



The University of Sydney

Faculty of Health Sciences

The Student Experience of Learning and Teaching
(Postgraduate coursework level graduates)

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

May 2009

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Executive summary

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

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

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

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

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

Key results for 2008

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

Generic Skills (Section 1; pages 11-13)

KPI LINKED RESULTS

After reaching a high of 64% in 2006 and 2007, the KPI linked CEQ results for Generic Skills have decreased to their current score of 61%, which is still higher than the 2004 and 2005 results of 60% and 57% respectively. The University average for Generic skills is 60%. In 2006 and 2008, domestic students experienced better outcomes than their international counterparts.

QUALITATIVE DATA

Areas of best practice

- 23% of respondents mentioned that they had developed skills and abilities in all University of Sydney Graduate Attributes
- 15% of respondents considered that their professional skills had been enhanced during the course, especially through clinical placements
- Sample comment: *"Gaining skills that will improve my work options, increased knowledge and skills to work on a broader level. Still demonstrating self motivation when assigned tasks"*

Suggested improvements

- 9% of respondents were dissatisfied with this area of their experience
- Most of the comments within this KPI (8%) related to the need for more practical experience during the course
- Sample comment: *"More practical skills for the workforce. I found once entering the workforce I had gained no practical skills from university. Perhaps more work placement should be included in courses"*

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

Good Teaching (Section 2, pages 14-16)

KPI LINKED RESULTS

The current Faculty KPI linked result for Good Teaching is the lowest since 2005, and currently sits at 44%. Results indicate that the experiences of domestic students (46%) are considerably better than those of their international counterparts (29%). The University average for this KPI is 50%.

QUALITATIVE DATA

Areas of best practice

- 29% of respondents were satisfied with this aspect of their experience
- 114% considered that the teaching methods were up to date, innovative, and interesting; that concepts were clearly explained; and that students were motivated by staff to do their best work
- The helpfulness, support and understanding shown by staff to students was the focus of 10% of comments
- Sample comment: *"Some of the lecturers were enthusiastic and increased the students motivation and ensured that each student grasped the concepts"*

Suggested improvements

- This area of the student experience elicited the highest percentage of comments suggesting improvements (56%)
- 14% suggested that improvements were necessary in the teaching methods of some staff; that subjects could be made more interesting; and that learning materials could be improved.
- The lack of timely and constructive feedback on work was raised as an area of concern with 18% of respondents. External students mentioned that delays in returning work impacted on their ability to improve in future assignments
- Some respondents (9%) experienced a lack of support and understanding from staff, particularly in relation to problems associated with undertaking studies externally
- Sample comment: *"Better feedback and timely assignment results so they can influence the next assignment. I feel your university provides a very poor service for the internal distance learner. There are very poor methods of communication like no free phone number or a list of international calling numbers for staff. I feel for the money paid for these courses the international student is poorly supported."*

Overall Satisfaction (Section 3; pages 17-19)

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have declined considerably, from a high of 72% in 2006, to the current score of 60%, which is the second lowest since 2004. Since 2006, domestic students have had better outcomes in this KPI than international students. The University average for Overall Satisfaction is 65%.

QUALITATIVE DATA

Areas of best practice

- 9% of respondents provided comments that could be considered to be within the remit of Overall Satisfaction
- 7% valued the experience, knowledge and qualifications of academic and clinical staff, and the expertise and relevance this brought to their overall experience. The use of guest lecturers, currently working in the field was also appreciated.
- Sample comment: *"That the teaching staff had real, current experience which they could draw on to illustrate a point, which was particularly beneficial when discussing modes of delivering psychotherapy - it made the abstract more concrete"*

Suggested improvements

- 9% of respondents suggested improvements in this area of their experience
- Most comments related to the quality of the degree, in terms of professional recognition, and intellectual level (4%); and the cost of the course relative to actual delivery of content (3%)
- Sample comment: *"Compulsory subjects (e.g. current issues in medical radiations) at \$1500 is a waste of time and money when you are there to specialise in an area of post graduate study. These subjects should be left for undergraduate study"*.

Learning Community (Section 4; pages 20-21)

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

QUALITATIVE DATA

Areas of best practice

- 13% of respondents expressed satisfaction with this area of their experience
- The majority of these (11%) referred to aspects of the learning environment: belonging to a community; exploration of academic interests with students and staff through tutorials and other discussion fora; the cultural diversity of the student cohort; and class sizes
- Sample comment: *"Small group studying/learning with/from other fellow Physiotherapists"*

Suggested improvements

- 11% of respondents expressed dissatisfaction with this area of their experience
- The majority of these (8%) related to the learning environment: lack of contact with other students, particularly for external students; more tutorials required; and equity and discrimination issues; Sample comment: *"Group work. As an external student, I felt isolated at times and would like more of peer and staff support"*

Curriculum (Programme of study) (Section 5; pages 22-23)

NB: The CEQ does not include items relating to Curriculum

QUALITATIVE DATA

Areas of best practice

- 53% of respondents expressed satisfaction with the programme of study offered within the faculty, the flexibility of external study, and the variety of electives that were offered
- A high proportion (11%) appreciated the opportunity to take the course in distance mode, thereby allowing them to mix work and study successfully, and do the course from home
- This area of the student experience has consistently been the focus of over 50% of respondents' written observations; indicating a high level of satisfaction with the curriculum offered by the Faculty.
- Sample comment: *"Flexibility to study at my own pace at home. Distance learning enabled me to study and work full-time"*

Suggested improvements

- 31% of respondents considered that improvements could be made in the curriculum offered by the Faculty
- 23% were concerned about: obsolete material; relevance to the current working environment; structure of the course; problem based learning; and linkages between units of study
- Sample comment: *"Some subjects needed updating, the advancements in technology are rapid and some subjects hadn't managed to keep up to date"*

