



**The University of Sydney**

Faculty of Medicine

Student experience of Learning and Teaching

Trends and key issues: Postgraduate coursework students  
2001-2007

Date June 2008

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## Glossary

The following terms and phrases are used throughout the report

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

## Notes

### Note re qualitative data for CEQ 2007

11/19 international graduates provided written observations in their response to the CEQ. 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 illustrative sample comments

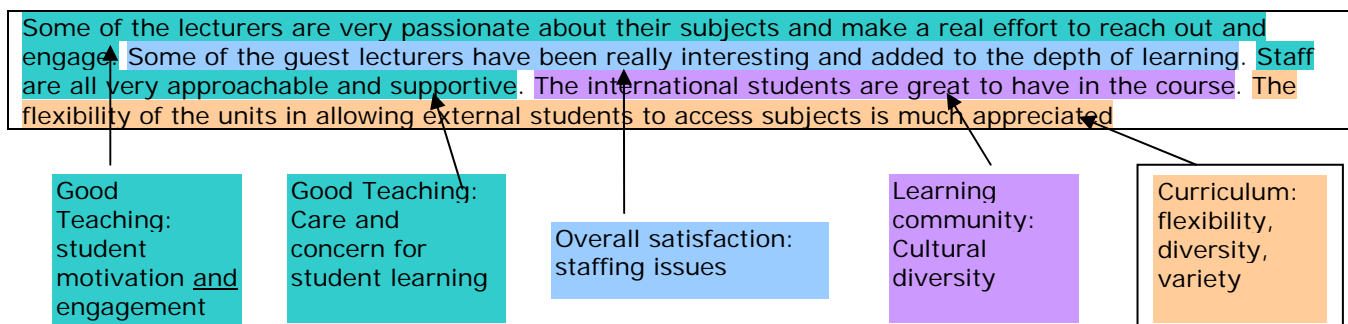
Comments are recorded as they appear in the original documents. However, minor spelling, grammatical and transcription errors have been corrected. [sic] indicates that the word appears exactly as provided by the student, and that it is not possible to ascertain an exact interpretation of the original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

### Note re analysis and counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*<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.

### Note re analysis and counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*<sup>2</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, Overall Satisfaction, Curriculum; and Learning Community, the comment is counted ONCE in each of the relevant categories.



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

<sup>2</sup> Available from Quality Assurance Officer (Learning and Teaching)

## Executive summary

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

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

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

## Key results

- Faculty scores of 67% agreement in both the SCEQ and CEQ indicate that students perceive that the Faculty is providing them with the **Graduate Skills** considered essential by the University. International students are more likely to agree or strongly agree with survey items on generic skills. The University average for Generic skills in 2007 was 62% for graduates and 65% for current students. Evidence from the analysis of the qualitative data indicates that the majority of students appreciated the development of skills relating to research and inquiry, team work and ethical and social responsibility. (Section 1; KPI 14)
- Faculty scores for **Good Teaching** for the SCEQ have increased steadily over the past four years (2003: 51%; 2005: 52%; 2007: 56%); whilst those for the CEQ have fluctuated (2004: 59%; 2005: 54%; 2006: 61%; 2007: 58%). In 2007 there was little difference between the outcomes for current domestic and international students; whilst for graduates there was a difference of 9%. These results are marginally higher than the University average in both surveys (SCEQ: 51%; CEQ: 52%). Evidence from the qualitative data suggests that students appreciate the teaching experiences they receive, are motivated by enthusiastic lecturers, and feel supported throughout their learning. (Section 2; KPI 15)
- **Overall Satisfaction** with the degree course currently rates at 82% for graduates and 88% for current students. The University average for graduates is 70% and for current students is 75%. Student comments support these positive results. (Section 3; KPI 16)
- Fifty seven percent of students either agreed or strongly agreed with SCEQ survey items on the **Learning Community**. This is above the University average of 54%, and places the Faculty in the mid-range of results for the Learning Community Scale. International students rate this area of their experience higher than domestic students. Analysis of the comments received in 2007 indicates that students appreciate the cultural diversity of the student cohort, and the variety of experiences this brings to discussions. (Section 4)
- In 2007 49% of comments received from graduates and 60% from current students commented favourably on various aspects of the **Curriculum** including. The opposite point of view was mentioned in 43% of comments received in the SCEQ and 40% in the CEQ. (Section 5)
- The percentage agreement scores for **Appropriate Assessment** (72%) in the 2007 SCEQ is higher than the University average of 66%, and places it as the highest of the Health cluster of faculties. (Section 6)
- The percentage agreement scores for **Appropriate Workload** (39%) in the 2007 SCEQ is higher than the University average of 33%, and places it as the highest of the Health cluster of faculties, and the third highest across the University. (Section 7)

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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 Medicine between 2000 and 2007. The report also provides detailed information on the key issues highlighted in the analysis of the 2007 SCEQ and CEQ qualitative data. Reliable qualitative data for international students did not become available until the 2005 SCEQ.

