



The University of Sydney

Faculty of Health Sciences

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

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

May 2009

Contents

EXECUTIVE SUMMARY	3
GLOSSARY	7
CONCEPTUAL FRAMEWORK	8
COURSE EXPERIENCE QUESTIONNAIRE (CEQ)	8
FOCUS OF THE REPORT	8
FOCUS OF WRITTEN OBSERVATIONS FROM RESPONDENTS	8
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) 2007	8
NOTES	9
1 GENERIC SKILLS (KPI 7)	11
1.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2004–2008	12
1.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	12
1.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	12
2 GOOD TEACHING (KPI 8)	14
2.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2004–2008	15
2.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	15
2.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	15
3 OVERALL SATISFACTION (KPI 9)	17
3.1 COMPARATIVE RESULTS: QUANTITATIVE DATA 2002–2008	17
3.2 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	18
3.3 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	18
4 LEARNING COMMUNITY	19
4.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	19
4.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	20
5 CURRICULUM	21
5.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	21
5.2 KEY ISSUES FOR COURSEWORK STUDENTS (CEQ 2008)	22
6 APPROPRIATE ASSESSMENT	24
6.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	24
6.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	24
7 APPROPRIATE WORKLOAD	26
7.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	26
7.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	26
8 CLEAR GOALS AND STANDARDS	27
8.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	27
8.2 KEY ISSUES FOR COURSEWORK GRADUATES (CEQ 2008)	27
9 FACULTY/ DEPARTMENT STUDENT ADMINISTRATION	28
9.1 COMPARATIVE RESULTS: FOCUS OF WRITTEN OBSERVATIONS 2002–2008	28
9.2 KEY ISSUES FOR CURRENT COURSEWORK STUDENTS (SCEQ 2007)	29
ATTACHMENT A STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) : FOCUS OF COMMENTS 2007	30

Executive summary

Data about the experiences of bachelor 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 bachelor level studies in the Faculty during 2007.

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

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 bachelor level degree in 2007, and entered the workforce, or progressed to further studies. The KPI linked results reflect the experiences of respondents in relation to specific items in the survey; the qualitative data reflects the analysis of written observations provided by 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

The KPI linked CEQ results for Generic Skills currently stand at 65%, which is identical to the scores for 2005 and 2007, and 6% lower than the scores for 2004 and 2006. The University average for Generic skills is 66%. Domestic students (67%) experience better outcomes than international students (67%).

QUALITATIVE DATA

Areas of best practice

- 49% of respondents to the CEQ mentioned that they had developed skills and abilities within the University Graduate Attribute clusters of: Ethical, Professional and Social Understanding; Research and Inquiry; Personal and Intellectual Autonomy; and Communication Skills
- The majority of these comments (44%) referred to the development of professional skills; and the opportunities afforded to learn these skills during work experience and clinical placements, including during rural and overseas placements.
- Sample comment: *"Clinical education provided, particularly off campus placements- Having a clinic on campus- Being able to go on prac overseas through the university (eg India)."*

Suggested improvements

- 14% of respondents to the CEQ suggested improvements to this area of their experience
- Of these, 13% considered that they were not provided with enough opportunities to advance their professional skills; or achieve the level required for accreditation of the relevant professional body (See also Section 3: Overall Satisfaction).
- Sample comment: *"The idea of setting the practical component of the course below the number of hours required to get industry accreditation simply baffles me. I believe that aspect of the course needs to be immediately addressed".*

Note: Current students (SCEQ 2007) appear to be more satisfied than graduates (CEQ 2008) with the development of professional skills and the amount of time allotted to clinical placements (see Attachment A, page 30)

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 KPI linked CEQ results for Good Teaching has remained in the low to mid 40th percentile since 2004, and currently stand at 42%. The University average for Good Teaching is 47%. International students (44%) appear to experience slightly better outcomes than domestic students (42%).

QUALITATIVE DATA

Areas of best practice

- 26% of respondents were satisfied with teaching practices in place across the Faculty.
- 15% of respondents appreciated the use of a variety of teaching methods, including group work; interesting lectures and tutorials; together with the ability of some lecturers to motivate students to do their best work
- Staff understanding of students problems and difficulties was mentioned as an area of best practice in 8% of the comments received.
- Sample comment: *"All staff were very interested in what they were teaching and made a big effort to individually connect with each student to enhance their learning"*

Suggested improvements

- 34% of respondents were dissatisfied with this area of their experience
- 15% suggested that improvements could be made in the teaching methods used by some academic staff; and that lectures could be made more interesting
- The lack of timely and constructive feedback on submitted work was raised as an area of concern in 8% of the comments received; whilst the same percentage considered that staff were unhelpful and did not understand students' problems
- Sample comment: *"Some of the lecturers were not helpful. Also most lectures tended to be quite boring and uninteresting!"*

Overall Satisfaction (Section 3; pages 17-18)

KPI LINKED RESULTS

Faculty scores for this KPI continue to decline, and at 62% are the lowest since 2004. Until 2006, international students were experiencing better outcomes than their domestic counterparts, but this situation has now reversed. The University average for Overall Satisfaction is 67%.