Appropriate Assessment (Section 6; pages 24-25)

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

QUALITATIVE DATA

Areas of best practice

- 2% of respondents valued the applicability of assessments in terms of relevance, and in developing skills
- Sample comment: *"Totally relevant to my context- the assignments which were the key learning experiences were able to be applied to my situation"*

Suggested improvements

- 7% of respondents considered assessment to be an area in need of improvement
- Areas of concern included: the weighting of some assignments, inconsistencies in marking; and the use of online group work where students lived at disparate locations
- Sample comment: *"This coursework needs some examinations, not just assignments, to stop cheating and to improve quality of the study"*

Appropriate Workload (Section 7; page 26)

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

QUALITATIVE DATA

Areas of best practice

- No comments expressing satisfaction with the workload associated with the degree were received

Suggested improvements

- 7% of respondents considered workload to be too high
- Sample comment: *"Workload was too much especially with non assessed tasks that we were required to complete"*

Clear Goals and Standards (Section 8; page 27-28)

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

QUALITATIVE DATA

Areas of best practice

- 4/382 respondents mentioned this aspect of their experience as being of good practice
- They appreciated the availability of clear course outlines and the clarity of expectations
- Sample comment: *"Clearly defined course outcomes and content"*

Suggested improvements

- 3% of respondents would appreciate more clearly defined assessment requirements
- Sample comment: *"Lack of direction with assignments. Confusion which lead to anxiety"*

Faculty/ Department Student Administration (Section 9; pages 29-30)

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

QUALITATIVE DATA

Areas of best practice

- 3% of respondents commented on this aspect of their experience as being of good practice
- They appreciated the service provided by Faculty administration; the organisation of placements, and the efficient communication channels used to contact students
- Sample comment: *"Personalised service from teaching and administrative staff; all enquiries answered in a timely manner or directed to required staff and response within the 24 hour period"*

Suggested improvements

- 20% of respondents were dissatisfied with Faculty administration
- 7% were concerned about the efficiency of the administration unit, particularly in relation to the timely distribution of course packages
- Poor communication channels between staff and students was raised as an area of concern in 9% of comments received.
- Sample comment: *"For the course that is external - communication by lecturers to students in a timely manner is crucial and was often lacking in this course"*

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May 2009

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Glossary

The following terms and phrases are used throughout the report

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

Conceptual framework

Course Experience Questionnaire (CEQ)

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

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

Students are asked to respond to statements using a five point Likert Scale to indicate the extent to which they agree or disagree with each statement. As part of the questionnaires, students are also asked to comment on the following questions:

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

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

Focus of the Report

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

Information is arranged by the Key Performance Indicators (14: Generic Skills; 15: Good Teaching; and 16: Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration) which, taken together, comprise the graduate experience of learning and teaching in the Faculty.

Focus of written observations from respondents

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

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

It is important to remember, when looking at the results of the analysis of this data, that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather, it could be interpreted that the students were happy with their experiences, and prefer to focus on commenting about areas in need of improvement. For example, very few comments on assessment are received in answer to the question on areas of best practice; whilst very few comments on the development of generic skills feature in those suggesting improvements.

Student Course Experience Questionnaire (SCEQ) 2007

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

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

Notes

1 Quantitative data analysis

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

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

NB: The "degree" variable has been used to map respondents to faculty for overall and international student results. The "field of study" variable has been used to map respondents to faculty for local student results.

	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=
Domestic students	120	93	128	91	253
International students	10	23	9	12	38
Overall	178	153	159	74	345

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

Reliability of data from international students

Less than 20 international graduates responded to the overall satisfaction item in the 2004, 2006 and 2007 CEQ. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, the analysis of the quantitative data for this cohort should be viewed with caution.

2 Qualitative data analysis

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

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

<u>Areas of best practice</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		73	129	86	134	22	357
International		10	3	2	5	0	25
Total	73	83	132	88	139	22	382

<u>Suggested improvements</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		74	125	72	118	20	346
International		11	7	2	4	0	25
Total	71	85	132	74	122	19	371

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

International students

Separate data for international graduates was not available in 2002.

Less than 12 international respondents to the CEQ in 2003 - 2007 provided written observations on their experiences. Since these numbers fall either within the unreliable range of statistics (0-4), or within the lower range of statistics that can be viewed with caution (5-20), the results of the qualitative analysis for international students in these years have been excluded from the report. This is indicated by the phrase *Too few comments for statistical reliability* in the relevant tables.

³ Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Health Sciences on 08.09.08 and 08.05.09 http://www.itl.usyd.edu.au/ceq/tpi_report.cfm

3 Illustrative sample comments

Comments are recorded as they appear in the original documents. However, minor spelling, grammatical and transcription errors have been corrected. [sic] indicates that the word appears exactly as provided by the student, and that it is not possible to ascertain an exact interpretation of the original meaning. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not been included in the sample comments. Lecturers and tutors names, where included by the respondent, have been replaced by XXX, YYY or ZZZ.