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

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

# 1 Generic skills (KPI 14)

## Definition

Generic skills includes:

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

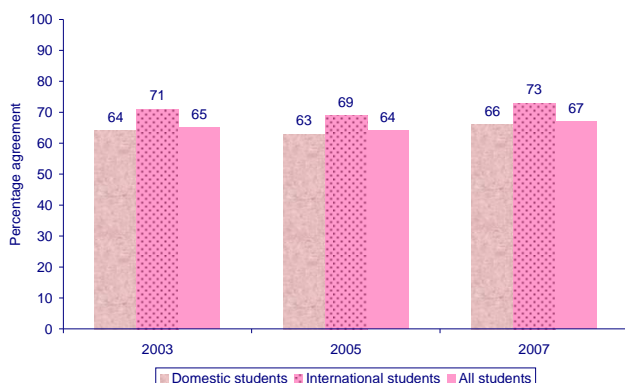
## Trends

Faculty scores of 67% agreement in both the SCEQ and CEQ indicate that students perceive that the Faculty is providing them with the graduate skills considered essential by the University. International students are more likely to agree or strongly agree with survey items on generic skills. The University average for Generic skills in 2007 was 62% for graduates and 65% for current students.

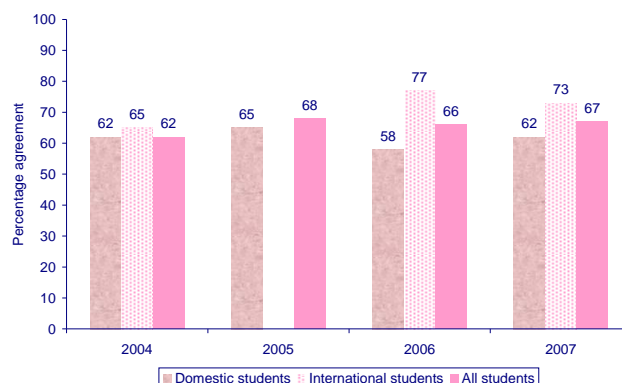
Evidence from the analysis of the qualitative data indicates that the majority of students appreciated the development of skills relating to Research and Inquiry (problem solving, analytical skills, critical thinking); together with team work and ethical and social responsibility.

### 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	9%	11%	18%	8%
	International	n/a	n/a	n/a	29%	26%	40%	45%
	<b>All</b>	<b>5%</b>	<b>12%</b>	<b>10%</b>	<b>12%</b>	<b>16%</b>	<b>20%</b>	<b>12%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	5%	7%	11%	6%
	International	n/a	n/a	n/a	29%	22%	0%	9%
	<b>All</b>	<b>5%</b>	<b>6%</b>	<b>4%</b>	<b>10%</b>	<b>12%</b>	<b>9%</b>	<b>6%</b>

### 1.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

#### 1.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=74)	International (n=38)	All (n=112)
<b>Research and inquiry</b>			
- The capacity to make decisions and solve problems	4%	11%	6%
- Development of analytical skills			
- Ability to apply critical judgement and thinking			
- Recognition of knowledge boundaries			

#### Sample comments: domestic students

- *The content of the course was very relevant to my current working environment and helped me to improve and enhance my analytical and writing skills*
- *Enjoy discussing various aspects of Public Health. I've learnt a lot about the public health system and important issues which surround this. Also the courses have enabled me to understand better the health problems being faced in Australia and in other countries more analytically*
- *I very much appreciate that the course encourage independent thinking/ learning rather than spoon feeding lecture material*

#### Sample comments: international students

- *The course is really helpful to developing my knowledge and critical thinking*
- *The focus on enhancing learner's problem solving skills and the assessment that let students to show their understanding on the topic are the best aspect of this course because these are very important in my future professional practice*
- *Lots of writing assignments, which can help me to improve my English reading and writing.*

Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
<b>Research and inquiry</b>			
- The capacity to make decisions and solve problems	5%	27%	7%
- Development of analytical skills			
- Ability to apply critical judgement and thinking			
- Recognition of knowledge boundaries			
<b>Ethical, social, professional understanding</b>			
- Ability to work in a group/ team working skills	1%	18%	3%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

#### Sample comments: domestic students

- *New areas of public health explored Assignment writing and focusing ideas in essay form*
- *Critical thinking/especially evidence, loved medicine, good readings, good information*
- *Knowledge gained that you could never achieve through work alone*

#### Sample comments: international students

- *A lot of teamwork, global view, reasonable mix of international students, emphasis on critical thinking*
- *Sharpening my analytical skills*
- *Good coverage of course / subjects able to help students with getting more practical experience*

### 1.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=72)	International (n=32)	All (n=104)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	6%	16%	9%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

#### Sample comments: domestic students

- *Human reproductive and genetics - discussion about socio and ethical issues, there needed to be more of this because you can learn the facts from the library but you have to learn opinions on ethical issues directly from others*
- *Work placements could be introduced in the graduate diploma level rather than in the Masters level only. Because, the students can apply their knowledge as long as they complete their graduate certificate with the 4 units of studies*
- *Very few practical skills. A lot of the classes were repetitive for me, but then when you jump to classes like biostats and epi I have no idea about medical or maths and had no idea where they were going or trying to achieve. I expected to come out with more practical skills. Looking back I probably would not have chosen this course, as all I have are intellectual and research skills, not practical skills for the workforce.*

#### Sample comments: international students

- *There should be training for academic writing especially for international students who have no ideas how to approach this area*
- *I think there should more practical work such as laboratory work rather than sitting in the classroom and listen to the lecture*
- *I wish If we have clinical training in an IVF unit or any hospital as a subject in our course,,, other universities have it ( ex. in Melbourne) My friends advised me to move to Melbourne and cancel this course with Sydney University because of this big disadvantage , I was thinking to leave this course from the beginning because of this defect. I wish if we have, it will encourage much students to join this course in Sydney Uni*

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	5%	9%	5%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

#### Sample comments: domestic students

- *Practical aspects of epidemiology and statistics*
- *The course should involve more work related experience*
- *Policy development skills*

