



The University of Sydney

Faculty of Nursing and Midwifery

Student experience of Learning and Teaching

Trends and key issues: Undergraduate students 2001-2007

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Contents

GLOSSARY	3
NOTES	4
NOTE RE CHANGES TO FACULTY DEGREE STRUCTURE	4
EXECUTIVE SUMMARY	5
1 GENERIC SKILLS (KPI 7)	7
1.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007	7
1.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	7
1.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	8
2 GOOD TEACHING (KPI 8)	9
2.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007	9
2.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	9
2.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	10
3 OVERALL SATISFACTION (KPI 9)	12
3.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2001–2007	12
3.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	12
3.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	13
4 LEARNING COMMUNITY	14
4.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003–2007	14
4.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	14
4.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	15
5 CURRICULUM	16
5.1 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	16
5.2 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	17
6 APPROPRIATE ASSESSMENT	19
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
7 APPROPRIATE WORKLOAD	21
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
8 CLEAR GOALS AND STANDARDS	22
8.1 COMPARATIVE RESULTS: QUANTITATIVE DATA SCEQ 2003-2007	22
8.2 COMPARATIVE RESULTS: QUALITATIVE DATA 2001–2007	22
8.3 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	23
9 FACULTY ADMINISTRATION AND ORGANISATION	24
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
ATTACHMENT A KEY ISSUES FOR GRADUATES STUDENTS IN 2007	26
AREAS OF BEST PRACTICE	26
SUGGESTED IMPROVEMENTS	26

Glossary

The following terms and phrases are used throughout the report

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

Notes

Note re 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 program¹.

In 2005 and 2006, students who responded to the SCEQ and the CEQ were undertaking programs under the previous faculty structure and degree program, and were involved in the upcoming changes. In 2007, the majority of respondents to the SCEQ were undertaking programs in the new structure (BA/MN; BAppSc(Ex & Sp SC)/ MN; BHithSc, MN; BSc, MN; BN)

Note re analysis of qualitative data for CEQ 2007

Less than 20 graduates provided written observations in their response to the CEQ in 2007. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, there is no analysis of the qualitative data for the 2007 CEQ.

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

Note re illustrative sample comments

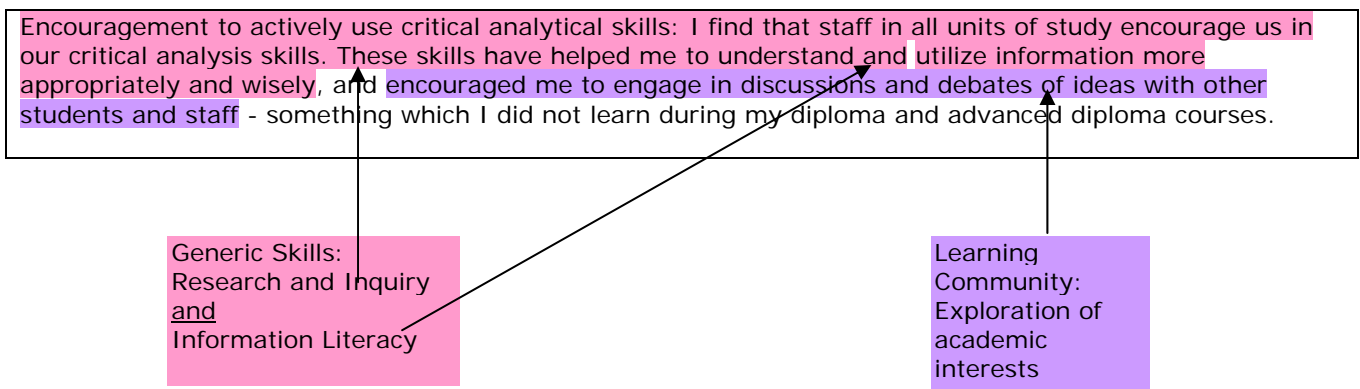
Comments are recorded as they appear in the original documents. However, minor spelling, grammatical and transcription errors have been corrected. [sic] indicates that the word appears exactly as provided by the student, and that it is not possible to ascertain an exact interpretation of the original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

Note re analysis of qualitative data for SCEQ

16 international graduates provided written observations in their response to the SCEQ. Since the minimum sample size recommended for statistical analysis of SCEQ and CEQ data is 20, the analysis of the qualitative data should be viewed with caution.

Note re analysis and counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*², 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 Generic Skills (Research and Inquiry *and* Information Literacy) and Learning Community, the comment is counted ONCE in each of the relevant categories.



¹ From Faculty handbook, 2007

² Available from Quality Assurance Officer (Learning and Teaching)

Executive summary

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

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

Key results

Generic Skills (KPI 7).

SCEQ and CEQ results indicate an overall satisfaction with the development of Generic Skills by students. The focus of comments relating to this topic was the perfection of professional skills, and the opportunities to undertake clinical placements. (Section 1)

Good Teaching (KPI 8)

There has been a significant increase in faculty scores for Good Teaching, indicating satisfaction with teaching practices across the faculty. Students value the support of faculty staff during the changes to the program structure; but would appreciate increased availability of lectures through WebCT. (Section 2)

Overall Satisfaction (KPI 9)

Support for the new degree structure is indicated by the substantial increase in Overall Satisfaction scores in the SCEQ. This is endorsed by the higher percentage of positive comments on this topic than in previous years. (Section 3)

Learning Community

Indications are that students are more satisfied with the Learning Community aspects of their experience than in previous years. However, they perceive that facilities, equipment and computers are not up to the standard expected. (Section 4)

Curriculum

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

Appropriate Assessment

Students are more satisfied with assessment in the faculty than in 2005; however they are concerned about disparity in marking practices and aspects of their Clinical Placement Assessments. (Section 6)

Appropriate Workload

Percentage agreement scores for appropriate workload continue to be lower than the university average. (Section 7)

Clear Goals and Standards

The Faculty is rated higher than the University average in this area of the student experience. Evidence from the qualitative data suggests that students would appreciate more information about the aims and objectives of courses, together with details of the standard of work required for assignments. (Section 8)

Administration and Organisation

SCEQ faculty scores indicate that student perceptions of Faculty administration and organisation has improved considerably since 2002. A high percentage of comments expressed concern about the organisation of placements, and support for combined degree students. (Section 9)

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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 Nursing and Midwifery 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; and Clear Goals and Standards) which, taken together, comprise the student experience of learning and teaching in the faculty.

