



The University of Sydney

Faculty of Nursing and Midwifery

Student experience of Learning and Teaching

Trends and key issues: Postgraduate coursework students
2001-2007

Date July 2008

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Glossary

The following terms and phrases are used throughout the report

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

Notes

Note re SCEQ and CEQ quantitative data (international students)

0-1 international graduates responded to the SCEQ for 2005, and the CEQ from 2004 - 2007. Since the minimum sub-sample size for statistical reporting is 5, quantitative data is not available for this group of students.

Note re analysis of qualitative data

Student Course Experience Questionnaire (international students)

Less than 20 international students provided written observations in their response to the SCEQ in 2005 – 2007. Since the minimum sample size recommended for statistical analysis of SCEQ data is 20, the analysis of the qualitative data from international students for those years should be viewed with caution.

Course Experience Questionnaire (all students)

2006 CEQ: 26 domestic graduates and 1 international graduate provided written observations in their response to the survey. Due to the low number of comments from international students, separate qualitative analysis is not available for this group; but is included in the overall total.

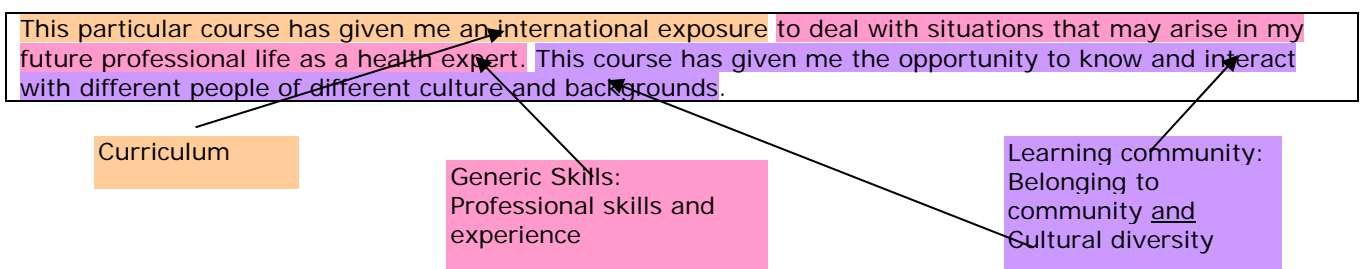
2007 CEQ: 7 domestic graduates and 0 international graduates provided written observations in their response to the survey. Due to the low number of respondents, and to protect student confidentiality, analysis of qualitative data from the 2007 CEQ is not provided.

Note re illustrative sample comments

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

Note re analysis and counting of comments

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



¹ Available from Quality Assurance Officer (Learning and Teaching)

Executive summary

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

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

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

Key results

The Faculty has excellent scores in the 2007 CEQ KPI-linked results, which all exceed the University average. Results from the SCEQ for Generic Skills, Good Teaching and Overall Satisfaction are consistently lower than those in the CEQ. This may indicate that graduates are retrospectively more appreciative of the quality of their experience than those currently studying. The Faculty may wish to consider strategies for communicating the future benefits of skills learnt during the student's candidature.

Generic Skills (KPI 14)

Evidence from the analysis of the qualitative data indicates that current students are gaining the full range of University graduate attributes, with most focus on professional skills, which is also mentioned as an area of concern. (Section 1)

Good Teaching (KPI 15)

Evidence from the qualitative data suggests that current students appreciate the teaching experiences they receive, are motivated by enthusiastic lecturers, and feel supported throughout their learning. (Section 2)

Overall Satisfaction (KPI 16)

An analysis of the qualitative data from current students indicates that whilst students are satisfied with the quality and reputation of their degrees, and would recommend them to prospective students; the quality of academic and clinical staff, particularly in relation to relevant experience and knowledge, is an area of concern. (Section 3)

Learning Community

Satisfaction with the learning community within the faculty has gradually declined since 2003. Current students appreciate the cultural diversity of the student cohort, and the opportunities to explore academic interests with staff and students through tutorials. However, concern is raised about the poor state of laboratories and equipment. (Section 4)

Curriculum

In 2007 fewer comments received from current students commented favourably on various aspects of the curriculum than unfavourably, reversing the trends from previous years. Comments focused mainly on the content and structure of the degree programs, their relevance to the nursing profession, and the mode of delivery (online or distance). (Section 5)

Appropriate Assessment

Whilst percentage agreement scores for appropriate assessment have declined since 2003, evidence from the qualitative data suggests that student satisfaction with assessment is improving. (Section 6)

Appropriate Workload

The percentage agreement scores for appropriate workload continues to be lower than the University average. (Section 7)

*Rachel Y. Symons
Quality Assurance Officer (Learning and Teaching)
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r.symons@usyd.edu.au

