



**The University of Sydney**

Faculty of Health Sciences

Student experience of Learning and Teaching

Trends and key issues: Postgraduate coursework students  
2001-2007

September 2008

## Contents

<b>GLOSSARY</b> .....	<b>3</b>
<b>NOTES</b> .....	<b>4</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>5</b>
<b>CONCEPTUAL FRAMEWORK</b> .....	<b>7</b>
STUDENT EVALUATION OF TEACHING SURVEYS .....	7
FOCUS OF THE TREND ANALYSIS REPORT .....	7
<b>1 GENERIC SKILLS (KPI 14)</b> .....	<b>8</b>
1.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007 .....	8
1.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	8
1.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	9
<b>2 GOOD TEACHING (KPI 15)</b> .....	<b>10</b>
2.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007 .....	10
2.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	10
2.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	11
<b>3 OVERALL SATISFACTION (KPI 16)</b> .....	<b>13</b>
3.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007 .....	13
3.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	13
3.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	14
<b>4 LEARNING COMMUNITY</b> .....	<b>15</b>
4.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003–2007 .....	15
4.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	15
4.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	16
<b>5 CURRICULUM</b> .....	<b>17</b>
5.1 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	17
5.2 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	17
<b>6 APPROPRIATE ASSESSMENT</b> .....	<b>19</b>
6.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003-2007 .....	19
6.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	19
6.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	20
<b>7 APPROPRIATE WORKLOAD</b> .....	<b>21</b>
7.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2003–2007 .....	21
7.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	21
7.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	21
<b>8 CLEAR GOALS AND STANDARDS</b> .....	<b>22</b>
6.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003-2007 .....	22
6.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	22
8.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	23
<b>9 FACULTY/ DEPARTMENT STUDENT ADMINISTRATION</b> .....	<b>24</b>
9.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003-2007 .....	24
9.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007 .....	24
9.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007) .....	25
<b>ATTACHMENT A KEY ISSUES FOR GRADUATES (CEQ 2007)</b> .....	<b>26</b>
AREAS OF BEST PRACTICE .....	26
SUGGESTED IMPROVEMENTS .....	27

## Glossary

The following terms and phrases are used throughout the report

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

## Notes

### 1 Analysis of qualitative data

*Current Students: Student Course Experience Questionnaire (SCEQ)*

#### 2005 (international students only)

Less than 20 international students provided written observations in their response to the SCEQ in 2005. Since the minimum sample size recommended for statistical analysis of SCEQ data is 20, the analysis of the qualitative data for international students who provided written observations in 2005 should be viewed with caution.

*Graduates: Course Experience Questionnaire (CEQ)*

#### 2006 (international students only)

Less than 5 international graduates provided written observation in their responses to the CEQ in 2006. Results for this group have been subsumed into the overall total, and are indicated by the phrase *Too few* in the comparative qualitative tables.

#### 2007 (all students)

In the 2007 CEQ, 22 domestic graduates provided written observations in their response. There were no responses from international students. Due to this low number of written observations, and to preserve student confidentiality, the complete list of comments, as received, is at Attachment A. Broad areas of the student experience of learning and teaching mentioned are identified alongside each comment.

### 2 Percentage of respondents providing written comments

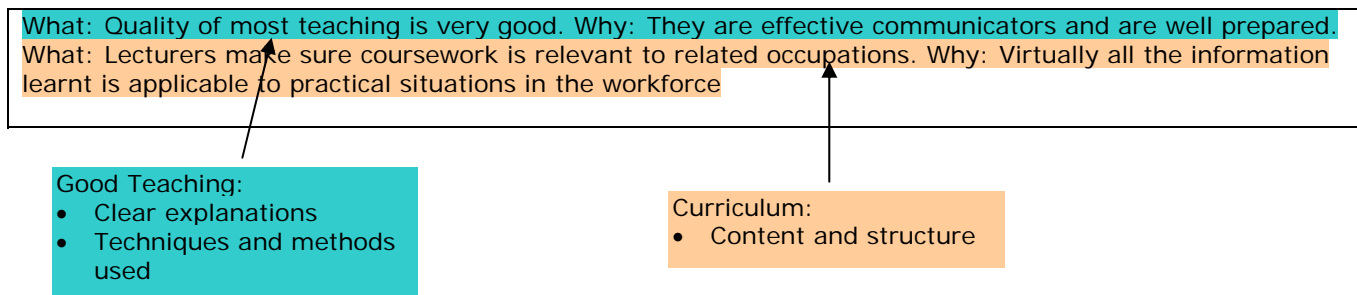
The percentage of students providing written observations in their answers to the SCEQ declined significantly in 2007. In 2005, 77% of respondents supplied written comments in answer to the open questions; in 2007 just under half (45%) of respondents supplied written observations. This decline is present across the University.

### 3 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.

### 4 Analysis and counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*<sup>1</sup>, which is based on the University KPIs for Learning and Teaching, with those comments including more than one aspect being counted once for each aspect mentioned. The number of times an aspect is mentioned is presented as a percentage of the total number of comments received. For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Good Teaching (Clear explanations; and Techniques and methods used); and Curriculum (Content and structure), the comment is counted ONCE in each of the relevant categories.



<sup>1</sup> Available from Quality Assurance Officer (Learning and Teaching)

## Executive summary

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

Analysis of this data provides a comprehensive picture of trends in the student experience, and the performance of the Faculty in relation to Learning and Teaching Performance Fund (LTPF) Key Performance Indicators (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 students about their experience provide evidence to support the percentage agreement scores, and provide detailed information about key issues in the areas of best practice or areas of concern.

The term "Faculty scores" refers to the proportion of current students/ graduates who either agreed or strongly agreed with the relevant survey items in the SCEQ/ CEQ for 2007.

## Key results

- Faculty scores for **Generic Skills** (KPI 14; Section 1)
  - have remained steady for both current students (SCEQ) and graduates (CEQ)
  - remain below the University average in both surveys
  - domestic students continue to have a more satisfactory experience than international students

Evidence from the analysis of the qualitative data indicates that current students are satisfied with the development of all the skills and abilities encompassed by the University of Sydney Generic Graduate Attributes.

- Faculty scores for **Good Teaching** (KPI 15; Section 2)
  - have decreased by 7% since 2005 for current students (SCEQ)
  - current domestic and international students have similar experiences (SCEQ)
  - are lower than previous years for graduates (CEQ)
  - domestic graduates have a substantially better experience than international graduates (CEQ)
  - are lower than the University average in both surveys

Evidence from the qualitative data supports these results, with more negative than positive comments on their experiences of teaching within the Faculty being received from both current students (SCEQ) and graduates (CEQ) since 2003. The percentage of positive comments received on this topic continues to be less than those suggesting improvements.