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

1 Generic skills (KPI 7)

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)

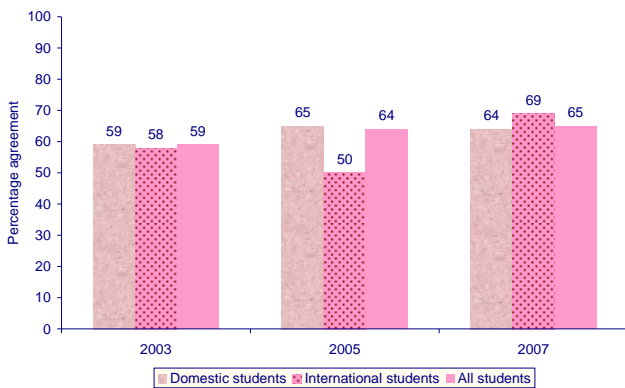
Trends

Faculty SCEQ scores for Generic Skills have increased slightly since 2003 and currently sit at 65%, which is marginally lower than the University average of 66%. Whilst the scores for domestic students have remained static, those for international students show a dramatic increase since 2005. After a peak of 63% in 2006, scores for the CEQ returned to the same range as in previous surveys. The University CEQ average for Generic skills is 69%.

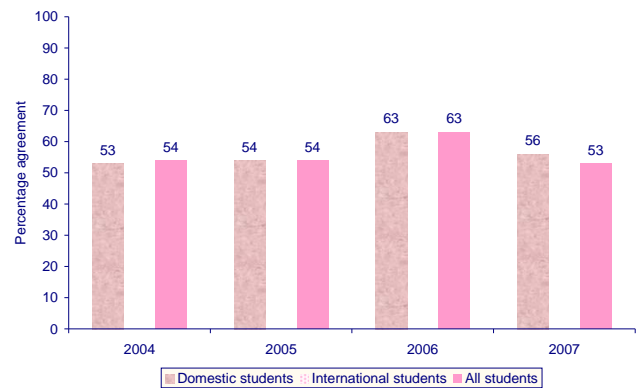
Evidence from the analysis of the qualitative data indicates that the majority of comments concerning the development of generic skills, focused on the acquisition of professional skills and experience rather than the full range of University Graduate Attributes.

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	53%	28%	55%	46%
	International	n/a	n/a	n/a	25%	38%	75%	0%
	All	40%	48%	59%	52%	29%	56%	40%
Suggested improvements	Domestic	n/a	n/a	n/a	16%	12%	15%	23%
	International	n/a	n/a	n/a	0%	18%	0%	0%
	All	30%	42%	30%	16%	13%	14%	20%

1.3 Key issues for current coursework students (SCEQ 2007)

1.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=80)	International (n=16)	All (n=96)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	23%	0%	19%
- Development of discipline/ professional skills			
- Presence of work placement in the course			

Sample comments: domestic students

- *The best aspects of my degree are when you get to go on clinical placements and put into practice what you have learned*
- *The practical part where the knowledge is applied and new skills are developed. the practical part has value and is worth going the extra effort for*
- *The best aspects is the practicality and the ability to be hypothetically placed in a situation, during this time you are able to apply your own understanding and develop appropriate problem solving techniques.*

Sample comments: international students

- *group working, it develops students' ability to work as a team member*
- *Encouragement to actively use critical analytical skills: I find that staff in all units of study encourage us in our critical analysis skills. These skills have helped me to understand and utilize information more appropriately and wisely, and encouraged me to engage in discussions and debates of ideas with other students and staff - something which I did not learn during my diploma and advanced diploma courses*
- *Independence and self-discipline. Because Honours is not a coursework programme, a lot of commitment and time management is required. It has taught me to set time-lines for myself and I see myself adhering to the timetable I've created.*

1.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Ethical, social, professional understanding			
- Professional skills not developed	11%	6%	10%
- Unhappy with work placement in relation to skills development			

Sample comments: domestic students

- *Imp doing the bachelor of health sciences and masters of nursing. I feel that more clinical work for the nursing part of the degree would greatly benefit the learning of specific skills that we have been taught in labs. We were taught all this stuff in the labs last semester and this semester we aren't doing any labs and don't have a clinical to the end of the year so what we have learned isn't being practiced*
- *The nursing course does not have enough clinical components during semester to keep your skills up dated- this is especially important for the combined masters students who do less nursing than the standard masters students and thus don't get an opportunity to keep their skills up to date*
- *In nursing so far we have done a lot of theory about feelings and emotion, while I understand that this is an important part of nursing, I don't believe that we are acquiring enough skills to be competent nurses when we graduate*
- *Master of Nursing: Problem Based Learning Tutorials should be introduced like in some undergrad courses as they stimulate problem solving in a team setting*

Sample comments: international students

- *More clinical experience needed*
- *Understanding of students' background: I also feel that staff can improve in understanding their students' prior learning and academic skills. Most of the staff work with the assumption that we already possess skills necessary (e.g.. professional writing skills, research skills) in meeting the level of their expectations - however this is not always true*

2 Good teaching (KPI 8)

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)

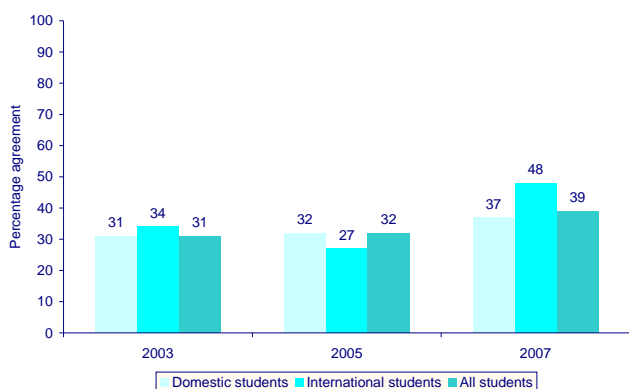
Trends

Faculty scores for Good Teaching are similar in both the SCEQ (39%) and the CEQ (36%). Whilst this represents a significant increase from the previous surveys, results from the CEQ indicate a fluctuation in students experiences of this area. In 2007, current international students rated this area of their experience higher than domestic students. The University average is 44% for the SCEQ and 48% for the CEQ.

