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**THE APPLICABILITY OF TOTAL QUALITY MANAGEMENT
TO THE ENGLISH HIGHER EDUCATION SYSTEM
AND IMPLICATIONS FOR THE
DEVELOPMENT OF TQM THEORY**

VOL 2

MARLENE CLAYTON

Degree of Doctor of Philosophy

ASTON UNIVERSITY

May 1998

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Aston University

BSc Optometry Undergraduates

Study into the quality of the provision of
undergraduate education

Discussion Groups
May 1995

Question 1

What were your expectations of the undergraduate programme in optometry when you decided to come here?

<u>Hopes</u>	<u>Order of importance to you</u>	<u>Fears</u>	<u>Order of importance to you</u>
--------------	-----------------------------------	--------------	-----------------------------------

1.

2.

3.

4.

5.

6.

Question 2

column 1

What aspects of the programme helped you to function effectively in your role as a student?

column 2

What aspects of the programme did NOT help you to function effectively in your role as a student?

column 3

Any other issues of the quality of the programme/your level of satisfaction with it.

Question 3

Ways in which the reality of the programme has not matched the expectations listed on Page 1.

Question 4

- | | |
|--|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |
| First year undergraduate | <input type="checkbox"/> |
| Second year undergraduate | <input type="checkbox"/> |
| Third year undergraduate | <input type="checkbox"/> |
| Full time student | <input type="checkbox"/> |
| Part time student | <input type="checkbox"/> |
| Aged under 25 years | <input type="checkbox"/> |
| Aged 25 years and over | <input type="checkbox"/> |
| Joined the programme in the same year
as completing full-time schooling | <input type="checkbox"/> |
| Worked full-time for more than nine months
before joining the programme | <input type="checkbox"/> |
| My home country is the United Kingdom | <input type="checkbox"/> |
| My home country is outside the United Kingdom | <input type="checkbox"/> |
| I moved away from my home area to study at Aston | <input type="checkbox"/> |
| I did <u>not</u> move away from my home area to study at Aston | <input type="checkbox"/> |

Question 5

Please use this sheet to note any additional points you would like to bring to our attention about

a) quality in the BSc Optometry programme

b) this discussion group

DISCUSSION GROUPS

B.Sc. Optometry Undergraduates. May 1995

SCRIPT

1. Introduction

Good Afternoon. Welcome to this afternoon's Discussion Group. I am grateful to you for giving up your time today and for your interest in our study.

To remind you, my name is Marlene Clayton and this is my assistant, Carol Ravenscroft.

2. Purpose statement

We are carrying out a study into the quality of the provision of undergraduate education here in Aston University's Department of Vision Sciences.

The purpose of inviting you here today is to gain an insight into YOUR attitudes, perceptions and opinions on this topic, as very important "stakeholders/customers", that is, the recipients/beneficiaries of the educational provision.

We are holding a series of similar discussion groups with other "stakeholders" in Aston's BSc Optometry programme to find out what they consider to be important factors in high-quality provision i.e. those factors which meet, fall short of, or exceed your expectations.

PUT UP "GLOSSARY" OHP (def. of Quality and stakeholders)

The final outcome will be a questionnaire which will be sent out later with a view to quantifying the issues in order to prioritise improvement projects.

The series of 6 questions and exercises will be in the context of this question:

PUT OHP ON SCREEN

WITHIN THE DEPARTMENT OF VISION SCIENCES WHAT FOR YOU ARE THE KEY ASPECTS IN IDENTIFYING THE QUALITY OF THE EDUCATION PROVIDED?

3. Statement of timing

We shall finish within the agreed time, so I won't keep you from your next appointments.

4. Confidentiality statement

I also want to repeat the assurance I gave you in my letter. Any information you provide will be kept strictly confidential and will not be assignable to you as an individual.

If it is acceptable to you all the proceedings will be audio-recorded as an administrative convenience.

5. BEGIN THE 6 ACTIVITIES/QUESTIONS

Now we are going to start some questions. Please, when asked, would you note your responses on the sheet (pro-forma) I will now hand you, and which I shall take back at the end of the session.

DISTRIBUTE PRO-FORMA

i. **Please would you complete the first question:**

What were your expectations (expressed in terms of hopes and fears) of the undergraduate programme in optometry when you decided to come here?

Please can you list them on the sheet underneath the question?

Now can you put them in order of what was the most important factor for you in each column (hopes and fears) (1 being the most important - you can have more than one with equal importance)

ii. **Please would you turn to the second page and complete your answers to the questions in the first two columns:**

(column 1) What aspects of the programme helped you to function effectively in your role as a student?

(column 2) What aspects of the programme did not help you to function effectively in your role as a student?

(column 3) **In the third column, raise, if you wish, any other more general issues of the quality of the programme/your level of satisfaction with it.**

(columns 1 and 2) **When you have noted down the issues that are important to you, please choose from the first two columns, the three items that you consider to be the most important for you.**

iii. **I shall now go round the table asking you to read out the first of your three items and to tell me which column it comes from - the "helping" aspects, column A, or the "not helping" aspects - column B. As we proceed you may find that one (or more) of your items have already been nominated by someone else. If this happens I would like you to mark the fact on your sheet and read out the next of your three items.**

As you read out your items we shall record them on the flip chart. We shall continue until all the items are recorded and seek clarification of points/meaning, if necessary.

- iv. **I shall now ask you to vote on the items** generated by considering which three items you consider are of key importance in developing quality education (customer satisfaction) in the BSc Optometry programme here at Aston.

(Please put up your hand if you think the first item on the list is most important, the second etc. Go back to the beginning, who thinks this is second, third)

This will lead to the identification of the overall most crucial items for the group.

- v. **At the beginning of the session, you stated that you had certain expectations of the programme, can you now please give any ways in which the reality has not matched these, and say whether, in your opinion this is good or bad.**

I shall give you a few minutes to jot down your thoughts (a page is provided for this), then we shall open up some discussion.

- vi. **Now please turn to the final sheets in front of you. Please could you a) fill in the data requested:**

Please tick all the boxes that apply to you.

On the back of the sheet is space for any additional points you would like to bring to our attention, either in connection with the topics we have discussed, or to give feedback on this meeting.

Papers taken back at the end of the session (without names)

6. Conclusions

That is the end of the session. Many thanks for taking part.

If anyone would like to discuss the project further, now or in the future, I would be pleased to hear from you.

List of HEFCE 'Aspects of provision', coded for use in the analysis of the student discussion groups

Higher Education Funding Council: Quality Assessment Division

Aspects of Provision

The HEFCE document 'The Quality Assessment Method from April 1995', Circular 39/94, December 1994 describes the development of a Core Set of Aspects of Provision. The purpose of these is stated:

The development of a core set of aspects of provision will provide a common structure for the main features of the quality assessment method - the self-assessment, the assessment visit, the assessment judgement, and the assessment report.

