Unit of Study Survey

2024 Semester 1 Results Summary

Prepared by the Insights Team, Advanced Analytics and Planning, and Enterprise Data (AAP).

EXECUTIVE SUMMARY

1. The University recorded an overall (Q1-6 mean) score of 4.24 in Semester 1 2024, falling from 4.25 in Semester 2 2023 (**Figure 1, Table 6**). After 9 consecutive semesters of either improved or steady results, overall (Q1-6 mean) scores peaked in Semester 2 2022 and have stabilised for the subsequent 3 semesters. Despite the decrease, every faculty recorded an overall (Q1-6 mean) score of 4.00 or higher for the ninth consecutive semester (**Figure 2**).

2. Q7 ("Online Learning Environment") and Q8 ("Learning Community") were introduced in Semester 1 2020 to capture online learning experiences during the COVID pandemic. Q7 ("Online Learning Environment") was discontinued in Semester 1 2022 due to students returning to face-to-face teaching in 2021. Q9 ("Learning Engagement") was introduced in Semester 1 2022 to gather feedback on student classroom learning experiences.

3. Q8 ("Learning Community") achieved a mean score of 4.13 in Semester 1 2024, an improvement from 4.11 in Semester 1 2023. Q9 ("Learning Engagement") achieved a mean score of 4.21 in Semester 1 2024, this was also an improvement from 4.18 in Semester 1 2023 (**Table 8**).

4. Compared to Semester 1 2023, Semester 1 2024 results saw an improvement in all six core questions except Q5 ("Challenging Assessments") (**Table 6 – Table 7**). All six core questions achieved an overall (Q1-6 mean) score above 4.00 for the eighth consecutive semester. Q1 ("Teaching Quality") received the highest overall (Q1-6 mean) score at 4.30 followed by Q2 ("Intellectually Rewarding") and Q5 ("Challenging Assessment") that both scored 4.26.

5. At Faculty level, the faculties of Engineering and Medicine and Health recorded slight decreases in overall (Q1-6 mean) scores (**Table 6 – Table 7**). All other faculties recorded improvements in overall (Q1-6 mean) scores in Semester 1 2024 compared with Semester 1 2023. The University-wide faculty recorded a significant improvement in overall (Q1-6 mean) scores, increasing from 4.02 in Semester 1 2023 to 4.16 in Semester 1 2024. This increase was visible across most core questions and especially in the international cohort where all six core questions recorded significant improvements (**Table 14 – Table 15**).

6. For USS overall (Q1-6 mean) scores, international students continued to rate their USS experiences more favourably than their domestic peers (4.36 vs. 4.08) for the 19th consecutive semester. For the international cohort, overall (Q1-6 mean) scores improved slightly from 4.33 in Semester 1 2023 to 4.36 in Semester 1 2024. This result was visible across all six core questions and faculties except the Conservatorium of Music and the faculties of Law and University-wide. These faculties all recorded significant increases in Semester 1 2024 after coming off poor results in Semester 1 2023. For the domestic cohort, overall (Q1-6 mean) scores decreased from 4.10 in Semester 1 2023 to 4.08 in Semester 1 2024, a trend that was visible across all six core questions (**Table 12 - 15**).

7. For Q8 ("Learning Community") international students rated their USS experience more favourably than their domestic peers for the ninth consecutive semester (4.28 vs 3.93). Like the six core questions, international cohort scores for Q8 improved slightly from 4.25 in Semester 1 2023 to 4.28 in Semester 1 2024. The domestic cohort scores for Q8 decreased slightly from 3.94 in Semester 1 2023 to 3.93. For Q9 ("Learning Engagement") the international cohort also rated their USS experience significantly more favourably than their domestic peers in Semester 1 2023 (4.36 vs 4.02) (**Table 16**).

8. Responses on Experiential learning (EL) versions of the USS were fully implemented for the first time in Semester 1 2019. Entrepreneurship Project, Industry or Community Project, and Research Project (EL) Units saw a significant improvement in the results of both EL items and core questions (Q1 – Q6) since Semester 1, 2023 (**Table 17** - **20**). Placement or Internship (EL) units saw or decreased mean scores in both EL items and core questions (Q1 – Q6) compared to last year.

9. UG Unit of Study scores remained steady at 4.18 in Semester 1 2024. However, PGCW Unit of Study scores improved from 4.30 in Semester 1 2023 to 4.34 in Semester 1 2024 (**Table 21**). This was especially visible in the Conservatorium of Music and the Faculty of Law. Given that the UG scores for these two faculties remained relatively steady, the increases in PGCW scores would have had the greatest influence on the overall (Q1-6 mean) scores for those faculties visible in Semester 1 2024. The results also suggest that UG Units of Study would have caused the decrease in overall (Q1-6 mean) scores for the Faculty of Engineering, and that PGCW Units of Study would have caused the decrease in overall (Q1-6 mean) scores for the Faculty of Medicine and Health in Semester 1 2024.

10. Student satisfaction in 1000-level units was significantly lower than for the entire University. In Semester 1 2024 overall (Q1-6 mean) satisfaction was 4.15 for 1000-level Units compared to 4.24 for the entire University. This trend was visible across all core USS questions (Q1 – Q9) and faculties (**Table 9** – **Table 11**). Of the core USS questions, Q6 ("Helpful feedback") recorded the lowest satisfaction among the 1000-level units, a trend that has been visible since 2019 (**Figure 3**).

11. Student response rates increased from 29% in Semester 2 2023 to 33% in Semester 1 2024 (**Table 1**). This was the highest response rate since Semester 1 2019.

12. The percentage of USS Surveys with below-par response rates decreased from 53% in Semester 2 2023 to 49% in Semester 1 2024 (**Table 2**). This was the lowest percentage since Semester 1 2019.

13. Student response rates for 1000-level Units were on par with response rates for the entire University in Semester 1 2024 (**Table 4**).

14. The percentage of USS Surveys with below-par response rates for 1000-level Units was 9pp lower than for the entire University in Semester 1 2024 (**Table 5**). This is a trend that has been present since 2022.

15. Staff participation in Closing the Loop (CTL) increased from 28% in Semester 1 2023 to 30% in Semester 1 2024 (**Table 3**).