Conceptual framework

Student Evaluation of Teaching Surveys

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

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

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

Difference between SCEQ and CEQ

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

Focus of the Trend Analysis Report

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

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

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

1 Generic skills (KPI 14)

Definition

Generic skills includes:

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

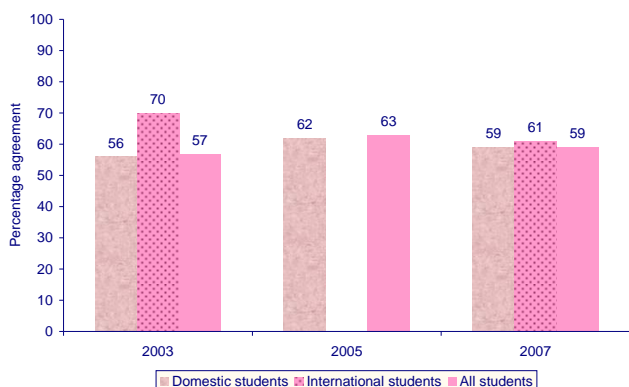
Trends

Whilst faculty scores for Generic Skills for current students currently sit at 59%, which is lower than the University average of 65%; at 69% agreement, graduates rate this area of their experience higher than the University average (62%).

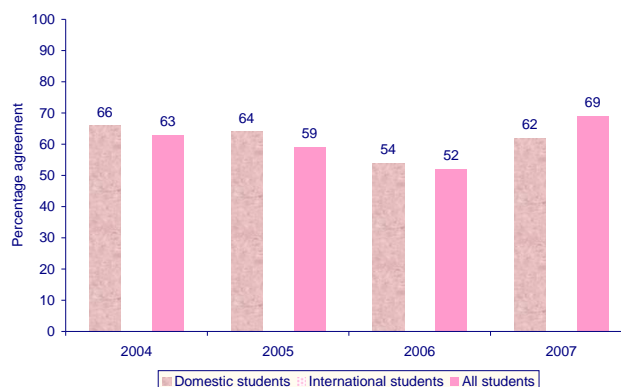
Evidence from the analysis of the qualitative data indicates that students are gaining the full range of University graduate attributes, with most focus on professional skills, which is also mentioned as an area of concern.

1.1 Comparative results: Quantitative data 2001–2007

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



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



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

1.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	31%	49%	35%	
	International	n/a	n/a	n/a	0%	33%	0%	
	All	5%	8%	15%	31%	46%	33%	
Suggested improvements	Domestic	n/a	n/a	n/a	3%	19%	0%	
	International	n/a	n/a	n/a	0%	7%	0%	
	All	6%	3%	2%	3%	16%	0%	

Less than 10 comments; data not reliable

1.3 Key issues for current coursework students (SCEQ 2007)

1.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=53)	International (n=15)	All (n=68)
Research and inquiry			
- The capacity to make decisions and solve problems			
- Development of analytical skills	9%	7%	9%
- Ability to apply critical judgement and thinking			
- Recognition of knowledge boundaries			
Personal and intellectual autonomy			
- Students are capable of independent thinking and learning			
- New ways of thinking are being explored	6%	0%	4%
- Personal vision and goals are accomplished			
- Ability to plan own work			
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	26%	13%	24%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *The best part is my clinical placement in different hospitals and community health centres because it gave me more confidence in dealing with different types of people, improved my communication and written skills and I was able to see the true picture of the health problems that the people are facing in the community*
- *The assignment for Trauma and Resuscitation Nursing is, I believe, an excellent example of an assignment which requires students to demonstrate skills of pertinent research gathering, understanding of the research, understanding of anatomy and physiology, recognition of the value of research-based guidelines for clinical practice, and ability to synthesise all of this information into a cohesive format. I gained an enormous amount from this assignment, and considered it a worthwhile use of my time*
- *The focus in my subjects has been on better understanding the Patho physiology of health and illness, then relating it to signs and symptoms, interventions, and current research-based guidelines and protocols. This requires students to demonstrate an understanding of all aspects of the above, meaning that it is a true understanding of learning material and related applications that is being fostered, rather than an ability to regurgitate isolated facts. At the commencement of the year, this was an overwhelming concept, I felt as though I would not be able to train my mind to think on so many levels. Now, towards the end of the year, most of my thought processes at uni and in the workplace are multi-layered, with a lot more lateral and comparative thinking*

Sample comments: international students

- *The other aspect of my degree course is, I have improved a lot with my academic writing skills and I how to get the right and the most suitable information from the internet, by this I mean scientific and evidence based research information. This is important for me because, it will prepare me for further studies in nursing*
- *Clinical practicums are integrated well into the courses and as students, we are able to apply our knowledge from our labs, into the hospital setting*
- *By studying the pathophysiology of illnesses and doing critical thinking case studies I have sharpened my knowledge and understanding to a deeper level of understanding.*

