt without the equipment into a hospital environment*
- *Because nursing was closing a lot of the equipment wasn't replaced*
- *Having massive tutorials with 200 students in it - need smaller tutorials and happier lecturers*
- *Lecturer responsiveness to student needs particularly in the area of assessment and feedback*
- *The clinical components on campus in the practice labs - not enough equipment - required to be open longer for students to practice for exams*

## 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 employers<sup>10</sup>". 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 6 sub-categories within Curriculum, against which students comments are analysed:

- Content and structure of degree(s) (relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Mode of delivery (Flexible, Online, Distance)
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses
- Combined/ Cross faculty degrees
- Practical components of the degree course<sup>11</sup>

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*

- 40% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 17% appreciated the structure and relevance of the course; whilst 17% valued the on-campus practical components

##### *Suggested improvements*

- 31% of respondents were dissatisfied with the programme of study
- 17% were unhappy with the content, structure and relevance of the curriculum
- 8% suggested improvements in the practical component of the course
- The percentage of comments suggesting improvements in the practical components of the degree have decreased substantially since 2002 (23%); and have halved since 2006 (19%)

### 5.1 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 Curriculum between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic							40%
	International							36%
	<b>All</b>	<b>41%</b>	<b>40%</b>	<b>47%</b>	<b>41%</b>	<b>51%</b>	<b>20%</b>	<b>40%</b>
Suggested improvements	Domestic							30%
	International							31%
	<b>All</b>	<b>48%</b>	<b>40%</b>	<b>49%</b>	<b>35%</b>	<b>40%</b>	<b>33%</b>	<b>31%</b>

<sup>10</sup> See [http://www.usyd.edu.au/strategy/learn\\_teach/initiatives.shtml](http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml)

<sup>11</sup> Development of practical skills included in Generic Skills: Professional Skills and Experience

## 5.2 Key issues for coursework students (CEQ 2008)

### 5.2.2 Areas of best practice

	Domestic (n=107 )	International (n=14 )	All (n=121 )
<b>Content and structure</b>			
- Content and structure of whole degree program/ individual units of study	18%	7%	17%
- Subject content is relevant to work/ career and industry requirements			
<b>Practical components of curriculum</b>			
- Satisfaction with practical components of curriculum	19%	7%	17%
- Appreciated mix of theory and practical			

#### Sample comments: domestic students

- *Good theoretical background to all the Nursing*
- *Offers a good variety of interesting and relevant units of study that increases the depth of the Nursing practice. Problem based learning was great*
- *New syllabus. Tried hard to balance practical and theoretical components and did really well on that.*

#### Sample comments: international students

- *Interesting aspects of international health care system were introduced which broaden my knowledge*
- *The practical part was the most interesting and helpful*
- *Nursing management and literature review*

### 5.2.3 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
<b>Content and structure</b>			
- Unhappy with content and structure of whole degree program/ individual units of study	17%	15%	17%
- Subject content is not relevant to work/ career and industry requirements			
- Do not like intensive courses			
<b>Practical components of curriculum</b>			
- Not enough practical compared to theoretical			
- On-campus practical work unsatisfactory	8%	15%	8%

*NB: the percentage of comments suggesting improvements in the practical components of the degree have decreased substantially since 2002 (23%); and have halved since 2006 (19%)*

#### Sample comments: domestic students

- *Some aspects of my course was not relevant to what I needed to learn. Especially the research component*
- *Some subjects i.e., subjectivity and Health Care were irrelevant in many aspects. Choice of electives limited. Amount of practical experience was lacking*
- *The course was very theory-based and not realistic in a practical sense. Some of the practical exams were marked in a unnecessarily strict way which did not help teach anything useful to students*

#### Sample comments: international students

- *Pharmacology too textbook*
- *It should have more practical components*
- *Needs more practical than theory*

## 6 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 off-campus clinical placements/ work experience
- Scheduling of classes/ examinations;
- Communication between staff (academic and general) and students;

### Summary

#### QUALITATIVE DATA

##### Areas of best practice

- 2 respondents were satisfied with the flexible timetable and communication between staff and students

##### Suggested improvements

- 16% of respondents were dissatisfied with the programme of study
- The majority of comments received (10%) referred to the organisation of off-campus placements and work experience

### 6.1 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%
	International							0%
	<b>All</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>
Suggested improvements	Domestic							17%
	International							8%
	<b>All</b>	<b>3%</b>	<b>7%</b>	<b>4%</b>	<b>7%</b>	<b>4%</b>	<b>13%</b>	<b>16%</b>

## 6.2 Key issues for coursework graduates (CEQ 2008)

### 6.2.1 Areas of best practice

2/121 graduates who responded to the CEQ 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.