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Please login to the Student Survey System to search results for your area of responsibility at https://student-surveys.sydney.edu.au/staff/results/uss/. For information about different surveys and other reports (including Education KPIs) from Evaluation and Analytics, please visit our intranet page: https://intranet.sydney.edu.au/teaching-support/surveys.htmlmailto:. For further information, please email qa.surveys@sydney.edu.au.

There is a Teaching Insight that provides guidance on making use of USS data available at
https://intranet.sydney.edu.au/teaching-support/surveys/unit-of-study.html.
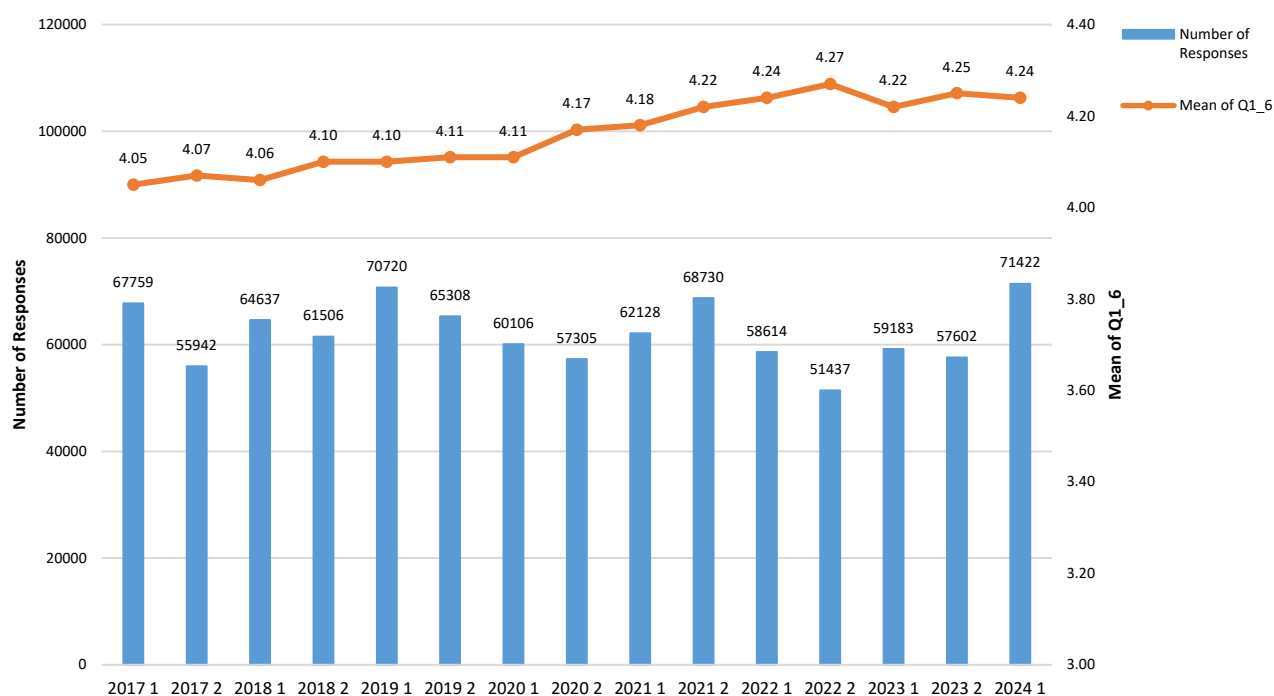
Figure 1. University USS Results by Semester (Q1-6 Mean) (2017-2024)
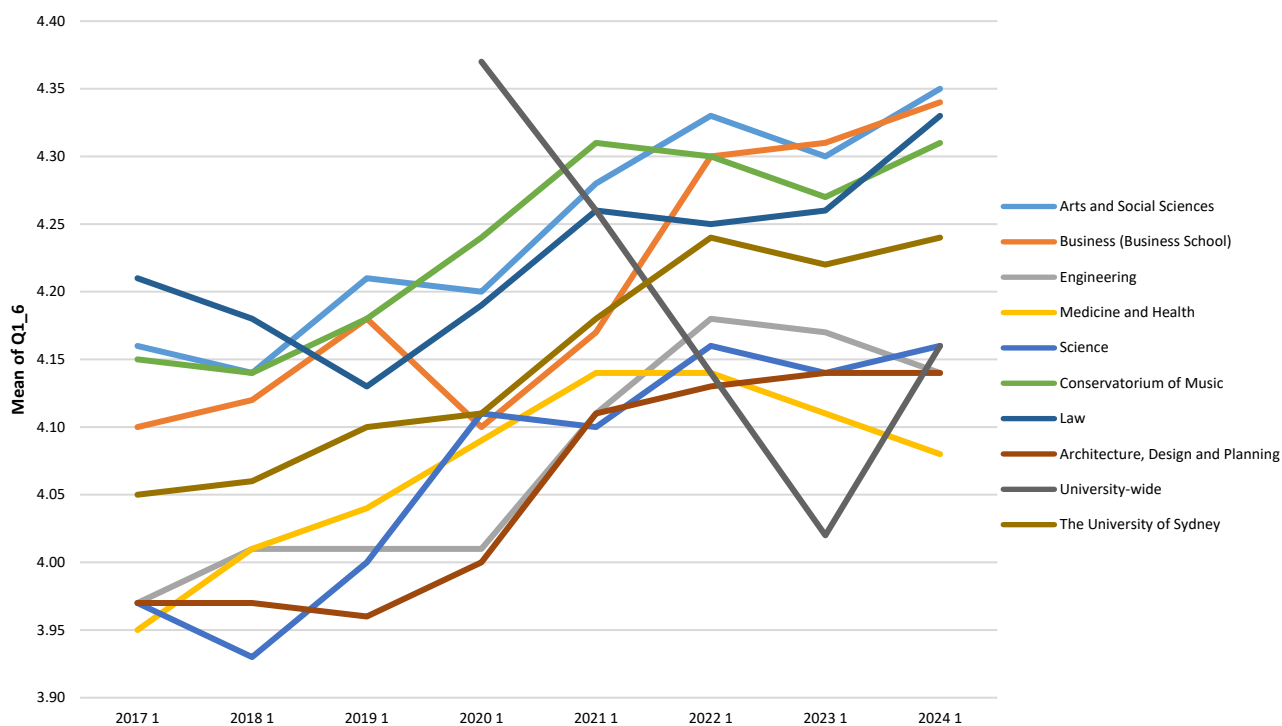
Figure 2. Faculty USS Results for Semester 1 (Q1-6 mean) (2017-2024)