1.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	14%	7%	12%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *More hands on practice, the degree too theoretical sometimes. We don't have enough opportunities to learn the practical nursing skills*
- *availability of help for assignments and academic writing*
- *Practical lab sessions - Some skills are taught so quickly or not even taught at all as though we are expected to just know how to do it for example moving patients and washing patients*
- *There was an expectation in one unit in particular to do clinical assessment techniques for a 'clinical assessment tool' that had never been taught in lectures. Such as interpreting Chest X-Rays, inspection, auscultation, palpation and percussion. I found myself asking Physiotherapists and Doctors in the clinical environment to teach me these skills as the senior nurses could not do it or had limited ability and practice. In hind sight, it was not the responsibility of Dr's and physio's to teach a nurse these skills. If a post graduate nurse is expected to do this kind of assessment then it is the responsibility of nursing faculty to ensure senior nurses or themselves are going to practically facilitate the learning of these skills.*
- *The lab teachings ...nursing despite its presence in university (which I might note I see as a positive) it is still largely a very practical profession that needs technical skills (that are of course understood through theory). It is the development of these technical or practical skills that I feel my course does not give enough attention to*

Sample comments: international students

- *Practical knowledge should be taught too. Being in the coursework of Master Degree in Cancer Nursing, I felt that there should be some hours allocated for practical skills. This will help students who are kin [sic] static to learn better. Having on-site attachment will facilitate more understanding towards a skill and the particular field. When there are on-site attachments, it will provide international students with more insight to that particular field of study*

2 Good teaching (KPI 15)

Definition

Good teaching includes:

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

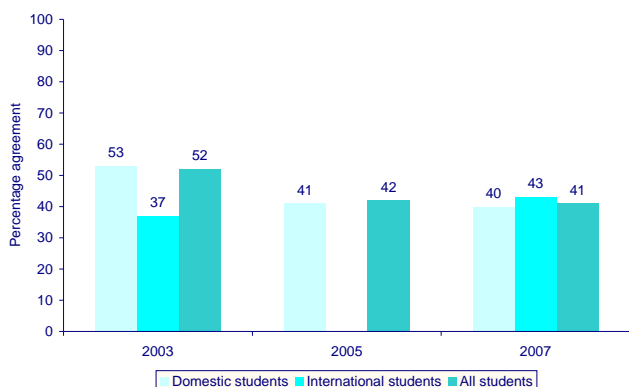
Trends

Graduates (CEQ) are more likely than current students (SCEQ) to agree or strongly agree with items on Good Teaching. Results from the SCEQ in 2005 and 2007 averaged 41.5%, which placed the Faculty in the bottom range of faculties, and lower than the University average of 51% in 2007. Conversely, results from graduates increased significantly in 2007. After a low of 38% in 2006, scores returned to the highs of previous years, registering 57% agreement in 2007, which is in the top third of faculties. The University average for the CEQ was 52%.

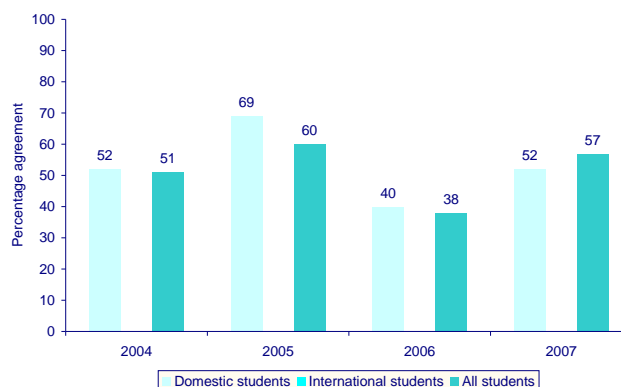
Evidence from the qualitative data suggests that students appreciate the teaching experiences they receive, are motivated by enthusiastic lecturers, and feel supported throughout their learning.