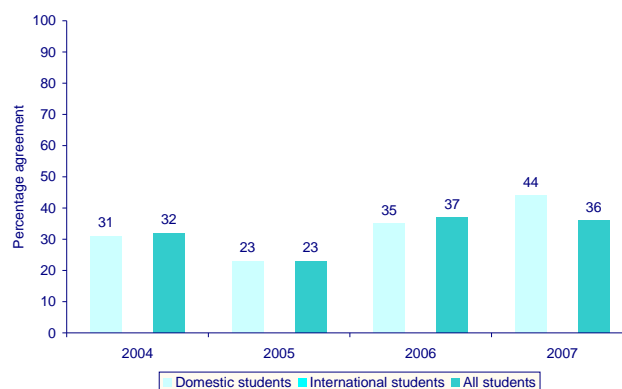
Evidence from the qualitative data suggests, that whilst current students (SCEQ) have expressed dissatisfaction with the standard of teaching practices within the faculty, graduates (CEQ) record more positive experiences. The care and concern of academic staff for student learning, particularly in relation to changes within the faculty degree structure, together with support for combined degree students, was the focus of the majority of positive comments; whilst the provision of up to date, and relevant learning resources formed the focus of negative comments.

2.1 Comparative results: Quantitative data 2001–2007

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



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



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

2.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	35%	29%	27%	31%
	International	n/a	n/a	n/a	63%	25%	25%	50%
	All	27%	24%	22%	36%	28%	27%	33%
Suggested improvements	Domestic	n/a	n/a	n/a	36%	40%	22%	23%
	International	n/a	n/a	n/a	57%	29%	0%	50%
	All	25%	27%	30%	36%	39%	20%	27%

2.3 Key issues for current coursework students (SCEQ 2007)

2.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=80)	International (n=16)	All (n=96)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	6%	13%	7%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are readily accessible, up to date, and relevant to curriculum			
Motivating students			
- Teachers display enthusiasm for teaching/ subject	6%	6%	6%
- Teachers are perceived to be passionate and inspiring			
- Students are motivated by lecturers/ tutors etc			
Concern and care for student learning			
- Students felt supported in their learning; help and advice readily available	14%	6%	13%
- Lecturers understood problems and difficulties of students (academic and personal)			
Sample comments: domestic students			
- <i>The vast majority of lecturers at the faculty were supportive and approachable. They were always readily available when I was in need of help and advice</i>			
- <i>Staff that are generally caring about their chosen fields of expertise and desire to share this knowledge as the learning from the staff members is passionate and dynamic and therefore motivating</i>			
- <i>Depending on the units of study you might be able to find good lecturers and tutors. They are the ones who really make a difference in your study and motivation. The tutors, for example in [one unit of study] is fantastic and seems to actually care about your work and your progress. They really make you feel motivated to study and do your best.</i>			
Sample comments: international students			
- <i>The course was reality-based, and teachers taught from their experience and were honest and frank with us. The teachers are always willing to help. They are very understanding and cheerful</i>			
- <i>The study blocks are wonderful. I love listening as it stimulates me to ask my self questions that I have never thought of before. The lectures expanded some of the things that I thought I knew. The lecturers are really stimulating to listen to</i>			
- <i>Study materials are provided and kept in library-easy to refer</i>			

2.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Good teaching experiences			
- Teaching methods used are outdated; Lectures were boring	21%	18%	21%
- Discussions of issues raised during lectures and tutorials are not encouraged			
- Learning resources are not delivered in a timely manner			
Concern and care for student learning			
- Staff do not provide support and help for students, including one-on-one consultations	12%	6%	11%
- Staff do not seem to understand student difficulties and problems			
- Staff are perceived to be more interested in their research than in teaching			
Feedback on work (from staff to students)			
- Comments on work are not constructive; do not explain where mistakes occur that can be rectified.	5%	6%	5%
- Marks only supplied, no comments			
- Feedback is untimely and not helpful			

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
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Sample comments: domestic students

- *There is a large amount of independent learning and very little face to face contact with teachers. I saw my teachers 5 days this semester and it makes it very difficult to create a good learning relationship and makes it difficult to approach them if there are any difficulties with course content*
- *There could be more learning through discussion with teachers involved in the learning with students in a less didactic manner. Maybe involve new ways in which to design classroom layouts and tutorial structure*
- *The quality of teaching. Some lecturers are unfortunately just too bland for lecturing. Their material is excellent 'reading material' it gets horrifying when you are trying to stay awake at 8am or after a 8am morning lecture with their monotone voice. Their understanding of the students abilities is also a huge thing. If 90% of the class do not get the work, it is stupid to keep going on. But if you can find out the strength and weakness, then time can be spent to improve on the weakness rather than keep building on a rocky frame. It would collapse*

Sample comments: international students

- *more help and support can be given to the international students or whoever has language disadvantage*
- *Feedback was not always prompt and sometimes came too late (e.g. only after the assignment due date). Sometimes, feedback given was also too general or vague to be helpful. I am not alone in this feeling as I've found other students facing the same problem when I talked to them*
- *The study material arrived on the day the study block began. It would be good to have them earlier before the study block so that I have more time to go through them and read them in advance*