The six broad headings are:

- Curriculum design, content and organisation
- Teaching, learning and assessment
- Student progression and achievement
- Student support and guidance
- Learning resources
- Quality assurance and enhancement

Annex A of 39/94 further divides these aspects into key features. For the purpose of analysing the student discussion groups, the researcher has given each a notation 1-6, A-E, as follows:

1. Curriculum design, content and organisation

- 1A content and structure (breadth, depth, coherence, organisation) of curricula; modes of study; level (diploma, undergraduate, taught postgraduate)
- 1B intended outcomes of teaching and learning
- 1C opportunity for:
 - progression to postgraduate study
 - continued personal development
 - developing subject-specific skills
 - developing generic/transferable skills
 - progression to employment
 - currency; innovative features

2. Teaching, learning, assessment

- 2A strategy/methods for teaching, learning and assessment
- 2B structure and range of the programme of teaching and learning activities
- 2C opportunity for and assessment of:
 - development of knowledge
 - development of understanding and other intellectual abilities
 - development of subject-specific skills
 - development of generic/transferable skills
 - development of independent learning abilities
 - development of values, motivation, or attitudes to learning

3. Student progression and achievement

- 3A measures of annual progression/completion of a year "in good standing" and completion/non-completion of programme
- 3B qualifications awarded

4. Student support and guidance

- 4A the overall strategy for support and guidance
- 4B admission and induction arrangements
- 4C academic tutorial support
- 4D remedial support
- 4E pastoral and welfare support
- 4F careers information and guidance

5. Learning resources

- 5A overall strategy for learning resources, informed by the Framework section of the self-assessment
- 5B library
- 5C equipment
- 5D information technology
- 5E teaching and social accommodation
- 5F technical/support staff

6. Quality assurance and enhancement

- 6A evidence from HEQC audit
- 6B subject provider-level internal quality assurance (for example, curriculum or course review, feedback mechanisms) and linkage with institution-wide quality assurance
- 6C staff development related to teaching and learning
- 6D appraisal of teaching skills
- 6E comparability of qualifications
- 6F impact on student experience

Aston University
Department of Vision Sciences

Developing quality (customer/stakeholder satisfaction)
in the provision of the BSc optometry programme

PILOT

Please return this questionnaire

(as soon as possible)

to
Marlene Clayton
Staff Development
Room MB 116
Aston University

March 1996

Section 1

Please tick all the boxes that apply to you

- | | |
|--|--------------------------|
| 1.1 Male | <input type="checkbox"/> |
| 1.2 Female | <input type="checkbox"/> |
| 1.3 First year undergraduate | <input type="checkbox"/> |
| 1.4 Second year undergraduate | <input type="checkbox"/> |
| 1.5 Third year undergraduate | <input type="checkbox"/> |
| 1.6 Full time student | <input type="checkbox"/> |
| 1.7 Part time student | <input type="checkbox"/> |
| 1.8 Aged under 25 years | <input type="checkbox"/> |
| 1.9 Aged 25 years or over | <input type="checkbox"/> |
| 1.10 Joined the programme in the same year as completing full-time schooling OR
Worked full-time for more than nine months before joining the programme | <input type="checkbox"/> |
| 1.11 My home country is the United Kingdom | <input type="checkbox"/> |
| 1.12 My home country is outside the United Kingdom | <input type="checkbox"/> |
| 1.13 I moved away from my home area to study at Aston | <input type="checkbox"/> |
| 1.14 I did <u>not</u> move away from my home area to study at Aston | <input type="checkbox"/> |

Section 2: Recruitment

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	strongly disagree	strongly agree	B	strongly disagree	strongly agree
2.1 Give prospective students adequate information about the programme		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.2 Interview prospective students		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.3 Recruit students with high academic ability		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.4 Give recognition to prior learning and/or experience		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.5 Provide for students with different academic backgrounds		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.6 Provide for students with different national and ethnic backgrounds		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.7 Provide for students of different ages		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Of the 7 features in section 2 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No <div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>	2 next most important	Feature No <div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 least important	Feature No <div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>	2 next least important	Feature No <div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>

Section 3: Teaching & Learning

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature

- 3.1 Make programme aims and objectives available to me
- 3.2 Make programme aims and objectives comprehensible to me
- 3.3 Encourage students to be actively involved in the learning process rather than be passive recipients of knowledge
- 3.4 Encourage students to be independent learners: to identify their own strengths and weaknesses and to be responsible for their own learning
- 3.5 Take account of the different learning needs of students
- 3.6 Offer students a variety of learning experiences (balance between lectures, seminars practicals, self-study)
- 3.7 Help students to make the transition from school to undergraduate study
- 3.8 Have teachers who explain the expected learning outcomes of lectures and course work
- 3.9 Have teachers who are enthusiastic about their subjects
- 3.10 Have teachers who show comprehensive knowledge of their subjects
- 3.11 Have teachers with high academic qualifications
- 3.12 Have teachers who make substantial use of their own research in their teaching
- 3.13 Set students regular work for assessment
- 3.14 Have teachers with good presentation skills

A							B									
Strongly disagree							Strongly agree			Strongly disagree			Strongly agree			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			

Section 3 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A							B						
	Strongly disagree						Strongly agree	Strongly disagree						Strongly agree
3.15 Have teachers who provide reading lists which facilitate study	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.16 Have teachers who have good knowledge of learning theory which they put into practice	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.17 Have teachers who give very structured presentations	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.18 Have teachers who link their lectures/tutorials to other parts of the programme	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.19 Have students who are able to work on their own with little guidance from their teachers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.20 Adhere to published timetables	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Of the 20 features in section 3 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1	most important	Feature No <input type="text"/>	2 next most important <input type="text"/>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme)			
1	least important	Feature No <input type="text"/>	2 next least important <input type="text"/>

Section 4: The Curriculum

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
4.1 Lead to employment as an optometrist		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.2 Be able to lead to other employment		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.3 Instill a commitment to lifelong learning		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.4 Facilitate progression to postgraduate study		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.5 Enhance students' academic ability		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.6 Encourage interdisciplinary approaches to study		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.7 Encourage high academic achievement above all else		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.8 Develop subject knowledge required by the profession		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.9 Develop high ethical standards		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.10 Develop high standards of patient care		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.11 Develop problem-solving skills		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.12 Develop the ability to communicate effectively (written and oral)		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.13 Provide good opportunities for team-work		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 4 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A							B									
	Strongly disagree							Strongly agree		Strongly disagree							Strongly agree
4.14 Develop independent judgment	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.15 Develop creativity	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.16 Develop the ability to use information technology	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.17 Develop self-management skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.18 Include work experience	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.19 Have aims and objectives which the content of the programme is designed to achieve	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.20 Provide flexibility and student choice	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.21 Involve employers in programme development	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.22 Have clearly defined aims and objectives for discrete elements of course eg a lecture or tutorial	1	2	3	4	5	6	7	1	2	3	4	5	6	7			
4.23 Have a coherent structure with clear relationships between elements	1	2	3	4	5	6	7	1	2	3	4	5	6	7			

Of the 23 features in section 4 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No	2 next most important	Feature No
	<input type="text"/>		<input type="text"/>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 least important	Feature No	2 next least important	Feature No
	<input type="text"/>		<input type="text"/>

Section 5: Assessment, progression and achievement

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	B
	Strongly disagree Strongly agree	Strongly disagree Strongly agree
5.1 Have a scheme of assessment designed to test whether the aims and objectives of the programme have been met	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.2 Have unambiguous regulations governing assessment and appeals that are understood by staff and students	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.3 Use a range of assessment methods	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.4 Have consistent assessment methods	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.5 Return coursework promptly to students	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.6 Give students useful feedback from assessed work to help them channel their improvement efforts	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.7 Prepare students adequately for examinations	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.8 Undertake assessment in a work environment where appropriate	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.9 Have arrangements for assessing learning derived from experience prior to the programme	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.10 Base final assessment on final examinations only	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.11 Base final assessment on course-work and examinations	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>
5.12 Have students starting the programme with A-level grades which are higher than the national average	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">2</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">3</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">4</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">5</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">6</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">7</div>