QUALITATIVE DATA

Areas of best practice

- 9% of respondents expressed satisfaction with that area of their experience that falls within the remit of Overall Satisfaction: Quality of staff; Quality of degree; Quality of students; and Financial aspects.
- Approximately half of these comments (4%) valued the relevant experience, qualifications and knowledge of academic staff.
- Sample comment: *"Academic staff were often specialists in their chosen field and therefore brought knowledge, experience and passion for the subject"*

Suggested improvements

- 11% of respondents suggested improvements in this area of their experience
- Comments were evenly divided between:
 - quality of staff (4%), notably in relation to teaching at tertiary level; and
 - quality of the degree (3%), particularly in terms of professional accreditation (See also Section 1: Generic Skills);
 - the effects of funding on course availability (3%)
- Sample comment: *"I think there is more to being a lecturer than being an academic- there should be some required professional education or development in teaching as a skill."*

Learning Community (Section 4; pages 19-20)

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

QUALITATIVE DATA

Areas of best practice

- 18% of respondents provided written observations on the value of this area of their experience
- 15% appreciated the community feel of the Faculty, the friendships and networks developed with peers, opportunities to explore academic interests with staff and students during tutorials and other discussion fora; and the relatively small class sizes.

- Sample comment: *"Team work. Without a doubt, the best aspect of this course and the entire degree was that, typically, every student enrolled in our year were in all the same classes each day. This allowed strong friendships to form which ultimately lead to excellent team work on all fronts"*

Suggested improvements

- 10% of respondents considered that this area of their experience required improvement
- The majority of these comments (7%) referred to the learning environment including: tutorials; class sizes; equity and discrimination
- Sample comment: *3- 4 hour tutorial classes for some subjects- I found this way too long as attention spans did not last the entire tute and I feel this class needed to be divided or at least with a 30min intermission*

Curriculum (Programme of Study) (Section 5: pages 21-23)

NB: The CEQ does not include items relating to Curriculum

QUALITATIVE DATA

Areas of best practice

- 38% of comments received from respondents to the CEQ expressed satisfaction with the content and structure of the programme of study completed during their degree
- 31% appreciated the content and structure of the curriculum, particularly its relevance to their current working environment
- The flexibility of the course structure, and the range of electives available was welcomed by 6% of respondents
- Sample comment: *"It was broad but specific at the same time. There was a wide range of subjects so there was a bit of everything and it was good to get such a broad scope of knowledge which meant that future career paths were wide open rather than being a set one way path. However, for those looking for a set path that option was there too"*

Suggested improvements

- 50% of respondents to the CEQ expressed concern about the programme of study undertaken during their degree. This was more than any other topic covered in this report, and is indicative of a high level of dissatisfaction with this area of the student experience, as perceived by graduates.
- A high proportion (41%) mentioned that the subject content was not always relevant, and that some subjects were unnecessary
- 8% of respondents considered that the process for selecting electives during 4th year, and the unavailability of professionally related electives, was unsatisfactory
- Sample comment: *"Choice of electives and study of subjects really relevant to workplace practices. ... The opportunity to choose from a large range of electives in 4th year - this is pertinent to assist in the progression from a student to an occupational therapy practitioner"*

Note: With more positive (41%) than negative (32%) comments being received on this area of their experience current students (SCEQ 2007) appear to be more satisfied than graduates (CEQ 2008) with the curriculum offered by the faculty (see Attachment A, page 30)

Appropriate Assessment (Section 6; pages 24-25)

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

QUALITATIVE DATA

Areas of best practice

- 3% or 18/517 respondents to the CEQ mentioned that they were satisfied with assessment practices within the Faculty
- Sample comment: *"The variety of tasks e.g. presentations/written assessments/exams tested all areas of skill and helped me develop skills in all areas"*

Suggested improvements

- 4% or 20/508 respondents were dissatisfied with assessment practices
- The weighting of some assignments, and the use of group work, particularly where members did not contribute equally to the final presentation were the main areas of concern
- Sample comment: *"There was also too much group work in third year & this was a problem when other students did not equally contribute to the workload for assignments"*

Appropriate Workload (Section 7; page 26)

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

QUALITATIVE DATA

Areas of best practice

- 5/517 respondents considered the workload to be satisfactory, and assignments to be well spaced

Suggested improvements

- 7% of respondents deemed the workload to be high, and that there was a lot of pressure placed on students
- Sample comment: *"The amount of pressure at our on-campus clinic placed on us by the staff and the work load - 8 subjects in a semester is too many!"*

Clear Goals and Standards (Section 8; page 27)

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

QUALITATIVE DATA

Areas of best practice

- One respondent was satisfied that they were provided with a clear program outline

Suggested improvements

- 4/508 respondents expressed dissatisfaction with this area of their experience
- Areas of concern included: the lack of clearly defined objectives; marking criteria; and the lack of clarity regarding assessment expectations
- Sample comment: *"Some subjects and staff were very disorganised, so hard to organised ourselves when expectations were not specified"*

Faculty/ Department Student Administration (Section 9; pages 28-29)

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

QUALITATIVE DATA

Areas of best practice

- 2% of respondents were satisfied with the organisation of placements; and the scheduling of lectures and tutorials
- Sample comment: *"The allocation system offered at the end to provide job placements"*

Suggested improvements

- 19% of respondents considered this area of their experience to be in need of improvement. This is the highest percentage since 2002.
- 10% of comments related to the organisation of clinical placements e.g. allocation procedures; timing in the course; and location.
- Sample comment: *"The process for organising student placements - seemed to be confusion as to whether students had a choice of input or full control in the final year"*

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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 undergraduate student experience of learning and teaching in the Faculty of Health Sciences 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 (7: Generic Skills; 8: Good Teaching; and 9: Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration) which, taken together, comprise the 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	491	377	456	529	457
International students	11	37	28	78	35
Overall	497	439	491	536	500

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

Reliability of data from international students

2004: 11 international graduates responded to the overall satisfaction item in the 2004 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

Areas of best practice	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		196	409	297	406	202	484
International		23	12	12	25	5	33
Total	247	219	421	309	431	207	517

Suggested improvements	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		182	385	291	407	209	477
International		17	9	10	20	6	31
Total	241	199	394	301	427	215	508

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

Reliability of data from international students

Separate data for international graduates was not available in 2002.