4 Analysis of comments

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

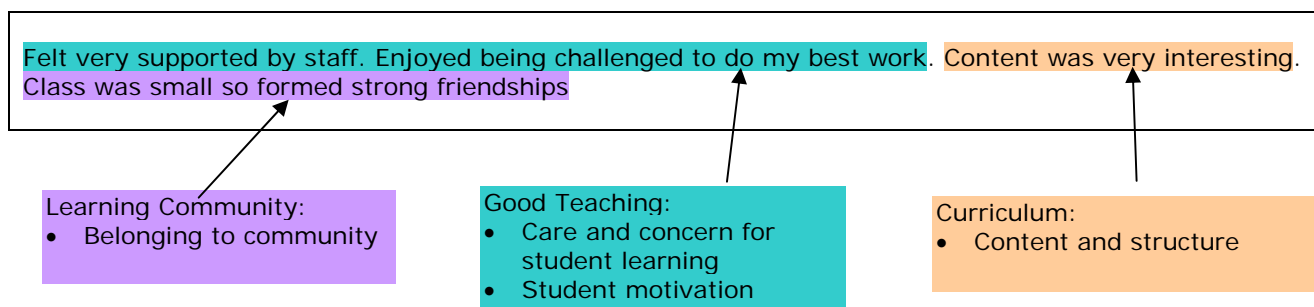
- Characteristics that define the area of the student experience
- CEQ survey items (Generic Skills; Good Teaching; and Overall Satisfaction only)
- recurring themes in students' comments and have been developed over many years of analysing qualitative data from students' surveys.

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

5 Counting of comments

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/CEQ*⁴, which is based on the University KPIs for Learning and Teaching. Based on the premise that a comment is what is written by an individual respondent in response to one of the open response questions, and a tally in the statistics being a specific phrase or sentence referring to one aspect of the student experience, the total number of times an aspect is mentioned in any one set of comments is calculated as a percentage of comments received in the year of the survey. As a general rule, only those aspects which receive over 5% of comments from the whole cohort (i.e. domestic and international combined) are considered significant enough to be included as specific issues in the report.

For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Curriculum (Content and Structure); Learning Community (Belonging to community); and Good Teaching (Concern and care for student learning; Student motivation, the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 5 aspects in one comment.



⁴ Available from Quality Assurance Officer (Learning and Teaching)

1 Generic Skills (KPI 14)

Coverage

The *Generic Skills Scale* is an attempt to take into account the extent to which university courses add to the generic skills that their graduates might be expected to possess. Discipline-specific skills and knowledge are often crucial to prospects for employment and further study. Nevertheless, the emphasis on generic skills stems from the belief that knowledge quickly becomes obsolete, and generic skills that may have been acquired in the learning process should endure and be applicable in a broader context. Skills typically identified in this context include communication skills, the capacity to learn new skills and procedures, the capacity to make decisions and solve problems, the ability to apply knowledge to the workplace, and the capacity to work with minimum supervision.

CEO Survey items

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

Qualitative data analysis

There are 5 sub-categories within Generic Skills, against which students comments are analysed. These match the five main University Generic Graduate Attributes. The components of these sub-categories are allied to the skills and abilities for each attribute provided in the University policy framework for Graduate Attributes⁵.

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

Summary

KPI LINKED RESULTS

After reaching a high of 64% in 2006 and 2007, the KPI linked CEQ results for Generic Skills have decreased to their current score of 61%, which is still higher than the 2004 and 2005 results of 60% and 57% respectively. The University average for Generic skills is 60%. In 2006 and 2008, domestic students experienced better outcomes than their international counterparts.

QUALITATIVE DATA

Areas of best practice

- 23% of respondents mentioned that they had developed skills and abilities in all University of Sydney Graduate Attributes
- 15% of respondents considered that their professional skills had been enhanced during the course, especially through clinical placements

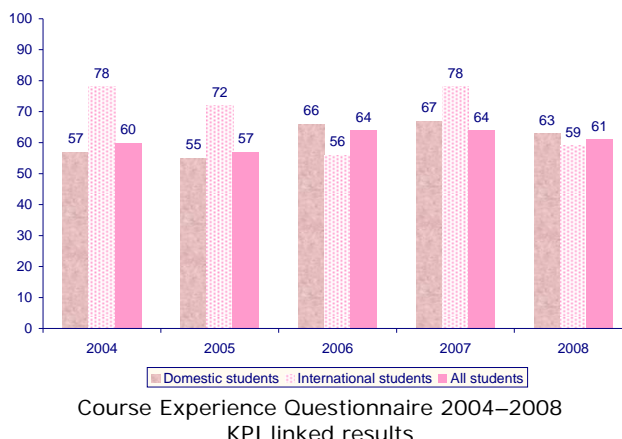
Suggested improvements

- 9% of respondents were dissatisfied with this area of their experience
- Most of the comments within this KPI (8%) related to the need for more practical experience during the course

⁵ http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf

1.1 Comparative results: Quantitative data 2004–2008

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



1.2 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	12%	26%	19%	24%	18%	21%	
	International	<i>Too few comments for statistical reliability</i>						56%
	All	30%	13%	25%	18%	24%	18%	23%
Suggested improvements	Domestic	7%	10%	11%	6%	0%	8%	
	International	<i>Too few comments for statistical reliability</i>						%
	All	6%	7%	10%	11%	6%	0%	9%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

	Domestic (n=357)	International (n=25)	All (n=382)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	14%	28%	15%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *Gaining skills that will improve my work options, increased knowledge and skills to work on a broader level. Still demonstrating self motivation when assigned tasks*
- *That I have improved my academic skills, my analytical skills and my ability to communicate in written and spoken English with the multi-disciplinary team*
- *Being exposed to the various areas in which occupational therapy is practiced through the cases that we studied, and being required to work in groups to help prepare for practical experience*

Sample comments: international students

- *Improved confidence, communication skills, personality, discipline; helped me understand Australian medical workforce and its condition*
- *I think the best aspects of my course is the clinical placement which allow me have a chance to work in a medical record department. It is really an eye opener, that let me understand how to run a medical record department*
- *Experience gained during placement*

1.3.2 Suggested improvements

	Domestic (n=346)	International (n=25)	All (n=371)
Ethical, social, professional understanding			
- Development of discipline/ professional skills unsatisfactory	7%	24%	8%
- More opportunities for work placement/ clinical training required			