- Faculty scores for **Overall Satisfaction** (KPI 15; Section 3)
  - are 68% for current students (SCEQ)
  - are 69% for graduates (CEQ)
  - have decreased for both groups since 2005
  - are lower than the University average both current students and graduates

A higher percentage of comments from current students (SCEQ) who responded to the survey, were dissatisfied with their experiences in terms of quality of the degree; cost of degree; and entry standard of students.

- Faculty scores for **Learning Community** (Section 4)
  - are 41% for current students (SCEQ)
  - are lower than the University average; and the lowest since 2001
  - in 2007 were rated higher by domestic students than international students for the first time

Written observations from current students who responded to the SCEQ are evenly divided between those who appreciated the learning environment at the Faculty, and those who considered that studying by distance was an isolating experience in terms of discussion opportunities and contact with other students and staff.

- Faculty scores for **Curriculum (qualitative data only)** (Section 5)
  - in 2007, 55% of comments from current students (SCEQ) were favourable whilst 22% recommended areas in need of improvement.

Evidence from the qualitative data suggests that students appreciated the flexibility engendered by access to the external mode of delivery.

- Faculty scores for **Appropriate Assessment** (Section 6)
  - for current students (SCEQ) is lower than the University average of 66%
  - has steadily decreased over the past three surveys
  - domestic students continue to have a better experience than international students

Written observations from current students were evenly divided between that were satisfied with assessment practices in the Faculty, and those that suggested improvements.

- Faculty scores for **Appropriate Workload** (Section 7)
  - are lower than the University average of 33%
  - represents a decrease on previous years
  - domestic students continue to have a better experience of workload than international students.

The percentage of current students (SCEQ) who made suggestions regarding improvements in the workload has remained at an average of 8% since 2001.

- SCEQ Faculty scores for **Clear Goals and Standards** (Section 8)
  - were below the University average for the first time

The main focus of written observations on this topic is the lack of clarity regarding expectations of the standard of work required from students.

- SCEQ Faculty scores for **Faculty/ Department Student Administration** (Section 9)
  - have remained steady since 2003, and currently sit at 66%
  - are below the University average
  - domestic and international students have similar experiences

Analysis of the qualitative data relating to this topic suggests increasing satisfaction by current students (SCEQ) with Faculty administration, as the percentage of negative comments on this topic has decreased. Concerns raised by students include: communication between staff and students; general administration issues; and the tardy distribution of course packs to distance students.

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## Conceptual framework

### Student Evaluation of Teaching Surveys

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

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

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

#### *Difference between SCEQ and CEQ*

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

### Focus of the Trend Analysis Report

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

Information is arranged by Key Performance Indicators (7: Generic Skills; 8: Good Teaching; and 9: Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/Department Student Administration) which, taken together, comprise the student experience of learning and teaching in the Faculty.

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

# 1 Generic Skills (KPI 14)

## Definition

Generic Skills includes:

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

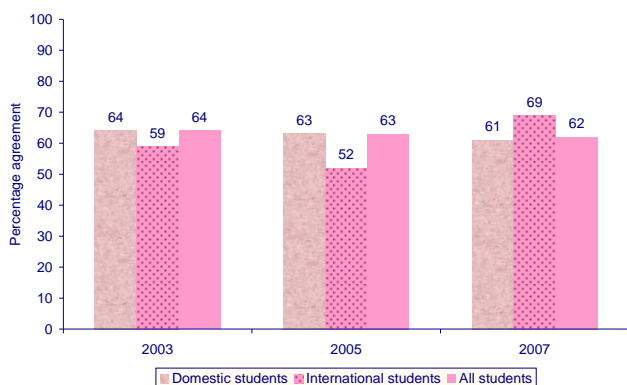
## Trends

Faculty scores for both current students (SCEQ) and graduates (CEQ) have remained in the 60<sup>th</sup> percentile since 2004. Both scores are below the University average. Domestic students have a more satisfactory experience than international students.

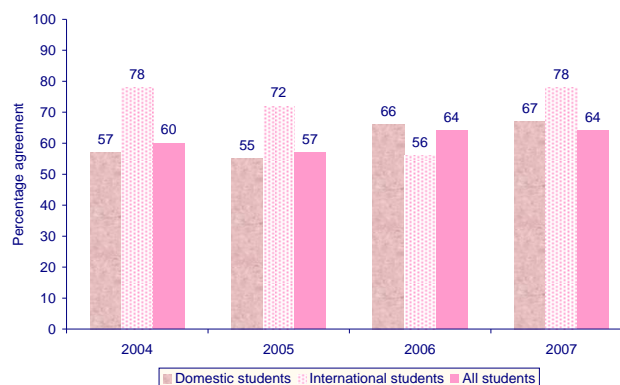
Evidence from the analysis of the qualitative data indicates that current students are satisfied with the development of all the skills and abilities encompassed by the University of Sydney Generic Graduate Attributes.

### 1.1 Comparative results: Quantitative data 2001–2007

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



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



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

### 1.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 the student satisfaction with the development of University graduate attributes / generic skills between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	21%	15%	24%	18%
	International	n/a	n/a	n/a	36%	53%	<i>Too few comments</i>	
	<b>All</b>	<b>9%</b>	<b>9%</b>	<b>16%</b>	<b>22%</b>	<b>20%</b>	<b>24%</b>	<b>18%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	5%	3%	6%	0%
	International	n/a	n/a	n/a	0%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>5%</b>	<b>3%</b>	<b>6%</b>	<b>0%</b>

### 1.3 Key issues for current coursework students (SCEQ 2007)

#### 1.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=121)	International (n=19)	All (n=140)
<b>Ethical, social, professional understanding</b>			
- Development of discipline/ professional skills	8%	0%	7%
- Presence of work placement/ industry experience/ field trips in the course			
<b>Research and inquiry</b>			
- The capacity to make decisions and solve problems			
- Development of analytical skills	5%	21%	7%
- Ability to apply critical judgement and thinking			
- Recognition of knowledge boundaries			

#### Sample comments: domestic students

- *Practical experience gained in testing (such an example would be administering and IO & other tests).*
- *learning - developed my capabilities to work and combine theoretical knowledge with practical experience and vice versa*
- *Another aspect is that through the course I have gained belief in myself and improved my communication and analytic skills*

#### Sample comments: international students

- *The self-directed learning aspect of the course enable me to control my own learning and has also enhanced my confident in time management, planning, goal setting, research skills , IT skills, and analytical skills*
- *The best aspect of my degree course is that it help me to build my problem solving skills and independent learning. I learned how to utilise different resources to solve the problem that I met*
- *Developing critical thinking and analysis Learning to investigate thoroughly Using the appropriate software and tools for my research*
- 

#### 1.3.2 Suggested improvements

##### Current students (SCEQ 2007)

4% of postgraduate coursework students (i.e. 4/142 comments received) felt that necessary skills and abilities were not being developed during the course of their studies. Due to the low number of comments received from respondents to the SCEQ, and to preserve student confidentiality, no sample comments are provided.