Section 5 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A							B						
	Strongly disagree							Strongly agree						
5.13 Have few student who fail the programme	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.14 Have few students who withdraw from the programme	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.15 On completion of the programme have a high proportion of the students finding the employment they want	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.16 Be more highly regarded by employers than similar qualifications from other universities	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Of the 16 features in section 5 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No	2 next most important	Feature No
	<input type="text"/>		<input type="text"/>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme)			
1 least important	Feature No	2 next least important	Feature No
	<input type="text"/>		<input type="text"/>

Section 6: Student support, guidance and learning resources

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
6.1 Have an effective careers counselling service	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.2 Provide for the welfare of students through a range of support services (financial counselling, medical, accommodation)	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.3 Make study skill advice available	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.4 Timetable tutorials	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.5 Monitor attendance at lectures, tutorials and practicals	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.6 Staff who discuss attendance at lectures, tutorials and practicals with individual students	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.7 Have a tutorial system which provides adequate individual tuition	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.8 Give adequate help with "foundation" subjects such as mathematics and physics	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.9 Give help with foundation subjects only to those who are assessed as needing it	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.10 Give adequate help in patient clinics	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.11 Give adequate help with practical work	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.12 Have help available from staff when requested	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.13 Have staff who are approachable and friendly	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
6.14 Have staff who are quick to respond when I need help	1 2 3 4 5 6 7			1 2 3 4 5 6 7		

Section 6 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A							B								
	Strongly disagree							Strongly agree			Strongly disagree			Strongly agree		
6.15 Staff give a high standard of help	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.16 Have sufficient and adequately equipped clinics	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.17 Have sufficient and adequately equipped workshops and laboratories	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.18 Have adequate access to library facilities (time and location)	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.19 Have adequate access to information technology facilities (time & location)	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.20 Have a library with adequate resources to cater for the learning demands of students	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.21 Have a library with adequate resources to cater for research demands	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.22 Have accessible technical and support staff to assist information technology users	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.23 Have accessible technical and support staff to assist research	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
6.24 Have accessible technical and support staff to assist in the clinics	1	2	3	4	5	6	7	1	2	3	4	5	6	7		

Of the 24 features in section 6 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No	2 next most important	Feature No
	<input type="text"/>		<input type="text"/>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 least important	Feature No	2 next least important	Feature No
	<input type="text"/>		<input type="text"/>

Section 7: Quality assurance and enhancement

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	B
	Strongly disagree	Strongly agree
7.1 Have mechanisms which assure the quality and standard of the programme	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.2 Incorporate the views of students into approval and review of the programme	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.3 Incorporate the views of employers into approval and review of the programme	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.4 Incorporate the views of external academics and professionals into approval and review of the programme	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.5 Regularly collect feedback on the programme from students	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.6 Ensure that feedback on the programme from students leads to improvements	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.7 Have staff who engage in research in their disciplines	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.8 Have, within the staff team, the range of knowledge, expertise and interests to match departmental requirements	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.9 Provide staff development to improve the teaching skills of staff	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.10 Provide staff development to meet my requirements	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.11 Identify good practice in teaching/ learning and disseminate it to staff	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.12 Appraise individual staff members	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>
7.13 Have staff with a high academic standing and reputation	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>	<div style="display: flex; justify-content: space-between; padding: 2px;"> 1234567 </div>

Section 7 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A							B								
	Strongly disagree							Strongly agree			Strongly disagree			Strongly agree		
7.14 Reward staff for high quality research	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
7.15 Reward staff for high quality work with undergraduates	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
7.16 Reward staff for their contribution to the department's success	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
7.17 Have an effective equal opportunities policy	1	2	3	4	5	6	7	1	2	3	4	5	6	7		

Of the 17 features in section 7 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No	2 next most important	Feature No
	<input type="text"/>		<input type="text"/>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 least important	Feature No	2 next least important	Feature No
	<input type="text"/>		<input type="text"/>

Section 8: The environment and the culture

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens

Feature	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
8.1 Provide buildings and grounds which are in a good state of repair	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.2 Have teaching rooms which provide an environment conducive to learning (ie they are comfortably furnished, not overcrowded etc)	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.3 Provide institutional surroundings which are attractive and pleasant	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.4 Operate within a department where staff and students have a shared sense of purpose	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.5 Give individuals a clear view of what they are expected to achieve in the department	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.6 Operate within a department which is well-integrated into the university	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.7 Have departmental colleagues who are supportive and helpful	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.8 Encourage team spirit	1 2 3 4 5 6 7			1 2 3 4 5 6 7		
8.9 Encourage innovation	1 2 3 4 5 6 7			1 2 3 4 5 6 7		

Of the 9 features in section 8 please indicate in order:			
• The two you consider to be MOST IMPORTANT in meeting your needs (as a stakeholder in this programme):			
1 most important	Feature No <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	2 next most important	Feature No <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
• The two you consider to be LEAST IMPORTANT in meeting your needs (as a stakeholder in this programme)			
1 least important	Feature No <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	2 next least important	Feature No <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>

You may use this space for any additional comments you may wish to make.

These may be either further comments on the topic of the survey, or on the survey itself.

THANK YOU VERY MUCH FOR YOUR HELP

Aston University
Department of Vision Sciences

Developing quality (customer/stakeholder satisfaction)
in the provision of the BSc optometry programme

Please return this questionnaire to:

Marlene Clayton
Room MB 116
Aston University

May 1996

Final student questionnaire

Section 1

Please tick all the boxes that apply to you

- | | |
|--|--------------------------|
| 1.1 Male | <input type="checkbox"/> |
| 1.2 Female | <input type="checkbox"/> |
| 1.3 First year undergraduate | <input type="checkbox"/> |
| 1.4 Second year undergraduate | <input type="checkbox"/> |
| 1.5 Third year undergraduate | <input type="checkbox"/> |
| 1.6 Full time student | <input type="checkbox"/> |
| 1.7 Part time student | <input type="checkbox"/> |
| 1.8 Aged under 25 years | <input type="checkbox"/> |
| 1.9 Aged 25 years or over | <input type="checkbox"/> |
| 1.10 Joined the programme in the same year as completing full-time schooling | <input type="checkbox"/> |
| 1.11 Worked full-time for more than nine months before joining the programme | <input type="checkbox"/> |
| 1.12 My home country is the United Kingdom | <input type="checkbox"/> |
| 1.13 My home country is outside the United Kingdom | <input type="checkbox"/> |
| 1.14 I moved away from my home area to study at Aston | <input type="checkbox"/> |
| 1.15 I did <u>not</u> move away from my home area to study at Aston | <input type="checkbox"/> |

Section 2: Recruitment

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A							B						
	strongly disagree						strongly agree	strongly disagree					strongly agree	
2.1 Give prospective students adequate information about the programme	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.2 Recruit only students with high academic ability and entrance qualifications	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.3 Give recognition at recruitment to prior learning and/or work experience	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.4 Provide for students with different academic backgrounds	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.5 Provide for students with different national and ethnic backgrounds	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.6 Provide for students of different ages	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Section 3: Teaching & Learning