Sample comments: domestic students

- *Need to teach baseline of what occupational therapy is and core skills of occupational therapy's i.e report writing, gross and fine motor clinical observations. Not enough focus on motor clinical observations*
- *CDM- Lack of clinical practice, need to be more practical*
- *More practical skills for the workforce. I found once entering the workforce I had gained no practical skills from university. Perhaps more work placement should be included in courses.*

Sample comments: international students

- *I think for international students, you have to prepare an English short lectures in grammar and speaking to help them improve their English language. I know that there is an English Center but I don't think that all students have the ability to attend that courses and able to offer the prices of that courses.*
- *As an international student, I feel there is a need for more clinical guidance and more hours in that area. I was the only international student in my batch and found it difficult to implement what I learnt in class due to inability to work*
- *It would be better if there were placements at a hospital or health centre to consolidate knowledge and skills*

2 Good Teaching (KPI 15)

Coverage

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

CEQ Survey items

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

Qualitative data analysis

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

- Good teaching experiences (interesting, teaching methods, discussions encouraged etc)
- Motivating teaching (enthusiasm, inspiration, passion of teachers)
- Concern and care for student learning (understanding difficulties with work; supportive; approachable)
- Good explanations received (includes English language proficiency of teachers)
- Feedback on work (timely, constructive)
- Research-enhanced learning and teaching (integration of research into curriculum; knowledge of lecturers' research; participation in research projects; scholarship of teaching and learning⁶)

Summary

KPI LINKED RESULTS

The current Faculty KPI linked result for Good Teaching is the lowest since 2005, and currently sits at 44%. Results indicate that the experiences of domestic students (46%) are considerably better than those of their international counterparts (29%). The University average for this KPI is 50%.

QUALITATIVE DATA

Areas of best practice

- 29% of respondents were satisfied with this aspect of their experience
- 114% considered that the teaching methods were up to date, innovative, and interesting; that concepts were clearly explained; and that students were motivated by staff to do their best work
- The helpfulness, support and understanding shown by staff to students was the focus of 10% of comments

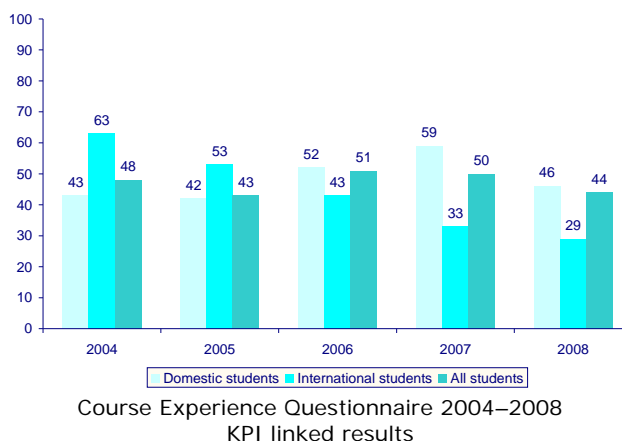
Suggested improvements

- This area of the student experience elicited the highest percentage of comments suggesting improvements (56%)
- 14% suggested that improvements were necessary in the teaching methods of some staff; that subjects could be made more interesting; and that learning materials could be improved.
- The lack of timely and constructive feedback on work was raised as an area of concern with 18% of respondents. External students mentioned that delays in returning work impacted on their ability to improve in future assignments
- Some respondents (9%) experienced a lack of support and understanding from staff, particularly in relation to problems associated with undertaking studies externally

⁶ The development of research skills is included in Generic Skills: Information Literacy

2.1 Comparative results: Quantitative data 2004–2008

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



2.2 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	30%	33%	29%	31%	9%	29%	
	International	<i>Too few comments for statistical reliability</i>						28%
	All	37%	31%	32%	28%	31%	9%	29%
Suggested improvements	Domestic	42%	42%	51%	45%	68%	57%	
	International	<i>Too few comments for statistical reliability</i>						40%
	All	42%	47%	39%	50%	44%	68%	56%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

	Domestic (n=357)	International (n=25)	All (n=382)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	13%	8%	12%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
Concern and care for student learning			
- Students felt supported in their learning; help and advice readily available	10%	12%	10%
- Lecturers understood problems and difficulties of students (academic and personal)			
Sample comments: domestic students			
- Course coordinator was always very positive, nothing was even bother, questions were followed up quickly and efficiently			
- The course work folders that assisted as only one week per semester was spent on campus			
- Some teaching staff had obviously put a lot of time into the teaching material and assignment feedback			

	Domestic (n=357)	International (n=25)	All (n=382)
Sample comments: international students			
-			<i>The teaching staff motivated me to do my best and this course put a lot of time on practical application</i>
-			<i>The lectures and the lecturers/proff were very good. The course coordinator was very understanding and helpful all times</i>
-			<i>The support for International students and other 'cultural communication' differences was excellent. A supportive learning and teaching environment was strongly encouraged and facilitated by lecturers (unfortunately not by all students).</i>

2.3.2 Suggested improvements

	Domestic (n=346)	International (n=25)	All (n=371)
Good teaching experiences			
-	13%	24%	14%
-			Teaching methods and techniques used are outdated/need improvement
-			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			
-	10%	8%	9%
-			Students did not feel supported in their learning;
-			Help and advice was not readily available
-			Lack of support for distance/ external students
Feedback on work (from staff to students)			
-	19%	8%	18%
-			Comments on work are not constructive; do not explain where mistakes occur that can be rectified.
-			Feedback is untimely and not helpful