## 2 Good Teaching (KPI 15)

### Definition

Good Teaching includes:

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

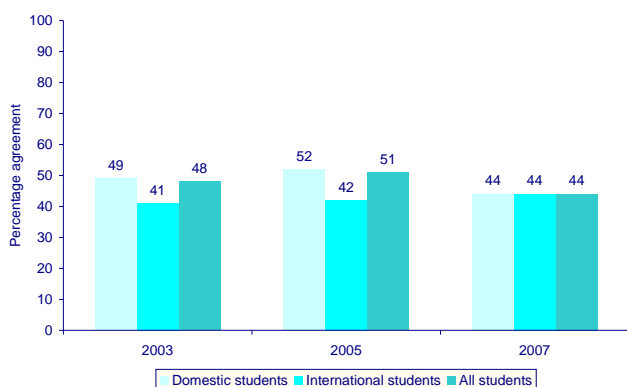
### Trends

Faculty scores for Good Teaching for current students (SCEQ) have decreased by 7% since 2005, and are still below the University average (51%). For graduates (CEQ), scores are marginally lower than those for 2006, and are lower than the University average of 52%. Current domestic and international students recorded identical scores in 2007; whilst domestic graduates have a substantially better experience than international graduates.

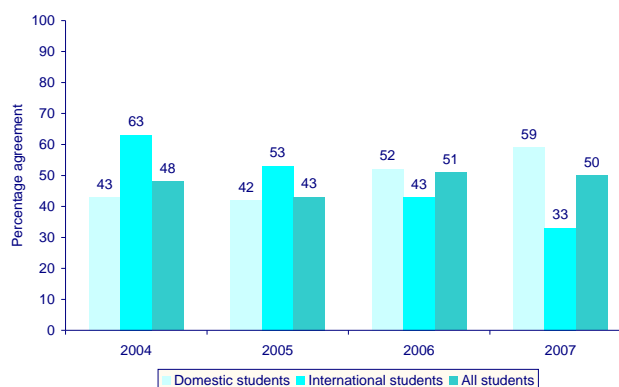
Evidence from the qualitative data supports these results, with more negative than positive comments on their experiences of teaching within the Faculty being received from both current students (SCEQ) and graduates (CEQ) since 2003. The percentage of positive comments received on this topic continues to be less than those suggesting improvements.

#### 2.1 Comparative results: Quantitative data 2001–2007

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



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



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

#### 2.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 student experience of Good Teaching between 2001 and 2007, as indicated in the responses to open questions in the SCEQ and the CEQ.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	35%	36%	31%	9%
	International	n/a	n/a	n/a	14%	5%	<i>Too few comments</i>	
	<b>All</b>	<b>30%</b>	<b>42%</b>	<b>43%</b>	<b>34%</b>	<b>32%</b>	<b>31%</b>	<b>9%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	38%	54%	45%	68%
	International	n/a	n/a	n/a	31%	41%	<i>Too few comments</i>	
	<b>All</b>	<b>65%</b>	<b>54%</b>	<b>52%</b>	<b>38%</b>	<b>52%</b>	<b>44%</b>	<b>68%</b>

## 2.3 Key issues for current coursework students (SCEQ 2007)

### 2.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=121)	International (n=19)	All (n=140)
<b>Good teaching experiences</b>			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	13%	0%	11%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
<b>Concern and care for student learning</b>			
- Students felt supported in their learning; help and advice readily available	8%	5%	8%
- Lecturers understood problems and difficulties of students (academic and personal)			
<b>Feedback on work</b>			
- Students received timely and useful feedback on work	7%	0%	6%
- Constructive comments were received on work submitted			

#### Sample comments: domestic students

- *That the teaching staff live and breathe what they preach - they have at all times been kind, compassionate and genuine in dealing with me. I hope to be able to emulate such qualities as I embark on my new career*
- *Motivated teachers like XXX - outstanding example of teaching, expecting the best from her students and providing feedback to help them get there. Obviously planned and thought about what she was teaching*
- *Most aspects of Cardiopulmonary & Neurological modules, along with the first year subject æMS2Æ were very good. Some of the reasons these subjects were so good include: - well organised e.g. lecture notes in advance, well planned tutorials, always on time, good communication if any changes - pre-reading relevant to tutorial content compulsory & examinable - this fosters discussion! -*
- *The fact that the classes are reasonably small allows extra time to be dedicated to difficult topics and concepts. Most of the staff are very dedicated to providing the best resources for the classes and the most beneficial modes of learning*
- *I have had some very good teachers who have the enthusiasm for the subjects which makes the learning fun, and also some very poor ones.*

#### Sample comments: international students

- *the contact time with lecturers. it allows students to properly clarify and get a better idea of what's going on for the semester. There are things that you can gain from face-to-face teaching that online, distance can't attain*

### 2.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=120)	International (n=22)	All (n=142)
<b>Good teaching experiences</b>			
- Teaching methods used are outdated; Lectures were boring	21%	9%	19%
- Discussions of issues raised during lectures and tutorials are not encouraged			
- Learning resources are out of date, and not relevant to curriculum			
<b>Concern and care for student learning</b>			
- Staff do not provide support and help for students, including one-on-one consultations	10%	14%	11%
- Staff do not seem to understand student difficulties and problems			
- Staff are perceived to be more interested in their research than in teaching			
<b>Feedback on work (from staff to students)</b>			
- Comments on work are not constructive; do not explain where mistakes occur that can be rectified.	23%	18%	23%
- Marks only supplied, no comments			
- Feedback is untimely and not helpful			