6 international graduates who responded to the CEQ in 2007 provided written observations on their experiences. Since this number falls within the lower range of statistics that can be viewed with caution (5-20), the results of the qualitative analysis for international students in 2007 have been excluded from the report. This is indicated by the phrase *Too few* in the tables.

Less than 20 international graduates who responded to the CEQ in 2004 and 2005 (areas of best practice) and 2003 -2005 (suggested improvements) provided written observations on their experiences. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, the analysis of the qualitative data for this cohort for these years should be viewed with caution.

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:

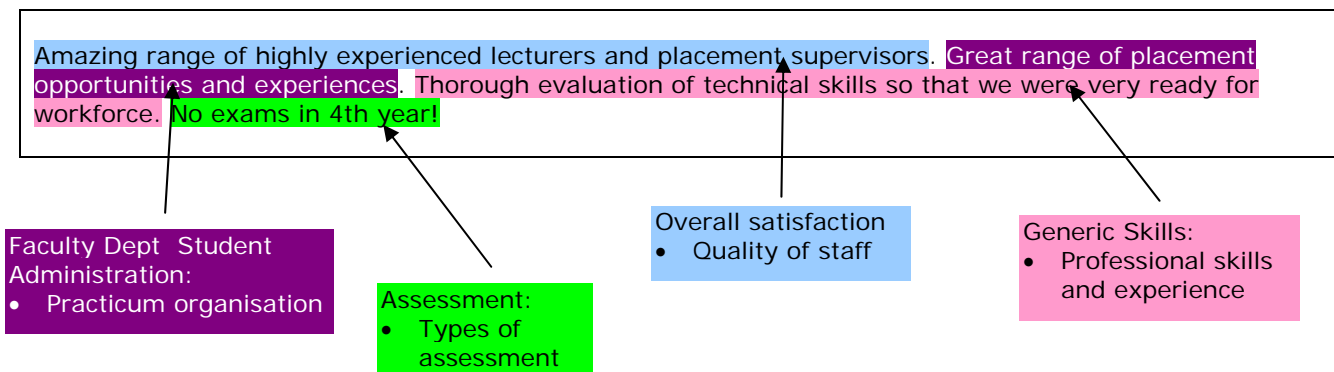
- Characteristics that define the area of the student experience
- CEQ survey items (Generic Skills; Good Teaching; and Overall Satisfaction only)
- recurring themes in students' comments and have been developed over many years of analysing qualitative data from students' surveys.

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 Overall satisfaction (Quality of staff); Faculty Dept Student Administration (Placement organisation); Generic Skills (Professional skills and experience); and Assessment (Types of assessment); and, the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 4 aspects in one comment.



⁴ Available from Quality Assurance Officer (Learning and Teaching)

1 Generic Skills (KPI 7)

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.

CEQ Survey items

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

Qualitative data analysis

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

The KPI linked CEQ results for Generic Skills currently stand at 65%, which is identical to the scores for 2005 and 2007, and 6% lower than the scores for 2004 and 2006. The University average for Generic skills is 66%. Domestic students (67%) experience better outcomes than international students (67%).

QUALITATIVE DATA

Areas of best practice

- 49% of respondents to the CEQ mentioned that they had developed skills and abilities within the University Graduate Attribute clusters of: Ethical, Professional and Social Understanding; Research and Inquiry; Personal and Intellectual Autonomy; and Communication Skills
- The majority of these comments (44%) referred to the development of professional skills; and the opportunities afforded to learn these skills during work experience and clinical placements, including during rural and overseas placements.

Suggested improvements

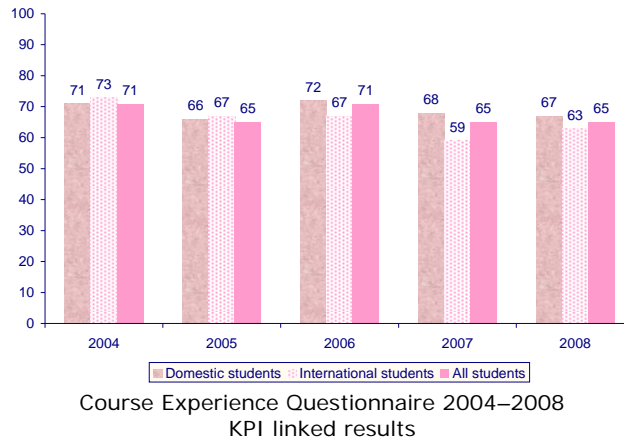
- 14% of respondents to the CEQ suggested improvements to this area of their experience
- Of these, 13% considered that they were not provided with enough opportunities to advance their professional skills; or achieve the level required for accreditation of the relevant professional body (See also Section 3: Overall Satisfaction).