#### Sample comments: international students

- *A lot of overlaps across different subjects, needed some core textbooks to guide teaching, needed more practical placements for students*
- *Clinical attachments - students need to have more responsibility and be expected to do more on clinical attachments*

## 2 Good teaching (KPI 15)

### Definition

Good teaching includes:

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

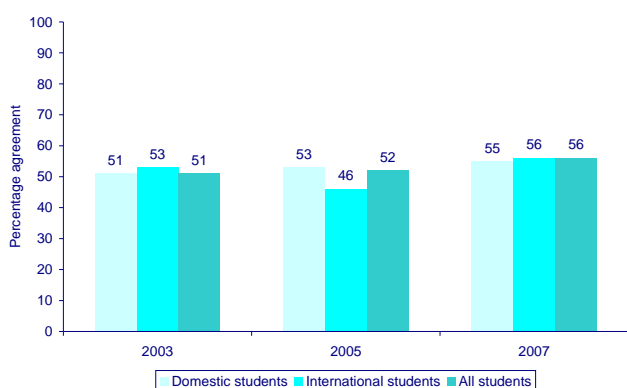
### Trends

Faculty scores for Good teaching for the SCEQ have increased steadily over the past four years; whilst those for the CEQ have fluctuated. In 2007 there was little difference between the outcomes for current domestic and international students; whilst for graduates there was a difference of 9%. These results are marginally higher than the University average in both surveys (SCEQ: 51%; CEQ: 52%)

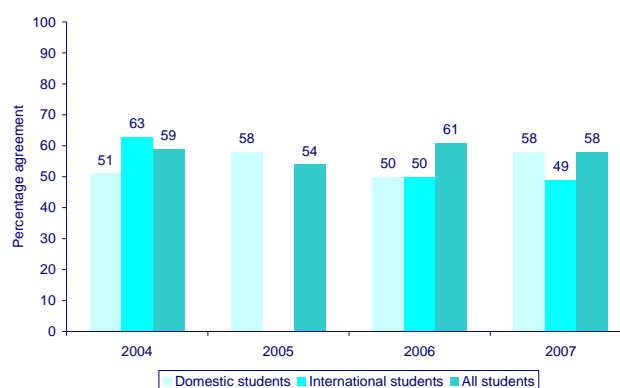
Evidence from the qualitative data suggests that students appreciate the teaching experiences they receive, are motivated by enthusiastic lecturers, and feel supported throughout their learning.

### 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	33%	34%	33%	32%
	International	n/a	n/a	n/a	29%	32%	20%	9%
	<b>All</b>	<b>20%</b>	<b>20%</b>	<b>17%</b>	<b>32%</b>	<b>33%</b>	<b>32%</b>	<b>29%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	36%	38%	24%	33%
	International	n/a	n/a	n/a	32%	13%	17%	36%
	<b>All</b>	<b>23%</b>	<b>24%</b>	<b>28%</b>	<b>35%</b>	<b>30%</b>	<b>23%</b>	<b>34%</b>

## 2.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

### 2.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=74)	International (n=38)	All (n=112)
<b>Good teaching experiences</b>			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	16%	21%	18%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
<b>Motivating students</b>			
- Teachers display enthusiasm for teaching/ subject	9%	0%	6%
- Teachers are perceived to be passionate and inspiring			
- Students are motivated by lecturers/ tutors etc			
<b>Concern and care for student learning</b>			
- Students felt supported in their learning; help and advice readily available	7%	16%	10%
- Lecturers understood problems and difficulties of students (academic and personal)			
<b>Sample comments: domestic students</b>			
- <i>Some of the lecturers are very passionate about their subjects and make a real effort to reach out and engage. Some of the guest lecturers have been really interesting and added to the depth of learning. Staff are all very approachable and supportive</i>			
- <i>The International public health staff are highly interested in their area and prepare well for lectures</i>			
- <i>The teaching is of high quality and the staff are very enthused about what they are talking about and utilise the experiences to make our experience a lot better</i>			
<b>Sample comments: international students</b>			
- <i>All the staff are very helpful for learning, specially for the international students</i>			
- <i>As I am from a developing country the way of teaching in this degree is worthwhile. The best aspect of this degree is I have come to a lot of things like tutorial facilitation, group interaction etc. Especially the statistics lectures. Sometimes I wish I could take them in my country to teach some of our professors</i>			
- <i>Getting feed back from my tutors has helped me to assess both my weaknesses and strengths and thus improve on my general performance. Face to face lectures have been very helpful in understanding the subject and being able to ask any questions during the lectures. Though group work has been challenging, I have learnt to work with people.</i>			
Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
<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%	9%	12%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
<b>Motivating students</b>			
- Teachers display enthusiasm for teaching/ subject	7%	0%	6%
- Teachers are perceived to be passionate and inspiring			
- Students are motivated by lecturers/ tutors etc			
<b>Concern and care for student learning</b>			
- Students felt supported in their learning; help and advice readily available	11%	0%	10%
- Lecturers understood problems and difficulties of students (academic and personal)			

Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
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## Sample comments: domestic students

- *Connecting with others. Being at a University that showed it cared about it's students*
- *The staff - absolutely amazing - especially XXX -Their commitment to ensuring each student excelled to the best of their ability continental [sic] efforts to improve the course by making it interesting, challenging and motivating is unparalleled*
- *Lecturers in course had genuinely passion and enthusiastic*
- *The Biostatistics and Epidemiology were taught very well*

## 2.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=77)	International (n=32)	All (n=104)
------------------------------	--------------------	-------------------------	----------------