Current students (SCEQ 2007)	Domestic (n=120)	International (n=22)	All (n=142)
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## Sample comments: domestic students

- *I have found it difficult at times to get a rapid response from the Lecturers. As I am working full time and studying by correspondence part-time, my time can sometimes be somewhat constrained, and a speedy response from Lecturers simply helps in my own organisation of my learning.*
- *Better communication with lecturers online. Everyone is different of course but some lectures appear to have problems communicating what they are expecting and sending back assignments - uniformity would be good - some lecturers send them back within a week, others wait until the end of semester or not at all. I personally like the feedback so I can improve the next assignment.*
- *I have certainly been putting more structure around my current knowledge but have found that a lot of the readings in my first 2 subjects were really out of date. My subject for this semester is much more up to date and this had made it more difficult to do well and research extensively, because the lecturer has already updates the readings.*

## Sample comments: international students

- *The speed of lecturers responses to the problems and questions of the students. Responses to questions or problems often take about a week or more than a week, which is too slow. The efficiency of learning will be better, if the responses are faster.*
- *In two years I have only had one professor who gave me ANY written feedback even when asked. The majority of my classes only provided marks after ALL assessments complete providing no guidelines for improvement.*
- *More prompt feedback especially in distance learning courses, most of the time you are left to find out information through discussion however the discussion seemed not to have a moderator to generate more interest in the discussion*

### 3 Overall Satisfaction (KPI 16)

#### Definition

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

- Reputation of the University/ Faculty/ degree (including reputation/ accreditation 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

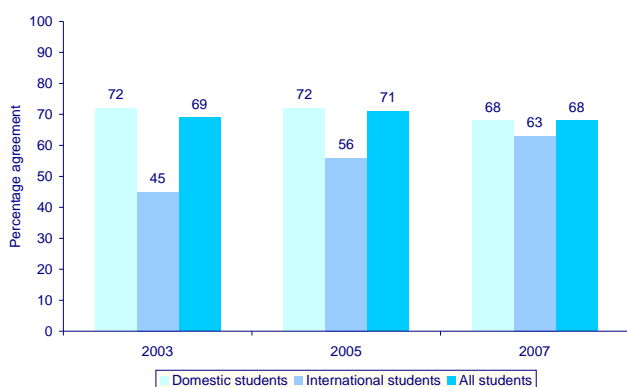
#### Trends

Overall Satisfaction with the degree course currently rates at 68% for current students (SCEQ) and 69% for graduates (CEQ). These results represent a decrease for both groups of 3%. The University average for current students is 75% and for graduates is 70%.

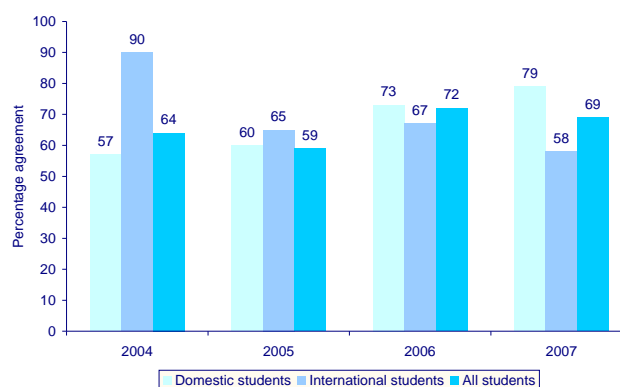
A higher percentage of comments from current students (SCEQ) who responded to the survey, were dissatisfied with their experiences in terms of quality of the degree; cost of degree; and entry standard of students.

#### 3.1 Comparative results: Quantitative data 2001–2007

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



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



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

#### 3.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 students' overall satisfaction between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	6%	9%	10%	5%
	International	n/a	n/a	n/a	36%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>27%</b>	<b>20%</b>	<b>10%</b>	<b>9%</b>	<b>8%</b>	<b>10%</b>	<b>5%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	12%	19%	8%	0%
	International	n/a	n/a	n/a	0%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>14%</b>	<b>7%</b>	<b>12%</b>	<b>11%</b>	<b>16%</b>	<b>7%</b>	<b>0%</b>

### 3.3 Key issues for current coursework students (SCEQ 2007)

#### 3.3.1 Areas of best practice

##### Current students (SCEQ 2007)

In 2007, very few current graduates who provided written observations in their responses to the SCEQ mentioned aspects relating to overall satisfaction i.e. reputation/ quality of degree/ University; qualifications, knowledge and experience of staff, including guest lecturers or clinicians; the entry standard of students; or the cost of the course. 8% of postgraduate coursework students (i.e. 11/140 comments received) mentioned the aforementioned aspects as being areas of best practice. No international students commented on this area of their experience.

##### Sample comments: domestic students

- *Can do the course at home around work and family commitments. Does this need any explanation? Can have access to a course that is in Sydney while I am interstate that I wouldn't be able to have access to otherwise and that doesn't exist elsewhere. The course comes to you, which is very egocentric and I suppose very 90's with a spill over into the naughties! I suppose you want to hear how I have had a wonderful academic and intellectual growth and have fostered my personal quest for knowledge but any old course at this level should do that. I have access to the library in my own house. How cool is that! I love it!*
- *lecturers from a variety of backgrounds. Specialists in the areas taught, which is beneficial to our immediate learning and networking in the future. Staff were willing to listen to students requests*
- *Some of the lecturers who had many years of experience were wonderful to learn from and provided me with valuable insight into how to be an effective clinician.*
- *Provides up to date learning that is not always available else where*
- *The best aspect of my degree course is the wide variety of sciences and professional fields in which occupational therapy is involved. This is an excellent career path and I am very happy I have chosen it. I highly recommend this professional field to those who are confused about what to do in life.*
- *excellent tutors i.e. clinicians with research experience that actively engage class*

#### 3.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=120)	International (n=22)	All (n=142)
Value for money			
- Lack of funding/ resources affecting learning experience	12%	0%	9%
- Cost of course/ learning materials too high			
- Entry standard of students not acceptable i.e. too low			

