

<b>Oxford</b>	
<a href="http://ceq.oucs.ox.ac.uk/intro.cfm">http://ceq.oucs.ox.ac.uk/intro.cfm</a>	
<b>Key Elements of Policy</b>	<ul style="list-style-type: none"> <li>• <b>Educational Policy and Standards: Quality Assurance Processes and Practices</b></li> <li>• Students' feedback is gathered as part of the quality assurance process.</li> </ul>
<b>Evaluation Instrument</b>	<ul style="list-style-type: none"> <li>• <b>Oxford Student Course Experience Questionnaire -</b> Research is done at the program level rather than the course level</li> </ul>
<b>How instructors can use results</b>	<ul style="list-style-type: none"> <li>• Information about how to interpret report results is provided with the reports.</li> </ul>
<b>Recommended Resources for instructors</b>	<ul style="list-style-type: none"> <li>• There are suggestions for evaluating teaching at the level of an individual course through the Oxford Learning Institute.</li> </ul>
<b>Information for students</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Publication of results</b>	<ul style="list-style-type: none"> <li>• Information is available to the public, online.</li> </ul>
<b>Other comments</b>	<ul style="list-style-type: none"> <li>• Results are reported on a scale from -100 (strongly disagree) to +100 (strongly agree).</li> </ul>



# Quality Assurance at the University of Oxford

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## Educational Policy and Standards

Welcome to the website for quality assurance and academic policy matters at the [University of Oxford](#). This site is managed by the [Academic Policy Support Section](#) of the University Offices on behalf of the [Educational Policy and Standards Committee](#).

Follow the links to find out more about:

- ▶ [The Educational Policy and Standards Committee \(EPSC\)](#). The EPSC is the Council Committee with primary responsibility for academic quality assurance. It is one of the four main committees of Council established as part of the University's [governance reform](#) in 2000. See [recent proposals](#) for governance reform
- ▶ [More about EPSC](#)
- ▶ [Current work](#)
- ▶ Quality Assurance at Oxford University: a [summary](#) of the University's philosophy and practice
- ▶ EPSC Policy Guidance: EPSC's [policy guidance](#) is issued within the internal framework of the [University's Statutes and Regulations](#) and the external framework provided by the academic infrastructure of the [Quality Assurance Agency for Higher Education \(QAA\)](#)
- ▶ Students' Views: Feedback from students about their experience at Oxford is collected through the [Oxford Student Course Experience Questionnaires](#) (OSCEQ). The undergraduate version of this questionnaire has been in use since 2001. Versions for graduate research and taught graduate students have been piloted and will be fully launched in 2007/08. See also the National Student Survey (NSS) results on the [Unistats](#) website.
- ▶ External examiners: An area of this site for [external examiners](#) is under development. Please check for new additions to the area during the academic year 2007/2008.

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**Maintained by:**  [Educational Policy and Standards webmaster](#) ([epsweb@admin.ox.ac.uk](mailto:epsweb@admin.ox.ac.uk))

**Last modified:** 28 January 2008

**Originating URL:** <http://www.admin.ox.ac.uk/epsc/index.shtml>

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# Student Course Experience Questionnaire