Sample comments: domestic students

- *Lack of communication from lecturers. They were not helpful particularly as a 'mature student' who had not studied for a long time. The lecturers would only contact me if required by them and showed no interest in my progress or offered support if there were any queries*
- *I still have not received results or feedback from 4 assignments (2 each from 2 subjects). The results from one unit arrived months after the final results had been released. At Newcastle University all assignments must be and are marked and returned within a 2 week timeframe*
- *Lecture notes need to be updated and not just printed the same every year. The teaching staff need to put more effort in updating their lectures.*

Sample comments: international students

- *During the Occupational Therapy Masters we sometimes received our assignments back very late, e.g. early in the next semester. Some markers did not comment at all and were difficult to reach*
- *Methods to deliver lectures could be improved*
- *The quality of the lecture and the course structure. Lecturer's feedback on assignments and support*

3 Overall Satisfaction (KPI 16)

Coverage

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

CEQ Survey items

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

Qualitative data analysis

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

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

Summary

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have declined considerably, from a high of 72% in 2006, to the current score of 60%, which is the second lowest since 2004. Since 2006, domestic students have had better outcomes in this KPI than international students. The University average for Overall Satisfaction is 65%.

QUALITATIVE DATA

Areas of best practice

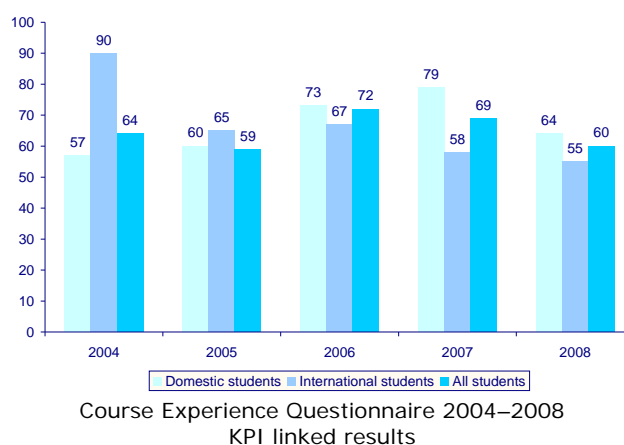
- 9% of respondents provided comments that could be considered to be within the remit of Overall Satisfaction
- 7% valued the experience, knowledge and qualifications of academic and clinical staff, and the expertise and relevance this brought to their overall experience. The use of guest lecturers, currently working in the field was also appreciated.

Suggested improvements

- 9% of respondents suggested improvements in this area of their experience
- Most comments related to the quality of the degree, in terms of professional recognition, and intellectual level (4%); and the cost of the course relative to actual delivery of content (3%)

3.1 Comparative results: Quantitative data 2002–2008

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



3.2 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	10%	8%	14%	10%	5%	9%	
	International	<i>Too few comments for statistical reliability</i>						12%
	All	8%	8%	8%	14%	10%	5%	9%
Suggested improvements	Domestic	18%	11%	10%	8%	0%	10%	
	International	<i>Too few comments for statistical reliability</i>						4%
	All	6%	15%	11%	9%	7%	0%	9%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

	Domestic (n=357)	International (n=25)	All (n=382)
Quality of staff			
- Qualifications of staff in subject matter and in teaching at tertiary level	6%	8%	7%
- 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

- *Studying through the University of Sydney was another bonus as the University has good academic standing*
- *The subject choice and organisation of the workshops was fantastic in the first year (2003). I noticed a sharp change in the choice and organisation in subsequent years. I really liked that I could complete workshops then return home which is the reason I chose to study through USyd. The online subject in the final year (2007) was coordinated well from an IT perspective. The lectures were very flexible and understanding with due dates and feedback. This assisted greatly when working full time and studying*
- *That the teaching staff had real, current experience which they could draw on to illustrate a point, which was particularly beneficial when discussing modes of delivering psychotherapy - it made the abstract more concrete*
- *Variety of guest speakers provide a broad perspective of the field in its current status*

Sample comments: international students

- *Qualified staff*
- *Good course coordinator*

3.3.2 Suggested improvements

9% of graduates (i.e. 34/371) who responded to the CEQ expressed concern about the quality of their degree/ course experience: cost of course; entry standard of students; reputation/ quality of the degree; qualification, knowledge and experience of academic staff.

Sample comments: domestic students

- *Compulsory subjects (e.g current issues in medical radiations) at \$1500 is a waste of time and money when you are there to specialise in an area of post graduate study. These subjects should be left for undergraduate study. It is also the reason for not continuing my study!*
- *Ensuring course meets accreditation for registered organisations. E.g, counselling*
- *The course would have benefitted from more stringent regulation of student scrutiny. Some students were not appropriate to work in the field of sexual counselling however once this course was completed they were able to promote themselves as sexual health specialists which is not the case. For the course to be regarded within the counselling profession it needs to have more supervision*
- *The 'top down' approach from some staff members, however this is more personal than structural, overall many academic lecturers have lost touch with the clinical world*
- *The course must be recognised by the APS (Aus. Psychological Society).*

Sample comments: international students

- *The course fails to understand the need of an International trained physiotherapist. Its hard for overseas trained physiotherapists to cope with the structure and standard of the course. We need time and a bit more help like hands on assistance, special workshops, and the precious time of the lecturers to help us learn better. Our lecturers do not have time for more than 10minutes to hear our problems, since we are PG students!! But why do they forget that we are overseas trained student and always in need of that extra help. We spend enormous amount of money to get knowledge and we need it. We are highly self motivated and are keen to learn, but sometimes we feel we don't get the right amount of time and attention to makes us better A bit upset about this even though I learnt a bit.*

4 Learning Community

Coverage

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

CEQ Survey items

The CEQ does not include items relating to Learning Community.