STATEMENT A

To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B

In the Aston BSc Optometry programme this feature is present/happens:

Feature

- 3.1 Make programme aims and objectives comprehensible to me
- 3.2 Encourage students to be actively involved in the learning process rather than be passive recipients of knowledge
- 3.3 Encourage students to be independent learners: to identify their own strengths and weaknesses and to be responsible for their own learning
- 3.4 Offer students a variety of learning experiences (balance between lectures, seminars, practicals, self-study)
- 3.5 Help students to make the transition from school to undergraduate study
- 3.6 Have teachers who explain what you will be expected to have learned/know as a result of each lecture and item of coursework
- 3.7 Have teachers who are enthusiastic about their subjects
- 3.8 Have teachers who show comprehensive knowledge of their subjects
- 3.9 Have teachers who make substantial use of their own research in their teaching
- 3.10 Have teachers who set students regular work for assessment

A							B						
Strongly disagree							Strongly agree						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7

Section 3 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature

- 3.11 Have teachers who provide lecture notes and reading lists which facilitate study
- 3.12 Have teachers who know how to teach/help students to learn
- 3.13 Have teachers who link their lectures/tutorials to other parts of the programme
- 3.14 Have students who are able to work on their own with little guidance from their teachers

A							B									
Strongly disagree							Strongly agree			Strongly disagree			Strongly agree			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			
1	2	3	4	5	6	7	1	2	3	4	5	6	7			

Section 4: The Curriculum

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
4.1 Lead to employment as an optometrist		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.2 Be able to lead to employment other than as an optometrist		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.3 Facilitate progression to postgraduate study		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.4 Enhance students' academic ability		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.5 Encourage high academic achievement above all else		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.6 Concentrate on subject knowledge required by the profession		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.7 Develop high standards of patient care		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.8 Develop problem-solving skills		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.9 Develop the ability to communicate effectively (written and oral)		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.10 Provide good opportunities for team-work		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.11 Encourage innovation (new ways of doing things)		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.12 Develop the ability to use information technology		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
4.13 Develop self-management skills		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 4 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

- 4.14 Include adequate work experience
eg hospital placements
- 4.15 Offer some subjects/topics as
options (modules)

1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	2	3	4	5	6	7	1	2	3	4	5	6	7

Section 5: Assessment, progression and achievement

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

	A	Strongly agree	B	Strongly agree
Feature	Strongly disagree		Strongly disagree	
5.1 Have consistent assessment methods	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.2 Return coursework promptly to students	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.3 Give students useful feedback from assessed work to help them channel their improvement efforts	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.4 Prepare students adequately for examinations	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.5 Undertake assessment in a work environment where appropriate	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.6 Base final assessment on examinations only	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.7 Base final assessment on course-work and examinations	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.8 Have few students not completing the programme	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
5.9 Result in a qualification which is more highly regarded than similar qualifications from other universities	1 2 3 4 5 6 7		1 2 3 4 5 6 7	

Section 6: Student support, guidance and learning resources

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
6.1 Have an effective careers counselling service		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.2 Provide for the welfare of students through a range of support services (financial counselling, medical, accommodation)		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.3 Make study skills advice available		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.4 Have a system which provides adequate individual tuition		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.5 Timetable tutorials and practicals to give all students a consistent level of help		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.6 Monitor attendance at lectures, tutorials and practicals		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.7 Have staff who discuss attendance at lectures, tutorials and practicals with individual students		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.8 Give adequate help to all with "foundation" subjects such as mathematics and physics		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.9 Assess need for different levels of help with foundation subjects and provide it selectively		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.10 Give adequate help with practical work		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.11 Have help available for all course-work when requested		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
6.12 Have staff who are approachable and friendly		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 6 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature

6.13 Have staff who give a high standard of help

A							B						
Strongly disagree							Strongly agree						
1	2	3	4	5	6	7	1	2	3	4	5	6	7

6.14 Have sufficient and adequately equipped clinics

1	2	3	4	5	6	7	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---

6.15 Have a library with adequate resources to cater for the learning demands of students

1	2	3	4	5	6	7	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---

6.16 Have adequate access to information technology facilities (time & location)

1	2	3	4	5	6	7	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---

6.17 Have accessible technical and support staff to assist information technology users

1	2	3	4	5	6	7	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---

Section 7: Quality assurance and enhancement

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

	A	Strongly agree	B	Strongly agree
Feature	Strongly disagree	Strongly agree	Strongly disagree	Strongly agree
7.1 Regularly collect feedback on the programme from students	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.2 Ensure that feedback on the programme from students leads to improvements	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.3 Have staff who engage in research in their disciplines	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.4 Have, within the staff team, the range of knowledge, expertise and interests to match departmental requirements	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.5 Have staff with a high academic standing and reputation	1 2 3 4 5 6 7		1 2 3 4 5 6 7	
7.6 Adhere to published timetables eg lectures not cancelled	1 2 3 4 5 6 7		1 2 3 4 5 6 7	

Section 8: The environment and the culture

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature

- 8.1 Have teaching rooms which provide an environment conducive to learning (ie they are comfortably furnished, not overcrowded etc)
- 8.2 Provide an attractive, pleasant campus
- 8.3 Have the option to live on campus
- 8.4 Give individuals a clear view of what they are expected to achieve in the department
- 8.5 Operate within a department where staff and students have a shared sense of purpose
- 8.6 Operate within a department which is well-integrated into the university

	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
8.1 Have teaching rooms which provide an environment conducive to learning (ie they are comfortably furnished, not overcrowded etc)						
	1	2	3	4	5	6
	7					
8.2 Provide an attractive, pleasant campus						
	1	2	3	4	5	6
	7					
8.3 Have the option to live on campus						
	1	2	3	4	5	6
	7					
8.4 Give individuals a clear view of what they are expected to achieve in the department						
	1	2	3	4	5	6
	7					
8.5 Operate within a department where staff and students have a shared sense of purpose						
	1	2	3	4	5	6
	7					
8.6 Operate within a department which is well-integrated into the university						
	1	2	3	4	5	6
	7					

You may use this space for any additional comments you may wish to make.

These may be either further comments on the topic of the survey, or on the survey itself.

THANK YOU VERY MUCH FOR YOUR HELP

VISION SCIENCES

STAFF INTERVIEWS JULY/AUGUST 1995

SCRIPT

1. Introduction

First of all, thank you for agreeing to be interviewed today.

2. Purpose statement

I am carrying out a study into the quality of the provision of undergraduate education here in Aston University's Department of Vision Sciences.

The purpose of talking to you today is to gain an insight into YOUR attitudes, perceptions and opinions on this topic, as a member of an important category of "stakeholders" in the department.

I am holding series of similar interviews and discussion groups with other "stakeholders" in, or customers of, Aston's BSc Optometry programme to find out what they consider to be important factors in high-quality provision i.e. those factors which meet, fall short of, or exceed your expectations.

Show "GLOSSARY" sheet (def. of Quality and Stakeholders)

The outcome will be a questionnaire which will be sent out later this year with a view to quantifying responses.

3. Context

The interview will be in the context of this question (show sheet)

"WITHIN THE DEPARTMENT OF VISION SCIENCES WHAT FOR YOU ARE THE KEY ASPECTS IN IDENTIFYING THE QUALITY OF THE EDUCATION PROVIDED?"

4. Statement of timing

We shall finish within the agreed time, so I won't keep you from your next appointment.