##### Sample comments: domestic students

- *as distance student, feel totally disconnected when I have had to go to Sydney for a course, no one knows anything about me it is expensive and because I have already spent so much money feel compelled to finish it I definitely do not recommend doing this as a distance student*
- *Better value for money.....less lost and cancelled hours.....exorbitant fees.....physio staff.....the organisation of the course....it is a joke.....could go on all day.....bitterly disappointed with my Sydney university experience, having studied at 2 other tertiary institutions in Australia....Sydney doesn't stack up! Will deter anyone interested in doing physio at Sydney!*
- *The faculty of health sciences, especially occupational therapy, needs younger lecturers with open mindedness. I have been attending university for 8 years now and it has become real easy for me to pick the good from the bad lecturers. I have over that time learnt that in order to learn something academically, it is absolutely essential to be taught by someone who loves their professional field.*
- *Take into consideration the pre-requisites for the course ù lots of material is being repeated from undergrad degrees. The pre-requisites should be more strict to avoid a large discrepancy in prior knowledge (which there is) and the necessity to revise pre-requisite knowledge e.g. exercise prescription: we have already done 3-4 years study on this!! Raise the average mark required for entry into course to >75% and include an interview. This might get rid of some of the idiots that are going to make the profession look bad.*
- *It seems that even though course fees are steadily increasing, budgets for courses are slowly dissipating. Unfortunately this started to affect the amount of time we have to spend with our lecturers. We are paying more to do the degree, but seeing less and less of the university and its staff*
- *The number and type of subjects offered are not always relevant. The cost of study is going up next year though the enrolments are high. That is a great disadvantage to me.*

## 4 Learning Community

### Definition

Learning Community includes the following:

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

### Trends

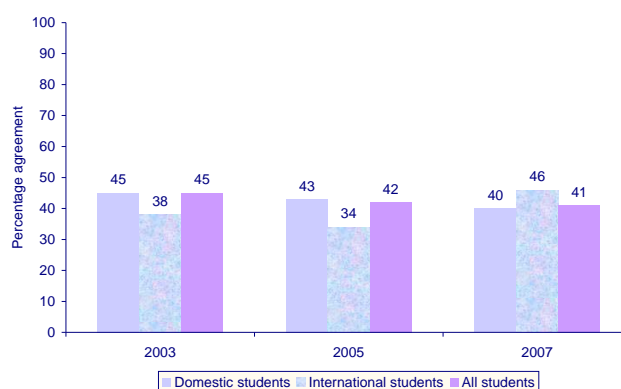
41% of students either agreed or strongly agreed with SCEQ survey items on the Learning Community. This is lower than University average, and represents the lowest scores since this scale commenced (2001). In 2007, domestic students had a better experience of Learning Community than international students for the first time since 2003.

Written observations from current students who responded to the SCEQ are evenly divided between those who appreciated the learning environment at the Faculty, and those who considered that studying by distance was an isolating experience in terms of discussion opportunities and contact with other students and staff.

#### 4.1 Comparative results: Quantitative data SCEQ 2003–2007

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

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



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

#### 4.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 student experience of the Learning Community between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	13%	16%	16%	5%
	International	n/a	n/a	n/a	7%	37%	<i>Too few comments</i>	
	<b>All</b>	<b>15%</b>	<b>9%</b>	<b>12%</b>	<b>13%</b>	<b>19%</b>	<b>15%</b>	<b>5%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	16%	23%	5%	0%
	International	n/a	n/a	n/a	31%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>13%</b>	<b>9%</b>	<b>9%</b>	<b>18%</b>	<b>20%</b>	<b>6%</b>	<b>0%</b>

### 4.3 Key issues for current coursework students (SCEQ 2007)

#### 4.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=121)	International (n=19)	All (n=140)
<b>Learning environment</b>			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	10%	26%	12%
- Academic interests were being explored with staff and students e.g. in tutorials			
- Enjoyed the cultural mix of students in the course			

#### Sample comments: domestic students

- *I also enjoyed being a part of a small interactive learning experience. I feel that students get so much more out of smaller tutorial group learning rather than lecture-style learning*
- *Interaction and discussion of ideas with other staff and students, this is good for my professional development to gain alternative perspectives for solving a clinical problem and has provided the opportunity to network with other physiotherapists*
- *The fact that the classes are reasonably small allows extra time to be dedicated to difficult topics and concepts. Most of the staff are very dedicated to providing the best resources for the classes and the most beneficial modes of learning*

#### Sample comments: international students

- *Interchange of experience and knowledge with students from all over the world.*
- *Interaction in the class with coursemates and lecturers. It enhances learning and sharing of different perspectives as participants are from different job groups*
- *flexible and independent learning As a off campus international student, the library resources, web based learning facilitate my learning (even I am not in the campus)*

#### 4.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=57)	International (n=63)	All (n=120)
<b>Learning environment</b>			
- Felt isolated from the University/ Faculty community	10%	26%	12%
- Academic interests were not being explored with staff and students e.g. in tutorials			
- Experienced discrimination; unfair treatment			
<b>Learning resources</b>			
- Physical facilities inadequate	7%	0%	6%
- Library services and resources unsatisfactory			

#### Sample comments: domestic students

- *The 'tutorial' style discussion on-line should be encouraged and for older students, like myself, who didn't grow up with computers, who don't use computers as a primary form of communication at work or in their day to day lives but rely on talking to each other this does not come very easily and will need to be structured and may need to be structured for the entire course*
- *many of us would like to have contact with the other students participating in the post-graduate units we have selected for the semester - even to have a chance to introduce ourselves prior to the study block & to receive preliminary readings via email - to prepare ourselves. This would also provide us with the opportunity to link up to share accommodation & share info about where to get economical accommodation (vital for non-metro based students from Vic, Qld, SA & rural NSW)*
- *The way some lecturers communicate and teach and there attitude of people with a learning impairment. It is always good to remember where one begins in life and how they got to there degree as not everyone has had the opportunity in life in education. More student, lecture interaction, I didn't relate to the online learning*
- *Considering the price of the course relative to others offered at this campus, (and to the same course at other universities) the standard of tutorial rooms and lecture facilities needs to be improved centre as I had enough to learn.*
- *I think it would be useful to have a day at the end of the semester or near the end when distance students were offered to opportunity to attend the Uni and have a kind of forum type seminar to discuss various subject related topics. I am doing the master health Sc. (Child & Adol. Health).*
- *Also, it would be good to have the course on line at the beginning of the semester and the readings scanned into the data base at the library. I imagine that this is all about resource, or lack thereof.*

## 5 Curriculum

### Definition

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

- Content and structure of degree(s) (intensive courses; relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Mode of delivery (PBL; online)
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses

### Trends

In 2007 55% of comments received from current students (SCEQ) commented favourably on various aspects of the curriculum; whilst 22% of comments suggested improvements.

Evidence from the qualitative data suggests that students appreciated the flexibility engendered by access to the external mode of delivery.