<b>2007 Questionnaire</b>	2007					
<b>Beside each statement please tick the box that most accurately reflects your experience at Oxford</b>		SD	D	N	A	SA
1.	My course was intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	There was a lot of unwanted academic pressure on me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	My teachers normally gave me helpful feedback on my progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The workload was too heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The course has helped me develop my ability to work as part of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I have usually had a clear idea of where I was going and what was expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I have found the course motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The teachers in this course motivated me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The course has helped sharpen my analytical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Since being at Oxford, I feel more confident about tackling unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	My course has stimulated my enthusiasm for further learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	It was always easy to know the standard of tutorial work expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	There has been more assessment of what I have memorised than of what I have understood on this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I have felt a part of a community of scholars who are committed to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I was generally given enough time to understand the things I had learnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	My teachers made a real effort to understand any difficulties I had	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The course has stimulated my interest in the field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	The course has improved my communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	My teachers were extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Too many teachers asked me purely factual questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	The teachers worked hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	The academic expectations of me on this course were too high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>23.</b> The course has helped me to develop the ability to plan my own work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>24.</b> The volume of work necessary to complete this course means that it cannot all be thoroughly comprehended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>25.</b> It was made clear right from the start what is expected from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>26.</b> To do well on this course all you really need is a good memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>27.</b> My teachers put a lot of time into comments (orally and/or in writing) on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>28.</b> It was often hard to discover what was expected of me on this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>29.</b> Intellectual standards at Oxford are set too high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>30.</b> Overall, I am satisfied with the quality of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>31.</b> Tutorials were more about me showing tutors how much I had learned in the subject areas than about developing my understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>32.</b> Overall, I am satisfied with the quality of the support from my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>33.</b> In my experience tutorials given by graduate students were a less valuable learning experience than tutorials given by other university staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0%	20%	40%	60%	80%	100%
<b>34.</b> The proportion of my tutorials given by graduate students was approximately...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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<b>Stanford</b>	
<a href="http://registrar.stanford.edu/faculty/course_evaluations">http://registrar.stanford.edu/faculty/course_evaluations</a>	
<b>Key Elements of Policy</b>	<ul style="list-style-type: none"> <li>• <b>Policies on Student Evaluation of Teaching (1997)</b> - 3 goals (improving teaching, helping students with course selection, and administrative review of quality), which courses are evaluated and which results are reported, elements of the evaluation instrument, informing instructors of process, ensuring high completion rates, confidentiality, reports of results, and releasing results.</li> </ul>
<b>Evaluation Instrument</b>	<ul style="list-style-type: none"> <li>• Evaluations are collected online by an external service to ensure instructors are not involved.</li> <li>• Part of the survey is designed by the students union to gather information for their student guide to courses.</li> </ul>
<b>How instructors can use results</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Recommended Resources for instructors</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Information for students</b>	<ul style="list-style-type: none"> <li>• As an incentive, students can access their grades earlier if they have completed all of their course evaluations.</li> </ul>
<b>Publication of results</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other comments</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Policies on Student Evaluation of Teaching

### On This Page

↓ [Downloads](#)

↓ [Policy](#)

### All Online Course Evaluation Pages

↓ [Policies on Student Evaluation of Teaching](#)

↓ [Acess Instructions for Faculty](#)

↓ [FAQ](#)

↓ [Evaluation Means](#)

### Downloads

- [Acess for Faculty brochure \(pdf\)](#) with the instructions on page 7
- [Frequently Asked Questions about Online Course Evaluations \(pdf\)](#)
- [Sample Course Evaluation \(pdf\)](#) (i.e., what students see when they evaluate)
- [Sample Section Evaluation \(pdf\)](#)
- Evaluation means for 2006-07 are available online through the [Online Course Evaluation system](#).

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### Policy

**The following policies were developed by the Committee on Academic Appraisal and Achievement (C-AAA) and were approved by the Senate of the Academic Council on October 30, 1997, superseding SenD#2526 dated May 12, 1983.**

The evaluation of teaching has three major goals:

- Provide information to instructors about how effectively their teaching is encouraging student learning and to help them improve their teaching;
- Provide information to students to help them select courses wisely;
- Provide information about the overall quality of courses for administrative review (i.e., salary setting, promotion, curriculum development).

Evaluation of teaching should be carried out in a number of ways including evaluation by the instructors themselves, by peers, and by students. (See the Final Report of the C-AAA Subcommittee on the Evaluation and Improvement of Teaching, April 1995). The present document specifies only the required features of the Senate-mandated student evaluation of teaching.

1. Each time it is offered, every course must undergo student evaluation of teaching done by faculty, other instructors, and teaching assistants (understood to include all section leaders).