Note: Current students (SCEQ 2007) appear to be more satisfied than graduates (CEQ 2008) with the development of professional skills and the amount of time allotted to clinical placements (see Attachment A, page 30)

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	62%	54%	53%	52%	40%	48%
	International	26%	50%	25%	44%	<i>Too few</i>	67%
	All	53%	58%	54%	52%	52%	40%
Suggested improvements	Domestic	9%	12%	1%	12%	13%	14%
	International	12%	11%	0%	25%	<i>Too few</i>	13%
	All	16%	10%	12%	9%	13%	13%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

	Domestic (n= 484)	International (n= 33)	All (n=517)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	43%	61%	44%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *The variety of tasks e.g. presentations/written assessments/exams tested all areas of skill and helped me develop skills in all areas. Work experience was really valuable when starting work*
- *Clinical placements - opportunity to develop practical skills*
- *Placements; had the chance to go to India for my final year practical and I feel this allowed me to fully demonstrate my understanding of occupational therapy*

Sample comments: international students

- *Practical skills for work. Helpful in developing team-working abilities, good for writing and work-planning abilities development, clinical placements*
- *Great emphasis on paediatric placements; helped to increase competence in providing therapy.*
- *Clinical placements are really helpful*

1.3.2 Suggested improvements

	Domestic (n= 477)	International (n= 31)	All (n=508)
Ethical, social, professional understanding			
- Dissatisfied with development of discipline/ professional skills	13%	10%	13%
- Would appreciate more clinical experience			

Sample comments: domestic students

- *More emphasis on written skills. There were a lot of overseas students which could do with extra help*
- *Also during my clinical I did not use a lot of the things I learned at university in the job, because the main part of my job I found was communicating with a variety of people who can be anxious, not speaking or understanding English or unable to position themselves due to their injury. University does not teach you this, only teaches about the ideal perfect patient. Therefore whatever I say 80% of what I learned during clinical was because of experience during clinical.*
- *the elective course choices for this as well were very poor in regards to relevance to preparation of students for work as a physiotherapy, I think the elective courses need to be more specific in addressing skills that early physiotherapist often find struggle in their early yrs of work e.g. hands therapy, or specific sports therapy, taping techniques. etc*
- *More clinical placement time on-campus - can they set up an OT clinic for us like they do for speech pathology students that would've made our graduates even more qualified in our field.*
- *Work experience! I graduated with a distinction average yet I am not confident in working in my field due to lack of bringing the knowledge and experience*

Sample comments: international students

- *Need more adult placements*
- *To lengthen the time of clinical placements. To have more assignments*

2 Good Teaching (KPI 8)

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; learning resources 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 KPI linked CEQ results for Good Teaching has remained in the low to mid 40th percentile since 2004, and currently stand at 42%. The University average for Good Teaching is 47%. International students (44%) appear to experience slightly better outcomes than domestic students (42%).

QUALITATIVE DATA

Areas of best practice

- 26% of respondents were satisfied with teaching practices in place across the Faculty.
- 15% of respondents appreciated the use of a variety of teaching methods, including group work; interesting lectures and tutorials; together with the ability of some lecturers to motivate students to do their best work
- Staff understanding of students problems and difficulties was mentioned as an area of best practice in 8% of the comments received.

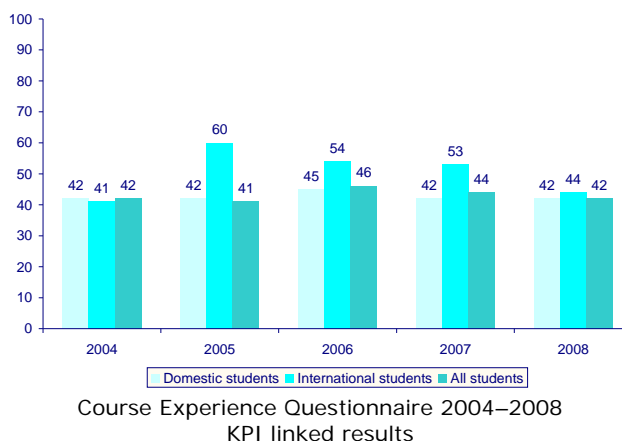
Suggested improvements

- 34% of respondents were dissatisfied with this area of their experience
- 15% suggested that improvements could be made in the teaching methods used by some academic staff; and that lectures could be made more interesting
- The lack of timely and constructive feedback on submitted work was raised as an area of concern in 8% of the comments received; whilst the same percentage considered that staff were unhelpful and did not understand students' problems

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	19%	23%	19%	26%	25%	26%
	International	61%	33%	42%	20%	<i>Too few</i>	27%
	All	23%	23%	24%	20%	25%	25%
Suggested improvements	Domestic	32%	26%	31%	30%	34%	35%
	International	6%	0%	40%	20%	<i>Too few</i>	32%
	All	27%	30%	26%	32%	29%	33%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

	Domestic (n=484)	International (n=33)	All (n=517)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	14%	6%	13%
- 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	8%	6%	8%
- Lecturers understood problems and difficulties of students (academic and personal)			

Domestic (n=484)	International (n=33)	All (n=517)
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Sample comments: domestic students