5. Confidentiality statement

I also want to repeat the assurance I gave you when I requested the interview. Any information you provide will be kept strictly confidential and will not be assignable to you as an individual.

With your permission, the proceedings are being audio-recorded as an administrative convenience.

6. The questions

1. What is your role in the department and what is your association with the undergraduate programme in optometry?
2. What were your expectations of the department (and of the undergraduate programme in Optometry) when you decided to come here?
 - a First, what were your hopes?
 - b Second, what were your fears?
 - c Which of the above is the most important/significant factor to you? And the next?
3. What aspects of the department/ programme help you to function effectively in your role as ...?
4. What aspects of the department/programme do not help, or prevent you from functioning effectively in your role?
5. Do you wish to raise any more general issues of the quality of the department/programme and your level of satisfaction with it?
6. Are you able to say which is the most significant/important for you?
7. At the beginning of the session, you said you had certain expectations of the department/programme, can you now please give any ways in which the reality has not matched these, and say whether in your opinion this is good or bad?
8. Those are all the questions I had. Do you want to add anything else, or comment on the interview?

Conclusion

This is the end of the interview. Many thanks for taking part.

If you would like to discuss the project further in the future, I would be delighted to hear from you.

List of HEFCE "aspects of provision" expanded for use in the analysis of the staff interviews

HEFCE Aspects of Provision

The HEFCE document 'The Quality Assessment Method from April 1995', Circular 39/94, December 1994 describes the development of a Core Set of Aspects of Provision. The six broad headings are:

- Curriculum design, content and organisation
- Teaching, learning and assessment
- Student progression and achievement
- Student support and guidance
- Learning resources
- Quality assurance and enhancement

Annex A of 39/94 further divides these aspects into key features. For the purpose of analysing the staff interviews, the researcher has given each a notation 1-6, A-E, as follows:

1. Curriculum design, content and organisation

- 1A content and structure (breadth, depth, coherence, organisation) of curricula; modes of study; level (diploma, undergraduate, taught postgraduate)
- 1B intended outcomes of teaching and learning
- 1C opportunity for:
 - progression to postgraduate study
 - continued personal development
 - developing subject-specific skills
 - developing generic/transferable skills
 - progression to employment
 - currency; innovative features

2. Teaching, learning, assessment

- 2A strategy/methods for teaching, learning and assessment
- 2B structure and range of the programme of teaching and learning activities
- 2C opportunity for and assessment of
 - development of knowledge
 - development of understanding and other intellectual abilities
 - development of subject-specific skills
 - development of generic/transferable skills
 - development of independent learning abilities
 - development of values, motivation, or attitudes to learning

3. Student progression and achievement

- 3A measures of annual progression/completion of a year "in good standing" and completion/non-completion of programme
- 3B qualifications awarded

4. Student support and guidance

- 4A the overall strategy for support and guidance
- 4B admission and induction arrangements
- 4C academic tutorial support
- 4D remedial support
- 4E pastoral and welfare support
- 4F careers information and guidance

5. Learning resources

- 5A overall strategy for learning resources, informed by the Framework section of the self-assessment
- 5B library
- 5C equipment
- 5D information technology
- 5E teaching and social accommodation
- 5F technical/support staff

6. Quality assurance and enhancement

- 6A evidence from HEQC audit
- 6B subject provider-level internal quality assurance (for example, curriculum or course review, feedback mechanisms) and linkage with institution-wide quality assurance
- 6C staff development related to teaching and learning
- 6D appraisal of teaching skills
- 6E comparability of qualifications
- 6F impact on student experience

The following categories, not included in the HEFCE documentation, have been added by the researcher for the purpose of categorising the staff responses to the interviews:

7 Research - development

7A Research - staff development

8 Departmental support for colleagues

- 8A Support given personally to members of staff
- 8B Support in terms of resources/expertise

9 Institutional management

The questions on the student questionnaire mapped against those on the staff questionnaire.

Student survey	Staff survey	Student only	Staff only
2.1	4.1	2.5	4.2
2.2	4.3	2.6	4.4
2.3	4.4	3.1	8.14
2.4	4.5	3.7	8.15
2.5		3.8	8.16
2.6		3.12	8.17
3.1		4.4	8.18
3.2	5.1	4.7	8.19
3.3	5.2	5.1	3.7
3.4	5.3	5.2	3.8
3.5	5.4	5.4	3.9
3.6	5.5	5.8	3.10
3.7		6.1	3.11
3.8		6.12	2.5
3.9	5.6	6.13	2.6
3.10	5.7	8.3	2.7
3.11	5.8		2.8
3.12			2.9
3.13	5.9		2.11
3.14	5.10		
4.1	6.1		
4.2	6.2		
4.3	6.3		
4.4			
4.5	6.4		
4.6	6.5		
4.7			
4.8	6.6		
4.9	6.7		
4.10	6.8		
4.11	6.9		
4.12	6.10		
4.13	6.11		
4.14	6.12		
4.15	6.13		
5.1			
5.2			
5.3	7.1		
5.4			
5.5	7.2		
5.6	7.3		
5.7	7.4		
5.8			
5.9	7.5		
6.1			
6.2	8.1		
6.3	8.2		

Student survey	Staff survey	Student only	Staff only
6.4		8.3	
6.5		8.4	
6.6		8.5	
6.7		8.6	
6.8		8.7	
6.9		8.8	
6.10		8.9	
6.11		8.10	
6.12			
6.13			
6.14		8.11	
6.15		8.12	
6.16		8.13	
6.17		8.15	
7.1		3.1	
7.2		3.2	
7.3		3.3	
7.4		3.4	
7.5		3.5	
7.6		7.6	
8.1		2.12	
8.2		2.10	
8.3			
8.4		2.2	
8.5		2.1	
8.6		2.3	

Aston University
Department of Vision Sciences

Developing quality (customer/stakeholder satisfaction)
in the provision of the BSc optometry programme

Please return this questionnaire to:

Marlene Clayton
Room MB 116
Aston University

May 1996

Staff questionnaire

Section 1

Please tick the box that comes nearest to describing your present job function

1.1 Professor, Reader, Senior Lecturer, Lecturer ☐

1.2 Visiting Lecturer ☐

1.3 Research Fellow ☐

1.4 Clinical Demonstrator ☐

1.5 Postgraduate demonstrator ☐

1.6 Technical staff ☐

1.7 Secretarial staff ☐

1.9 Other (please specify) ☐

1.10 I teach BSc Optometry students YES ☐ NO ☐

1.10 How long have you been: A working in higher education ☐ years

B working at Aston University ☐ years

Section 2: The environment and the culture

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
2.1 Operate within a department where staff and students have a shared sense of purpose		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.2 Operate in a department where individuals are given a clear view of what they are expected to achieve		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.3 Operate within a department which is well-integrated into the university		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.4 Operate within a department where individual views are taken into account		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.5 Reward staff for high quality research		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.6 Reward staff for high quality work with undergraduates		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.7 Reward staff for their contribution to the department's success		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.8 Regard teaching and research equally as academic activities		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.9 Ensure that the disparate skills of all staff are used to the best advantage of students and staff		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.10 Take place in an attractive, pleasant campus		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.11 Provide suitable accommodation for administrative purposes		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
2.12 Have teaching rooms which provide an environment conducive to learning (ie they are comfortably furnished, not overcrowded etc)		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 3: Quality assurance and enhancement