3 Overall satisfaction (KPI 9)

Definition

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

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

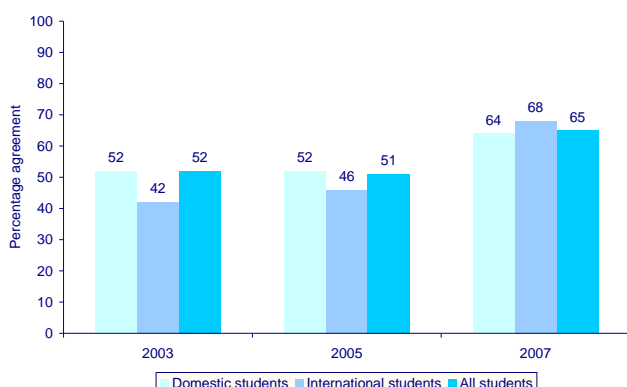
Trends

Since 2005, Faculty SCEQ scores for overall satisfaction have shown a substantial increase, indicating satisfaction with the new faculty and degree structure introduced in 2005. In contrast scores for the CEQ (graduates), have fluctuated and currently stand at 44%. The University average for graduates is 71% and for current students is 73%.

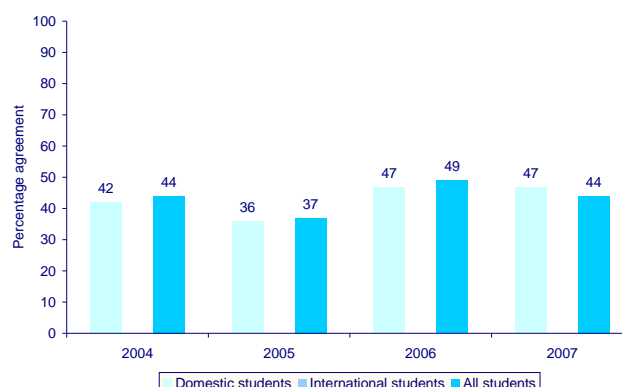
In 2007, the percentage of comments received from current students (SCEQ) which related to Overall satisfaction, was evenly divided between those expressing satisfaction and those expressing the dissatisfaction, particularly with the qualifications, knowledge and experience of academic staff. Significantly, and confirming the positive quantitative results, this represents a reversal of trends from previous years where the percentage of negative comments far outweighed positive comments on this topic.

3.1 Comparative results: Quantitative data 2001–2007

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



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



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

3.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	5%	9%	8%	15%
	International	n/a	n/a	n/a	0%	13%	0%	0%
	All	8%	6%	5%	5%	9%	8%	13%
Suggested improvements	Domestic	n/a	n/a	n/a	14%	10%	22%	0%
	International	n/a	n/a	n/a	0%	0%	0%	0%
	All	7%	4%	10%	13%	8%	20%	0%

3.3 Key issues for current coursework students (SCEQ 2007)

3.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=80)	International (n=16)	All (n=96)
Staffing issues			
- Staff have qualifications in subject matter and in teaching at tertiary level	6%	13%	7%
- Staff have relevant experience in subject area			
- Staff have relevant and up to date knowledge in subject matter			
- Guest lecturers from the nursing profession are appreciated			

Sample comments: domestic students

- *Teachers that are actively engaged in research - keeps knowledge current and up to date as well as providing insight into further post-graduate study. Also shows the passion of the people involved in delivering the B Nursing degree*
- *In terms of the Nursing degree, I really enjoyed having guest speakers attend some of our lectures. It was fascinating to hear exactly how it felt for these people to experience a serious illness and I felt it was more valuable hearing their experiences rather than reading about patients' experience of illness in the literature*
- *interesting study topics with supportive peers and staff with in-depth knowledge and experience*

Sample comments: international students

- *Nursing - interesting and skilled staff*
- *The best aspect of my degree course is that I got to learn from active researchers who share their experiences and knowledge which are of important values when I enter the workforce*

3.3.2 Suggested improvements

Current students (SCEQ 2007)

In 2007, 8% (8/101) of current students who provided written observations mentioned aspects relating to dissatisfaction with changes in the Faculty/ degree courses since 2005; qualifications, knowledge and experience of staff, including guest lecturers or clinicians; the cost of the course. Comments were evenly distributed amongst all of the above aspects. No comments were received on this topic from international students.

Sample comments: domestic students

- *The Nursing Faculty is being closed down around it's students. I feel as if University of Sydney can't wait for the day that we nursing students are finally gone. Most of the teaching staff have left to find better jobs, and I feel like we are left with inferior teaching staff. I started the degree at University of Sydney Orange, until that campus closed down. Now they are closing us down again, and we are definitely feeling the effects of it. Improvements could be made to our facilities, our teaching staff and our clinical placements (which are becoming more and more limited) but the reality is, University of Sydney is getting rid of us and nothing is going to change for the better*
- *the PHD students are not well qualified to teach at this stage because they just memorise the note and read from it.*
- *Lastly I'd just like to say that I'm very disappointed with the organisation of this degree, I wish I wasn't doing it because it causes me constant stress trying to work out where I am in the scheme of things, and to iron out the mistakes that are constantly made. I'm so fed up with the incompetence's of this degree. I would not recommend it to anyone in its current state (that is the Bsc/MN version of it).*

4 Learning community

Definition

Learning community includes the following:

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

Trends

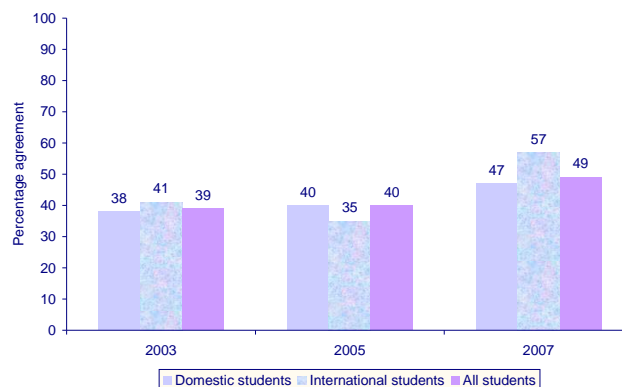
Since 2003, there has been an increase of 10% in the percentage of students who either agreed or strongly agreed with SCEQ survey items on the Learning Community. The 2007 score of 49% is amongst the lowest in the University where the average is 58%. Of note is the significant increase in international student satisfaction with this area of their experience.