- *Comprehensive feedback and constant support particularly from my professional practice coordinator and the team. I feel that at this stage, I can do anything*
- *Some lecturers were good with liaising with students to ensure their subject ran smoothly and the students were able to understand. They were able to make quite hard subjects easy to grasp by finding ways to make learning the concepts interesting*
- *Some lecturers went to great lengths and had much appreciated passion for their job, had a lot of patience, enthusiasm, knowledge and were able to communicate to students so well. (Lidcombe campus).*

Sample comments: international students

- *Particularly good in understanding of inter-personal communication - team work, dealing with thesis. They understood the stress students may experience and the need for personal health*
- *The lecturers were really good and communicated well with the students*
- *Nice environment (Teaching staff are very nice and helpful).*

2.3.2 Suggested improvements

Domestic (n=477)	International (n=31)	All (n=508)
----------------------	--------------------------	-----------------

Good teaching experiences

- | | | | |
|--|-----|-----|-----|
| - Teaching methods and techniques used are outdated/need improvement | 15% | 16% | 15% |
| - 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; | 7% | 13% | 8% |
| - help and advice was not readily available | | | |

Feedback on work (from staff to students)

- | | | | |
|---|----|----|----|
| - Comments on work are not constructive; do not explain where mistakes occur that can be rectified. | 8% | 3% | 8% |
| - Feedback is untimely and not helpful | | | |

Sample comments: domestic students

- *Feedback to students, structure of tutes/tutor stability - often we had non English speaking tutors, tutors changed regularly during a semester, timetabling of classes - would be better to have more options for class attendance, and better range of electives. More face to face support rather than online/WebCT. Staff were often working only part time/flex hours therefore were limited in their capacity to meet with/speak with us.*
- *The amount of support provided for students who struggle. The department states that they are there for students and for clinical educators but they are not and this is a major issue that needs to be addressed*
- *There was a distinct unwillingness from the majority of the teaching staff to provide appropriate feedback to those who wished to improve. The quality of the lecturing was particularly sub-standard; often the lecturers/tutors appeared highly disinterested in the process of teaching, and the information presented in a convoluted manner*

Sample comments: international students

- *More constructive lectures that are useful to the students*
- *Need more feedback on work (e.g, assignments etc) from staff. The qualities of teaching in different subjects varies too much, some of them do need to improve*
- *Staff needs to be more supportive to the students, especially to those who are more likely to fail clinical placements.*

3 Overall Satisfaction (KPI 9)

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

Faculty scores for this KPI continue to decline, and at 62% are the lowest since 2004. Until 2006, international students were experiencing better outcomes than their domestic counterparts, but this situation has now reversed. The University average for Overall Satisfaction is 67%.

QUALITATIVE DATA

Areas of best practice

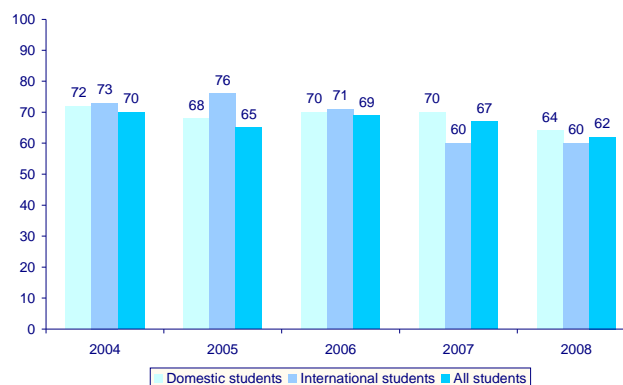
- 9% of respondents expressed satisfaction with that area of their experience that falls within the remit of Overall Satisfaction: Quality of staff; Quality of degree; Quality of students; and Financial aspects.
- Approximately half of these comments (4%) valued the relevant experience, qualifications and knowledge of academic staff.

Suggested improvements

- 11% of respondents suggested improvements in this area of their experience
- Comments were evenly divided between:
 - quality of staff (4%), notably in relation to teaching at tertiary level; and
 - quality of the degree (3%), particularly in terms of professional accreditation (See also Section 1: Generic Skills);
 - the effects of funding on course availability (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.



Course Experience Questionnaire 2004–2008
KPI linked results

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 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic	5%	7%	6%	5%	4%	10%
	International	13%	17%	17%	12%	<i>Too few</i>	3%
	All	8%	6%	7%	7%	6%	4%
Suggested improvements	Domestic	9%	10%	11%	12%	9%	11%
	International	0%	0%	20%	5%	<i>Too few</i>	10%
	All	6%	9%	9%	11%	11%	8%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

9% of undergraduate students (i.e. 47/517 comments received from respondents to the CEQ) mentioned overall satisfaction with the degree course; and the relevant qualifications, knowledge and experience of academic staff as being areas of best practice.

Sample comments: domestic students

- *Accessing rural placements and being provided with funding to go and learn in these remote areas. A wonderful opportunity*
- *The outside qualifications you could attain through some courses often internationally recognised and provided at heavily discounted rate if done through the University*
- *Academic staff were often specialists in their chosen field and therefore brought knowledge, experience and passion for the subject*
- *The opportunity to learn from experts in the field (very well known and respected OT's).*
- *The lecturers were the top professionals in their field and therefore had a high knowledge of the area they were teaching*
- *The fact the degree was broad in terms of the subject matter covered. The electives were very informative, useful and led by knowledgeable lecturers. The staff including XX were very supportive.*

3.3.2 Suggested improvements

11% of graduates (i.e. 54/508) who responded to the CEQ expressed concern about the quality of their degree/ course experience: the cost of course; the reputation/ quality of the degree, particularly in terms of professional recognition and accreditation; and the lack of relevant qualifications, knowledge and experience of some academic staff.