STATEMENT A		STATEMENT B	
To match my needs, I would expect an undergraduate optometry programme to:		In the Aston BSc Optometry programme this feature is present/happens:	
Feature	A	B	
	Strongly disagree	Strongly agree	
	Strongly disagree	Strongly agree	
3.1 Regularly receive feedback on the programme from students	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.2 Ensure that feedback on the programme from students leads to improvements	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.3 Have staff who engage in research in their disciplines	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.4 Have, within the staff team, the range and correct balance of knowledge, expertise and interests to match departmental requirements	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.5 Have staff with a high academic standing and reputation	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.6 Adhere to published timetables eg lectures not cancelled, appointments kept	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.7 Incorporate the views of employers into approval and review of the programme	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.8 Identify good practice in teaching and learning and share ideas and experience with colleagues	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.9 Provide professional and personal career development to meet my requirements	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.10 Appraise individual staff members	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
3.11 Encourage staff to be innovative (do things in new ways)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	

Section 4: Student Recruitment

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature

- 4.1 Give prospective students adequate information about the programme
- 4.2 Interview prospective students
- 4.3 Recruit only students with high academic ability and entrance qualifications
- 4.4 Give recognition at recruitment to prior learning and/or work experience
- 4.5 Provide for students with different academic backgrounds

A							B										
strongly disagree							strongly agree				strongly disagree				strongly agree		
1	2	3	4	5	6	7	1	2	3	4	5	6	7				
1	2	3	4	5	6	7	1	2	3	4	5	6	7				
1	2	3	4	5	6	7	1	2	3	4	5	6	7				
1	2	3	4	5	6	7	1	2	3	4	5	6	7				
1	2	3	4	5	6	7	1	2	3	4	5	6	7				

Section 5: Teaching & Learning

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature

- 5.1 Encourage students to be actively involved in the learning process rather than be passive recipients of knowledge
- 5.2 Encourage students to be independent learners: to identify their own strengths and weaknesses and to be responsible for their own learning
- 5.3 Offer students a variety of learning experiences (balance between lectures, seminars, practicals, self-study)
- 5.4 Help students to make the transition from school to undergraduate study
- 5.5 Have teachers who explain what students will be expected to have learned/know as a result of each lecture and item of coursework
- 5.6 Have teachers who make substantial use of their own research in their teaching
- 5.7 Have teachers who set students regular work for assessment
- 5.8 Have teachers who provide lecture notes and reading lists which facilitate study
- 5.9 Have teachers who link their lectures/tutorials to other parts of the programme
- 5.10 Have students who are able to work on their own with little guidance from their teachers

A		B	
Strongly disagree	Strongly agree	Strongly disagree	Strongly agree
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	
1	2	3	4
5	6	7	

Section 6 The Curriculum

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A	B
	Strongly disagree Strongly agree	Strongly disagree Strongly agree
6.1 Lead students to employment as an optometrist	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.2 Be able to lead students to employment other than as an optometrist	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.3 Facilitate students' progression to postgraduate study	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.4 Encourage students' high academic achievement above all else	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.5 Concentrate on giving students subject knowledge required by the profession	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.6 Develop students' problem-solving skills	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.7 Develop students' ability to communicate effectively (written and oral)	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.8 Provide good opportunities for student team-work	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.9 Encourage students to be innovative (do things in new ways)	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.10 Develop students' ability to use information technology	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.11 Develop students' self-management skills	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.12 Include adequate work experience for students eg hospital placements	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6.13 Offer students some subjects/topics as options (modules)	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Section 7: Student Assessment, progression and achievement

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

	A	Strongly disagree	Strongly agree	B	Strongly disagree	Strongly agree
7.1 Give students useful feedback from assessed work to help them channel their improvement efforts		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
7.2 Undertake student assessment in a work environment where appropriate		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
7.3 Base final student assessment on examinations only		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
7.4 Base final student assessment on course-work and examinations		1 2 3 4 5 6 7			1 2 3 4 5 6 7	
7.5 Result in a qualification which is more highly regarded than similar qualifications from other universities		1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 8: Learning resources for staff and students, student support and guidance

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A	Strongly agree	Strongly disagree	B	Strongly agree
8.1 Provide for the welfare of students through a range of support services (financial counselling, medical, accommodation)	Strongly disagree			Strongly disagree	Strongly agree
	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.2 Make study skills advice available to students	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.3 Have a system which provides adequate individual student tuition	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.4 Timetable tutorials and practicals to give all students a consistent level of help	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.5 Monitor students' attendance at lectures, tutorials and practicals	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.6 Have staff who discuss attendance at lectures, tutorials and practicals with individual students	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.7 Give adequate help to all students with "foundation" subjects such as mathematics and physics	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.8 Assess need for different levels of help with foundation subjects and provide it selectively to students	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.9 Give adequate help to students with practical work	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.10 Have help available to students for all course-work when requested	1 2 3 4 5 6 7			1 2 3 4 5 6 7	
8.11 Have sufficient and adequately equipped clinics for undergraduate learning	1 2 3 4 5 6 7			1 2 3 4 5 6 7	

Section 8 continued

STATEMENT A
To match my needs, I would expect an undergraduate optometry programme to:

STATEMENT B
In the Aston BSc Optometry programme this feature is present/happens:

Feature	A							B						
	Strongly disagree						Strongly agree	Strongly disagree						Strongly agree
8.12 Have a library with adequate resources to cater for the learning demands of students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.13 Have adequate access for all to information technology facilities (time & location)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.14 Have adequate information technology facilities for administrative purposes (fit for purpose)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.15 Have accessible technical and support staff to assist all information technology users	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.16 Have a library with adequate resources to meet research demands	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.17 Have adequate technical assistance and support for research	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.18 Have adequate technical assistance and support in the clinics for undergraduate work	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.19 Have adequate secretarial and administrative support for all staff activities	1	2	3	4	5	6	7	1	2	3	4	5	6	7

You may use this space for any additional comments you may wish to make.

These may be either further comments on the topic of the survey, or on the survey itself.

THANK YOU VERY MUCH FOR YOUR HELP

List of employers interviewed between September 1996 and March 1997

Boots

Coventry and Warwick Hospital

Department of Ophthalmology, University Hospital Trust, Nottingham

Dolland & Aitchison

Scrivens

Specsavers (representative from the 'central' company, plus 2 franchisees)

Thorpe and Lancaster

The pro-forma questionnaire designed to interview patients

Project on Quality in Aston University's BSc Optometry programme

Interviews with "Stakeholders": **the patients** who attend the clinics

Background to, and purpose of the interviews

The **purpose** of the interview is to find out more about the wants and needs of those who use the clinic, in order to improve the service

(The **time** taken should be about 10 minutes)

1. Is this the first time you have attended this clinic as a patient?

Yes/No

If **Yes**, go to question **4a**

2. How many times have you been before?

1 2 3 4 5 6 7 8 9 10 More than 10

3. When was the last time you came here?

4. Could you tell me your main reason(s) for *originally* choosing to come here rather than to any other optician?

go to question 5 overleaf

- 4a Could you tell me your main reason(s) for choosing to come here rather than to any other optician?

Continued....

5. What have you found to be particularly helpful about the service you have received here?
6. What have you found to be particularly unhelpful about the service you have received here?
7. What aspect of the service differed from your expectations?