2.1 Comparative results: Quantitative data 2001–2007

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



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



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

2.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	48%	36%	31%	
	International	n/a	n/a	n/a	0%	20%	0%	
	All	33%	26%	36%	48%	32%	33%	
Suggested improvements	Domestic	n/a	n/a	n/a	55%	34%	10%	
	International	n/a	n/a	n/a	0%	40%	0%	
	All	33%	44%	40%	55%	36%	10%	

Less than 10 comments; Data not reliable

2.3 Key issues for current coursework students (SCEQ 2007)

2.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=53)	International (n=15)	All (n=68)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	17%	7%	15%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
Motivating students			
- Teachers display enthusiasm for teaching/ subject	6%	0%	4%
- Teachers are perceived to be passionate and inspiring			
- Students are motivated by lecturers/ tutors etc			
Concern and care for student learning			
- Students felt supported in their learning; help and advice readily available	8%	7%	7%
- Lecturers understood problems and difficulties of students (academic and personal)			

Sample comments: domestic students

- *Reading sources - The readings for this course are drawn from a wide range of sources- not only textbooks but also up to date research from academic journals. Integrated learning approach*
- *The acute care subjects and sociology and political subjects I found most stimulating as the lecturers were very organised and their subjects were structured in a coherent way so as to facilitate my learning. The lecturers were well prepared for their lessons and were able to teach effectively. This meant the subjects were more enjoyable as administration and logistical matters were in order so all we had to do was focus on the content of the course rather than help organise it!*
- *The course coordinators! The staff for my course have been extremely supportive and friendly throughout duration of the course*

Sample comments: international students

- *Lecturers are really helpful and provide the best that they could to facilitate students to what is expected of the assessments*
- *Lecturers are also very encouraging, they provide positive feedback to allow students to drive on for the thirst of knowledge*
- *Lecturers who took my view into account when relating to me, and even planning lectures themselves with my views in mind.*

2.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Good teaching experiences			
- Teaching methods used are outdated; Lectures were boring	16%	20%	16%
- Discussions of issues raised during lectures and tutorials are not encouraged			
- Learning resources are out of date, and not relevant to curriculum, unhelpful, long			
Concern and care for student learning			
- Staff do not provide support and help for students, including one-on-one consultations	10%	20%	12%
- Staff do not seem to understand student difficulties and problems			
- Staff are perceived to be more interested in their research than in teaching			
Feedback on work (from staff to students)			
- Comments on work are not constructive; do not explain where mistakes occur that can be rectified.	7%	0%	5%
- Marks only supplied, no comments			
- Feedback is untimely and not helpful			
- Perceived lack of staff effort in provision of feedback on assessment			
Sample comments: domestic students			
- <i>More support for long distance students, more follow up for post graduate students apart from 2 study days per semester per subject, more in-depth information regarding course requirements and resources throughout the semester and availability of help for assignments and academic writing</i>			
- <i>More feedback on essays from the staff. There are many essays we have to write, yet have got a little feedback never included how they arrived at the particular marks</i>			
- <i>Some of the tutors are not interested or not suitable to teach. They discourage questions because this challenges their space, or feel too stressed to answer them. This is just not good enough at this level of education and had led to many students becoming discouraged and disgruntled</i>			
Sample comments: international students			
- <i>Some professors use the excuse 'we are masters students and should be independent learners' when we ask them to go into more detail regarding material in readings</i>			
- <i>It does not seem that the teaching staff listens to the student body with the flow of the classes and do not support us in any way. I am an international student and I find the faculty very disorganized and lacks direction. It is quite frustrating</i>			
- <i>The overall attitude of many lecturers was actually embarrassing - many were not shy to tell us that they had not prepared lectures or had only been asked to give a lecture on short notice</i>			

3 Overall satisfaction (KPI 16)

Definition

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

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

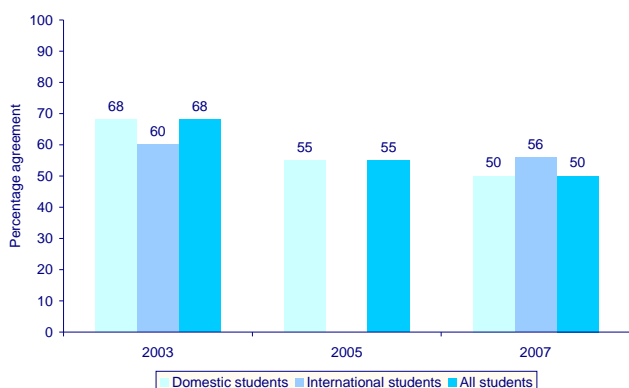
Trends

Results from the SCEQ and CEQ indicate that graduates are retrospectively more appreciative of the quality of their experience than those currently studying. Overall satisfaction with the degree course currently rates at 78% for graduates and 50% for current students. The University average for graduates is 70% and for current students is 75%.