Qualitative data analysis

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

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- 13% of respondents expressed satisfaction with this area of their experience
- The majority of these (11%) referred to aspects of the learning environment: belonging to a community; exploration of academic interests with students and staff through tutorials and other discussion fora; the cultural diversity of the student cohort; and class sizes

Suggested improvements

- 11% of respondents expressed dissatisfaction with this area of their experience
- The majority of these (8%) related to the learning environment: lack of contact with other students, particularly for external students; more tutorials required; and equity and discrimination issues;

4.1 Comparative results: Focus of written observations 2002–2008

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

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		21%	21%	14%	16%	5%	13%
	International		<i>Too few comments for statistical reliability</i>					8%
	All	18%	22%	20%	14%	15%	5%	13%
Suggested improvements	Domestic		12%	16%	7%	5%	0%	11%
	International		<i>Too few comments for statistical reliability</i>					8%
	All	8%	13%	15%	7%	6%	0%	11%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

	Domestic (n=357)	International (n=25)	All (n=382)
Learning environment			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	11%	8%	11%
- Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work			
- Happy with size of class			

Sample comments: domestic students

- *Small numbers of students. Staffs responsiveness to feedback. The placements arranged for us*
- *The campus and community network between staff and students and different courses*
- *The fellow students I completed the course with. A smaller campus (Cumberland) meant lecturers were always there to help*
- *Working online with other students from various geographical locations around the world. Through this networking facility, I have made many 'friends' and helpful contacts*

Sample comments: international students

- *Seminar on campus where we have the opportunity to meet with other students and exchange knowledge and experience. Also the hands on session on the application of the Occupational therapy assessment and intervention.*
- *Small group of people; placement was good (practical).*

4.2.2 Suggested improvements

	Domestic (n=346)	International (n=25)	All (n=371)
Learning environment			
- Did not feel that they belonged to a community			
- Academic interests were not explored with staff and students e.g. in tutorials; during laboratory work	8%	8%	8%
- Class sizes too large for productive discussions			
- Issues of equity/ discrimination identified			

Sample comments: domestic students

- *There should be a smaller intake of students and more qualified clinicians taking tutorials to decrease class sizes*
- *Closer monitoring of peoples responses on group emails, problems with other students being aggressive towards students - some experiencing bullying from other students*
- *Did not enjoy putting opinions on web sites particularly when there were many students in the group. The same points were constantly being discussed and it became very boring.*
- *Although course was by distance could have involved more interactive components, such as, more workshops/seminars, DVD material*

Sample comments: international students

- *Certain lecturers were prejudiced against a few students*
- *More Guidance to International Students*

5 Curriculum

Coverage

Curriculum concerns student perceptions of curriculum (program structure) used in their degree course. Initiative LT1 in the new University Strategic Plan 2007 - 2010 states that we "Improve academic program structures to achieve greater coherence; provide choice while maintaining flexibility; and ensuring continuing relevance of our courses to students and employers⁷". Qualitative data from the CEQ is used to help provide evidence of change in this area of the student experience.

CEQ Survey items

The CEQ does not include items relating to Curriculum.

Qualitative data analysis

There are 6 sub-categories within Curriculum, against which students comments are analysed:

- Content and structure of degree(s) (intensive courses; relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Online mode of delivery (WebCT)
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses
- Combined/ Cross faculty degrees
- Special programs (Talented students *and* Honours programs)

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

Summary

QUALITATIVE DATA

Areas of best practice

- 53% of respondents expressed satisfaction with the programme of study offered within the faculty, the flexibility of external study, and the variety of electives that were offered
- A high proportion (11%) appreciated the opportunity to take the course in distance mode, thereby allowing them to mix work and study successfully, and do the course from home
- This area of the student experience has consistently been the focus of over 50% of respondents' written observations; indicating a high level of satisfaction with the curriculum offered by the Faculty.

Suggested improvements

- 31% of respondents considered that improvements could be made in the curriculum offered by the Faculty
- 23% were concerned about: obsolete material; relevance to the current working environment; structure of the course; problem based learning; and linkages between units of study

5.1 Comparative results: Focus of written observations 2002–2008

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

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic		58%	53%	66%	51%	68%	55%	
	International		<i>Too few comments for statistical reliability</i>						28%
	All	58%	53%	52%	65%	49%	68%	53%	
Suggested improvements	Domestic		23%	24%	46%	20%	26%	31%	
	International		<i>Too few comments for statistical reliability</i>						36%
	All	35%	22%	23%	45%	20%	26%	31%	

⁷ See http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml

5.2 Key issues for coursework students (CEQ 2008)

5.2.2 Areas of best practice

	Domestic (n=357)	International (n=25)	All (n=382)
Content and structure			
- Content and structure of whole degree program/ individual units of study	28%	24%	28%
- Subject content is relevant to work/ career and industry requirements			
Flexibility, diversity, variety			
- Students appreciate the range of subjects available	12%	0%	11%
- Students appreciate the ability to choose units from other faculties			
Mode of delivery			
- Satisfaction with distance mode of delivery	14%	0%	14%
- Appreciated external courses and ability to study from home			
- Appreciated online modules			

Sample comments: domestic students

- *All my subjects were very interesting and allowed me to increase/obtain in-depth knowledge about topics relevant to my employment as a therapist*
- *Ability to complete this degree by correspondence. As a shift worker I can not attend anything regularly*
- *On-line (distance) education is great. It helped me to manage working and studying at the same time. It offered me the flexibility of planning my own work and study commitments*

Sample comments: international students

- *The distribution of subjects between semesters and also the sports clinics being taken during both semesters were really helpful*
- *The Masters degree enabled students to at least have minimum choices to work in different areas*
- *Improved confidence, communication skills, personality, discipline; helped me understand Australian medical workforce and its condition*