Summary reports of such evaluations are sent to the evaluated faculty and teaching assistants. Exceptions to this requirement are:

- a. Courses of an individual/independent nature (e.g., independent study courses, special research projects, thesis, music studios, etc.);
  - b. Activity courses.
2. The relevant department chairs, program heads, and deans also receive the evaluation summaries with the exception of first-time courses given on an experimental basis (so designated by the faculty member on a check-off box attached to the forms — see 4.d below).
  3. The exact content and nature of any instrument used for course evaluation shall be determined by the Dean of each School in consultation with the Vice Provost for Undergraduate Education and representative faculty from that school. The Dean may also consult with the Provost and the Advisory Board.
  4. In general, course evaluations should include:
    - a. Demographic information on students in the class (e.g., year, area of study) and their reasons for enrolling in the class;
    - b. Evaluative questions about the course and instruction addressing such topics as intellectual content, organization, motivation, interactions, procedures for assessing student work;
    - c. A student portion designed by the ASSU or other authorized student organization to enable that group to assemble a student course guide;
    - d. A form attached to the evaluations for faculty to check-off if a course is being taught on a first-time experimental basis.
  5. The Dean of the school is responsible for informing instructors about the methods of administration, the uses of the results of the evaluation, and the importance of the evaluation process.
  6. The uses to which the evaluations will be put should be stated clearly and simply on the evaluations themselves.
  7. Evaluations should be conducted in such a way as to encourage a high rate of return and thoughtful responses from students. The instructor should provide ample time (15 minutes in class is the suggested minimum) for students to complete the evaluation.
  8. The evaluations will be administered and collected in a manner that assures their confidentiality. They will be delivered in a timely fashion to the University or school office charged with tabulating them, where they will be summarized and presented in a manner that is easy to understand and interpret. The responses and evaluation summaries will be returned to their appropriate recipients (see 9 below) as quickly as possible, but certainly no later than two weeks after the start of the subsequent quarter.
  9. Responses shall be reported according to the following guidelines:
    - a. Faculty will receive (1) the original individual student responses to the evaluative questions, (2) evaluation summaries for their own courses, and (3) the evaluation summaries for the teaching assistants in those courses.
    - b. Teaching assistants will receive (1) the original individual student responses to evaluative questions concerning the teaching assistant's performance and (2) evaluation summaries of those questions.
    - c. Department chairs, program heads, and deans will receive only the evaluation summaries

for the courses they oversee.

- d. The ASSU or other authorized student groups will receive the student-designed portions of the course evaluations. For each school, unless the Dean decides otherwise (see 10 below), the authorized student group will also receive from the Dean the evaluation summaries for faculty instructors. The student-designed portions of the evaluations will be available to the instructor following the composition of the course guide.
10. The Dean of each school, in consultation with representative faculty, may choose not to release part or all of the summary data from the faculty evaluations to the ASSU or other authorized student organization. Examples of what might be withheld include evaluation summaries for faculty in their first year of teaching, for teachers teaching courses to which students are assigned, or for classes with very small numbers of students. Such policies are subject to review from time to time by the Provost and the Advisory Board.

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Students are an important source of information about the effectiveness of a course, its instructor, and its teaching assistants. Please respond candidly to the following questions. The top portion of these forms and a summary of numerical data will be given to the instructor and department chair following the end of the quarter. The results are used in setting salaries and preparing teaching award nominations. In addition, portions of this data, both written and numerical, will be published for general distribution to students. You are particularly encouraged to offer constructive suggestions that may help to improve both the course and the teaching of the instructor.

Your evaluation data will be lost if you do not save or submit your form before leaving this page. To save what you've done so far without exiting, click the 'Save' button. To review and submit your evaluation, click the 'Next Page' button.