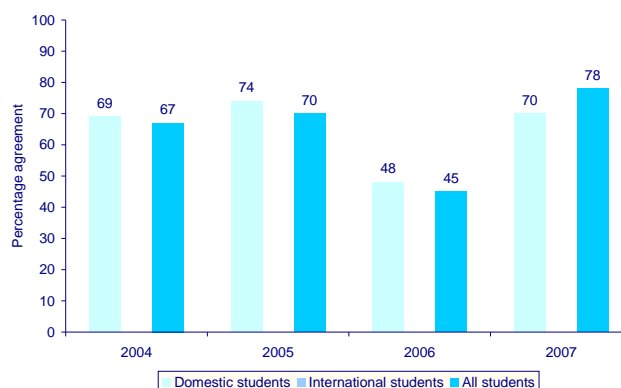
An analysis of the qualitative data from current students indicates that whilst students are satisfied with the quality and standing of the degree, and would recommend it to other students; the quality of academic and clinical staff, particularly in relevant experience and knowledge, is an area of concern.

3.1 Comparative results: Quantitative data 2001–2007

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



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



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

3.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	5%	8%	12%	
	International	n/a	n/a	n/a	0%	7%	0%	
	All	5%	24%	15%	5%	7%	11%	
Suggested improvements	Domestic	n/a	n/a	n/a	13%	19%	4%	
	International	n/a	n/a	n/a	0%	20%	0%	
	All	13%	7%	10%	13%	19%	4%	

Less than 10 comments; Data not reliable

3.3 Key issues for current coursework students (SCEQ 2007)

3.3.1 Areas of best practice

Current students (SCEQ 2007)

In 2007, 7% of current students (5/68 comments received) who provided written observations in their responses to the SCEQ on the topic of overall satisfaction. The majority of comments related to the quality of the degree, and the experience, knowledge and qualifications of staff.

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

3.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Staffing issues			
- Staff do not have the relevant qualifications to teach the subjects	7%	7%	7%
- Staff are not considered to have relevant knowledge or experience			
- Staff do not have tertiary teaching qualifications			

Sample comments: domestic students

- *This course is listed as a Master of Nursing by coursework. It is very research based but is making studying very difficult. This has resulted in not just myself but others as well being very dissatisfied and contemplating going to another University such as UTS or UWS*
- *the fact that these lecturers haven't worked in our field for sometimes 20 years means that they are often not even able to answer our questions, this is so poor.*
- *More face to face contact days. While the Web CT is a good learning tool, the contact days are not enough, especially since fees are increasing while services and face to face time seem to be decreasing*
- *Everything - getting people who have teaching diplomas would be a start*

Sample comments: international students

- *At times, I feel very frustrated and actually embarrassed to say that I go to Sydney University for Nursing*
- *Tutors do not prepare notes well, students are expected to have a good ear. Theory can be too overwhelming*

4 Learning community

Definition

Learning community includes the following:

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

Trends

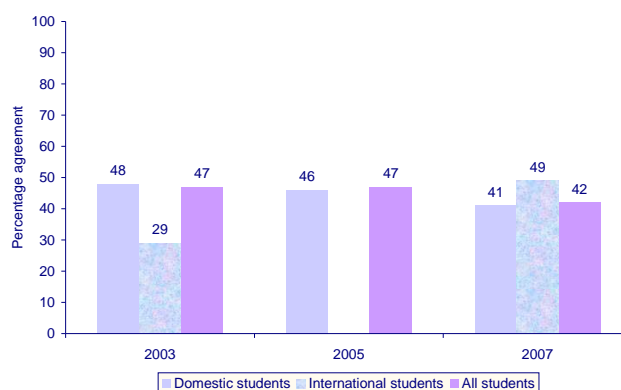
Satisfaction with the learning community within the faculty has gradually declined since 2003; with the percentage of current students who either agree or strongly agree registering 42% in 2007. International students appear to have a more satisfactory experience than domestic students. The University average is 54%.

Analysis of the comments received in the 2007 SCEQ and CEQ indicate that students appreciate the cultural diversity of the student cohort, and the opportunities to explore academic interests with staff and students through tutorials. However, concern is raised about the poor state of laboratories and equipment.

4.1 Comparative results: Quantitative data SCEQ 2003–2007

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

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



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

4.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	7%	25%	0%	
	International	n/a	n/a	n/a	0%	33%	0%	
	All	23%	32%	11%	7%	26%	0%	<i>Less than 10</i>
Suggested improvements	Domestic	n/a	n/a	n/a	5%	22%	4%	
	International	n/a	n/a	n/a	0%	13%	0%	
	All	3%	8%	4%	5%	15%	4%	<i>Data not reliable</i>

4.3 Key issues for current coursework students (SCEQ 2007)

4.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=53)	International (n=15)	All (n=73)
Learning environment			
- Experienced social experience of being at University			
- Felt that they belonged to a community (degree/ Faculty)	17%	20%	18%
- Academic interests were being explored with staff and students e.g. in tutorials			
- Enjoyed the cultural mix of students in the course			
Physical facilities			
- Buildings, rooms, suitable	8%	7%	7%
- Students satisfied with computer resources and equipment			
- Necessary equipment available			