Thank you very much for your help

The 'ethical statement' made available to patients interviewed in the clinics

March 1997

Aston University
Department of Vision Sciences

**SURVEY OF THOSE ATTENDING THE CLINICS FOR EYE TESTS OR
RELATED SERVICES**

We would be grateful if you could spare some time (approximately 10 minutes) to help with a survey of our patients and customers.

The findings of the survey will contribute to a study of the quality of this department's undergraduate programme, when quality is defined as meeting the needs of customers.

The purpose of the study is to find ways of making the programme even better by gaining a clear understanding of:

- what all categories of 'stakeholders', or customers - patients, staff, students and the professional bodies - need from the programme
- perceptions of how well requirements are currently met.

Any information provided by you will remain confidential. No named individuals will be quoted in evidence to support the findings of the project, nor will they be identifiable from the way the data is presented.

Thank you in advance for your help.



STUDENT QUESTIONNAIRES

Free form comments included on the final page of the returned questionnaires

First Years

Resp No	Comment(s)
1	The survey should also include questions on what subjects the students think they need more help in.
2	Course assumed that everyone knows about physics before the course has begun but physics was not a required A-level.
	Not all personal tutors have seen their tutees even once, and was supposed to after mid-sessionals.
3	Apparently there is a policy which only allows people with 1st class degrees to teach on our course - well, they may be intelligent, but a couple of them just cannot lecture or teach. In some of their lectures you cannot understand what they are talking about and if you look at the syllabus there is no comparison between that and what is written down in the lecture notes.
	Some of the lecturers also expect you to understand a lot of information - sometimes high A-level standard - that you have not seen before.
5	I feel more and better structured tutorials are required to help build on knowledge gained in lectures.
	Some form of regular work set by lecturers that has to be handed in each week to build on lectures, especially calculation methods.
6	Some lecturers could be more enthusiastic about the subject they teach.
	We should be given a bit of coursework to keep us on XX throughout the year.
10	<p>If attendances were monitored for lectures, practice (<i>sic</i>) etc. students would not miss as much lectures (<i>sic</i>) as we do.</p> <p>At the end of the 2nd term we had to do a project for PQE which contributed to 5% of the final mark for that subject. At the same time we did practices (<i>sic</i>) which also counted as 5% each. These practices (<i>sic</i>) took 20 mins, whereas the project took over 3 weeks. I feel that due to the time we had to spend on the project, it should have been worth more.</p> <p>In some subjects, we spend a lot of time copying from the overhead projector and (me personally) am not able to [<i>verb missing</i>] the lecturer as he explains the diagrams/notes. I think it would be helpful if in each subject the lecturer would hand out lecture notes with diagrams etc. instead of continually writing throughout like robots. (At least in POE and Ophthalmic Lenses we have lecture notes).</p> <p>Sometimes I did not have a clue what was going [on] because I could not keep up with lecturers and drawing of diagrams.</p> <p>After discussing a topic lecturers should ask the students if they understood what was going [on] and if they have any questions.</p>

13	The library does not have the books which are required by our course. The lecturers have mentioned these books on the handout so that we can refer to them. But the library does not have a copy e.g. Visual Optics by Tunnaclyffe.
15	Some lecturers are good. However others offer no help so when you ask them a question they confuse you more with the answer.
16	More tutorials would be helpful, especially near to exam time. Particularly in PQE and geometrical and physical optics.
18	Some assistance from the department towards the Optics Society would be helpful.
	And make better community spirit within the department.
21	Each subject and lecturer is so different it is hard to give an accurate answer to all the questions.
22	<p>With regard to Section 3: it is vital that lecturers are enthusiastic and knowledgeable - they should be capable of explaining a subject fully and ensure that everyone understands.</p> <p>They should also ensure that all students have the basic knowledge of the subject that they will need in a future exam.</p> <p>Although this is the case for many of the Optometry lecturers - several fall far from the mark.</p>
25	Difficult to answer some questions about lectures as they tend to be quite different and some are a lot better than others depending on the subject.
27	<p>Some subjects actually assume too much knowledge from the student when they may not even be covered at 'A' level.</p> <p>[Some courses] were not taught particularly well as it tended to be a case of having to copy OHPs rather than actually understanding the lecture.</p> <p>Ophthalmic Lenses - taught well, as were Anatomy and Physiology and Microbiology, Genetics and Pathology.</p> <p>[One lecturer] tended to cover some things and then jump on to another subject and back to the previous one.</p> <p>The topics were not covered well at all. The calculation question in the exam which is worth 40% was hardly taught as it had to be self-taught. (sic)</p> <p>The way the questions were phrased in the examination were not phrased well (sic)</p> <p>I believe more practical sessions are necessary, for instance if a student does not do particularly well in an assessment, especially twice on the same practical, then the student should be provided with more practice, preferably on a one-to-one basis.</p> <p>I believe some topics and subjects covered are irrelevant for the future occupation. (sic)</p>
28	As a first year student I am unable to answer questions concerning Aston's assessment methods/ coursework help etc. for anytime other than the first year, and as most coursework and assessment happens after first year, I marked these DK

As concerns the course I think that ability to communicate with patient and manner in the clinics should form part of the final mark.

Also I would love to be able to combine a modern language with optometry and I think it would be helpful if students were offered a subsidiary in business and management.

VISION SCIENCES PROJECT
STUDENT QUESTIONNAIRES, MAY 1996

'OTHER COMMENTS'

Second Years

Resp No	Comment(s)
9	<p>The essential problems in the dept. appear to follow from the University's financial difficulties.</p> <p>It is commonly commented that this is a DIY Optometry course. This can be put down to a lack of staff.</p> <p>There are (<i>sic</i>) a lack of planned tutorial sessions.</p> <p>We are spoon-fed information.</p> <p>Up to this stage I don't believe we are reading for [a] degree but taking a glorified job-training scheme.</p> <p>It doesn't seem surprising that the Dept. cannot find staff from Optometrists. If Optometry means science of vision we should be studying more science, at an earlier stage. Perhaps if introduced to such concepts more thoroughly, more students would graduate with an active interest in the future of Optometry, the science and profession (<i>sic</i>). Consequently more thought may go into the development of Optometry with less people prepared to lie back on their financial laurels.</p>
10	<p>3.10: although practical work is constantly assessed, there is little room for written work to be assessed.</p> <p>5.3: for many subjects mid-sessional papers are not given back to students but are "corrected" in a lecture. If papers are not returned the questions have only been seen once by the student and little is gained from this "correction".</p> <p>6.6 + 6.7: if attendance is not monitored, how does the department, if at all, (<i>sic</i>) differentiate between those students who have attended lectures + practicals but who may not do well and those who make no effort to attend and whose grades suffer?</p> <p>6.14: although clinics may be well equipped with instruments, they are not always equipped with enough staff to help students use this equipment.</p>
12	<p>Examinations should carry more marks than they already are (<i>sic</i>).</p> <p>Practicals should just show how well the students appreciate clinical applications.</p> <p>More information should be given on recent and further studies available after an Optometry degree.</p>
14	<p>I hope this survey should (<i>sic</i>) be used constructively, unlike previous studies which I feel have made very little difference.</p> <p>More time should be given for practical sessions and constructive tutorials (increased number similar to the communication tutorials would help).</p> <p>The chance to have visited places involved in Optometry (lens</p>