In 2007, considerably more negative than positive comments were received, reversing the trend of previous years where there was a fairly even distribution. The majority of comments focused on the poor state of physical facilities, lack of relevant equipment, and access to computers.

4.1 Comparative results: Quantitative data SCEQ 2003–2007

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

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



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

4.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	15%	14%	5%	0%
	International	n/a	n/a	n/a	0%	19%	0%	0%
	All	23%	8%	16%	14%	15%	5%	0%
Suggested improvements	Domestic	n/a	n/a	n/a	11%	27%	15%	0%
	International	n/a	n/a	n/a	29%	12%	0%	0%
	All	36%	23%	18%	12%	25%	14%	0%

4.3 Key issues for current coursework students (SCEQ 2007)

4.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=80)	International (n=16)	All (n=96)
Learning environment			
- Experienced social experience of being at university	10%	19%	11%
- Felt that they belonged to a community (degree/ faculty)			
- Academic interests were being explored with staff and students e.g. in tutorials			

Sample comments: domestic students

- *My 2006 entry peers have developed a really strong bond and have been very involved in student/teacher interactions to try and improve the course, and the staff (especially XX) have always seemed happy to listen and help. This bond pushes us all to do our best and to utilise all available resources for our learning*
- *Given the opportunity to undertake second year subjects during the first year of the degree course. This gives you a chance to interact with second year students and ask about their past experiences in this degree course*
- *having an integrated year group enhance learning and created a sense of belonging*

Sample comments: international students

- *Ideas and suggestions been shared during the course-course mate are actively respond*
- *I got to learn and explore a lot more than I already knew. Being a foreign student, has been quite an experience to be studying on-campus*
- *lectures and discussion gives us more info because is more related to nursing.*

4.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Learning environment			
- Did not feel that they belonged to a community			
- Academic interests were not explored with staff and students e.g. in tutorials	8%	0%	7%
- Lectures and tutorials had too many people in them; inhibited discussion			
Physical facilities			
- Buildings, rooms, not suitable	8%	0%	7%
- Students dissatisfied with computer resources and equipment			
- Necessary equipment not supplied or out-dated			

Sample comments: domestic students

- *being in a combined degree makes it difficult to meet people from my faculty. I still haven't met a single other person in my course, yet human bio is compulsory. if the prac class could have majority of people from my course I might have been able to meet people.*
- *There is no bonding between students. A field trip at the beginning of the semester to a relevant Facility e.g. AIS in Canberra, for a few days would give the students time to develop friendships in a different environment other than tertiary study*
- *The new labs in C building are not nearly as good as the labs used to be before the brain and mind institute took over. We never seem to have the right equipment before a class, and whereas last year we were able to take IV packs home to practise, apparently this year 'there are not enough to go around'. I feel this disadvantages us, and share the opinion of many that for the money paid to study, surely a few IV bags and drip sets can be scrounged up to help us practise and pass our exams!*
- *Better access to practice labs, with up-to-date equipment that we can actually have more than one session to play with. A recurrent problem was not ever seeing or touching some pieces of equipment that we would then be assessed on. Theft by other students was cited as the reason, so requests for extra supplies was constantly refused*
- *I also believe that for the theoretical-based Nursing units of study, the lectures should be coupled with tutorials to help reinforce students' understanding of the subject and to enable students to have their questions explained by staff members*
- *I think the University misplaces its money in computers etc in the small lecture rooms. These things never work, lecturers can't figure out how to use them because they are too high tech for their needs. in most cases a blackboard is adequate, but lecture rooms always seem to have gadgets galore, which in theory seems nice, but in practice wastes a lot of time. Especially automated lighting which seems to go on and off at strange times*

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
- Cultural aspects i.e. inclusion of international or indigenous themes

Trends

Comments from current students were fairly evenly distributed between those that considered aspects of the curriculum to be one of the best aspects of their degree experience and those that considered them to be an area in need of improvement. Substantially more positive than negative comments were received from graduates.

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

5.1 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments received that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of curriculum between 2001 and 2005.

		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%	38%	35%	31%
	International	n/a	n/a	n/a	50%	13%	50%	0%
	All	24%	32%	17%	36%	33%	36%	27%
Suggested improvements	Domestic	n/a	n/a	n/a	32%	39%	26%	8%
	International	n/a	n/a	n/a	29%	12%	100%	0%
	All	20%	14%	23%	32%	35%	30%	7%

5.2 Key issues for current coursework students (SCEQ 2007)

5.2.2 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=80)	International (n=16)	All (n=96)
Content and structure			
- Content and structure of whole degree program/ individual units of study	25%	13%	23%
- Subject content is relevant to work/ career and industry requirements			
Combined degrees			
- Students appreciate opportunity to undertake combined degrees	8%	0%	6%
- Mix of subject areas beneficial			

Sample comments: domestic students

- *Because I'm doing health sciences as well as the nursing I have a wider knowledge about many different aspects to do with health and the health arena. This I feel has benefited me a lot and I think this combination of courses is quite good*
- *Exercise and Sports Science/Nursing: I am able to learn a lot more about the human body than I would be learning if I was just doing a basic nursing course, which I believe will make me more efficient as a nurse.*
- *The content is excellent. In the first semester I absolutely loved the fact that I was able to research and write about topics which were of most relevance and interest to me personally and professionally. This semester I am only taking one subject i.e. Health, Illness and Care and am finding the readings are absolutely riveting and so relevant to us all as the world evolves into a more global one. This subject has heightened my general interest in issues of international and national significance especially the health of refugees and indigenous peoples*
- *It is relevant to the job I'm aiming for, It is the porthole to my career as a Registered nurse*