Sample comments: domestic students

- *My fellow students and some teachers who continue to encourage and motivate me in finishing this course.*
- *Intellectual stimulation, mixing with others of similar interests but with different cultural and life backgrounds*
- *I like that we have a lab with the new facilities.*

Sample comments: international students

- *The people that I have met through this degree have been the number one positive thing about taking this degree course.*
- *This particular course has given me an international exposure to deal with situations that may arise in my future professional life as a health expert. this course has given me the opportunity to know and interact with different people of different culture and backgrounds*
- *The best aspects are that I can share experiences with the managers from Australian company and the lecturers are very welcome in receiving new ideas and comments from students*

4.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Learning environment			
- Students not happy with tutorials	12%	7%	11%
Physical facilities			
- Buildings, rooms, not suitable	7%	0%	5%
- Students dissatisfied with computer resources and equipment			
- Necessary equipment not supplied or out-dated			

Sample comments: domestic students

- *would be good to have tutorials for B & B's, and Social Contexts. Was great info but rarely had an opportunity to discuss what we had read. Ended up a bit of an exercise in regurgitation at exam time.*
- *I found some tutorial sessions as boring and unnecessary, while others were really interesting and enlightening. Some of these tutorial sessions could have been used for clinical lab*
- *Tutorials could be organised for the course which has a lot of material. this would enable discussion which would be good to help to grapple with reading and material*
- *Administrative underpinnings. Facilities: lab resources sometimes insufficient*

Sample comments: international students

- *There can be more tutorial group that can increase our understanding of course*
- *The administrative organisation needs to be entirely overhauled. The students (mature aged) made suggestions often and were assured that this would be considered, although it did not change anything*

5 Curriculum

Definition

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

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

Trends

In 2007 fewer comments received from current students commented favourably on various aspects of the curriculum than unfavourably, reversing the trends from previous years.

Comments focused mainly on the content and structure of the degree programs, their relevance to the nursing profession, and the mode of delivery (online or distance).

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

5.1 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	57%	38%	50%	
	International	n/a	n/a	n/a	0%	20%	0%	
	All	51%	30%	60%	57%	34%	48%	
Suggested improvements	Domestic	n/a	n/a	n/a	50%	45%	54%	
	International	n/a	n/a	n/a	0%	53%	0%	
	All	40%	34%	34%	50%	47%	56%	

*Less than
10
comments;
Data not
reliable*

5.2 Key issues for current coursework students (SCEQ 2007)

5.2.2 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=53)	International (n=15)	All (n=68)
Content and structure			
- Content and structure of whole degree program/ individual units of study			
- Cultural content of course appreciated e.g. indigenous, international	32%	13%	28%
- Subjects appear to be linked together			
- Subject content is relevant to work/ career and industry requirements			

Sample comments: domestic students

- *the emphasis on evidence-based practice, use of research: our study feels very relevant right now and not based simply on tradition that may be outdated. we are encouraged to question and assess what we come up against.*
- *Patho physiology which I thought would forever evade me is making sense, and in turn, helping me to make more sense out of the clinical situations I encounter at work. This in turn allows me to think more consequentially about potential patient responses/outcomes to illness and treatment, from the outset; I consider this is an extremely important skill for triage and emergency department nurses. In addition to my personal gain, having a better understanding of the science of nursing, as described above, has enabled me to be more articulate in the way I explain things to junior staff and students in my workplace; it is satisfying to share some of the knowledge I have gained, on some small level. Two of my colleagues are considering enrolling in the course, based on my own positive experience and gain. The fact that I would recommend this course summarises, I believe, my level of satisfaction with the course*
- *The wide range of topics that we get to study for example sociology, biomedical topics will give us a more rounded understanding of how to care for patients*
- *also really enjoy learning all about the history of nursing and where that places the nursing profession - I have a context that contributes to my perspective*

Sample comments: international students

- *I am doing a degree course, M in emergency nursing. The best aspects of my degree courses is that, I have a firm theoretical knowledge now, something I have lacked*
- *This particular course has given me an international exposure to deal with situations that may arise in my future professional life as a health expert. this course has given me the opportunity to know and interact with different people of different culture and backgrounds*

5.2.3 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	36%	47%	38%
- Subject content is not relevant to work/ career and industry requirements			