## Good teaching experiences

- |   |     |    |     |
|---|-----|----|-----|
| - Teaching methods used are outdated; Lectures were boring                            | 15% | 9% | 13% |
| - Discussions of issues raised during lectures and tutorials are not encouraged       |     |    |     |
| - Learning resources are out of date, and not relevant to curriculum, unhelpful, long |     |    |     |

## Concern and care for student learning

- |  |     |    |     |
|--|-----|----|-----|
| - Staff do not provide support and help for students, including one-on-one consultations | 13% | 3% | 10% |
| - 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. | 7% | 0% | 5% |
| - Marks only supplied, no comments  |    |    |    |
| - Feedback is untimely and not helpful  |    |    |    |
| - Perceived lack of staff effort in provision of feedback on assessment                             |    |    |    |

## Sample comments: domestic students

- *Lectures of poor quality and didn't help to make difficult concepts easier to understand*
- *Given the number of students on the course who also worked full-time (as I did) I thought there was little consideration (flexibility for alternatives to group work etc.)*
- *This use of videos was detrimental to learning a need to update the teaching skills of the staff!!*

## Sample comments: international students

- *Lectures - boring, lengthy*
- *For some course modules, the readings given were not very helpful, yet many pages*

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
----------------------	--------------------	-------------------------	---------------

## Good teaching experiences

- |  |     |     |     |
|--|-----|-----|-----|
| - Teaching methods and techniques used are outdated/need improvement | 15% | 36% | 18% |
| - Discussions of issues during class were not encouraged             |     |     |     |
| - Lecturers were boring; did not engage with students                |     |     |     |
| - Learning materials and resources were outdated                     |     |     |     |

## Concern and care for student learning

- |  |    |    |    |
|--|----|----|----|
| - Students did not feel supported in their learning; | 9% | 0% | 8% |
| - help and advice was not readily available          |    |    |    |

## Feedback on work (from staff to students)

- |   |    |    |    |
|---|----|----|----|
| - Comments on work are not constructive | 6% | 0% | 5% |
| - Feedback is untimely and not helpful  |    |    |    |

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
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## Sample comments: domestic students

- *It is most off putting when a lecturer reads directly from the overheads. If that is all there is to it, we could do it without them being there. Certainly use them, but add extra to them or use them as a focal point and go on from there. There should be support in directing students through elective choices. i.e. pointing out strengths/weakness in choices and what other faculties you could look at.*
- *The tutors in both the electives and the core subjects did little to add to discussions, and if the students had minimal experience in the area very little was gained from the tutorials.*
- *timeliness of feedback on assignments -- many weeks delay in returning assignments at times up to 8 weeks*

## Sample comments: international students

- *Course notes should be given as Hard copy, side by side with WebCT. because it's not always possible to study online all the time. it is also not healthy to look at the computer screen all the time. If we print it, many graphical data & medical pictures printed black & white is not understandable, so printed material is desirable*
- *To get more high quality lecturers to give better lectures. Since some of the lecturers are just guests, their lecturing quality can not be guaranteed. This does not mean all the lectures given by the school academic staff is good*

### 3 Overall satisfaction (KPI 16)

#### Definition

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

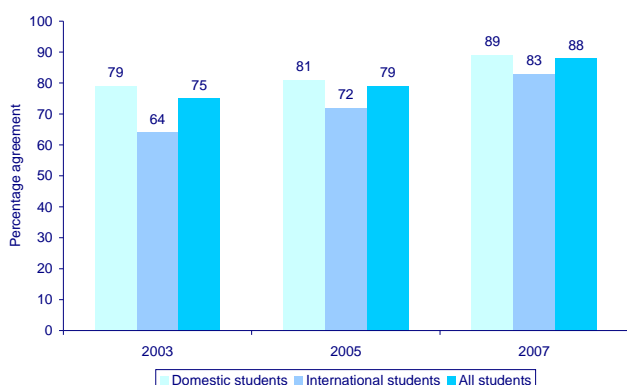
- Reputation of the University/ Faculty/ degree (including reputation in the professional arena)
- Value for money (cost of course; entry standard of students; level of course content)
- Qualifications (teaching/ subject), knowledge and relevant experience of academic staff

#### Trends

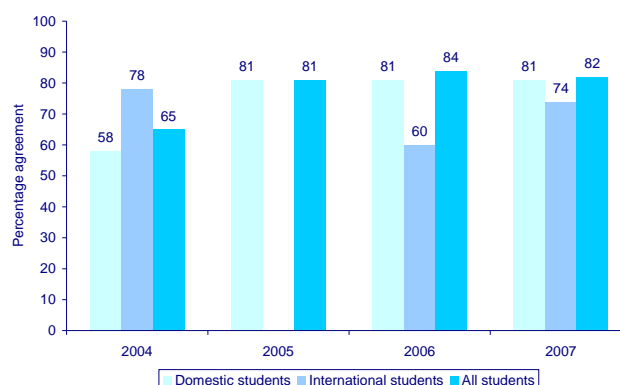
Overall satisfaction with the degree course currently rates at 82% for graduates and 88% for current students. The University average for graduates is 70% and for current students is 75%. Student comments support these positive results.