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

#### 5.1 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 student experience of curriculum between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	54%	56%	51%	68%
	International	n/a	n/a	n/a	43%	47%	<i>Too few comments</i>	
	<b>All</b>	<b>56%</b>	<b>50%</b>	<b>60%</b>	<b>54%</b>	<b>55%</b>	<b>49%</b>	<b>68%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	28%	23%	20%	26%
	International	n/a	n/a	n/a	56%	14%	<i>Too few comments</i>	
	<b>All</b>	<b>25%</b>	<b>28%</b>	<b>31%</b>	<b>31%</b>	<b>22%</b>	<b>20%</b>	<b>26%</b>

#### 5.2 Key issues for current coursework students (SCEQ 2007)

##### 5.2.2 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=121)	International (n=19)	All (n=140)
<b>Content and structure</b>			
- Content and structure of whole degree program/ individual units of study	23%	26%	24%
- Subjects appear to be linked together			
- Subject content is relevant to work/ career and industry requirements			
<b>Flexibility, diversity, variety</b>			
- Students appreciate the range of subjects available	12%	5%	11%
- Students appreciated the flexibility offered from online and distance modes of delivery			
<b>Mode of delivery</b>			
- Students appreciated eLearning (WebCT) components	21%	16%	20%
- Students appreciated the ability to take the course externally			

Current students (SCEQ 2007)	Domestic (n=121)	International (n=19)	All (n=140)
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## Sample comments: domestic students

- *The absolute relevance each unit has to my job description. The degree is very specific to clinical education in the hospital setting and the curriculum teaches me skills that are widely and often utilised in my position*
- *Flexibility- distance ed. Staff flexible and understanding other commitments that may effect work. Good reading material provided, Blackboard useful, vocational course. Nothing. I have been offered a greater amount of flexibility and cross-disciplinary choice than I had initially imagined*
- *The on-line course means there is terrific flexibility in timing*

## Sample comments: international students

- *I do double degrees in Master of Health Informatics, and BSC in Radiation Therapy. Both courses are of my fields of interest where I can join the applications of the current Health Informatics to improve and develop information system at the field of Radiation Therapy.*
- *The range of options for study. A wide and stimulating range is offered, more so than any other similar course at another facility. The feedback and format of each module has been easy to follow and well outlined. Content is interesting and thought provoking*
- *Distance learning makes doing this course possible for me*

## 5.2.3 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=120)	International (n=22)	All (n=142)
------------------------------	---------------------	-------------------------	----------------

## Content and structure

- |                                                                                         |     |     |     |
|-----------------------------------------------------------------------------------------|-----|-----|-----|
| - Unhappy with content and structure of whole degree program/ individual units of study | 16% | 14% | 15% |
| - Subject content is not relevant to work/ career and industry requirements             |     |     |     |

## Sample comments: domestic students

- *I feel that some of the units this semester have been a waste of time and that I have not learned much if anything from them. (e.g.. Reflective Practice). I also think that often too much content is crammed into each unit meaning we only get to touch on each topic, therefore if we don't receive a placement that explores this area further then we may be lacking in some skill sets. Possibly more time could be spent learning important skills (e.g.. home and community unit content) instead of reflective practice. Many other students I have spoken with feel the same.*
- *For the masters degree, perhaps you could increase the amount of anatomy we get to learn or structure it over a longer period of time, rather the just completing it all in 1 semester, it all seemed rushed at times. In my thoughts, being good at anatomy, is a key aspect to being a physiotherapist. Often when you learn something in one semester, and you start all new subjects in you next semester, it's hard to remember a lot of what you have learnt. So either stretching out the anatomy course, over more then one semester, or perhaps holding 'refresh anatomy' courses, throughout other semesters would be great*
- *Needs lots upgrading into more modern ideas because technology has moved very rapidly especially in medical fields with digital technology which has revolutionised every process. Currently I have not seen this word digital even mentioned. Would love to see subjects which reflect current technology and challenge where the future might go*

## Sample comments: international students

- *expand to 2 years as what we learned is quite surface and 1 year is not sufficient for me to go further deeper of what I've learned*
- *More specialisation in the field of radiology and radiation therapy can be improved in the study of health informatics. For example, more focus on the application of technology in telemedicine or Packs can enhance the provided services to our patients in remote areas.*
- *Selection of the unit of study*

## 6 Appropriate Assessment

### Definition

Appropriate Assessment includes:

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

### Trends

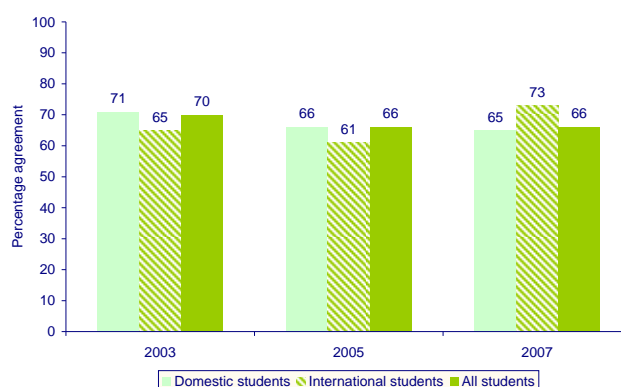
The percentage agreement scores for Appropriate Assessment (66%) in the 2007 SCEQ is equal to the University average of 55%, is identical to the 2005 score, and represents a decrease of 4% on the 2003 score. In 2007, domestic students recorded a better experience than international students for the first time since 2003.

Written observations from current students were evenly divided between that were satisfied with assessment practices in the Faculty, and those that suggested improvements.

#### 6.1 Comparative results: Quantitative data SCEQ 2003-2007

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

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



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

#### 6.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 student experience of Appropriate Assessment between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	4%	4%	6%	5%
	International	n/a	n/a	n/a	7%	5%	<i>Too few comments</i>	
	<b>All</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>5%</b>	<b>4%</b>	<b>6%</b>	<b>5%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	10%	7%	7%	5%
	International	n/a	n/a	n/a	0%	5%	<i>Too few comments</i>	
	<b>All</b>	<b>6%</b>	<b>1%</b>	<b>6%</b>	<b>8%</b>	<b>6%</b>	<b>7%</b>	<b>5%</b>

## 6.3 Key issues for current coursework students (SCEQ 2007)

### 6.3.1 Areas of best practice

#### Current students (SCEQ 2007)

4% of students (i.e. 5/140 comments received) expressed satisfaction with the choice, aptness and design of assessments. Due to the low number of comments, and to preserve student confidentiality, no sample comments are provided

### 6.3.2 Suggested improvements

#### Current students (SCEQ 2007)

6% of current students (i.e. 9/142 comments received) expressed dissatisfaction the types and content of assessments used in the Faculty; and with the marking of assignments.