Sample comments: domestic students

- *Could be more clearly related to job requirements. University and health sector should be more reciprocal/ work more closely together*
- *The course structure is academically focused, that is learning by writing on the given topic. Although this is necessary, verbal articulation and clinical assessment is not effectively encouraged in the course. This is what nurses (especially myself) need to improve on greatly. There was an expectation in one unit in particular to do clinical assessment techniques for a 'clinical assessment tool' that had never been taught in lectures. Such as interpreting Chest X-Rays, inspection, auscultation, palpation and percussion. I found myself asking Physiotherapists and Doctors in the clinical environment to teach me these skills as the senior nurses could not do it or had limited ability and practice. In hind sight, it was not the responsibility of Dr's and physio's to teach a nurse these skills. If a post graduate nurse is expected to do this kind of assessment then it is the responsibility of nursing faculty to ensure senior nurses or themselves are going to practically facilitate the learning of these skills.*
- *There needs to be more explanations into the reason why some subjects are undertaken. students do not understand how some subjects will be applied to practice, so therefore lose interest in the subject and are very frustrated about the purpose of the subject*

Sample comments: international students

- *Most of the interesting subjects are given in distance mode (Case mix, Health Policy, etc), which is not the best way to learn, because we International students need to share ideas with people, instead of reading the textbook and do the assignment. If I knew that most of them are in distance mode, I would never come to this university. So, even though the units are taught in distance mode, I still hope the lecturers give us sometime to get together and share ideas. It is hard to know what it is expected when you don't even know who you are talking to.*
- *I think that the general organisation of the course could be improved -- we were the guinea pigs so I am sure that the rough edges are being smoothed off.*
- *LESS on theory and MORE on practical, hands-on stuff (After all reading XX is not going to help you much in nursing!)*

6 Appropriate assessment

Definition

Appropriate assessment includes:

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

Trends

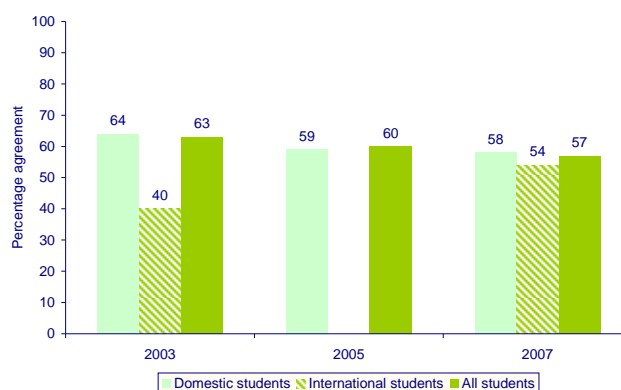
The percentage agreement scores for appropriate assessment (57%) in the 2007 SCEQ is lower than the University average of 66%. Whilst total scores, and those for domestic students, have declined since 2003, those for international students have increased substantially.

Evidence from the qualitative data suggests that student satisfaction with assessment is improving, as the margin between positive and negative comments received from current students has decreased considerably since 2003. In the 2007 SCEQ there was only 2% difference in the percentages of comments received that mentioned assessment as an area of best practice, and those that considered that improvements were necessary. This compares with 12% in 2003 and 18% in 2005.

6.1 Comparative results: Quantitative data SCEQ 2003-2007

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

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



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

6.2 Comparative results: Qualitative data 2001–2007

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

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	5%	13%	0%	
	International	n/a	n/a	n/a	0%	0%	0%	
	All	5%	0%	2%	5%	10%	4%	<i>Less than 10</i>
Suggested improvements	Domestic	n/a	n/a	n/a	23%	12%	15%	
	International	n/a	n/a	n/a	0%	13%	0%	
	All	6%	14%	16%	23%	12%	15%	<i>Data not reliable</i>

6.3 Key issues for current coursework students (SCEQ 2007)

6.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=53)	International (n=15)	All (n=68)
Types of assessment			
- Satisfied with the forms of assessment used by the Faculty	8%	0%	6%
- General comments on assessment			
Content			
- Assessments test a students' memory of the course content	8%	0%	6%
- Understanding of the subject is tested			
- Students are gaining an understanding of the topic from assessments			

Sample comments: domestic students

- *The assignments were not too hard or easy and the questions were well defined and clear so there was no confusion regarding what was expected of us*
- *The assignment for Trauma and Resuscitation Nursing is, I believe, an excellent example of an assignment which requires students to demonstrate skills of pertinent research gathering, understanding of the research, understanding of anatomy and physiology, recognition of the value of research-based guidelines for clinical practice, and ability to synthesise all of this information into a cohesive format. I gained an enormous amount from this assignment, and considered it a worthwhile use of my time*
- *Online quizzes - I've found these help me keep up with the material and test my own understanding so I know what I need to look into in more detail, although they haven't always worked properly*
- *The necessity of completing Clinical assessment tools, as this requires good articulation of grounded knowledge for the unit focus*
- *Having the opportunity to develop a research project idea that is of interest to myself*

6.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=58)	International (n=15)	All (n=73)
Types of assessment			
- Unhappy with the forms of assessment used by the Faculty	7%	7%	7%
- Dissatisfied with group work/ assessments			
- General comments on assessment			