Sample comments: domestic students

- *Practical experience needed to be more to gain AESS ex physiologist accreditation and have greater assistance from University in gaining quality experience. Needed greater feedback from teaching staff. More emphasis needed on exercise rehab techniques.*
- *I think there is more to being a lecturer than being an academic- there should be some required professional education or development in teaching as a skill*
- *Organisation of course and attention to students (i.e. lectures were top of their field and knowledgeable but were not interested in student lectures so did not relate them to work scenarios) Also Year advisers were changed all the time and were not interested or knowledgeable about options regarding our course*
- *Due to limited funding, students missed out on opportunities to further opportunities for professional study e.g. certain professional electives unable to run because of limited funding*

Sample comments: international students

- *Hire more professional teachers to teach about health*
- *We should not have to work in the administration of the school's clinic material room (TAM duty). Each student had to work approximately 30 hours in the material room in the clinic without being paid for it. I thought the school was taking advantage of the students and I think that was wrong*

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

- 18% of respondents provided written observations on the value of this area of their experience
- 15% appreciated the community feel of the Faculty, the friendships and networks developed with peers, opportunities to explore academic interests with staff and students during tutorials and other discussion fora; and the relatively small class sizes.

Suggested improvements

- 10% of respondents considered that this area of their experience required improvement
- The majority of these comments (7%) referred to the learning environment including: tutorials; class sizes; equity and discrimination

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		17%	17%	22%	18%	16%	19%
	International		13%	17%	0%	0%	<i>Too few</i>	3%
	All	21%	16%	17%	21%	17%	16%	18%
Suggested improvements	Domestic		16%	9%	15%	11%	9%	10%
	International		12%	0%	10%	0%	<i>Too few</i>	10%
	All	14%	16%	9%	15%	11%	8%	10%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

	Domestic (n=484)	International (n=33)	All (n=517)
Learning environment			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	16%	3%	15%
- 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

- *Also having a small number of enrolled students meant that lectures were on a more personal level and helped our development into clinicians*
- *Having the same year of people go through all together (i.e. fixed subjects & timetables) so everyone got to know each other very well*
- *Group involvement. Tutorials and practical learning aspects*
- *Tutorial groups were the best way to work on particular skills. Placement was also the best way to learn. Honours was very good. My supervisor was very helpful*
- *The fact that it was on the same campus as the other health professions.*

Sample comments: international students

- *Meeting friends; acquiring academic & clinical skills in uni & in hospitals; exciting hospital placements; knowledgeable & understanding staff members (tutors, lecturers).*

4.2.2 Suggested improvements

	Domestic (n=477)	International (n=31)	All (n=508)
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	7%	6%	7%
- Class sizes too large for productive discussions			
- Issues of equity/ discrimination identified			

Sample comments: domestic students

- *Practical classes - there were too many people in these classes, was difficult to learn thoroughly, classes were usually rushed*
- *University campus (Cumberland Campus) is in much need of improvement also. Very few resources and opportunities for campus social life which I feel is really important in the university experience*
- *Improving communication, understanding and respect to people from different religions and cultural background. Practicing what they preach (i.e ethics).*
- *The main supplementary equipment used for out learning was out of date. Computer planning programs should really be upgraded to match current software in the workplace otherwise as graduates coming into the workforce, we are at a disadvantage*

Sample comments: international students

- *Smaller group for project work*
- *To have more interaction with other course mates*

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) (relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Mode of delivery: online and distance or external
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses

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

- 38% of comments received from respondents to the CEQ expressed satisfaction with the content and structure of the programme of study completed during their degree
- 31% appreciated the content and structure of the curriculum, particularly its relevance to their current working environment
- The flexibility of the course structure, and the range of electives available was welcomed by 6% of respondents

Suggested improvements

- 50% of respondents to the CEQ expressed concern about the programme of study undertaken during their degree. This was more than any other topic covered in this report, and is indicative of a high level of dissatisfaction with this area of the student experience, as perceived by graduates.
- A high proportion (41%) mentioned that the subject content was not always relevant, and that some subjects were unnecessary
- 8% of respondents considered that the process for selecting electives during 4th year, and the unavailability of professionally related electives, was unsatisfactory

Note: With more positive (41%) than negative (32%) comments being received on this area of their experience current students (SCEQ 2007) appear to be more satisfied than graduates (CEQ 2008) with the curriculum offered by the faculty (see Attachment A, page 30)

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		32%	36%	36%	30%	42%	38%
	International		30%	17%	25%	24%	<i>Too few</i>	27%
	All	39%	32%	36%	36%	30%	42%	38%
Suggested improvements	Domestic		42%	54%	52%	43%	36%	50%
	International		59%	67%	0%	40%	<i>Too few</i>	39%
	All	49%	44%	54%	50%	42%	36%	50%

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=484)	International (n=33)	All (n=517)
Content and structure			
- Content and structure of whole degree program/ individual units of study	31%	27%	31%
- Subject content is relevant to work/ career and industry requirements			
Flexibility, diversity, variety			
- Students appreciate the range of subjects available	6%	0%	6%
- Students appreciate the ability to choose units from other faculties			