#### 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	8%	19%	11%	13%
	International	n/a	n/a	n/a	31%	13%	20%	9%
	<b>All</b>	<b>34%</b>	<b>26%</b>	<b>31%</b>	<b>12%</b>	<b>17%</b>	<b>12%</b>	<b>12%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	2%	7%	8%	12%
	International	n/a	n/a	n/a	12%	11%	17%	0%
	<b>All</b>	<b>6%</b>	<b>11%</b>	<b>9%</b>	<b>7%</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>

### 3.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

#### 3.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=74)	International (n=38)	All (n=112)
Staffing issues			
- Qualifications of staff in subject matter and in teaching at tertiary level	15%	8%	13%
- Relevant experience of lecturers and tutors in subject area			
- Relevant and up to date knowledge of lecturers and tutors in subject area			

#### Sample comments: domestic students

- *The electives I am doing are all very interesting, and while there is a lot of work involved it is enjoyable*
- *INIM5011 and 5012 invited very interesting speakers from the forefront of their field. They are very knowledgeable about their area of expertise, has a lot of experiences to share and often offer very up-to-date information compared to textbooks.*
- *Whole course was well conducted by professional lecturers with field experience*

#### Sample comments: international students

- *studying in a world reknown [sic] school (of public health) with experts in the field*
- *lectures were given by experts of various fields who directly involved in the researches of that respective specialties*
- *Most of the lecturers are expert in their field*

Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
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#### Staffing issues

- |   |    |    |    |
|---|----|----|----|
| - Qualifications of staff in subject matter and in teaching at tertiary level | 8% | 9% | 8% |
| - Relevant experience of lecturers and tutors in subject area                 |    |    |    |
| - Relevant and up to date knowledge of lecturers and tutors in subject area   |    |    |    |

#### Sample comments: domestic students

- *A range of lecturers working and researching in the specific areas covered in the course*
- *International experience of the teaching staff was great.*
- *That it was held by University of Sydney and the lecturers were very experienced and helpful. Flexibility was given to students*

#### Sample comments: international students

- *Experienced staff from public health arena*

### 3.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=72)	International (n=32)	All (n=104)
<b>Value for money</b>			
- Funding or financial issues relating to course are affecting student learning	7%	6%	7%
- Consider cost of course too high			
- Entry standard of fellow students considered to be affecting student satisfaction e.g. lack of relevant experience in field			

#### Sample comments: domestic students

- *More personal contact between students, lecturers and the department on a one to one basis. The course coordinator needs to be more consistent. For the money that we are spending and the value of the course, it seems there isn't much development. There should be more than one lecturer as it is too much work for one person. The lecturer this semester was understandably tired and therefore the teaching quality was not as good. Perhaps it should be split between two lecturers, either alternating days or one doing mornings and one doing afternoons*
- *The cost! I am not eligible for any support and it is very expensive. The more subjects available online, the better. The lecturers in my course were great but the tutors varied widely in their knowledge level and occasionally were not adequate.*
- *I feel the course is not conducted at a Masters level, rather at an Undergraduate level. In most subjects, the majority of material taught was simply a repetition of the equivalent undergraduate subject. On many occasions I have felt that the course has been catered for those students who have not completed relevant undergraduate degrees, or had previous experience in the area*

#### Sample comments: international students

- *It's preferably more intake of international students other than Australia to gain a global view on the pain management. It's preferably to lower the course fee!!! The high course fee basically select the students from the rich developed countries*
- *I think 1 year is too short to finish this degree while it requires to know many aspects of research needed for practice. As an international student, I am required to enrol at least 24 credit point for each semester, this equals to at least 6 subjects for 1 semester. Especially in the second semester, sometimes we (international students) have to enrol 12 subjects in 1 semester. I hardly imagine how could we have enough time to appreciate the lectures, readings.... I think - for international student, 1.5 years would be more sufficient. Some subjects are not relevant to international student, such as: quality and safety in healthcare which is relevant to Australian context only, and hence I found it hard to contribute to online discussion*
- *Guest lecturers have often been weak in content, repetitive and off topic. Overall the organizational aspects of the course across the board could be improved (providing materials in a timely way, booking rooms appropriately, scheduling, etc.)*

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
<b>Value for money</b>			
- Funding or financial issues relating to course are affecting student learning	9%	0%	8%
- Consider cost of course too high			
- Entry standard of fellow students considered to be affecting student satisfaction e.g. lack of relevant experience in field			

#### Sample comments: domestic students

- *Entry acceptance, the interests of the students were too different*
- *I think that the level of admissions for students should be higher. Some students came straight from undergraduate degrees with limited work experience. This limited the level of discussion*
- *There was an increasing trend of students who have never worked in the area of public health - little practical experience. Also occasion lecturer and no interest in students*
- *It was quite expensive all together*

## 4 Learning community

### Definition

Learning community includes the following:

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

### Trends

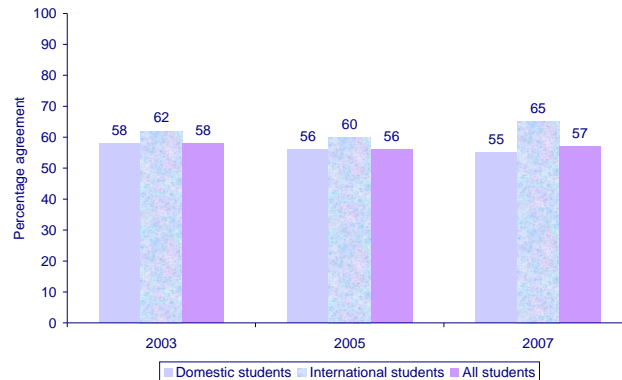
Fifty seven percent of students either agreed or strongly agreed with SCEQ survey items on the Learning Community. Although this is above the University average of 54%, this score places the Faculty in the middle range of results for the Learning Community Scale.