**Course Information**

Course Title **Occam's Razor: Less is More**  
 Course # **100**  
 Section # **1**  
 Department **HISTORY**

Year	Area of study	Reason(s) for taking this course	Attendance	Expected grade	Time spent on course work outside class	
					hrs/wk	% that was valuable
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Major/minor <input type="checkbox"/> GER <input type="checkbox"/> Reputation <input type="checkbox"/> Interest <input type="checkbox"/> Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Instructor Ratings**

Please consider each statement separately rather than letting your over-all feelings about the instructor determine your response.

Instructor Name **Roger Bacon**

**Overall Ratings**

	Excellent	Very Good	Good	Fair	Poor	NA
1. The quality of the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor's overall teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Instructor's Organization/Clarity**

	Excellent	Very Good	Good	Fair	Poor	NA
3. Set out and met clear objectives announced for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the course

- 4. Displayed thorough knowledge of course material
- 5. Explained concepts clearly
- 6. Distinguished between more important and less important topics
- 7. Presented material at an appropriate pace

**Instructor's Ability to Engage and Challenge Students Intellectually**

- |   | Excellent             | Very Good             | Good                  | Fair                  | Poor                  | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8. Emphasized conceptual understanding and/or critical thinking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Related course topics to one another                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Instructor's Interaction with Students**

- |   | Excellent             | Very Good             | Good                  | Fair                  | Poor                  | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. Demonstrated concern about whether students were learning     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Inspired and motivated student interest in the course content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Was available for consultation outside of class               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Course Organization, Content, and Evaluation**

- |  | Excellent             | Very Good             | Good                  | Fair                  | Poor                  | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. Selected course content that was valuable and worth learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Organized course topics in a coherent fashion                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Chose assignments that solidified understanding              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Explained clearly how students would be evaluated            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Designed and used fair grading procedures                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Section/Lab Integration**

- |  | Excellent             | Very Good             | Good                  | Fair                  | Poor                  | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. Section or lab was well integrated into course structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Specific Comments for Instructor(s)**

- 1. Please comment on the individual instructors with regard to effectiveness and attitude toward students:

<b>Strengths</b>	<b>Suggestions for Improvement</b>
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2. Please comment on the strengths and weaknesses, if any, of the textbook(s) and reading(s). What materials were most and least valuable? Why?

<b>Strengths</b>	<b>Suggestions for Improvement</b>

3. Please comment on assignments and exams (difficulty, length, frequency, usefulness, and their success at testing conceptual understanding rather than recall):

<b>Strengths</b>	<b>Suggestions for Improvement</b>

4. Do you have any additional comments on the course over-all?

<b>Strengths</b>	<b>Suggestions for Improvement</b>

To save what you've done so far without exiting, click the 'Save' button. To review and submit your evaluation, click the 'Next Page' button.

After submitting this form, you will not be able to review your answers or make corrections. Please verify that you have evaluated the correct instructor before submitting.

If you are having problems with the online evaluation, please contact the Help Desk at [help@applyweb.com](mailto:help@applyweb.com).

<b>University of Sydney</b>	
<a href="http://www.usyd.edu.au/learning/evaluating/student.shtml">http://www.usyd.edu.au/learning/evaluating/student.shtml</a>	
<b>Key Elements of Policy</b>	<ul style="list-style-type: none"> <li>• <b>Management of Teaching and Learning policy (2001)</b></li> </ul>
<b>Evaluation Instrument</b>	<ul style="list-style-type: none"> <li>• <b>Unit of Study Evaluation</b></li> <li>• 8 standard items and 4 faculty designated items</li> <li>• Information is collected at the level of the course (i.e. all sections of a course are reported together) rather than the level of the instructor.</li> </ul>
<b>How instructors can use results</b>	<ul style="list-style-type: none"> <li>• There is a template for combining survey feedback, peer feedback and self-reflection.</li> <li>• Results are not used for personnel decision making.</li> </ul>
<b>Recommended Resources for instructors</b>	<ul style="list-style-type: none"> <li>• Instructors are encouraged to adopted a "student centred approach to teaching"</li> </ul>
<b>Information for students</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Publication of results</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other comments</b>	<ul style="list-style-type: none"> <li>• Students also complete the Student Course Experience Questionnaire which is also used at Oxford.</li> </ul>



## About the Unit of Study Evaluation System (USE)

The Institute for Teaching and Learning's **Unit of Study Evaluation (USE)** system is designed to support aspects of the University's policy on The Management and Evaluation of Teaching which was approved by Academic Board on 16 May, 2001.