Sample comments: domestic students

- *It was broad but specific at the same time. There was a wide range of subjects so there was a bit of everything and it was good to get such a broad scope of knowledge which meant that future career paths were wide open rather than being a set one way path. However, for those looking for a set path that option was there too*
- *I thought the way the anatomy and physiology aspects of the course were blended was very well done, and particularly thought the biochemistry aspects were well taught*
- *The diverse array of subjects which teach us about a variety of subjects from law to management to psychology and sociology to anatomy and basic sciences. Gives a wide array of background knowledge for jobs*

Sample comments: international students

- *My course gave me the opportunity to look into the area of health*
- *Good coverage of speech therapy lecture topics*
- *A mix of arts and science subjects*

5.2.3 Suggested improvements

	Domestic (n=477)	International (n=31)	All (n=508)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	41%	35%	41%
- Subject content is not relevant to work/ career and industry requirements			
Availability of courses			
- Limited range of electives	6%	0%	6%
- Cancellation of previously available courses			

Sample comments: domestic students

- *4th year students also need to be given a choice of what professional electives they wish to do. In my final year I was put into elective classes I did not want to do because of staffing issues. The entire year was disadvantaged*
- *Course didn't actually qualify me as anything, despite sharing all lectures with speech pathology students - focus was always on speech pathology students*
- *The course content needs to be reviewed. Subjects such as OTTP do not build on material learnt the year before, they go around in circles and repeat the same things without adding new or more developed idea. The course needs to build year to year as the students develop in knowledge and fieldwork. Also, the order in which subjects are presented need to be modified. Some subjects were presented in first semester of first year, when they would be better presented in 3rd or 4th year when hands on practicums are available to apply the knowledge etc. The course content did not provide enough specific details. If the 4th year OH&S elective was not chosen, only 4 credit points of work were completed in direct relation to occupational rehabilitation and case management which is an every expanding field that many new graduates find jobs in, but find that they are lacking in the skills and knowledge compared to other tertiary institutions.*

Domestic (n=477)	International (n=31)	All (n=508)
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Sample comments: international students

- *It would be better to allow students to focus on a particular area by requiring them to take a major/majors e.g. Psychology, Mental Health*
- *Some of the subjects like health research should be taken out from our course as they are not really useful*
- *There are overlapping in the learning materials throughout the 3 years, maybe a review of the lecturing materials can be performed*

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

- 3% or 18/517 respondents to the CEQ mentioned that they were satisfied with assessment practices within the Faculty

Suggested improvements

- 4% or 20/508 respondents were dissatisfied with assessment practices
- The weighting of some assignments, and the use of group work, particularly where members did not contribute equally to the final presentation were the main areas of concern

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		1%	2%	2%	3%	1%	4%
	International		13%	0%	0%	8%	<i>Too few</i>	0%
	All	2%	2%	2%	2%	3%	1%	3%
Suggested improvements	Domestic		7%	5%	4%	6%	8%	4%
	International		18%	0%	30%	0%	<i>Too few</i>	6%
	All	4%	8%	5%	5%	5%	5%	4%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

3% of graduates (i.e. 18/517) 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

- *Assessments were very helpful and I gained a lot from those subjects*
- *The variety of tasks e.g. presentations/written assessments/exams tested all areas of skill and helped me develop skills in all areas*
- *The practical subjects, group assignments which had more weighting on the presentation*
- *A lot of ways to assess skills - learn work, presentations etc, not just essays*
- *Lots of assignments and presentation which helps to motivate students to work harder*
- *Teachers encouraged a lot of group work which lightened the assignment load*

6.2.2 Suggested improvements

4% of graduates (i.e. 20/508) who responded to the CEQ expressed dissatisfaction with the choice, aptness and design of assessments.

Sample comments: domestic students

- *The lecturers who did rehab counselling need to put more work into developing the course and assessments*
- *The weighting of assessments was too heavy. Could be broken up into several smaller assessments*
- *Assessment for some subjects could have been more appropriate*
- *Most subjects involved too much group work and group-based tasks. There was not enough opportunity to show what I was capable of independently*
- *There was also too much group work in third year & this was a problem when other students did not equally contribute to the workload for assignments.*

Sample comments: international students

- *To have more assignments*

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

- 5/517 respondents considered the workload to be satisfactory, and assignments to be well spaced

Suggested improvements

- 7% of respondents deemed the workload to be high, and that there was a lot of pressure placed on students

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%	0%	0%	0%	0%	1%
	International		0%	0%	0%	<i>Too few</i>	0%
	All	0%	0%	0%	0%	0%	1%
Suggested improvements	Domestic		9%	7%	8%	5%	7%
	International		6%	0%	10%	5%	<i>Too few</i>
	All	5%	9%	7%	8%	5%	7%

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; the difficulty of getting through all the required readings; the simultaneous due dates of assignments; and the associated pressure. 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

- One respondent was satisfied that they were provided with a clear program outline

Suggested improvements

- 4/508 respondents expressed dissatisfaction with this area of their experience
- Areas of concern included: the lack of clearly defined objectives; marking criteria; and the lack of clarity regarding assessment expectations

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		0%	0%	0%	0%	0%	0.19%
	International		0%	0%	0%	0%	<i>Too few</i>	0%
	All	0%	0%	0%	0%	0%	0%	0.19%
Suggested improvements	Domestic		0%	1%	2%	2%	1%	1%
	International		12%	0%	0%	0%	<i>Too few</i>	0%
	All	2%	1%	1%	2%	2%	1%	1%

8.2 Key issues for coursework graduates (CEQ 2008)

8.2.1 Areas of best practice

One respondent to the CEQ in 2008 provided comments on this KPI as an area of best practice.