Sample comments: international students

- *Clinical governance lectures. It enables me to understand what it is all about and how to implement it in the organization*
- *Cover a lot of stuff in the practical unit of studies which is good and satisfying*

5.2.3 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	19%	6%	17%
- Subject content is not relevant to work/ career and industry requirements			
Combined degrees			
- Problems relating to structure and content of combined degrees	11%	0%	9%

Sample comments: domestic students

- *More choice of subjects rather than compulsory subjects so that we can chose subjects relevant to our future and interests therefore making us more willing to learn. For example subjects such as Health, Science and Research are relevant to individuals who want to do research later on but some students are looking to a more hands on approach to health. Subjects such as Indigenous Health should be optional*
- *I feel the compulsory subject 'social contexts of health' was completely useless. I feel this was because all the material covered in that subject had been covered in the two other sociological subjects (illness experience and nursing care, nursing and politics of health) or in primary school! Most of the information regarding Aborigines I was taught in year four HSIE. If it is to remain a subject, I think it should be considered carefully in the context of the other two subjects to ensure the material is new and not repetitive*
- *Also, my degree is combined, you need a credit average in first year. The problem with that is not every subject agrees with the person studying it. If a person is unfortunately not gifted in maths doesn't ultimately mean they can not do the course work of the combined degree, i.e., in my sense the Masters of Nursing, and I am not gifted in Maths, but if I like something such as Nursing. I can do well in it as long as I like it. They seem to only focus on your academic results, which is supposedly a good indication, but many times it is not true*
- *The course feels too rigid as you are stuck in a system that can only work in a particular way and you must follow it, in other words-- inflexible*

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
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Sample comments: international students

- *Nursing - I think a more practical aspect of the course would make me more confident when I graduate. I think it is too much theory and philosophy that I don't know how to put into practice. Would prefer to have more hours at uni and less self-studying. Allocations of clinical placements have been a disaster.*
- *flexibility of the course content.*
- *There could be more teaching in the basic sciences as this has been deficient in some areas like Anatomy and Pharmacology etc.*

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

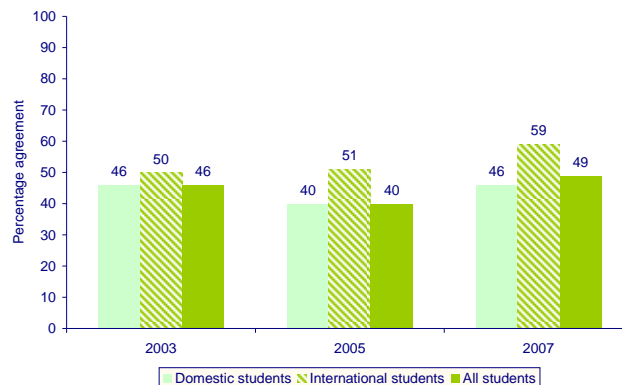
The percentage agreement scores for appropriate assessment (49%) in the 2007 SCEQ have improved by 9% since 2005, but remain lower than the university average of 55%. This score places the faculty in the middle range of faculties. International students continue to rate this area of their experience higher than domestic students.

In relation to comments received which mention assessment, students are concerned about perceived disparities in marking practices, and Clinical Placement Assessments.

6.1 Comparative results: Quantitative data SCEQ 2003-2007

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

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



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

6.2 Comparative results: Qualitative data 2001–2007

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

Note: Qualitative data from the CEQ is analysed against the Appropriate Assessment Section of the *Taxonomy for the analysis of qualitative data from the SCEQ and 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%	2%	0%
	International	n/a	n/a	n/a	0%	0%	0%	50%
	All	3%	3%	3%	1%	0%	2%	7%
Suggested improvements	Domestic	n/a	n/a	n/a	15%	11%	8%	15%
	International	n/a	n/a	n/a	29%	0%	25%	0%
	All	5%	9%	11%	16%	9%	9%	13%

6.3 Key issues for current coursework students (SCEQ 2007)

6.3.1 Areas of best practice

Current students (SCEQ 2007)

No current students provided positive comments on assessment practices within the Faculty.

6.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Marking			
- Unhappy with marking	11%	0%	9%
- Perception that markers are not fair in their distribution of marks			
- Perception that similar work receives different marks			
- Unhappy with weighting of various forms of assessment			

Sample comments: domestic students

- *Assessments are too few and too heavily weighted. The exam should have more weighting than the assignment to assess more practical/theoretical aspects rather than research*
- *Also the CPAs beared to much weighing, with a fail in 2 or more areas causing a fail of the subject and a lots of a year*
- *The CPA structure of practical assessment is very difficult with so much riding on the results, a system of clinical competencies assessed over the semester would be better and allow a more complete assessment of more clinical competencies*
- *Aspects that could be improved are standardised marking so students get marked the same way for assignments*
- *There has to be consensus between lecturers and markers as I noticed marking was not consistent throughout the board*
- *we weren't sure what assignments were worth and we weren't supposed to have an exam and then ultimately we had to do an online quiz without knowing what it was worth*

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

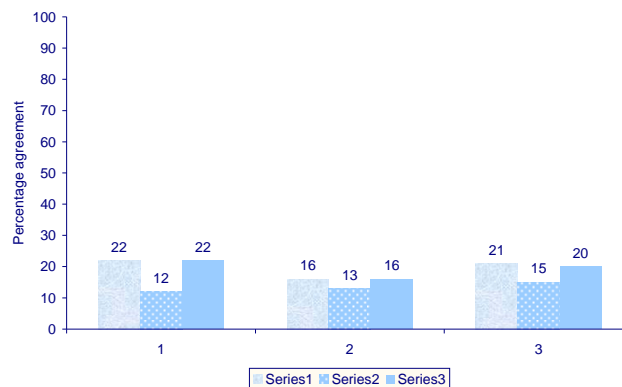
The percentage agreement scores for appropriate workload (20%) in the 2007 SCEQ is lower than the university average of 20%, and places it in the bottom range of faculties.