	<p>manufacturers, eye hospitals, low vision clinics, various practices) would have supplemented holiday work and given a more rounded view of this career.</p> <p>The relevance of calculation questions has never been fully explained, and the conversion from simple lecture-calculations into complex exam questions is a large jump that requires further bridging.</p> <p>Student-staff ratios often feel highly imbalanced, so that queuing for long times during clinics becomes a long and time-wasting activity.</p> <p>Assessment marks need critical comments.</p> <p>The course should be praised for the enthusiastic staff, the covering of foundation courses in the first year, an opportunity for eye hospitals in third year, receiving eye magazines, optics evenings with companies and the ability to know your elective study title for third year before the second year ends.</p>
16	<p>7.4: for some reason there seem to be a minority of optometrists on our teaching staff.</p> <p>8.6: Being in a separate building for all lectures and practicals means we are very segregated from the rest of the students. Why not give some lectures in the main building so we can integrate with other students.</p>
18	<p>It would be of great benefit to have some help with Information Technology because any help we get (had last year) was of <u>no</u> benefit whatsoever!</p> <p>Less time should be spent on subjects such as physiological optics (which seems to have very little relevance to my future career) and more time spent on subjects such as MOE and clinical optometry!</p>
20	<p>Being classified as an "overseas student" for reasons "only foolish and unexplainable reasonable (<i>sic</i>) people would understand, I pay an extraordinary tutorial fees of £7,380 per annum. On average I have 17 hours of what they call teaching per week for 25 weeks. Meaning I am paying the department a staggering amount of £17.5 per hour! Wow! I do not understand this! I have lived here for 4 years, British O Citizen</p>
24	<p>I don't think it is a good idea to get retired lecturers to lecture us. They lack all enthusiasm, and often knowledge.</p> <p>I think we should spend more time on practicals that are relative to ophthalmic examinations than those experiments that are only of historical importance. Example: more time on Henson Field analyses than Bjerrum screens.</p> <p>There are not enough staff and facilities for the number of students doing the course. Especially in practicals.</p>

35	<p>It would be good to receive feedback as to the results of this survey in general and the use to which it has been put - otherwise it is a pointless effort.</p> <p>I would like to see more staff on the course, as the number of students increases and their needs will no longer be met. Practical sessions become irrelevant as supervision is not given and mistakes go uncorrected and bad habits are created.</p> <p>More tutorial time is needed, especially nearer exam time.</p>
40	<p>I think the course is very interesting and generally taught well but unfortunately the few lecturers who are not what you would expect of the department (i.e. no organised, not approachable, understandable) bring out negative vibes which mask this questionnaire and perhaps make responses look worse.</p> <p>I am very happy with the department and am very glad that I chose optometry at Aston Uni.</p>
42	<p>Practical sessions have few supervisors who often tend to look at us as though we are stupid rather than helping us out. However, they tend to tell us things essential to our knowledge of the practical that we should know earlier, thus we waste a lot of time.</p> <p>Many things are done in practical and then covered in lectures a term later: the organisation of this co-ordination is pathetic (if this word is not too harsh).</p> <p>Before contact lens practicals start a thorough knowledge of use of slit-lamp (only one practical was necessary) would have helped beyond expression. A lot of time was wasted to try to learn it in the CL practicals with no-one taking us through it, so we didn't know what we were seeing was the right thing.</p> <p>[Some] practicals were the most boring practicals and were very unmotivating and depressing to go to.</p> <p>A lot of time was wasted watching the laser discs. These could be worked with the whole class with handouts so we can just listen and take in and understand and then go back and have hand-outs to help us.</p>
43	<p>I feel that there are far too few supervisors present in practical sessions. Therefore many students don't know what they are doing.</p>
44	<p>20 minutes - that's a joke. Will you implement it - won't help us at all!</p>
45	<p>It does not matter how respected or intelligent lecturers are; what they need to be is good teachers, able to pass on their knowledge to us. Of course, they do need to have "knowledge" to pass on!</p>

**VISION SCIENCES PROJECT
STUDENT QUESTIONNAIRES, MAY 1996**

'OTHER COMMENTS'

Third Years

Resp No	Comment(s)
3	<p>Need to stop saying "this is not a vocational course" when it obviously is!</p> <p>Need <u>much</u> more feedback on performance.</p> <p>Need <u>more</u> continuous assessment.</p> <p>Need more work placement.</p> <p>A range of options to study would be very nice (apart from elective) e.g. paediatric eye care, low vision etc. to encourage a more wider (<i>sic</i>) field of view.</p> <p>More practical clinics - there is time especially in the final year.</p> <p>We seem rather short on permanent lecturers at present.</p>
5	7.4 - need more teaching optometrists.
7	<p>I strongly feel that there is not enough feedback on students' progress. The level of assessment is adequate but results are rarely discussed. It is vitally important to know the reason for a poor or average grade and low performance could be improved in future. Without this a poor grade is simply disheartening and may make students feel inadequate, rather than being constructive and helping them improve on their weaknesses.</p> <p>The level and diversity of practical experience is inadequate and on leaving the university and entering practice my practical knowledge of areas such as paediatric eye care and contact lenses will be deficient. Since the vast majority of students undertaking a degree in optometry intend to become optometrists, I think it is of great importance to place emphasis on clinical aspects rather than concentrate on theoretical aspects which are of little importance in practice.</p>
8	<p>More clinical tutorials would improve the course.</p> <p>The system of personal tutors works well for general student support.</p> <p>Perhaps the introduction of a clinical tutor for each student throughout the 3 year course would be advantageous.</p>
18	<p>Need more time spent on subjects just dealt with in final year.</p> <p>Teaching would be more relevant if done by optometrists not vision science researchers as is currently the case.</p>
19	I feel that the syllabus should be much more relevant to the career XXX which we will enter.

20	<p>I feel Aston Optometry needs to catch up with the other university courses and become a modular course, rather than have everything depend on the final exams as this is an unreal and false environment, it would never be necessary to know everything about everything all at once in practice. Final exams of our format don't test what you know or understand, all it is a test of short term memory.</p> <p>I feel the course would benefit considerably from being 4 years with a 3rd year out in a practice or hospital as this would prepare us well for the clinical side of things in the final year. It would also aid the progression to PQEs and allow the elective study work to be done before the final year starts.</p> <p>I feel the department should get together a specialised library of its own that would cut down on the number of books we seem to have to buy.</p> <p>Physiological optics: <u>why</u> do we have to sit through 2 years of this? Surely everything we need to know about the physiological aspects could be taught in less than one year (like at Cardiff), allowing us to be taught in things a little more relevant to general practice, like paediatric care etc.</p>
22	<p>6.6: students or staff?</p> <p>Overall, 3 years here have been a success.</p> <p>If I were 18 at entry, I am sure it would be much more difficult to develop initiative and academic ability.</p> <p>There is no profile given in the department for academic excellence. Nobody ever encourages anyone to excel - there is a "pass OK and get a 2(1)" mentality, and to get a 2(1) seems <u>much</u> easier than it would have been several years ago. Too many manage it - it devalues the qualification.</p> <p>There are prizes awarded at the end of each year for achievement, but it seems to be the best kept secret of all.</p> <p>Overall, the staff do a great job in difficult circumstances. Thanks to them for their efforts!</p>
23	<p>p.3 and 4 re. teachers: it is perhaps unfair to generalise since, for example, some teachers are very enthusiastic about their subject and some are not.</p>