With a percentage agreement score of 65% in 2007 and 60% in 2005, international students continue to rate this area of their experience higher than domestic students. Analysis of the comments received in the 2007 SCEQ CEQ indicate that students appreciate the cultural diversity of the student cohort, and the variety of experiences this brought to class/ online discussions.

#### 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	20%	27%	13%	23%
	International	n/a	n/a	n/a	11%	32%	20%	18%
	<b>All</b>	<b>16%</b>	<b>22%</b>	<b>25%</b>	<b>18%</b>	<b>29%</b>	<b>14%</b>	<b>22%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	16%	10%	5%	8%
	International	n/a	n/a	n/a	8%	13%	33%	0%
	<b>All</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>15%</b>	<b>11%</b>	<b>9%</b>	<b>6%</b>

### 4.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

#### 4.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=74)	International (n=38)	All (n=112)
Learning environment			
- Experienced social experience of being at university			
- Felt that they belonged to a community (degree/ faculty)	24%	32%	27%
- 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

- *As a distance student having requirement to interact with other students via the net allows you to feel connected to a group, you don't feel isolated and alone.*
- *The diversity of the subjects offered and the diversity of the actual students enrolled in the degree and being exposed to so many different people and areas*
- *The degree has provided me with exposure to current research and professionals in areas I would not have otherwise known about, thus facilitating my learning and stimulating my interest in certain areas*

#### Sample comments: international students

- *I like the fact that there are people from all parts of the world and are from different academic backgrounds. I enjoy communicating with them and learning from them.*
- *The international nature of the student body because when you're degree deals with international health it is extremely insightful to have students who can bring their own insights from around the world and it significantly contributes to the overall experience*
- *World wide multidisciplinary on-line discussion stimulate my leaning and formatting my paradigm on the studied subject. Basically, it 's a demonstration of globalization of education*

Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
Learning environment			
- Experienced social experience of being at university			
- Felt that they belonged to a community (degree/ faculty)	10%	9%	10%
- 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

- *learning from other students and a variety of practical experiences.*
- *Learning about things that are applicable to my field of work. Online discussions with others in similar fields*
- *The mix of international students who brought their experience to the course*

#### Sample comments: international students

- *A lot of teamwork, global view, reasonable mix of international students, emphasis on critical thinking*
- *The discussion groups (online) were made up of professionals from different Medical/Therapy disciplines*

### 4.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=72)	International (n=32)	All (n=104)
<b>Learning environment</b>			
- Did not feel that they belonged to a community			
- Academic interests were not explored with staff and students e.g. in tutorials	10%	13%	11%
- Would like domestic and international students separated in classes			
- Lectures and tutorials had too many people in them; inhibited discussion			

#### Sample comments: domestic students

- *Student to student contact. Hard to only have the medium where the staff have access. Would benefit by having a students only discussion group where you wouldn't feel inhibited about asking questions perceived as being really stupid.*
- *More face to face contact for discussions in workshop formats*
- *student ideas and complaints need to be heard and taken into consideration more effectively to keep the students satisfied in uni*

#### Sample comments: international students

- *Orientation for international students could be improved. Giving them more help in issues relating to casual jobs, work permits, travelling and accommodations could help international students a great deal in adjusting to Australia*
- *The class room is not so comfortable, sometime it is to crowded*
- *Should have more face-to-face tutorials/sessions/lectures; rather than relying on web CT. this reduces the possibility to bounce ideas off each other, personality and discussion*

### Graduates (CEQ 2007)

In 2007, 6% of graduates (5/77 comments received) who provided written observations in their responses to the CEQ considered that they did not feel part of the University community, exploration of academic interests with staff and students did not take place, and that class sizes were too large. No comments were received on this aspect from international students.

#### Sample comments: domestic students

- *The class sizes were larger than anybody would have liked*
- *There was a lot of isolation between full time and part time students and also MD's vs. non MD's.*
- *Lack of communication with other students at different stages of the course. Communication was limited to those in my particular subject. A general discussion board in the first year was abandoned in the second year.*

## 5 Curriculum

### Definition

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

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

### Trends

In 2007 49% of comments received from graduates and 60% from current students commented favourably on various aspects of the curriculum. The opposite point of view was mentioned in 43% of comments received in the SCEQ and 40% in the CEQ.

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

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

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	63%	70%	62%	45%
	International	n/a	n/a	n/a	69%	21%	20%	36%
	<b>All</b>	<b>49%</b>	<b>50%</b>	<b>56%</b>	<b>64%</b>	<b>60%</b>	<b>58%</b>	<b>49%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	52%	47%	37%	41%
	International	n/a	n/a	n/a	39%	34%	33%	36%
	<b>All</b>	<b>31%</b>	<b>20%</b>	<b>31%</b>	<b>50%</b>	<b>43%</b>	<b>36%</b>	<b>40%</b>