5.2.3 Suggested improvements

	Domestic (n=346)	International (n=25)	All (n=371)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	23%	28%	23%
- Subject content is not relevant to work/ career and industry requirements			

Sample comments: domestic students

- *Current updated research on models of intervention relevant to Indigenous community in Australia and Pacific Islands*
- *Ability to link the various components together. Each segment was taught independent of the other and in reality there is a lot of cross-overs*
- *More musculoskeletal clinical reasoning & practical treatment techniques are required. Too much time spent learning antiquated neurological physiotherapy theories. The opportunity to specialise in the second year (after foundations in all areas in the first year) should be given i.e. all MS, all neuro, all cardio subjects. Self directed learning is a scam to increase the profitability of the course to the university and should be abolished in the field of physiotherapy.*

Sample comments: international students

- *Choice of unit of study. I couldn't choose some of the interesting unit*
- *Course needs a little more definitive and systematic theoretical knowledge to be given to students in this course*
- *More varieties of subjects should be offer during the course*

6 Appropriate Assessment

Coverage

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

CEQ Survey items

The CEQ does not include items relating to Appropriate Assessment

Qualitative data analysis

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- 2% of respondents valued the applicability of assessments to their current work situation

Suggested improvements

- 7% of respondents considered assessment to be an area in need of improvement
- Areas of concern included: the weighting of some assignments, inconsistencies in marking; and the use of online group work where students lived at disparate locations

6.1 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	5%	4%	6%	6%	5%	2%	
	International	<i>Too few comments for statistical reliability</i>						0%
	All	3%	5%	4%	6%	6%	5%	2%
Suggested improvements	Domestic	8%	4%	8%	7%	5%	6%	
	International	<i>Too few comments for statistical reliability</i>						12%
	All	3%	7%	4%	8%	7%	5%	7%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

2% of graduates (i.e. 7/382) who responded to the CEQ expressed satisfaction with the choice, aptness and design of assessments. There were no comments on this topic from international students.

Sample comments: domestic students

- *Being able to use my clinical experience to complete my assignments, making the course very relevant to my career*
- *Assessment tasks reinforced learning objectives*
- *Totally relevant to my context- the assignments which were the key learning experiences were able to be applied to my situation*
- *Submissions of assignments on line (no need to print out). Good variety of assignments types (forum, drawings, essays, portfolio). No exams*
- *completing interesting assignments*
- *Blocks of study at University with independent assignment completion. This helped me study with 2 young children*

6.2.2 Suggested improvements

7% of graduates (i.e. 25/371) who responded to the CEQ expressed dissatisfaction with the choice, aptness and design of assessments.

Sample comments: domestic students

- *Epidemiology exam contained questions not covered in the course*
- *More appropriate assessments. Exams constantly used trick questions and were not specific to what we had learnt*
- *Some inconsistencies in marking. Work load was extremely high*
- *Disproportionate amount of marks allocated to discussion*
- *The requirements of our own work place to mark assignments and assessments that the university was being paid to do. 'Group work' assignment for post graduate students who did not attend the university regularly nor live anywhere near each other in the state.*
- *This coursework needs some examinations, not just assignments, to stop cheating and to improve quality of the study.*

7 Appropriate Workload

Coverage

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

CEQ Survey items

The CEQ does not include items relating to Appropriate Workload

Qualitative data analysis

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- No comments expressing satisfaction with the workload associated with the degree were received

Suggested improvements

- 7% of respondents considered workload to be too high

7.1 Comparative results: Focus of written observations 2002–2008

The following table provides an indication of trends in the graduate experience of Appropriate Workload between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

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

7.2 Key issues for coursework graduates (CEQ 2008)

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 other degrees; and the simultaneous due dates of assignments. The similarity of comments provided on this topic negates the purpose of providing sample comments to illustrate student concerns.

8 Clear Goals and Standards

Coverage

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

CEQ Survey items

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

Qualitative data analysis

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- 4/382 respondents mentioned this aspect of their experience as being of good practice
- They appreciated the availability of clear course outlines and the clarity of expectations

Suggested improvements

- 3% of respondents would appreciate more clearly defined assessment requirements

8.1 Comparative results: Focus of written observations 2002–2008

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

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic		1%	0%	1%	1%	0%	1%	
	International	<i>Too few comments for statistical reliability</i>							0%
	All	3%	1%	0%	1%	1%	0%	1%	
Suggested improvements	Domestic		1%	4%	1%	6%	5%	3%	
	International	<i>Too few comments for statistical reliability</i>							4%
	All	3%	1%	4%	1%	6%	5%	3%	

8.2 Key issues for coursework graduates (CEQ 2008)

8.2.1 Areas of best practice

4/382 graduates mentioned that course content had clear aims and that lecturers answered any queries regarding assessment content and expectations regarding the standard of work required.

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

8.2.2 Suggested improvements

3% of students (i.e. 12/371) expressed concern about the lack of clear aims and objectives for the course, and required a clearer explanation as to the standard of work required in assessments.

Sample comments: domestic students

- *Assignments were not always well explained. It was often difficult to understand what was required*
- *Communication between multiple lecturers within the same course. There were times when there was confusion about the requirements for assessments*
- *more clearer direction from University about expectation*
- *Also need to provide marking criteria*
- *Giving more examples to follow of other students' work to help with the idea of what to produce*

Sample comments: international students

- *Lack of direction with assignments. Confusion which lead to anxiety*

9 Faculty/ Department Student Administration

Coverage

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

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.

CEQ Survey items

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

Qualitative data analysis

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- 3% of respondents commented on this aspect of their experience as being of good practice
- They appreciated the service provided by Faculty administration; the organisation of placements, and the efficient communication channels used to contact students

Suggested improvements

- 20% of respondents were dissatisfied with Faculty administration
- 7% were concerned about the efficiency of the administration unit, particularly in relation to the timely distribution of course packages
- Poor communication channels between staff and students was raised as an area of concern in 9% of comments received.