Unit of Study coordinators, or the faculty coordinator for this survey process can [order a survey](#) using this website.

The USE survey has 12 items. There are 8 standard items and 4 faculty designated items. Faculty representatives on the Evaluation and Quality Assurance Working Group consult with staff in their respective faculties to determine the additional four items for inclusion on their faculty's forms. These items are set for at least twelve months and in some cases for the full term of the three year survey cycle.

In addition to feedback gathered using the student surveys, the USE system encourages Unit of Study Coordinators to consider information from self and peer review in evaluating units.

### Information on Unit of Study Evaluation (USE)

You can use the answers to the following frequently asked questions to find specific information about the USE system, or you can scroll down this page and read through some background on the system. If you have any questions about the USE please contact Jennifer Ungaro on 9351 5810.

1. [What is the University's policy on evaluation of units of study?](#)
2. [What is the ITL's Unit of Study Evaluation System \(USE\) intended to do? Does it contribute to the University's Teaching Performance Indicators?](#)
3. [What does the USE survey look like?](#)
4. [How is the survey reported?](#)
5. [How can I 'USE' the Results?](#)
6. [What are the relationships between USE items, SCEQ scales, and Academic Board resolutions on teaching?](#)
7. [Who can I talk to about USE?](#)
8. [What is the timeline for USE ordering and reporting? - download pdf](#)

### 1. What is the University's policy on evaluation of units of study?

The minimum standards for Unit of Study Outlines as well as the requirements for evaluating units of study are set out in the Academic Board Resolution on The Management and Evaluation of Teaching. The policy also describes the characteristics of a '*student centred approach to teaching*' which Academic Board encourages teachers to adopt.

#### Student-centred teaching has many of the following qualities:

- a. lecturers are confident that students understand the integration of course/unit aims, curricula, teaching methods and assessment practice;
- b. students become responsible for their own learning, and receive adequate support to come to accept this responsibility;
- c. where appropriate, teaching methods encourage active student engagement with subject materials, in contexts that help students create meaning and insight;

- d. student evaluations of their experiences of courses and units are used to improve the learning experiences of future students;
- e. students are encouraged to participate in the development and review of courses and units, and more broadly in University governance;
- f. faculties and departments establish procedures for seeking regular feedback from students on all matters affecting them in their studies and for involving them, where appropriate, in decisions and discussion affecting their learning, as recommended in the [Australian Vice-Chancellors' Committee's Guidelines for Effective University Teaching](#);
- g. faculties and departments regularly review procedures and processes involving students, to maximise benefits and minimise inconvenience, and to ensure that the unit's academic goals are pre-eminent.

(Academic Board Resolution *The Management and Evaluation of Teaching*, Part 4.1.2, page 11)

**The policy requirements for Unit of study evaluation are:**

1. Units of study will be evaluated at least once every three years, at faculty level.
2. Summaries of the results of student evaluations of units will be forwarded by heads of departments or faculty unit co-ordinators to deans for information and action if needed. Deans will refer non-confidential information on the evaluations to Faculty Teaching and Learning Committees and to the Pro-Vice-Chancellor (Teaching and Learning) for advice and comment. Unit of study evaluations may be used to inform the University's internal quality audit process, including the annual faculty reviews conducted by Academic Board.
3. Units of study may be evaluated by the standard survey form devised by the Institute for Teaching and Learning or another faculty-approved form. Co-ordinators, heads and deans must provide a summary of the results of the most recent student evaluation of units on a unit of study website or in handouts. This summary will refer to actions taken in response to student comments.

