

The Student Experience Questionnaire¹

	Beside each statement please tick the box ☐ that most accurately reflects your experience in this module	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	This module is intellectually stimulating					
2.	There is a lot of unwanted academic pressure on me as a student					
3.	My lecturer normally gives me helpful feedback on my progress					
4.	The workload in this module is too heavy					
5.	This module has helped me develop my ability to work as part of a group					
6.	I had a clear idea of where I was going and what was expected of me					
7.	I have found this module motivating					
8.	The lecturer in this module motivated me to do my best work					
9.	This module has helped sharpen my analytical skills					
10.	Since doing this module, I feel more confident about tackling problems					
11.	My module has stimulated my enthusiasm for further learning					
12.	It was always easy to know the standard of assignments expected					
13.	The tests and exams assessed what I memorised and not what I understood					
14.	I felt a part of students who are committed to learning					
15.	I was generally given enough time to understand the things I had learnt					
16.	My lecturer made a real effort to understand any difficulties I had					
17.	This module has stimulated my interest in the field of study					
18.	This module has improved my communication skills					
19.	The lecturer in this module is extremely good at explaining things					
20.	Too many purely factual questions were asked					
21.	The lecturer worked hard to make this subject interesting					
22.	The academic expectations of me on this module were too high					
23.	This module has helped me to develop the ability to plan my own work					
24.	The volume of work in this module is too much to thoroughly understand it					
25.	It was made clear right from the start what is expected from me					
26.	To do well on this module all you really need is a good memory					
27.	My lecturer put a lot of time into comments (orally /writing) on my work					
28.	It was often hard to discover what was expected of me on this module					
29.	Intellectual expectations/standards in this module are set too high					
30.	Overall, I am satisfied with the quality of this module					
31.	Attending class helped me to develop my understanding					
32.	Overall, I am satisfied with the quality of the support from my lecturer					
33.	The tests/exams were totally different from the outcomes and the lectures					

Adapted from the University of Oxford Student Course Experience Questionnaire
<http://ceq.oucs.ox.ac.uk/>

Scales

- Good Teaching Scale (GTS): Items 3, 16, 19, 21, 27, 31.
- Clear Outcomes Scale (CGS): Items 6, 12, 25, 28 (reversed) and 33.
- Appropriate Workload Scale (AWS): Items 2 (rev), 4 (rev), 15, 22 and 24 (rev).
- Appropriate Assessment Scale (AAS): Items 13 (rev), 20 (rev) and 26 (rev) and 29.
- Generic Skills Scale (GSS): Items 5, 9, 10, 18 and 23.
- Motivation Scale (MS): Items 1, 7, 8, 11, and 17.
- Satisfaction with the module: Items 14, 30, 31 and 32.

Scale meanings are described below:

Good Teaching Scale [GTS]

The *Good Teaching Scale* measures perceptions of the lecturer ability to contribute to student learning. It is characterised by practices such as providing students with feedback on their progress, explaining things, making the module interesting, motivating students, and understanding students problems. There is a body of research linking these practices to outcomes of learning. 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.

Clear Outcomes and Assessment Criteria/Standards Scale [CGS]

The *Clear Outcomes and Assessment Criteria/Standards Scale* measures the extent to which students have a clear idea of what, at a broad level, is required of them in their degree. Even though the establishment of clear goals and standards in a module could be considered part of good teaching in a broader sense, it would be possible to utilise the practices encompassed by the *Good Teaching Scale* but fail to establish clear goals for the module and clear expectations of the standard of work required from students.

Appropriate Assessment Scale [AAS]

This measure concentrates on one particular aspect of assessment and is not exhaustive in its measurement of assessment approaches. It focuses on the extent to which assessment emphasised recall of factual information rather than higher order thinking. Embedded in the *Appropriate Assessment Scale* is the assumption that assessment that does not focus on factual recall concentrates instead on higher order learning processes.

Appropriate Workload Scale [AWS]

The *Appropriate Workload Scale* focuses on the extent to which the workload given is perceived to be manageable. High scores on this scale indicate perceptions of reasonable workloads. These are students who disagree with the proposition that *The workload was too heavy* and who agreed that *I was generally given enough time to understand the things I had learnt*. The evidence from research on student learning is that when workloads are perceived to be too heavy students are not able to spend the time needed to engage and understand the material it is hoped they will learn.