

## ‘Three Tier’ Model for revised UTS SFS Questionnaire

Shaded items are intended to allow comparison between formative and summative evaluations in a subject. These four items (two formative, two summative) would be benchmarkable with QUT.

### Formative Evaluation (standard short survey conducted at week 4)

SFS Item		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>All Items (Sponsor: University – DVC [Education &amp; Students] and Provost)</b>						
1	I know what is expected of me in this subject as stated in the subject outline.					
2	I am making the most of my opportunities to learn in this subject.					
3	Overall I am satisfied with the quality of this subject so far.					
Please enter any comments on your learning experience so far.						

### Summative Evaluation (full SFS at end of semester)

SFS Item		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>TIER 1A: Core Items (Sponsor: University – DVC [Education &amp; Students] and Provost)</b>						
1	The learning opportunities provided helped me meet the stated objectives of this subject.					
2	I made the most of my opportunities to learn in this subject.					
3	Overall I am satisfied with the quality of this subject.					
<b>TIER 2: Learning Mode Items (pre-populated based on one or two modes) (Sponsor: ADTL, in consultation with Heads of School or equivalent)</b>						
4	Mode 1 – question 1					
5	Mode 1 – question 2					
6	Mode 2 – question 1					
7	Mode 2 – question 2					
<b>TIER 3: Optional Items (selected from revised item bank) (Sponsor: Subject Coordinator, in consultation with teaching team)<sup>1</sup></b>						
8						
9						
<b>TIER 1B: Core Item (Sponsor: University – DVC [Education &amp; Students] and Provost)</b>						
10	Staff member: Joe Blogs Overall, I am satisfied with how this staff member facilitated my learning. <sup>2</sup>					
What did you particularly like about this subject?						
Please suggest any improvements that could be made to this subject.						

<sup>1</sup> Initial roll out may be for Subject Coordinator and each member of teaching team to individually nominate items in system up to a preset limit.

<sup>2</sup> Variation to current teaching satisfaction item “Overall, I am satisfied with the teaching of this staff member” to emphasise student learning.

## Pre-Populated Learning Mode Items (TIER 2)

**Eight** initial learning modes have been developed based on elements of the UTS Model of Learning. Each mode comprises two pre-set items to be used across UTS. **The emerging structure is to have one item focused on the subject delivery ('item 4') and one item focused on the learner experience ('item 5').** Faculties would be asked to assign one or two modes for each subject.

### Learning Modes available for use

- 1. Professional Practice/Disposition Mode** (Target subjects: capstone subjects and other subjects in engineering, teacher education, nursing and midwifery, etc where work placements or workplace simulations are used) **Suitable for postgraduate subjects.**

4	This subject provided practical learning activities to develop new skills and knowledge I may need in the workplace.					
5	This subject has developed my understanding of my intended profession.					

- 2. Global Workplace or Internationalised Mode** (Target subjects: subjects in all faculties with a focus on international or intercultural engagement; subjects delivered as In-County Study, exchange or international work experience or practicum subjects)

4	This subject helped me develop an international perspective on my intended profession.					
5	As a result of this subject I am more aware of my own and other cultures.					

- 3. Inquiry-based Mode** (Target Subjects: Problem-based subjects in all faculties, such as but not only those taught in a laboratory style. Focus: mode of thinking and engagement.) **Suitable for postgraduate subjects.**

4	This subject's learning opportunities motivated me to conduct further self-directed learning.					
5	This subject has developed my ability to think critically.					

- 4. Research-integrated Mode** (Target Subjects: Subjects in all faculties which are "research-inspired and integrated". Focus: Integration of research and teaching.)

4	The subject's learning opportunities made me aware of research in this area.					
5	I now understand current knowledge, theories and practices related to this subject.					

5. **Critique-Based Mode** (Target Subjects: Subjects taught in studio workshop mode. Focus: inspiration, curiosity, reflection.)

4	This studio subject inspired me to engage with and produce innovative work.					
5	This studio subject developed my ability to critically reflect on my own work.					

6. **Trans-disciplinary Course Mode** (Target Subjects: Subjects in Bachelor of Creative Intelligence and Innovation and combined degrees.)

4	This subject successfully enabled me to collaborate with peers across different areas of study.					
5	The skills and knowledge I learned in this subject expanded my thinking.					

7. **Assessment Mode** (Target Subjects: Default mode for subjects where no mode has been assigned by the faculty for some reason.)

4	The assessment tasks in this subject were directly related to the subject.					
5	Overall, I received constructive feedback throughout this subject.					

8. **Indigenous Professional Competence Mode** (Target Subjects: Relevant subjects taught in faculties with an indigenous graduate attribute.)

4	To succeed in this subject students need to develop a respect for Australian Indigenous ways of knowing, being and doing.					
5	I am developing cultural competencies to work respectfully with Aboriginal and Torres Strait Islander people and organisations.					