Less than 5% of comments received from current students expressed dissatisfaction with workload, representing a decrease of 6% on the previous survey.

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.

Note: Qualitative data from the CEQ is analysed against the Appropriate Workload Section of the *Taxonomy for the analysis of qualitative data from the SCEQ and 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	2%	1%	0%	0%
	International	n/a	n/a	n/a	0%	0%	0%	50%
	All	0%	1%	0%	2%	1%	0%	7%
Suggested improvements	Domestic	n/a	n/a	n/a	11%	6%	9%	0%
	International	n/a	n/a	n/a	0%	0%	0%	50%
	All	6%	5%	8%	11%	5%	9%	7%

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 e.g. the overwhelming workload, especially in relation to combined degrees; the difficulty of getting through all the required readings; and spacing of assignments. The similarity of comments provided on this topic negates the purpose of providing sample comments to illustrate student concerns.

8 Clear Goals and Standards

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

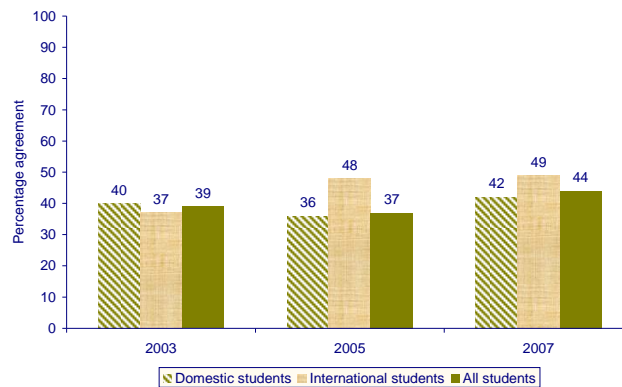
In 2007, the percentage of students who either agreed or strongly agreed with items in the SCEQ relating to Clear Goals and Standards was 44%, which is above the University average of 42%. This represents an increase of 7% on the 2005 results.

Evidence from the qualitative data, however, suggests that students would appreciate more information about the aims and objectives of their course, together with details of the standard of work required for assignments.

8.1 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 Clear Goals and Standards Scale is not included in the Course Experience Questionnaire (CEQ).



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

8.2 Comparative results: Qualitative data 2001–2007

The following table includes the percentage of qualitative comments can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of 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	3%	0%	0%	0%
	International	n/a	n/a	n/a	0%	0%	0%	0%
	All	0%	0%	0%	2%	0%	0%	0%
Suggested improvements	Domestic	n/a	n/a	n/a	8%	13%	2%	5%
	International	n/a	n/a	n/a	29%	18%	0%	10%
	All	1%	3%	2%	9%	14%	1%	5%

8.3 Key issues for current coursework students (SCEQ 2007)

8.3.3 Areas of best practice

Current students (SCEQ 2007)

No students provided comments on Clear Goals and Standards as an area of best practice within the faculty.

8.3.4 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=84)	International (n=17)	All (n=101)
Clear aims and objectives			
- Students were not provided with a clear outline of the course	4%	12%	5%
- Expected outcomes were not explained clearly			
Clear expectations for standard of work			
- Students were not clear on the standard of work required for assessments	6%	6%	6%

Sample comments: domestic students

- *Also, I think the Nursing department has not been able to fully articulate what is expected of students in certain assessments, as well as being unable to provide a marking criteria or outline as a guide for students. This issue has been addressed at Staff and Student Committee Meetings, and has yet to be fully addressed*
- *There is less help given to online students, such as understanding topics, marking criteria etc.*
- *The objectives could be made more clear at the beginning of semester so it is easier to pinpoint exactly what they expect both for science and nursing*

Sample comments: international students

- *Delineating expectations of student work: I feel that staff can do more in helping us (students) understand the quality of work that is expected. Many a times, I felt unsure of what is expected of me in my assignments*
- *To plan the outline of the study well because some of which are unrealistic to achieve in terms of the date that is set and submission of the written assignment.*
- *The unit of study contents could be a bit more detailed.*

9 Faculty administration and organisation

Definition

Faculty administration and organisation includes:

- Overall quality of Faculty administration and organisation;
- Administration of combined degrees;
- Placement scheduling;
- Communication between staff (academic and general) and students;

Trends

SCEQ faculty scores indicate that student perceptions of Faculty administration and organisation has improved considerably since 2002, and currently sits at 66% which is identical to the University average. Of note is the significant improvement of scores from international students – from 22% in 2005 to 85% in 2007.

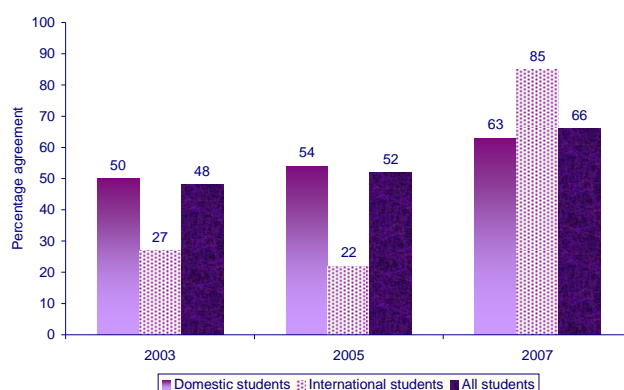
A high percentage of comments from both current students and graduates expressed concern about the organisation of placements, or administrative support for combined degree students.

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.

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 administration and organisation.

NB: Faculty Administration and organisation is not included in the Course Experience Questionnaire (CEQ).



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 can be classified as areas of best practice or areas for improvement, providing an indication of trends in the student experience of Faculty administration and organisation between 2001 and 2007.