PARTICIPATION AND RESPONSE RATES

Table 1. USS Semester 1 mean response rates by faculty (N = number of surveys)

Faculty of Teaching	2022		2023		2024	
	%	N	%	N	%	N
Arts and Social Sciences	30%	846	34%	841	37%	823
Business (Business School)	36%	274	39%	284	42%	294
Engineering	38%	376	37%	414	39%	413
Medicine and Health	27%	612	26%	584	29%	591
Science	23%	399	24%	422	27%	381
Conservatorium of Music	23%	331	22%	353	24%	350
Law	21%	145	19%	147	20%	161
Architecture, Design and Planning	29%	120	26%	141	32%	130
University-wide	32%	22	45%	25	51%	27
The University of Sydney	**29%**	**3,125**	**30%**	**3,211**	**33%**	**3,170**

Table 2. Percentage of Semester 1 surveys with below par response rates[1] by faculty (N = number of surveys)

Faculty of Teaching	2022				2023				2024			
	%	N	N3[^]	N4[^^]	%	N	N3[^]	N4[^^]	%	N	N3[^]	N4[^^]
Arts and Social Sciences	53%	446	140	89	47%	395	170	112	44%	358	161	124
Business (Business School)	27%	75	23	11	27%	76	22	17	19%	55	19	15
Engineering	39%	148	53	35	48%	197	74	44	40%	167	58	41
Medicine and Health	58%	354	151	100	56%	325	160	116	57%	339	166	133
Science	62%	248	70	47	64%	271	109	58	56%	214	116	79
Conservatorium of Music	80%	264	117	88	76%	269	133	93	76%	267	140	114
Law	66%	95	20	13	76%	111	26	19	67%	108	30	18
Architecture, Design and Planning	41%	49	15	10	51%	72	19	12	43%	56	17	13
University-wide	23%	5	-	-	12%	3	-	-	4%	1	-	-
The University of Sydney	**54%**	**1,684**	**589**	**393**	**54%**	**1,719**	**713**	**471**	**49%**	**1,565**	**707**	**537**

Table 3. Semester 1 USS Closing the Loop (CTL) percentage uptake by faculty (N = Number of Units of Study with CTL comment entered)

Faculty of Teaching	2022		2023		2024[2]	
	%	N	%	N	%	N
Arts and Social Sciences	23	158	21	144	22	152
Business (Business School)	18	47	16	42	27	74
Engineering	41	124	45	144	48	156
Medicine and Health	36	158	34	138	35	137
Science	36	105	38	110	34	98
Conservatorium of Music	32	44	36	51	28	42
Law	12	14	8	10	10	12
Architecture, Design and Planning	20	20	18	18	20	19
University-wide	36	8	4	1	22	6
The University of Sydney	**29**	**678**	**28**	**658**	**30**	**696**

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[1] Surveys with fewer than 5 responses or less than 20% response rate.
[2] CTL results for Sem 1 2024 will be finalised on 26 August 2024.
[^] Number of Units with below par response rates for 3 consecutive years (eg from 2022 to 2024 inclusive).
[^^] Number of Units with below par response rates for 4 consecutive years (eg from 2021 to 2024 inclusive).

PARTICIPATION AND RESPONSE RATES (1000 – Level Units)

Table 4. USS Semester 1 mean response rates by faculty (N = number of surveys) (1000 – Level Units)

Faculty of Teaching	2022		2023		2024	
	%	N	%	N	%	N
Arts and Social Sciences	29%	97	34%	101	34%	97
Business (Business School)	30%	20	26%	21	30%	21
Engineering	24%	36	24%	37	31%	29
Medicine and Health	32%	38	35%	33	35%	31
Science	24%	73	26%	72	30%	67
Conservatorium of Music	30%	78	29%	89	30%	89
Law	25%	9	17%	7	20%	7
Architecture, Design and Planning	42%	11	40%	11	41%	11
The University of Sydney	**28%**	**362**	**30%**	**371**	**32%**	**352**

Table 5. Percentage of Semester 1 surveys with below par response rates[1] by faculty (N = number of surveys) (1000 – Level Units)

Faculty of Teaching	2022				2023				2024			
	%	N	N3^	N4^^	%	N	N3^	N4^^	%	N	N3^	N4^^
Arts and Social Sciences	40%	39	6	3	37%	37	17	5	34%	33	19	13
Business (Business School)	20%	4	1	-	43%	9	2	1	24%	5	2	1
Engineering	39%	14	1	-	51%	19	4	-	38%	11	5	3
Medicine and Health	29%	11	9	6	33%	11	8	8	26%	8	7	6
Science	56%	41	8	3	42%	30	15	5	40%	27	16	12
Conservatorium of Music	63%	49	27	21	65%	58	32	23	62%	55	33	28
Law	56%	5	1	1	86%	6	2	1	43%	3	3	2
Architecture, Design and Planning	9%	1	-	-	0%	-	-	-	0%	-	-	-
The University of Sydney	**45%**	**164**	**53**	**34**	**46%**	**170**	**80**	**43**	**40%**	**142**	**85**	**65**

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[1] Surveys with fewer than 5 responses or less than 20% response rate.
^ Number of Units with below par response rates for 3 consecutive years (eg from 2022 to 2024 inclusive).
^^ Number of Units with below par response rates for 4 consecutive years (eg from 2021 to 2024 inclusive).