##### Sample comments: domestic students

- *The topics of some assignments within a subject are repeated and do not encourage learning*
- *Because this Masters is largely based on written research much is left to interpretation which is not always the opinion of the lecturer. Therefore a poor grading is received due to the lecturer not comprehending the students written work.*
- *Exams could have been improved, as a take-home exam was not of real benefit to my learning. These exams were also very heavily weighted*
- *Consistent marking of assignments - some lecturers have been excellent and I commend them for their efforts. Others have been inconsistent in grading*
- *Not having exams for a subject when the subject description states there are no exams*

##### Sample comments: international students

- *Reduce the amount of lengthy assignments, they should be less than 2000 words or about, shouldn't be 3000-4000 words, that's too much to write.*

## 7 Appropriate Workload

### Definition

Appropriate Workload includes:

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

### Trends

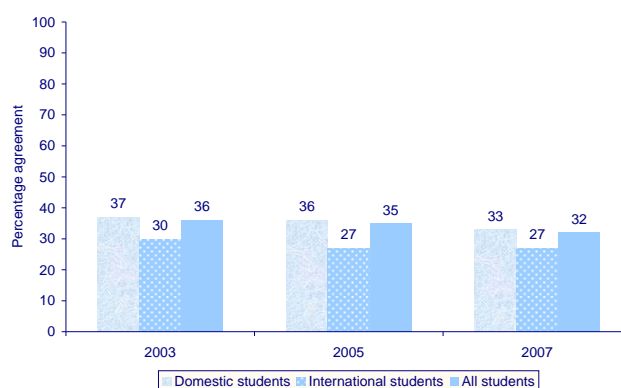
The percentage agreement scores for Appropriate Workload (32%) in the 2007 SCEQ is lower than the University average of 33%, and represents a decrease on previous years. Domestic students continue to have a better experience of workload than international students.

The percentage of current students (SCEQ) who made suggestions regarding improvements in the workload has remained at an average of 8% since 2001.

### 7.1 Comparative results: Quantitative data 2003–2007

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

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



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

### 7.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	1%	0%	0%	0%
	International	n/a	n/a	n/a	0%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	10%	5%	1%	0%
	International	n/a	n/a	n/a	6%	18%	<i>Too few comments</i>	
	<b>All</b>	<b>6%</b>	<b>8%</b>	<b>2%</b>	<b>9%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>

### 7.3 Key issues for current coursework students (SCEQ 2007)

The main issues raised by current students related to the amount of work that was required in their courses. The similarity of comments provided on this topic negates the purpose of providing sample comments to illustrate student concerns.

## 8 Clear Goals and Standards

### Definition

Clear Goals and Standards includes:

- 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).

### Trends

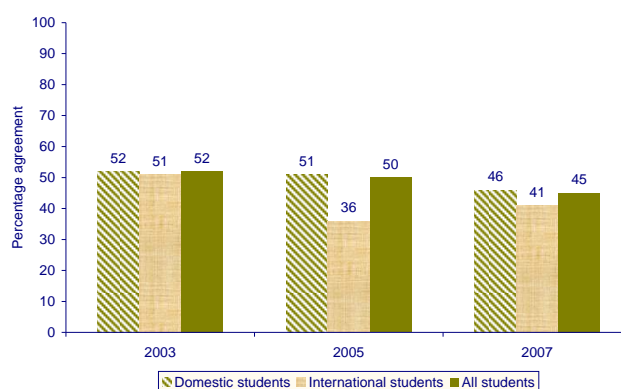
In 2007, Faculty scores for Clear Goals and Standards dropped below the University average for the first time since 2000. The current score of 45% is 5% lower than the current University average.

The main focus of written observations on this topic is the lack of clarity regarding expectations of the standard of work required from students.

### 6.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on clear goals and standards in the SCEQ.

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



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

### 6.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of 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 student experience of clear goals and standards between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	0%	0%	1%	0%
	International	n/a	n/a	n/a	0%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>2%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	12%	8%	6%	5%
	International	n/a	n/a	n/a	13%	27%	<i>Too few comments</i>	
	<b>All</b>	<b>3%</b>	<b>6%</b>	<b>1%</b>	<b>12%</b>	<b>11%</b>	<b>6%</b>	<b>5%</b>

## 8.3 Key issues for current coursework students (SCEQ 2007)

### 8.3.1 Areas of best practice

#### Current students (SCEQ 2007)

No current students who responded to the SCEQ provided comments relating to Clear Goals and Standards.

### 8.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=120)	International (n=22)	All (n=142)
Clear expectations for standard of work			
- Students were not clear on the standard of work required for assessments	8%	23%	10%
- Students were unclear how much work was required			

#### Sample comments: domestic students

- *Explanations of what is required for assessment are not clear*
- *More information on what exactly is expected in an assignment - sometimes I feel the assignments have very little if anything to do with the course work.*
- *better information from the School of Occupational & Leisure Sciences (SOLS) regarding the criterion reference marking scheme for post grad assessment tasks (a marking sheet for BACH courses is available from BACH but I have not been able to find one online from SOLS).*

#### Sample comments: international students

- *Expectations are hard to fathom. Feedback comes too late for any improvement*
- *There is not enough support from the staff and the lecturer to assist me in learning different subjects, and the expectation of the content of the assignments are usually vague and difficult to understand what I should do to complete the assignment*
- *Did not have any idea what's expected of me in doing the assignment in one of the module. Lecturers could give through explanation on what's expected of students for the assignments in each modules.*

## 9 Faculty/ Department Student Administration

### Definition

Faculty / Department Student Administration includes:

- Overall quality of Faculty administration and organisation;
- Scheduling of classes;
- Communication between staff (academic and general) and students;

### Trends

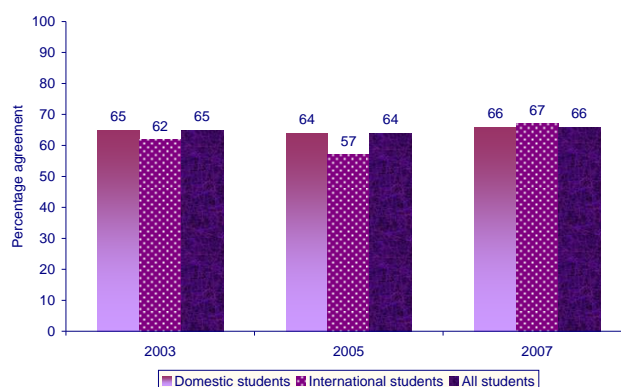
SCEQ faculty scores indicate that student perceptions of Faculty / Department Student Administration remains in the 60<sup>th</sup> percentile. The current score of 66% is lower than the University average. Domestic and international students have similar experiences.