9.1 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	4%	2%	2%	0%	0%	3%	
	International	<i>Too few comments for statistical reliability</i>						4%
	All	3%	4%	2%	2%	0%	0%	3%
Suggested improvements	Domestic	14%	25%	18%	23%	0%	21%	
	International	<i>Too few comments for statistical reliability</i>						4%
	All	34%	14%	23%	18%	23%	0%	20%

9.2 Key issues for current coursework students (SCEQ 2007)

9.2.1 Areas of best practice

12/382 students who responded to the SCEQ provided comments on Faculty Department Student Administration as an area of best practice.

Sample comments: domestic students

- *Administration staff were very helpful*
- *I was given my preferred place of clinical practice*
- *The choice to do a practical placement overseas*
- *Personalised service from teaching and administrative staff; all enquiries answered in a timely manner or directed to required staff and response within the 24 hour period*
- *Email contact with the course coordinator*

Sample comments: international students

- *the international students office in Cumberland Campus*

9.2.2 Suggested improvements

	Domestic (n=346)	International (n=25)	All (n=371)
General comments			
- Dissatisfaction with the general administration and organisation of the course	8%	0%	7%
- Unhappy with office staff attitude to students			
- Distribution of course packages unsatisfactory			
Communication			
- Lack of communication between staff and students evident	10%	0%	9%
- Unhappy with communication between faculty office and students			

Sample comments: domestic students

- *It's generally okay with the course but may need some change in the study book/information. Those booklets/study material always arrived late*
- *Communication between lecturers and distance students and more clearly defined up to date distance education subjects booklets*
- *Communication with staffs. No discussion re-aspects. Reasons related to results or poor results or able to get explanations if had enquiry. (Never seemed to be able to get hold of/contact them (telephone), no feedback).*
- *The way we were chosen for placement (work experience) was perhaps my worse university experience I have ever experienced. It was dealt with appallingly. 4th year OT's were given preference for city placement. Completely unfair and extremely disruptive.*
- *The organisation of fieldwork placements. I was made to wait over 2 months to undertake my last placement. Also I believe that it is important to support your student should he/she need it while in placement. Especially if there are workplace politics. It seemed that my placement coordinator didn't want to know about it*

Sample comments: international students

- *Practical placement availability*

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

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

Generic Skills

Best practice

- 17% of comments received expressed satisfaction with the development of generic skills/graduate attributes.
- The majority of these comments (8%) referred to the development of professional skills and opportunities to undertake professional experience during practicums and internships

Suggested improvements

- 3% of comments received expressed dissatisfaction with this area of their experience

Good Teaching

Best practice

- 35% of comments received expressed satisfaction with teaching across the Faculty.
- Appreciation of the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources accounted for 14% of positive comments
- 7% of respondents appreciated the support provided by staff, and their availability and willingness to discuss academic and personal problems.
- 6% of respondents were aware of the research teaching nexus (research-enhanced learning and teaching)

Suggested improvements

- 52% of comments received expressed dissatisfaction with this area of their experience
- The majority of these comments (22%) were concerned about the lack of timely and constructive feedback on work.
- 21% of respondents considered that lecturers should improve their teaching methods, and provide up to date learning materials
- The lack of support for students, particularly part-time and external students, together with a lack of understanding of their problems and difficulties accounted for a further 9% of comments

Overall Satisfaction

Best practice

- 8% of respondents supplied comments relating to the Overall Satisfaction KPI.
- 4% expressed satisfaction with the professionalism, qualifications and experience of academic staff; whilst the remaining comments referred to the quality and/or reputation of the degree

Suggested improvements

- 12% of respondents provided comments that could be categorised as belonging to this KPI
- The majority of these comments (6%) referred to financial aspects of the course: funding issues, cost of course and readers.

Learning Community

Best practice

- 22% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 8% of respondents appreciated the opportunity to explore academic interests with staff and students in tutorials and other discussion fora

Suggested improvements

- 17% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: discussion fora; tutorials; class sizes; library services and facilities.

Curriculum

Best practice

- 55% of respondents considered this to be one of the best aspects of their experience
- 14% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- A further 23% of respondents appreciated the opportunity to undertake the course by either distance or online mode, and the flexibility this afforded them in being able to work and study simultaneously
- The availability of a variety of electives and options in units of study was appreciated by 11% of respondents

Suggested improvements

- 23% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession
- Concern was also expressed about the online delivery of content through WebCT (5% of comments received)

Appropriate Assessment

Best practice

- 5% of respondents appreciated the types and content of assessment practices used within the Faculty

Suggested improvements

- 8% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the types of assessment used; and the perceived inequity in marking of assignments.

Appropriate Workload

Best practice

- 2/252 or 1% of respondents expressed satisfaction with workload

Suggested improvements

- 5% of respondents considered the workload to be too high.
- Areas of concern included: high volume of work and readings associated with the degree; and simultaneous due dates for assignments.

Clear Goals and Standards

Best practice

- 1 respondent considered this topic to be an area of best practice

Suggested improvements

- 9% of respondents provided comments that could be categorised as belonging to this KPI
- The main area of concern was a perceived lack of clarity regarding the standard of work expected from lecturers when completing assignments.

Faculty/ Department Student Administration

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

Best practice

- 3/252 or 1% of respondents considered this topic to be of best practice

Suggested improvements

- 16% of respondents expressed dissatisfaction with faculty administration
- The main areas of concern were: poor communication channels between faculty and students, particularly distance students; and delays in the distribution of course packages, often arriving after commencement of the unit.