CORE USS RESULTS BY FACULTY

Table 6. USS Semester 1 Q1-6, Question 1, and Question 2 Means (2022-2024)

Faculty of Teaching	Number of Responses			Mean Q1 to Q6 Performance			Q1 - Teaching Quality			Q2 - Intellectually Rewarding		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	13,925	15,285	17,519	4.33	4.30	4.35	4.40	4.39	4.43	4.33	4.30	4.36
Business (Business School)	14,410	12,524	16,658	4.30	4.31	4.34	4.35	4.36	4.40	4.29	4.28	4.32
Engineering	10,343	9,913	12,771	4.18	4.17	4.14	4.19	4.17	4.14	4.21	4.20	4.17
Medicine and Health	9,355	10,109	10,363	4.14	4.11	4.08	4.19	4.17	4.14	4.21	4.18	4.14
Science	5,216	5,874	7,784	4.16	4.14	4.16	4.22	4.22	4.25	4.23	4.19	4.20
Conservatorium of Music	1,100	1,366	1,686	4.30	4.27	4.31	4.40	4.41	4.43	4.29	4.27	4.34
Law	954	651	889	4.25	4.26	4.33	4.32	4.34	4.46	4.34	4.38	4.41
Architecture, Design and Planning	3,048	3,010	3,167	4.13	4.14	4.14	4.16	4.22	4.19	4.12	4.13	4.11
University-wide	263	451	585	4.14	4.02	4.16	4.25	4.09	4.31	4.05	3.95	4.07
The University of Sydney	**58,614**	**59,183**	**71,422**	**4.24**	**4.22**	**4.24**	**4.29**	**4.28**	**4.30**	**4.26**	**4.24**	**4.26**

Table 7. USS Semester 1 Questions 3 to 6 Means (2022-2024)

Faculty of Teaching	Q3 - Thinking Skills			Q4 - Learning Resources			Q5 - Challenging Assessments			Q6 - Helpful Feedback		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.31	4.28	4.34	4.37	4.34	4.39	4.32	4.29	4.33	4.25	4.21	4.26
Business (Business School)	4.32	4.32	4.36	4.32	4.32	4.35	4.31	4.31	4.33	4.22	4.25	4.27
Engineering	4.23	4.22	4.18	4.15	4.15	4.12	4.28	4.25	4.23	4.03	4.02	4.01
Medicine and Health	4.16	4.15	4.11	4.16	4.12	4.10	4.20	4.20	4.12	3.89	3.86	3.84
Science	4.17	4.15	4.18	4.17	4.15	4.16	4.27	4.24	4.24	3.89	3.88	3.93
Conservatorium of Music	4.24	4.20	4.26	4.28	4.27	4.32	4.36	4.29	4.31	4.19	4.20	4.22
Law	4.26	4.27	4.39	4.31	4.24	4.40	4.36	4.37	4.38	3.94	3.94	3.96
Architecture, Design and Planning	4.11	4.12	4.14	4.10	4.11	4.12	4.24	4.21	4.19	4.05	4.07	4.06
University-wide	4.14	4.06	4.17	3.97	3.98	4.03	4.21	4.01	4.11	4.20	4.05	4.26
The University of Sydney	**4.25**	**4.23**	**4.25**	**4.25**	**4.23**	**4.25**	**4.28**	**4.26**	**4.26**	**4.10**	**4.08**	**4.10**

Table 8. USS Semester 1 Question 8 and Question 9 Means (2022-2024)

Faculty of Teaching	Q8 - Learning Community			Q9 - Learning Engagement		
	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.19	4.16	4.22	4.26	4.25	4.31
Business (Business School)	4.22	4.24	4.26	4.29	4.34	4.36
Engineering	4.06	4.07	4.05	4.11	4.12	4.11
Medicine and Health	3.99	4.01	3.99	4.04	4.05	4.04
Science	3.94	3.96	4.01	4.02	4.05	4.08
Conservatorium of Music	4.21	4.19	4.19	4.26	4.19	4.27
Law	3.98	4.09	4.09	4.14	4.26	4.26
Architecture, Design and Planning	3.94	3.99	4.02	4.02	4.10	4.14
University-wide	4.16	4.03	4.27	4.02	3.98	4.13
The University of Sydney	**4.10**	**4.11**	**4.13**	**4.17**	**4.18**	**4.21**

CORE USS RESULTS BY FACULTY (1000 – Level Units)

Table 9. USS Semester 1 Q1-6, Question 1, and Question 2 Means (2022-2024) (1000 – Level Units)

Faculty of Teaching	Number of Responses			Mean Q1 to Q6 Performance			Q1 - Teaching Quality			Q2 - Intellectually Rewarding		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	3,887	4,395	5,008	4.26	4.22	4.24	4.35	4.35	4.37	4.26	4.20	4.25
Business (Business School)	2,001	1,344	2,007	4.14	4.04	4.12	4.27	4.18	4.25	4.09	3.95	4.05
Engineering	1,295	1,761	1,517	3.94	4.00	3.85	3.93	3.97	3.85	4.00	4.04	3.89
Medicine and Health	1,805	1,675	2,167	4.12	4.06	4.19	4.22	4.11	4.31	4.16	4.09	4.23
Science	2,826	3,166	4,340	4.13	4.09	4.12	4.21	4.20	4.24	4.19	4.12	4.14
Conservatorium of Music	682	693	820	4.31	4.22	4.36	4.45	4.42	4.51	4.30	4.19	4.37
Law	148	82	270	4.22	4.25	4.15	4.30	4.50	4.38	4.20	4.50	4.26
Architecture, Design and Planning	1,068	1,003	876	4.15	4.07	4.06	4.24	4.17	4.16	4.09	4.03	3.99
The University of Sydney	**13,712**	**14,119**	**17,005**	**4.16**	**4.12**	**4.15**	**4.25**	**4.22**	**4.26**	**4.17**	**4.12**	**4.16**

Table 10. USS Semester 1 Questions 3 to 6 Means (2022-2024) (1000 – Level Units)

Faculty of Teaching	Q3 - Thinking Skills			Q4 - Learning Resources			Q5 - Challenging Assessments			Q6 - Helpful Feedback		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.23	4.17	4.20	4.31	4.27	4.29	4.26	4.22	4.24	4.18	4.11	4.11
Business (Business School)	4.12	4.02	4.11	4.19	4.08	4.16	4.20	4.09	4.16	3.98	3.92	3.98
Engineering	4.03	4.06	3.94	3.90	3.97	3.74	4.12	4.19	4.07	3.69	3.74	3.63
Medicine and Health	4.09	4.05	4.17	4.15	4.11	4.26	4.23	4.24	4.24	3.85	3.78	3.95
Science	4.11	4.08	4.12	4.16	4.11	4.12	4.24	4.19	4.20	3.88	3.84	3.89
Conservatorium of Music	4.24	4.14	4.29	4.31	4.21	4.36	4.37	4.22	4.38	4.19	4.15	4.26
Law	4.23	4.35	4.29	4.39	4.32	4.27	4.35	4.40	4.29	3.83	3.41	3.43
Architecture, Design and Planning	4.10	4.02	4.03	4.11	4.05	4.05	4.23	4.16	4.12	4.15	3.98	4.02
The University of Sydney	**4.14**	**4.10**	**4.14**	**4.19**	**4.14**	**4.17**	**4.23**	**4.20**	**4.21**	**3.99**	**3.94**	**3.97**