### 6.2.2 Suggested improvements

	Domestic (n=105 )	International (n=13 )	All (n=118 )
Organisation of placements			
- Organisation of placements considered unsatisfactory	10%	8%	10%
- Timing of placements unacceptable			
- Location of placements not suitable			

#### Sample comments: domestic students

- *Organisation: Clinical placements always seemed last minute and were VERY inflexible. This makes things difficult if you need to travel a large distance for long periods without being involved in the decision process*
- *Practical components, the way it was organised. Not knowing when or where going on practicals. Sometimes you had to organise your own practical experiences*
- *clinical experience within University days and not in holidays*
- *Extremely strict rules that showed no lenience to certain situations*
- *Communication with students*

#### Sample comments: international students

- *The clinical placement arrangement really needs to improve. There are always not enough places and need to postpone till the end of the semester*

## Attachment 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 who provided written observations) 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.

177 respondents (148 domestic students; 29 international students) provided written observations on areas of best practice; 186 respondents (159 domestic students; 27 international students) suggested improvements.

### Generic Skills

#### *Best practice*

- 31% of comments received expressed satisfaction with the development of generic skills/ graduate attributes.
- The majority of comments referred to the development of professional skills and opportunities to develop these in off-campus clinical placements (20%)

#### *Suggested improvements*

- 11% of comments received expressed dissatisfaction with this area of their experience
- 9% considered that more training was needed in professional skills

### Good Teaching

#### *Best practice*

- 30% of comments received expressed satisfaction with teaching practices across the Faculty
- 12% of respondents appreciated the use of up-to-date teaching methods, interesting and engaging lectures, the presence of useful learning resources; and the motivation provided by staff
- Concern and care for student learning, including understanding of students' problems was valued by 11% of respondents.

#### *Suggested improvements*

- 35% of comments received expressed dissatisfaction with this area of their experience
- The lack of current learning resources; and out of date teaching methods accounted for 16% of comments; whilst 9% considered that staff were unsupportive
- 9% of respondents were concerned about the lack of timely and constructive feedback on work.

### Overall Satisfaction

#### *Best practice*

- 5% of respondents appreciated the professionalism, qualifications, knowledge and experience of academic staff

#### *Suggested improvements*

- 7% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: financial costs of the course; the quality of the degree; and the relevant experience and knowledge of some academic staff.

### Learning Community

#### *Best practice*

- 18% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 12% appreciated the learning environment experienced during their studies: 5% enjoyed the community feel of the faculty, the social life of the university, and the forming of friendships with fellow students; and 8% valued the opportunity to explore academic interests with staff and students in tutorials and other discussion fora.

#### *Suggested improvements*

- 32% of respondents provided comments that could be categorised as belonging to this KPI

- Dissatisfaction with the physical facilities provided by the faculty and/ or university (buildings; lecture rooms; computer labs etc) was mentioned in 20% of comments received.

## Curriculum

### *Best practice*

- 23% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- 8% valued the variety of studying options provided by undertaking a combined degree

### *Suggested improvements*

- 18% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession
- 6% suggested improvements in combined degree offerings

## Appropriate Assessment

### *Best practice*

- No respondents mentioned assessment as being an area of best practice

### *Suggested improvements*

- 9% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the types of assessment used; and the perceived inequity in marking of assignments.

## Appropriate Workload

### *Best practice*

- 1% of respondents expressed satisfaction with workload

### *Suggested improvements*

- 7% of respondents considered the workload to be too high; and would appreciate a more equitable spacing of assessments.

## Clear Goals and Standards

### *Best practice*

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

### *Suggested improvements*

- 15% of respondents provided comments that could be categorised as belonging to this KPI
- The main area of concern was a perceived lack of clarity regarding the standard of work expected from lecturers when completing assignments.

## Faculty/ Department Student Administration

### *Best practice*

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

### *Suggested improvements*

- 21% of respondents provided comments that could be categorised as belonging to this KPI
- The main areas of concern were organisation of off-campus placements (7%); and the administration of combined degrees (5%).