Academic Board Resolution *The Management and Evaluation of Teaching*, Part 5.2, page 13)

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## 2. Purpose of the USE

The purpose of the **Unit of Study Evaluation (USE)** system is to provide information for unit of study coordinators seeking to assess the effectiveness of units of study in order to plan and implement teaching and learning improvements. The focus of the system is on the unit of study and not the individual or the faculty. The key outputs of the USE system are intended to be:

- Documentation of the quality of units of study and an indication of how units of study effectively contribute to the overall quality of students' learning experiences in a degree.
- Recommendations by unit of study co-ordinators in the form of documented strategies which will maintain, or further improve, the teaching and learning quality of individual units.

The data gathered by the Unit of Study Evaluation student feedback surveys is not used by the Planning Support Office in calculating the faculty's Teaching Performance Indicators.

In addition to students' numerical ratings of their teaching and learning experiences, the **Unit of Study Evaluation** system encourages unit of study coordinators to draw upon other data from students, academic colleagues and their own insights as teachers. In doing so it recognises that issues of teaching context must be considered in the evaluation of individual units of study. These include; class size, available resources, and the compulsory or elective nature of student enrolments, amongst others. The unit of study coordinator is ideally placed to integrate data on these factors. As such, information generated by the USE system (the statistical reports of the students' ratings and the surveys containing their explanations for these ratings) is returned initially to unit of study co-ordinators.



# UNIT OF STUDY EVALUATION

ITL  
Institute  
for Teaching  
and Learning

Please help us to improve the teaching and learning experiences of students by filling in and submitting this survey. The University is committed to responding to student feedback and staff are encouraged to inform students of their responses to such feedback. This is a voluntary survey and your responses are anonymous. Please think carefully about your feedback and please write a comment explaining your rating for each item.

NAME OF UNIT OF STUDY	<input type="text"/>		
CODE OF UNIT OF STUDY	<input type="text"/>	WHICH DEGREE ARE YOU ENROLLED IN?	<input type="text"/>

**INSTRUCTIONS**

- Use a blue/black biro or pencil, preferably 2B
- Do not use red pen or felt tip pen
- Erase mistakes fully
- Make no stray marks
- Please MARK LIKE THIS 

**For each item below, please indicate the extent to which you AGREE or DISAGREE with the statement, using the scale provided. Then use the space below each question to explain the reasons for your rating and provide suggestions for improvement.**

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
	1	2	3	4	5
<b>1.</b> The learning outcomes and expected standards of this unit of study were clear to me					
<i>Please explain the reasons for your rating.</i>					
<input type="text"/>					
<input type="text"/>					
<b>2.</b> The teaching in this unit of study helped me to learn effectively					
<i>Please explain the reasons for your rating.</i>					
<input type="text"/>					
<input type="text"/>					
<b>3.</b> This unit of study helped me develop valuable graduate attributes [eg. 1) Research & inquiry skills; 2) Communication skills; 3) Personal & intellectual autonomy; 4) Ethical, social and professional understandings; 5) Information literacy].					
<i>Please explain the reasons for your rating.</i>					
<input type="text"/>					
<input type="text"/>					
<b>4.</b> I was motivated to engage with the learning activities in this unit of study					
<i>Please explain the reasons for your rating.</i>					
<input type="text"/>					
<input type="text"/>					
<b>5.</b> The assessment in this unit of study allowed me to demonstrate what I had understood					
<i>Please explain the reasons for your rating.</i>					
<input type="text"/>					
<input type="text"/>					



<b>6.</b>	I can see the relevance of this unit of study to my degree	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>7.</b>	It was clear to me that the staff in this unit of study were responsive to student feedback	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>8.</b>		<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>9.</b>		<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>10.</b>		<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>11.</b>		<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating.*

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<b>12.</b>	Overall I was satisfied with the quality of this unit of study	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
		①	②	③	④	⑤

*Please explain the reasons for your rating and provide any other suggestions for improvement.*

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