Table 11. USS Semester 1 Question 8 and Question 9 Means (2022-2024) (1000 – Level Units)

Faculty of Teaching	Q8 - Learning Community			Q9 - Learning Engagement		
	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.06	4.02	4.05	4.19	4.17	4.19
Business (Business School)	3.97	3.88	3.99	4.14	4.11	4.16
Engineering	3.83	3.86	3.67	3.88	3.92	3.81
Medicine and Health	3.94	3.97	4.07	3.95	3.95	4.10
Science	3.88	3.89	3.92	3.93	3.99	4.01
Conservatorium of Music	4.16	4.13	4.19	4.26	4.17	4.29
Law	3.89	4.03	3.85	4.07	4.20	4.14
Architecture, Design and Planning	3.94	3.91	3.92	4.05	4.01	4.02
The University of Sydney	**3.96**	**3.95**	**3.98**	**4.06**	**4.06**	**4.09**

Figure 3. USS Question 4 and Question 6 (2019-2024) (1000 – Level Units)
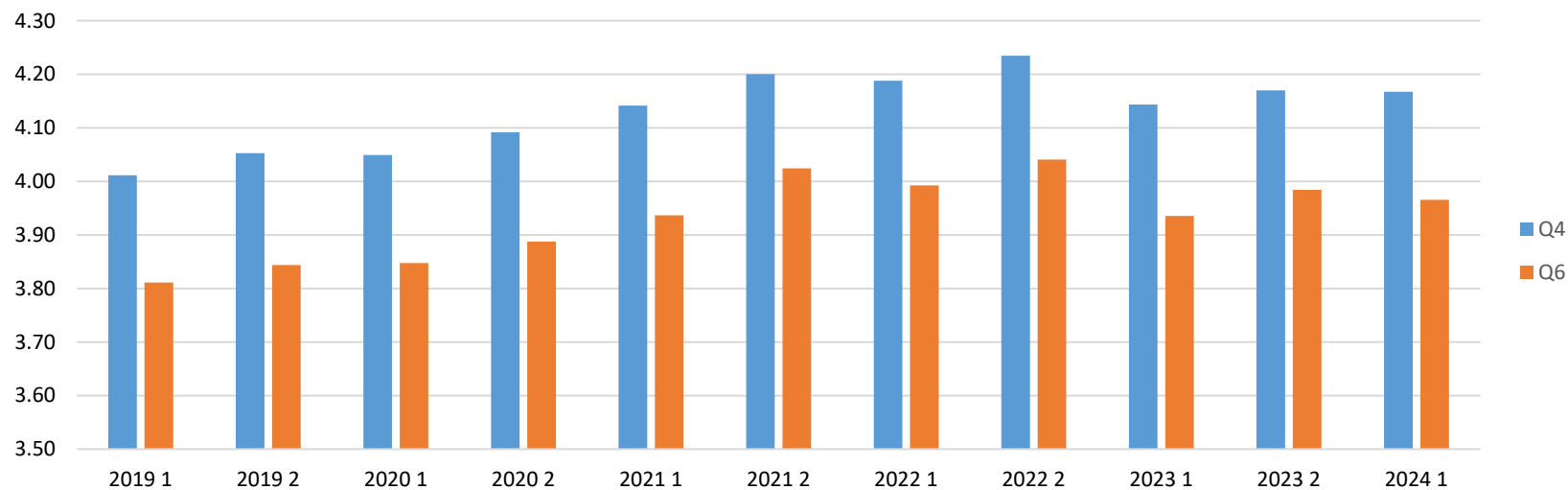
Table 12. Domestic Students - USS Semester 1 Q1-6, Question 1, and Question 2 Means (2022-2024)

Faculty of Teaching	Number of Responses			Mean Q1 to Q6 Performance			Q1 - Teaching Quality			Q2 - Intellectually Rewarding		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	6,386	7,280	7,701	4.21	4.18	4.19	4.31	4.30	4.30	4.21	4.18	4.20
Business (Business School)	2,493	2,327	3,503	4.06	4.06	4.10	4.19	4.23	4.23	4.03	3.97	4.06
Engineering	3,097	2,997	3,765	3.93	3.91	3.86	3.93	3.88	3.86	4.02	4.00	3.91
Medicine and Health	7,263	7,456	7,461	4.12	4.09	4.04	4.19	4.16	4.11	4.21	4.18	4.12
Science	3,676	3,929	5,049	4.14	4.09	4.10	4.21	4.19	4.21	4.24	4.16	4.16
Conservatorium of Music	908	1,167	1,349	4.24	4.24	4.23	4.35	4.39	4.36	4.23	4.23	4.25
Law	648	383	501	4.25	4.25	4.28	4.34	4.35	4.43	4.34	4.41	4.37
Architecture, Design and Planning	1,342	1,248	1,253	4.06	4.04	4.01	4.09	4.16	4.09	4.05	4.03	3.98
University-wide	167	256	367	4.09	3.92	4.06	4.26	3.98	4.25	3.96	3.84	3.93
The University of Sydney	**25,980**	**27,043**	**30,949**	**4.12**	**4.10**	**4.08**	**4.20**	**4.19**	**4.17**	**4.17**	**4.13**	**4.12**

Table 13. Domestic Students - USS Semester 1 Questions 3 to 6 Means (2022-2024)

Faculty of Teaching	Q3 - Thinking Skills			Q4 - Learning Resources			Q5 - Challenging Assessments			Q6 - Helpful Feedback		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.16	4.13	4.15	4.26	4.24	4.24	4.24	4.21	4.22	4.09	4.03	4.04
Business (Business School)	4.06	4.03	4.11	4.12	4.09	4.10	4.13	4.08	4.16	3.85	3.95	3.92
Engineering	4.03	4.00	3.94	3.86	3.84	3.77	4.16	4.14	4.07	3.60	3.59	3.59
Medicine and Health	4.15	4.13	4.07	4.15	4.10	4.06	4.19	4.18	4.09	3.84	3.80	3.76
Science	4.14	4.10	4.12	4.15	4.09	4.10	4.26	4.20	4.20	3.81	3.78	3.82
Conservatorium of Music	4.18	4.16	4.17	4.22	4.23	4.23	4.31	4.25	4.25	4.12	4.15	4.12
Law	4.26	4.29	4.36	4.29	4.23	4.36	4.36	4.37	4.39	3.89	3.87	3.77
Architecture, Design and Planning	4.03	4.00	3.99	4.02	3.99	3.99	4.19	4.14	4.10	3.97	3.91	3.92
University-wide	4.07	3.94	4.03	3.90	3.87	3.94	4.17	3.94	4.03	4.18	3.95	4.21
The University of Sydney	**4.12**	**4.10**	**4.09**	**4.14**	**4.10**	**4.09**	**4.21**	**4.18**	**4.16**	**3.89**	**3.87**	**3.86**