8.2.2 Suggested improvements

1% of students (i.e. 4/508) 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. Due to the low number of comments, and to maintain student confidentiality, no sample comments are provided.

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 (Australia and overseas)
- Scheduling of classes/ examinations;
- Communication between staff (academic and general) and students;

Summary

QUALITATIVE DATA

Areas of best practice

- 2% of respondents were satisfied with the organisation of placements; and the scheduling of lectures and tutorials

Suggested improvements

- 19% of respondents considered this area of their experience to be in need of improvement. This is the highest percentage since 2002.
- 10% of comments related to the organisation of clinical placements e.g. allocation procedures; timing in the course; and location.

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	1%	3%	2%	0%	0%	2%
	International	0%	0%	0%	0%	<i>Too few</i>	0%
	All	3%	1%	3%	2%	0%	2%
Suggested improvements	Domestic	14%	11%	10%	9%	11%	19%
	International	12%	0%	20%	5%	<i>Too few</i>	13%
	All	7%	14%	11%	10%	9%	19%

9.2 Key issues for current coursework students (SCEQ 2007)

9.2.1 Areas of best practice

2% (i.e. 12/517) students who responded to the SCEQ provided comments on Faculty Department Student Administration as an area of best practice, including: reasonable timetables; range and allocation of placement opportunities in Australia and overseas.

Sample comments: domestic students

- *Being able to go on prac overseas through the university (e.g. India).*
- *Timetables were well balanced in most semesters*
- *Great range of placement opportunities and experiences*
- *The allocation system offered at the end to provide job placements*
- *Fieldwork placements (staff giving us choice of where we want to go)*
- *Convenient University timetable*

9.2.2 Suggested improvements

	Domestic (n=477)	International (n=31)	All (n=508)
Organisation of placements			
- Unhappy with way in which placements were organised by the faculty	10%	10%	10%
- Would prefer placements to take place at different times in the course			
- Would prefer more placements during the course			

Sample comments: domestic students

- *Better organisation in allocating clinical placements (granted some of the problem was due to industry limitations) but there was also too many students allocated to my group in 4th year which was the fault of the school and resulted in unnecessary stress for staff and students*
- *Also the way professional placements are arranged should be changed to allow students to develop effective job seeking and interview techniques. If students are allowed to apply for placements with a selection of employers and then employers select each student would be a lot more beneficial for all parties involved. The students would feel more appreciated during placement and the employer would feel comfortable they have a suitable student. Also this will allow students to get some experience in their chosen career direction and in both private, public and non profit sectors.*
- *Timetable management. Work placement scheduling*

Sample comments: international students

- *Arrangement of fieldwork placement was messy*
- *More practical work needed during semester if possible (every semester).*
- *Getting a job after graduation just like the way its done in Victoria where the University and the Government finds a hospital or private practice for 1 year for the 'Personal Development Year' of the new graduate*

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

- 38% of comments received expressed satisfaction with the development of generic skills/graduate attributes.
- The majority of these comments (33%) referred to the development of professional skills and opportunities to undertake professional experience during clinical placements.

Suggested improvements

- 9% of comments received expressed dissatisfaction with this area of their experience
- The majority of these comments (8%) were concerned with issues relating to the gaining of professional skills

Good Teaching

Best practice

- 37% of comments received expressed satisfaction with aspects of good teaching.
- Appreciation of the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources accounted for 16% of positive comments
- 9% of respondents appreciated the support provided by staff, and their availability and willingness to discuss academic and personal problems.

Suggested improvements

- 33% of comments received expressed dissatisfaction with this area of their experience
- The lack of current learning resources, timely and constructive feedback on work, and the use of out of date teaching methods were the main areas of concern.

Overall Satisfaction

Best practice

- 10/276 or 4% of respondents appreciated the professionalism, qualifications, knowledge and experience of academic staff

Suggested improvements

- 6% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: financial costs of the course; the entry standard of fellow students; and the relevant experience and knowledge of some academic staff.

Learning Community

Best practice

- 28% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- The community atmosphere of the Faculty was appreciated by 7% of respondents; whilst 12% appreciated the opportunity to explore academic interests with staff and students in tutorials and other discussion fora

Suggested improvements

- 22% of respondents provided comments that could be categorised as belonging to this KPI
- 9% of these comments related to outdated equipment, facilities at Cumberland, and library resources.

Curriculum

Best practice

- 41% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- The flexibility afforded with combined degrees was appreciated by 7% of respondents

Suggested improvements

- 32% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession
- A small percentage of respondents (3%) expressed concern about the online mode of delivery, particularly through WebCT

Appropriate Assessment

Best practice

- 2% 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 content and types of assessment used, including group assessment; and the perceived inequity in marking of assignments.

Appropriate Workload

Best practice

- 4/276 or 1% of respondents expressed satisfaction with workload

Suggested improvements

- 16% 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

- 4/276 respondents 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

- 3/276 or 1% of respondents considered this topic to be of best practice

Suggested improvements

- 13% of respondents expressed dissatisfaction with faculty administration