## 5.2 Key issues for coursework students (SCEQ 2007; CEQ 2007)

### 5.2.2 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=74)	International (n=38)	All (n=112)
<b>Content and structure</b>			
- Content and structure of whole degree program/ individual units of study	30%	16%	25%
- Intensive courses			
- Subjects appear to be linked together			
- Subject content is relevant to work/ career and industry requirements			
<b>Method of delivery</b>			
- Online mode incl WebCT	27%	3%	19%
<b>Diversity, flexibility, variety</b>			
- Flexibility of degree structure	12%	0%	8%
- Ability to take a range of units of study			
<b>Sample comments: domestic students</b>			
- <i>(MPH) The range of electives available. The content of the course was very relevant to my current working environment and helped me to improve and enhance my analytical and writing skills.</i>			
- <i>Enjoy discussing various aspects of Public Health. I've learnt a lot about the public health system and important issues which surround this. Also the courses have enabled me to understand better the health problems being faced in Australia and in other countries more analytically</i>			
- <i>Flexibility of part time and distance / online learning as I am also working full time</i>			
<b>Sample comments: international students</b>			
- <i>Units like International health promotion, Public Health Advocacy, International Health Projects Management, Vaccines and others are all very good. I am very happy with the core units in the first semester. I think these units are all very handy and would help us in the practical job</i>			
- <i>online learning. It's flexible to learn and manage my course</i>			
- <i>MIPH is a very relevant in the perspective of international health context. After returning my country, The knowledge and skill will help me to serve my country as a public health expert</i>			

Graduates (CEQ 2007)	Domestic (n=88)	International (n=11)	All (n=99)
<b>Content and structure</b>			
- Content and structure of whole degree program/ individual units of study	26%	36%	27%
- Subject content is relevant to work/ career and industry requirements			
<b>Method of delivery</b>			
- Online mode incl WebCT	9%	0%	8%
<b>Diversity, flexibility, variety</b>			
- Flexibility of degree structure	11%	0%	10%
- Ability to take a range of units of study			
<b>Sample comments: domestic students</b>			
- <i>Covered a lot of useful and interesting aspects of Ophthalmic Science. Provided good knowledge base</i>			
- <i>On-Line, External. Application to current employment</i>			
- <i>Exposure to different fields of health</i>			
<b>Sample comments: international students</b>			
- <i>Clinically relevant and interesting</i>			
- <i>Good coverage of course / subjects able to help students with getting more practical experience</i>			
- <i>Learning about pain Physiology and treatment</i>			

### 5.2.3 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=72)	International (n=32)	All (n=104)
<b>Content and structure</b>			
- Unhappy with content and structure of whole degree program/ individual units of study	14%	16%	14%
- Subject content is not relevant to work/ career and industry requirements			
<b>Method of delivery</b>	31%	9%	24%
- Online mode incl WebCT			

#### Sample comments: domestic students

- *When you do the MPH over a number of years there are often changes to the curriculum that affect different students in different ways. It would have been nice to receive a letter or an email explaining exactly what the consequences of dropping 'case studies' from the core subjects meant. For example, sending an annual note to say exactly how many credit points had been completed and how many more were needed to complete the course*
- *feel I should come out of this degree knowing about Australia's (and regional neighbours') part in IPH, particularly history and regional priorities in PH, structure of foreign aid contributions (govt, bilateral and NGO) and our role in the Asian and Pacific regions.*
- *I have learned that I am not at all a fan of on-line learning. I much prefer face-to-face interaction and I find it frustrating that some subjects, where face-to-face interaction is possible, are only available during the day, and other subjects that I'm interested in are wholly on-line. I would like to see more subjects (particularly electives) taught in mixed mode (combination face-to-face and online) or taught in intensive workshop mode. I can't emphasize enough that I dislike the online learning structure and find it very frustrating that the options for working people are so limited. I would happily come to evening lectures/workshops or well-scheduled full day workshops*

#### Sample comments: international students

- *The choice of electives was limited by credit points so that many useful and necessary electives like health policy planning and evaluation which should have been core units were left out. The aim of Masters in International Public health is that we should have developed a set of core competencies. So where it was good and important to study the current units...It was equally important to have some idea on how health policy works.*
- *Should have more face-to-face tutorials/sessions/lectures; rather than relying on web CT. this reduces the possibility to bounce ideas off each other, personality and discussion.*
- *There are too many courses online, it should be blended. I don't appreciate that I have to listen to the lectures online instead of being able to go in and meet with my lecturers face to face.*

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
<b>Content and structure</b>			
- Unhappy with content and structure of whole degree program/ individual units of study	14%	36%	17%
- Subject content is not relevant to work/ career and industry requirements			
- Do not like intensive courses			
<b>Method of delivery</b>	21%	0%	18%
- Online mode incl WebCT			

#### Sample comments: domestic students

- *Practical aspects of epidemiology and statistics. Also the same/similar examples of outbreaks were with a number/courses - There is far more to public health than follow of outbreaks - very disappointed with repeats in some subjects*
- *More of a range of subjects. More choices of electives*
- *Did not like web ct courses. I enrolled as a student expecting the face to face learning, tutorial experience. This was the care in most subjects but found the course was moving towards web-ct distance learning*

#### Sample comments: international students

- *Length of some subject is too short. For example, health economics taught only two days. It needs to be taught as two hours / week and followed by tutorial*
- *More specific information re disease incidence and current treatment projects in developing countries*
- *need to present more modalities of treatment*

## 6 Appropriate assessment

### Definition

Appropriate assessment includes:

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

### Trends

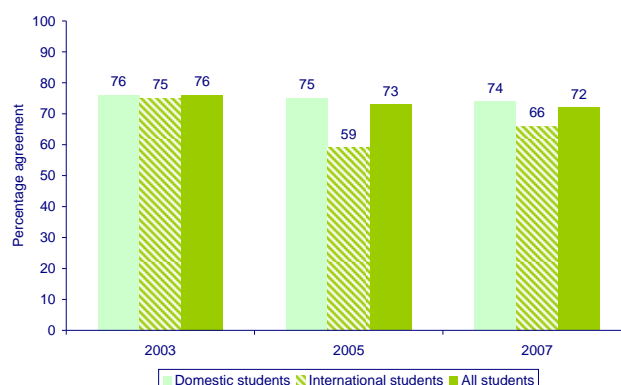
The percentage agreement scores for appropriate assessment (72%) in the 2007 SCEQ is higher than the University average of 66%, and places it as the highest of the Health cluster of faculties.