Table 14. International Students - USS Semester 1 Q1-6, Question 1, and Question 2 Means (2022-2024)

Faculty of Teaching	Number of Responses			Mean Q1 to Q6 Performance			Q1 - Teaching Quality			Q2 - Intellectually Rewarding		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	7,539	8,005	9,818	4.43	4.42	4.47	4.47	4.47	4.53	4.43	4.42	4.48
Business (Business School)	11,917	10,197	13,155	4.35	4.36	4.40	4.39	4.39	4.45	4.34	4.35	4.39
Engineering	7,246	6,916	9,006	4.29	4.28	4.26	4.31	4.29	4.26	4.30	4.29	4.28
Medicine and Health	2,092	2,653	2,902	4.19	4.17	4.18	4.21	4.21	4.22	4.19	4.19	4.20
Science	1,540	1,945	2,735	4.22	4.24	4.27	4.25	4.29	4.32	4.22	4.24	4.28
Conservatorium of Music	192	199	337	4.57	4.49	4.64	4.63	4.55	4.71	4.57	4.50	4.67
Law	306	268	388	4.27	4.26	4.40	4.29	4.32	4.49	4.32	4.33	4.47
Architecture, Design and Planning	1,706	1,762	1,914	4.19	4.22	4.22	4.21	4.26	4.25	4.18	4.20	4.20
University-wide	96	195	218	4.22	4.15	4.32	4.23	4.22	4.41	4.21	4.09	4.31
The University of Sydney	**32,634**	**32,140**	**40,473**	**4.33**	**4.33**	**4.36**	**4.36**	**4.36**	**4.39**	**4.33**	**4.33**	**4.36**

Table 15. International Students - USS Semester 1 Questions 3 to 6 Means (2022-2024)

Faculty of Teaching	Q3 - Thinking Skills			Q4 - Learning Resources			Q5 - Challenging Assessments			Q6 - Helpful Feedback		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.43	4.42	4.48	4.46	4.44	4.50	4.39	4.38	4.41	4.40	4.37	4.43
Business (Business School)	4.37	4.38	4.42	4.36	4.37	4.41	4.35	4.36	4.37	4.30	4.31	4.36
Engineering	4.32	4.31	4.29	4.28	4.29	4.27	4.33	4.30	4.30	4.21	4.20	4.18
Medicine and Health	4.21	4.20	4.21	4.22	4.17	4.19	4.23	4.25	4.21	4.08	4.02	4.04
Science	4.23	4.26	4.28	4.22	4.26	4.28	4.29	4.31	4.31	4.09	4.09	4.12
Conservatorium of Music	4.54	4.43	4.61	4.56	4.52	4.69	4.58	4.49	4.54	4.54	4.48	4.62
Law	4.27	4.25	4.43	4.34	4.25	4.46	4.37	4.37	4.35	4.03	4.03	4.22
Architecture, Design and Planning	4.17	4.21	4.24	4.17	4.20	4.21	4.27	4.26	4.24	4.12	4.18	4.16
University-wide	4.28	4.23	4.42	4.08	4.12	4.20	4.27	4.09	4.24	4.23	4.17	4.35
The University of Sydney	**4.35**	**4.34**	**4.37**	**4.34**	**4.34**	**4.37**	**4.34**	**4.33**	**4.34**	**4.27**	**4.26**	**4.29**

Table 16. USS Semester 1 Question 8 and Question 9 Means (2022-2024) – Domestic and International Students

Faculty of Teaching	Domestic						International					
	Q8 - Learning Community			Q9 - Learning Engagement			Q8 - Learning Community			Q9 - Learning Engagement		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.02	3.98	4.00	4.12	4.10	4.13	4.34	4.33	4.39	4.38	4.39	4.45
Business (Business School)	3.90	3.94	3.95	4.09	4.15	4.10	4.29	4.31	4.35	4.33	4.38	4.43
Engineering	3.73	3.74	3.70	3.79	3.79	3.75	4.2	4.21	4.19	4.24	4.26	4.26
Medicine and Health	3.96	3.98	3.95	4.01	4.03	3.99	4.08	4.09	4.08	4.11	4.12	4.17
Science	3.90	3.89	3.92	3.99	4.00	4.01	4.05	4.09	4.19	4.09	4.14	4.22
Conservatorium of Music	4.15	4.14	4.09	4.21	4.14	4.18	4.51	4.47	4.58	4.51	4.48	4.63
Law	3.96	4.04	3.97	4.14	4.27	4.20	4.01	4.16	4.25	4.12	4.25	4.35
Architecture, Design and Planning	3.79	3.86	3.84	3.89	3.95	3.96	4.05	4.08	4.13	4.13	4.20	4.27
University-wide	4.11	3.96	4.20	3.88	3.80	3.98	4.24	4.12	4.39	4.27	4.21	4.39
The University of Sydney	**3.93**	**3.94**	**3.93**	**4.02**	**4.03**	**4.02**	**4.24**	**4.25**	**4.28**	**4.28**	**4.31**	**4.36**

Table 17. USS 2024 Semester 1 Faculty means on 1-5 scale grouped by Experiential Learning version (EL Items Only)

2024	EP - Entrepreneurship Project		ICP - Industry or Community Project		MOB - Standard Mobility (without Fieldwork, Project or Placement Components)		MOBEXP - Mobility with Fieldwork, Project or Placement Components	
Faculty of Teaching	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Arts and Social Sciences	-	-	3.80	3.94	-	4.62	-	-
Business (Business School)	4.18	4.47	4.49	4.51	4.84	4.75	4.84	4.75
Engineering	4.40	4.31	4.56	4.47	-	-	-	-
Medicine and Health	-	-	3.43	3.87	-	-	-	-
Science	-	-	4.06	4.27	-	-	-	-
Conservatorium of Music	-	-	-	-	-	-	-	-
Law	-	-	-	-	-	-	-	-
Architecture, Design and Planning	-	-	-	-	-	-	-	-
University-wide	-	-	4.21	4.31	-	-	-	-
The University of Sydney	**4.31**	**4.39**	**4.24**	**4.36**	**4.84**	**4.70**	**4.84**	**4.75**