Analysis of the qualitative data relating to this topic suggests increasing satisfaction by current students (SCEQ) with Faculty administration, as the percentage of negative comments on this topic has decreased. Concerns raised by students include: communication between staff and students; general administration issues; and the tardy distribution of course packs to distance students.

NB: the analysis of qualitative data is limited to comments received in answer to the open questions on the degree experience. It does not include comments received in answer to the open questions on student administration and student support services. This analysis will be provided in a later report: *Student experience of administration and support services*.

### 9.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with the SCEQ question on the overall quality of Faculty / Department Student Administration.



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

### 9.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received from respondents to the surveys which can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of Faculty / Department Student Administration between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	1%	2%	0%	0%
	International	n/a	n/a	n/a	0%	0%	<i>Too few comments</i>	
	<b>All</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	24%	18%	21%	0%
	International	n/a	n/a	n/a	19%	9%	<i>Too few comments</i>	
	<b>All</b>	<b>9%</b>	<b>12%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>	<b>21%</b>	<b>0%</b>

### 9.3 Key issues for current coursework students (SCEQ 2007)

#### 9.3.1 Areas of best practice

##### Current students (SCEQ 2007)

2/140 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 maintain student confidentiality, no sample comments are provided.

#### 9.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=120)	International (n=20)	All (n=142)
Faculty/ department administration	8%	5%	8%
- General comments expressing dissatisfaction with services			

##### Sample comments: domestic students

- *administration is a catastrophe. timetabling could not be done online. I missed one important lecture because I didn't even know it was scheduled to take place.*
- *With distance education should be able easier way to submit assignments, not need to turn into PDF etc, maybe just have template to fill in and submit?*
- *At times there have been confusion within the discipline and problems with communication. An example is particular lecturers were very hard to contact and had to be tracked down through other lecturers of the subject. Some were not consistent in their teaching material and that which has assessed*
- *information about post grad course/subject details not forwarded to students until the Thursday before the course starts - this is often too late notice for a number of students - especially those working part-time- many of the students who attended our recent block-study unit - only saw the email notification less than 24hrs prior to the commencement of the study unit & had to organise time off work.*
- *Course notes have always come late, sometimes up to two weeks*

##### Sample comments: international students

- *The load of this course is too heavy especially for the international students use English as the second language. The students cannot choose time to attend lectures, only one choice.*

## Attachment A Key issues for graduates (CEQ 2007)

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

### Areas of best practice

<b>COMMENT</b>	<b>AREAS OF LEARNING AND TEACHING CURRICULUM</b>
Distance education	CURRICULUM
Good material for distance learning.	CURRICULUM
Web - based activities.	CURRICULUM
Close contact with lecturers through email (prompt reply)	GOOD TEACHING
Interesting Keep theory up	CURRICULUM
Investigating other aspects of social health counselling and associated clinical theories / methods.	CURRICULUM
Flexibility with time. Geographical convenient location. Interesting topics.	LEARNING COMMUNITY CURRICULUM
Going back to school at my age	OVERALL SATISFACTION
All the papers except stats, and then only because lack of stats package skills almost set me up for failure. The Statistics paper definitely needed a one day residential to work the computer/stats application.	CURRICULUM
Linking the theoretical, scientific research with the current professional knowledge in the Pharmaceutical Industry.	CURRICULUM
Access to broad range of information and freedom to provide broad range of alternative view.	CURRICULUM
The foremost experts in the field of disability were the teachers of the course. Most of the information was current.	OVERALL SATISFACTION CURRICULUM
Content	CURRICULUM
Ability to work at my own leisure. Online course work good because of full time work.	CURRICULUM
The content was very interesting and assessments were challenging but easy to manage.	CURRICULUM ASSESSMENT
Communication skills.	GENERIC SKILLS
Content (interesting)	CURRICULUM
The on-line method of studying suited me a lot.	CURRICULUM
Style of e-learning was excellent! Able to tailor it to your professional needs very relevant and interesting.	CURRICULUM
Practical and clinical component.	GENERIC SKILLS
Clinical education.	GENERIC SKILLS
Clinical placement was good	GENERIC SKILLS

## Suggested improvements

<b>COMMENT</b>	<b>AREAS OF LEARNING AND TEACHING</b>
Access to download lecture notes prior to attending lecture.	GOOD TEACHING
Bio science aspect of course (delivery needs improvement) Group work groups not formed well, hard to work together.	CURRICULUM GOOD TEACHING
Communication with students re: expectations!	CLEAR GOALS AND STANDARDS
Critical feedback	GOOD TEACHING
Faster return of assignments (mark) so I knew how I was going with my other assignments.	GOOD TEACHING
Feed back from some lecturers. Need improving more chat line communication.	GOOD TEACHING LEARNING COMMUNITY
Feedback and organization. Group work and communication between staff and students both ways.	GOOD TEACHING
HSV unit. The lecturer was not helpful.	GOOD TEACHING
More Cardiac focus needed - General sonography content not required.	CURRICULUM
More understanding for students with non-English back ground and students who left school long time ago	GOOD TEACHING
My placement requirements and coordinator felt very disorganised and little guidance.	GOOD TEACHING FACULTY ADMINISTRATION
Need to consider topics from psychological aspect.	CURRICULUM
On-line technology, feedback in a timely manner.	GOOD TEACHING
Outdated lecture style (use of overheads, blank spaces in notes), to much emphasis on self-directed learning instead of teaching, exams tested memory instead of understanding.	GOOD TEACHING ASSESSMENT
The course was excellent (content) some of the lecturers weren't as good especially overseas one.	GOOD TEACHING
The statistics paper definitely needed a one day residential to work the computer/stats application.	CURRICULUM
The study could look a little closer at the sector and be able to critique the problems. This course could better inform the sector.	CURRICULUM
Use of scientific research papers.	GOOD TEACHING