In relation to comments received which mention assessment, the trend across the University is for there to be more comments expressing dissatisfaction than satisfaction; this is rarely an area that is commented upon as being of best practice.

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

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

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



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

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

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	4%	1%	2%	1%
	International	n/a	n/a	n/a	3%	18%	0%	0%
	<b>All</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>7%</b>	<b>2%</b>	<b>1%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	11%	10%	18%	12%
	International	n/a	n/a	n/a	29%	13%	0%	20%
	<b>All</b>	<b>5%</b>	<b>5%</b>	<b>6%</b>	<b>15%</b>	<b>11%</b>	<b>16%</b>	<b>10%</b>

## 6.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

### 6.3.1 Areas of best practice

#### Current students (SCEQ 2007)

Seven percent of students (i.e. 8/112) expressed satisfaction with the choice, aptness and design of assessments. 7/8 comments came from international students. Due to the low number of comments, and to maintain student confidentiality, no sample comments are provided.

#### Graduates (CEQ 2007)

One percent of students (i.e. 1/99) expressed satisfaction choice, aptness and design of assessments. Due to the low number of comments, and to maintain student confidentiality, no sample comments are provided.

### 6.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=72)	International (n=32)	All (n=104)
<b>Types of assessment</b>			
- Unhappy with the forms of assessment used by the faculty	7%	6%	7%
- Dissatisfied with group work/ assessments			
- General comments on assessment			
<b>Marking</b>			
- Unhappy with marking of group assignments particularly in group assignments	1%	6%	3%
- Would like to be judged on content not on grammar/ academic writing skills			

#### Sample comments: domestic students

- *Often the assessments are testing statistics, not your logical thought process*
- *A few more written assignments in the first semester would be useful. For one of my subjects, I did not know who the assignment would be marked and there was only one assignment for that subject. A small (10%) assignment would allow for adequate feedback before the final assignment is to be submitted*
- *Also subjects that have group assignments or mark on participation to forums seriously disadvantage professionals who can't sit at their computers all day*

#### Sample comments: international students

- *I think for the international student (English is our second language) on marking assignment less emphasis should be given (not take it as a issue) in grammar. Main thing should be judged upon concept of the writing in the assignment which is the main thing for all the student for their future career pathway. Because this is not a language degree it is a masters course on public health.*
- *In marking the assessment: Because students are assess by using assignments (essays) that are quite difficult to ensure its objectivity and reliability, It is necessary to assign more than 2 staffs to mark that essays. And, it could be there is a clear procedure that is informed to students how to complain regarding the disagreement in the grade is given*
- *Group work should be done in a way that it is easy for students to meet at convenient times. E.g. it has not been easy for the fulltime students to work with the part time students. Some of the part time students work until late therefore it is difficult to have some people's in put*

Graduates (CEQ 2007)	Domestic (n=66)	International (n=11)	All (n=77)
Types of assessment			
- Unhappy with the forms of assessment used by the faculty	9%	0%	8%
- Dissatisfied with group work/ assessments			
- General comments on assessment			

Sample comments: domestic students

- *At times it felt as though the same students were compelled to carry weaker students through team/group assignments to the benefit of the weaker students (often o/s students) who would contribute little but would receive the same mark*
- *Assignments were not particularly interesting with challenging. Turn around on assignments was slow*
- *Group work very poor. Small number of group gave major contribution to overall work and others didn't participate at all counter productive to encouraging teamwork! May have been time to language difficulty*

## 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

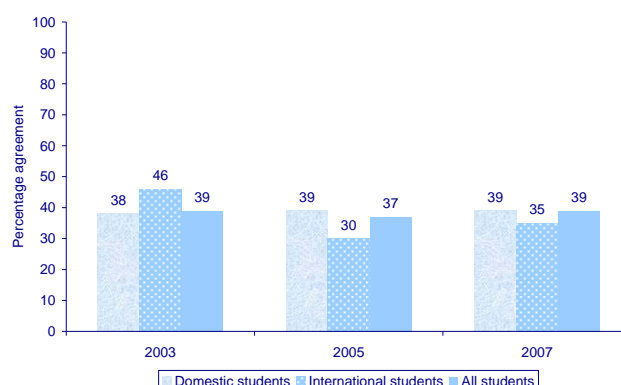
The percentage agreement scores for appropriate workload (39%) in the 2007 SCEQ is higher than the University average of 33%, and places it as the highest of the Health cluster of faculties, and the third highest across the University.

In contrast with other areas of the University, very few students in the Faculty of Medicine commented either favourably or unfavourably on their workload.

#### 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	0%	0%	0%	1%
	International	n/a	n/a	n/a	0%	0%	0%	0%
	<b>All</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
Suggested improvements	Domestic	n/a	n/a	n/a	8%	4%	5%	2%
	International	n/a	n/a	n/a	8%	13%	0%	9%
	<b>All</b>	<b>14%</b>	<b>9%</b>	<b>8%</b>	<b>8%</b>	<b>7%</b>	<b>5%</b>	<b>3%</b>

#### 7.3 Key issues for coursework students (SCEQ 2007; CEQ 2007)

The main issues raised by both current students and graduates related to the time frame required to complete the course, requirement to spread the workload across the course, and too many readings.

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