Table 18. USS 2024 Semester 1 Faculty means on 1-5 scale grouped by Experiential Learning version (EL Items Only) (Continued)

	PF - Consequential Practical or Fieldwork		PI - Placement or Internship		RP - Research Project	
Faculty of Teaching	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Arts and Social Sciences	4.44	4.56	3.83	4.07	4.31	4.32
Business (Business School)	4.07	4.18	4.43	4.53	4.22	4.38
Engineering	4.13	4.10	4.63	4.86	4.39	4.49
Medicine and Health	4.11	4.19	4.25	3.65	3.98	3.96
Science	4.22	4.20	-	-	4.53	4.41
Conservatorium of Music	4.38	4.48	-	-	-	4.37
Law	-	-	4.71	-	-	-
Architecture, Design and Planning	4.12	4.14	-	-	3.78	4.50
University-wide	-	-	-	-	-	-
The University of Sydney	**4.18**	**4.21**	**4.24**	**3.73**	**4.28**	**4.36**

Table 19. USS 2024 Semester 1 Faculty means on 1-5 scale grouped by Experiential Learning version (Q1-6 only)

Faculty of Teaching	EP - Entrepreneurship Project		ICP - Industry or Community Project		MOB - Standard Mobility (without Fieldwork, Project or Placement Components)		MOBEXP - Mobility with Fieldwork, Project or Placement Components	
	2023	2024	2023	2024	2023	2024	2023	2024
Arts and Social Sciences	-	-	3.77	3.84	-	4.80	-	-
Business (Business School)	4.12	4.41	4.46	4.48	4.83	4.76	4.83	4.76
Engineering	4.28	4.29	4.50	4.34	-	-	-	-
Medicine and Health	-	-	3.13	3.87	-	-	-	-
Science	-	-	4.08	4.22	-	-	-	-
Conservatorium of Music	-	-	-	-	-	-	-	-
Law	-	-	-	-	-	-	-	-
Architecture, Design and Planning	-	-	-	-	-	-	-	-
University-wide	-	-	4.02	4.16	-	-	-	-
The University of Sydney	**4.21**	**4.35**	**4.16**	**4.28**	**4.83**	**4.78**	**4.83**	**4.76**

Table 20. USS 2024 Semester 1 Faculty means on 1-5 scale grouped by Experiential Learning version (Q1-6 only) (Continued)

Faculty of Teaching	PF - Consequential Practical or Fieldwork		PI - Placement or Internship		RP - Research Project		Other Units (Non - EL)	
	2023	2024	2023	2024	2023	2024	2023	2024
Arts and Social Sciences	4.44	4.56	3.63	3.97	4.35	4.36	4.31	4.35
Business (Business School)	4.08	4.14	4.39	4.24	4.20	4.39	4.32	4.34
Engineering	4.07	4.00	4.74	4.46	4.38	4.49	4.17	4.15
Medicine and Health	4.10	4.16	4.11	3.54	3.99	3.94	4.12	4.13
Science	4.25	4.22	-	-	4.63	4.52	4.11	4.14
Conservatorium of Music	4.42	4.47	-	-	-	4.44	4.21	4.26
Law	-	-	4.40	-	-	-	4.25	4.33
Architecture, Design and Planning	4.09	4.10	-	-	4.07	4.55	4.19	4.16
University-wide	-	-	-	-	-	-	-	-
The University of Sydney	**4.17**	**4.17**	**4.10**	**3.61**	**4.30**	**4.37**	**4.23**	**4.25**

Table 21. USS 2024 Semester 1 Faculty means for UG and PG on 1-5 scale (Mean of core items 1-6; N = Number of student responses)

Faculty of Teaching	PG UoS						UG UoS					
	Mean Q1 to Q6 Performance			Number of Responses			Mean Q1 to Q6 Performance			Number of Responses		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Arts and Social Sciences	4.40	4.38	4.50	5,000	4,856	6,042	4.29	4.27	4.27	8,925	10,429	11,477
Business (Business School)	4.34	4.38	4.42	7,574	5,918	6,715	4.26	4.24	4.28	6,836	6,606	9,943
Engineering	4.33	4.30	4.32	5,164	4,799	7,224	4.04	4.05	3.92	5,179	5,114	5,547
Medicine and Health	4.11	4.12	3.95	3,319	3,383	2,916	4.15	4.11	4.13	6,036	6,726	7,447
Science	4.20	4.21	4.29	851	1,015	1,272	4.15	4.12	4.14	4,365	4,859	6,512
Conservatorium of Music	4.29	4.47	4.62	46	88	81	4.30	4.26	4.30	1,054	1,278	1,605
Law	4.18	4.21	4.39	552	432	488	4.36	4.35	4.27	402	219	401
Architecture, Design and Planning	4.14	4.19	4.25	1,005	1,052	1,347	4.13	4.12	4.05	2,043	1,958	1,820
University-wide	-	-	-	-	-	-	4.14	4.02	4.16	263	451	585
The University of Sydney	**4.30**	**4.30**	**4.34**	**23,511**	**21,543**	**26,085**	**4.20**	**4.18**	**4.18**	**35,103**	**37,640**	**45,337**

Appendix 1. About Unit of Study Survey (USS)

The Unit of Study Survey (USS) collects feedback on the student experience at the unit of study level. It was introduced in Semester 1 2015 to replace the Unit of Study Evaluation (USE). The USS is administered online by the Advanced Analytics and Planning, and Enterprise Data Group using Sydney Student data to generate the list of units of study to be surveyed each session (i.e. semesters, intensives, winter and summer schools). All units of study are automatically surveyed each session, and all enrolled students are invited to participate. There are six quantitative items and two open response items on the USS that are common University-wide. In Semester 1, 2020 two additional quantitative questions were added to capture the online learning experience under the COVID19 pandemic. In Semester 1 2022 Q7 was discontinued and Q9 was added to capture the face-to-face learning experience after students began returning to learning on campus. The main results in this report are based on the core six quantitative items, with Q8 and Q9 results reported separately. The questions are:

In this unit of study:
1. *Overall I was satisfied with the quality of teaching by the teacher(s).*
2. *The work has been intellectually rewarding.*
3. *I developed relevant critical and analytical thinking skills.*
4. *I have had good access to valuable learning resources.*
5. *The assessment tasks challenged me to learn.*
6. *I have been guided by helpful feedback on my learning.*
7. *I have felt supported to learn in the online environment. **
8. *I felt part of a learning community. **
9. *I have been actively engaged in learning during class. ***

Response scale: 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

(* New items added in Semester 1, 2020 to gather feedback from across the University on the student experience of online learning. Question 7 was removed in Semester 1, 2022 as a result of students returning to face-to-face teaching)

(** New item added in Semester 1, 2022 to gather feedback on the student classroom learning experience after returning to face-to-face teaching)

Open response items:

- *What have been the best aspects of this unit of study? ...*
- *What aspects of this unit of study most need improvement? ...*

Surveys with less than 5 responses or less than 20% response rate are excluded from formal reports and Education KPI calculations. However all survey results are available via the Student Survey System: https://student-surveys.sydney.edu.au/staff/results/uss/.

Appendix 2. University-wide Experiential Learning versions

These EL versions of USS are applied automatically to units of study with 50% or more of their assessment related to one of seven experiential learning categories. Each version includes the University's common items, and four quantitative items. See the list below for additional quantitative items in each EL version.

ussEL-EP (Entrepreneurship Project)
- I improved my ability to develop innovative ideas.
- I developed my ability to work effectively with others studying in a different field(s) from me.
- I developed my capacity to respond constructively to challenge.
- I developed my capacity to exercise leadership and influence when required.

ussEL-ICP (Industry or Community Project)
- I have developed my ability to respond creatively to novel problems.
- I developed my ability to work effectively with others studying in a different field(s) from me.
- I developed my capacity to respond constructively to challenge.
- I developed my capacity to exercise leadership and influence when required.

ussEL-MOB (Standard Mobility (without Fieldwork, Project or Placement Components))
- Overall I was satisfied with the quality of this mobility experience.
- I developed my spoken communication skills.
- I developed my ability to work effectively with people from cultures other than my own.
- I developed my capacity to respond constructively to challenge.

ussEL-MOBEXP (Mobility With Fieldwork, Project or Placement Component)
- Overall I was satisfied with the quality of this mobility experience.
- I developed my spoken communication skills.
- I developed my ability to work effectively with people from cultures other than my own.
- I developed my capacity to respond constructively to challenge.

ussEL-PF (Consequential Practical or Fieldwork)
- I developed the ability to practically apply knowledge of the field(s) I am studying.
- I developed my ability to think independently about problems.
- I developed my ability to work effectively with digital and online tools and information.
- I developed my capacity to respond constructively to challenge.

ussEL-PI (Placement or Internship)
- I developed the ability to practically apply skills from the field(s) I am studying
- I developed my ability to work effectively with others.
- I developed my capacity to contribute positively to a community or organisation.
- I developed my communication skills.

ussEL-RP (Research Project)
- I developed my ability to think independently about problems.
- I developed my written communication skills.
- I developed my capacity to respond constructively to challenge.
- I developed the ability to apply ethical reasoning to decision-making.

1. **Research Project:** [A key feature of this type of unit would be acquiring and applying methods of research.] This category includes all units undertaken that comprise a substantial research project, where the total weighting of research-related tasks e.g. literature review, learning relevant methodology and methods, theoretical or empirical investigation, data analysis, reporting findings, etc reaches at least 50% of the assessment for the unit. Individual or groups of students address and report on authentic problems, provided by University (faculty or cross-faculty) or external partner researchers. This category also includes Honours research projects, coursework theses or dissertations. NB: It is recognised that students may engage in some international fieldwork for their research, but where this is optional, the unit should be characterised as type (i) rather than type (vii).

2. **Industry/Community Project:** [A key feature of this type of unit would be addressing a problem or issue in a contextualised setting.] This category includes all units undertaken that require individual or groups of students to complete a substantial project worth at least 50% of the assessment for the unit that has been sourced from a community or industry partner, that is not either a research project or an entrepreneurship project. In these projects, students research, analyse, and present solutions to authentic industry- or community-specific problems. Teaching and assessment is primarily the responsibility of University staff, with engagement by the external partner varying by unit of study depending on the agreed arrangement, say from quite minimal involvement (e.g. providing informal feedback on student presentations) to broader involvement.

3. **Entrepreneurship Project:** [A key feature of this type of unit would be understanding or experiencing the process of enterprise creation.] This category includes all units undertaken that require individual or groups of students to engage in a substantial project worth at least 50% of the assessment for the unit relevant to the development or establishment of a commercial or social enterprise.

4. **Placement or Internship:** [A key feature of this type of unit would be using knowledge and skills in a workplace setting.] This category includes all units undertaken that place students within a work setting. This category includes professional placements (requirement of professional degree, e.g. education, health, engineering), and internships (optional work placement e.g. law, arts). The placement or internship should be the primary focus of the unit, where (work associated with) the placement/internship is worth at least 50% of the final mark.

5. **Consequential Practical or Fieldwork:** [A key feature of this type of unit would be using knowledge and skills in an academically structured setting or context.] This category includes all units undertaken that include a substantial practical component in the form of laboratory work (e.g. chemistry, physics, engineering), field work (e.g. agricultural science, archaeology), simulation (e.g. law mock-court, clinical simulations, role plays), studio or design work (e.g. architecture, design, visual arts, engineering), performance or exhibition (e.g. music, visual arts), or preparation for placements or mobility experiences. The practical or fieldwork should be the primary focus of the unit, where (work associated with) the practical/fieldwork is worth at least 50% of the final mark.

6. **Standard Mobility (without project, placement, or fieldwork component):** This category includes units undertaken overseas that would not be classified as any of the types (i) – (v) if undertaken in Australia. Typical mobility experiences include exchange for short-term, semester and year-long study at an overseas institution.

7. **Mobility (with project, placement, or fieldwork component):** This category includes all units that would be classified as any of (i) – (v) if conducted in Australia but that are primarily undertaken overseas by all enrolled students. This category includes international projects, international placements, and international fieldwork.