Sample comments: domestic students

- *I would have preferred all of the assessment items to be based on clinical skills rather than on less tangible topics, such as the assignment about 'Nursing and Technology' in Critical Care Nursing; and 'Leadership' in Emergency Nursing. I felt that these pulled me away from the scientific focus that I preferred. I truly resented the hours spent on assignments about these vague topics, which I wholeheartedly believe did NOT assist me in my clinical practise in any way, shape or form. Nor did they assist in exam preparation*
- *The range of people marking the papers make it very subjective. One person could give a completely different mark than another. The facilitators at clinical placement have different views on how to give marks. I received a credit for the same type of performance as someone else at another hospital who got a high distinction*
- *More individual learning rather than group work. Post grad level difficult to cooperate. CPAs: examiners were inconsistent in examination questions. More feedback between staff and students needed*
- *Workload was too heavy. They should give smaller sized and larger number of assessments throughout the semester so we can grapple with all the course content more thoroughly*

Sample comments: international students

- *And a couple of very unfairly written exam papers (i.e. they examined content we hadn't covered on the course).*
- *Lack of continuity between lecturers (sometimes resulting in large grade differences across the board),*

7 Appropriate workload

Definition

Appropriate workload includes:

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

Trends

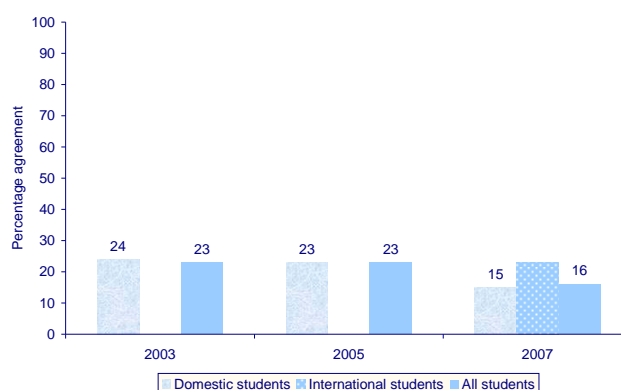
The percentage agreement scores for appropriate workload has halved since 2000, and currently sits at 16%, which is below the University average of 33%.

These results are confirmed by the qualitative data, where the percentage of comments received which mention various aspects of workload have increased since 2001, indicating a growing level of dissatisfaction with the workload in terms of the number and even distribution of assignments; the amount of readings required; and the workload in general.

7.1 Comparative results: Quantitative data 2003–2007

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

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



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

7.2 Comparative results: Qualitative data 2001–2007

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

Note: Qualitative data from the CEQ is analysed against the Appropriate Workload Section of the *Taxonomy for the analysis of qualitative data from the SCEQ and CEQ*.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	5%	4%	0%	
	International	n/a	n/a	n/a	0%	0%	0%	
	All	0%	0%	0%	5%	3%	0%	<i>Less than 10</i>
Suggested improvements	Domestic	n/a	n/a	n/a	10%	22%	0%	
	International	n/a	n/a	n/a	0%	13%	0%	
	All	6%	7%	10%	10%	21%	0%	<i>Data not reliable</i>

7.3 Key issues for current coursework students (SCEQ 2007)

7.3.1 Areas of best practice

Current students (SCEQ 2007)

3% of comments received from students (2/68) mentioned that they were satisfied with the workload of their degree course.

7.3.2 Suggested improvements

Current students (SCEQ 2007)

Domestic
(n=58)

International
(n=15)

All
(n=73)

21% of current students (15/73) mentioned that they were unhappy with the workload of their degree course.

Sample comments: domestic students

- *There is such a lot of work involved in this degree that it is difficult, even with days off, to maintain employment and complete all of the set work and readings each week*
- *Please schedule the final exams with 1 day break in between the 4 unit of study: e.g.. Monday, Tuesday, Thursday & Friday exams and no exam on Wednesday. One day off in between will help us recover and not get sick by the last day of exams.*
- *assessments - only 1 assignment and 1 exam - too much pressure during the semester on completing 2-3 assignments per subject as well as getting on top of the readings, lecture and lab materials*
- *Too much reading is given. The workload should be reduced and further readings made optional*

Sample comments: international students

- *Assignment due dates poorly arranged. All due by week 6/7. Ridiculous. Not enough time to research. Too squeezed together, good quality work hard to produce. Holiday arrangements: traumatic. A rest needed in the middle of the year. Everyone is stressed and tired*
- *I am doing a course this semester that requires me to submit written work end of every week. Apart from that, there are two other courses I am doing. I feel that having to submit written work every week is too much. I have to read a lot, and then write and then there are two more courses waiting for me. I just feel this is too much*