

Completing the quality cycle:
Engaging teacher participation in responding to student evaluations of subjects

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Neither the professionalism of academic staff or high enrolment numbers provides assurance that the quality of educational programs is adequate. While many academics within the Faculty of Health & Behavioural Sciences are committed to improving teaching and learning there are no established mechanisms for ensuring quality improvement of teaching and learning within the faculty. There is an enormous wealth of data generated by the '7 questions' asked through SOLS. What is needed is a realistic process and system for individual subject coordinators to access this information so that they can reliably and regularly get access to student feedback. The idea of this project would be to embed the regular review of subjects into the cycle of work routinely undertaken by academic staff. In this way quality could be ensured as part of a systematic process.

This project will find ways of incorporating quality improvement processes into the everyday lives of academics and ways of providing evidence that this process is taking place. This project will provide a mechanism by which academic staff reflect on regular student subject evaluations and as a result of this, change the way they offer the subject in its subsequent iterations. The end result will be that for a relatively modest effort it is possible to make a large difference to what is taught, how it is taught, how students learn and how students perceive that learning experience.