Note: Qualitative data from the CEQ is analysed against the Administration and Organisation Section of the *Taxonomy for the analysis of qualitative data from the SCEQ and 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%	3%	0%	0%
	International	n/a	n/a	n/a	0%	0%	0%	0%
	All	1%	3%	1%	1%	2%	0%	0%
Suggested improvements	Domestic	n/a	n/a	n/a	18%	26%	5%	15%
	International	n/a	n/a	n/a	0%	12%	0%	0%
	All	10%	15%	15%	17%	24%	4%	13%

9.3 Key issues for current coursework students (SCEQ 2007)

9.3.1 Areas of best practice

Current students (SCEQ 2007)

2% of current students (2/96) provided comments on Faculty administration and organisation 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=84)	International (n=17)	All (n=101)
Faculty administration			
- Students dissatisfied with various aspects of Faculty administration e.g. enrolment, timetabling	5%	6%	5%
Placement scheduling			
- Students unhappy with scheduling of placements	7%	6%	7%
- Nursing degree students given preference to combined degree in placement organisation			
Combined degrees			
- Perception that combined degree students not considered in timetabling etc	11%	0%	9%
- Faculties do not work together to support combined degree students			

Sample comments: domestic students

- *combined degrees are not well integrated and not well planned. They lack structure and there is nobody that is willing to help with timetabling issues, exams clashes, lecture clashes. I had to miss most of my lectures for nursing to attend my science courses. there was no staff member in the science faculty willing to help and the nursing faculty was also unhelpful*
- *the organisation and management of the nursing faculty, staff, facilities and subjects. they are very unorganised, slow to respond to errors such as practicum and WebCT, facilities are slowly being improved but still a lot of work to be done, there are continuous problems with the audio and tech in the lectures, the library needs to open an hour earlier as students who want to access lecture notes before a 9am lecture are unable to. The nursing campus also feels very isolated from the Sydney uni community.*
- *scheduling of placement, it is hard to get placement for both of the degrees done. Nursing is given priority and often takes place in our holidays as such it can be hard to find time to do the needed exercise and sports science practicum required to pass the degree*
- *Although, I know that it is hard to find clinical placements for each nursing student, it would be so much better if a suitable placement could be found for the specific unit of study you are doing e.g. going to a children's hospital for the unit of study Nursing children & Adolescents and not being placed in a general ward*

Sample comments: international students

- *Allocations of clinical placements have been a disaster*
- *Relevant lectures scheduled too late: Lectures relevant to assignments that are important in helping our understanding of the topic are scheduled only after the assignment due date - that's not very useful, is it?*

Attachment A Key issues for graduates students in 2007

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

Areas of best practice

COMMENT	AREAS OF LEARNING AND TEACHING
The clinical experience.	GENERIC SKILLS
Nursing: Human Biology is great course to start.	CURRICULUM
Learning from the practical experiences of my lecturers.	OVERALL SATISFACTION
I was able to increase my subjects in two semesters, thus completing my two year degree in one and a half years. The staff were wonderful!	CURRICULUM GOOD TEACHING
Interesting course work. Nursing principles emphasised. Research abilities encouraged despite inadequate resources (library) most lectures interesting and committed.	CURRICULUM GENERIC SKILLS GOOD TEACHING
Clinical skills gained	GENERIC SKILLS
Clinical practice, opportunity to take part in rural setting.	GENERIC SKILLS
Finishing! getting piece of paper to do what I already knew I was capable of doing.	OVERALL SATISFACTION
Gave lots of help, matured us to do our work really well.	GOOD TEACHING
The clinical practicum (external) of nursing.	CURRICULUM
Professional knowledge	CURRICULUM
The knowledge I gained.	GENERIC SKILLS
My supervisor gave me time towards the end of my degree this time gave me direction with my research and the will to hand it in.	GOOD TEACHING
Assignments were wide apart from each other giving me time to prepare each assignments and lesser number of examination subjects.	APPROPRIATE ASSESSMENT APPROPRIATE WORKLOAD
Friendly teachers	GOOD TEACHING

Suggested improvements

COMMENT	AREAS OF LEARNING AND TEACHING
The lecturer and when making assignments staff one pretty unfair and sometimes inconsiderate.	ASSESSMENT
Nursing: Clinical placement and theory should be combined. Not too focus on the theory part. To visualise connect with theory, is more effective learning.	CURRICULUM
Organisation of clinical placements. Making lectures and tutorials interesting.	ADMINISTRATION AND ORGANISATION
Practical skills badly taught and terribly assessed. Many failed practical exam on minor technicality, biased assessor, unreliable equipment. Dispute distinctions in course, my course extended eighteen months for this.	ASSESSMENT GENERIC SKILLS
Academic staff	GOOD TEACHING
Administration pushing around responsibilities-no one available to help	ADMINISTRATION AND

COMMENT	AREAS OF LEARNING AND TEACHING
with problems.	ORGANISATION
More clinical hours, more lab work - especially with cadaruers. More focus on a specialty field-more electives.	GENERIC SKILLS CURRICULUM
Attitudes of staff; acknowledgement that mature students have obligations IE financial/children that need to be met, Rid themselves of old fashioned nursing attitudes.	GOOD TEACHING
Clinical side, not enough clinical experience for what we were required to go out and do.	GENERIC SKILLS
Doing essays that are sometimes irrelevant to the real worlds of nursing practise.	ASSESSMENT
Clinical skills teaching	GENERIC SKILLS
Feedback from some of the teaching staff.	GOOD TEACHING
Time management skills.	GENERIC SKILLS
As the students take up more than one subject thus there is huge number of readings and research to be done. It would help if unrelated or unnecessary readings are not given by the lecturers.	WORKLOAD
The course at that time was designed for students who don't work aside of studying. Even though it is a full time course, it should be taken into account that most students need to work part time to support themselves. This effects on the grades that the students may achieve.	GOOD TEACHING