



THE UNIVERSITY OF
MELBOURNE

Square Pegs & Round Holes

Ancillary services when Blue can't
match by itself local policy needs

Patrick Stoddart

Senior Manager, Academic & Learning Systems Support





University of Melbourne Statistics



At a glance

Key statistics

50 000+
students

8 000+
staff

51%
undergraduate
49%
graduate

40%
international
students

#1
in Australia
in the ARWU and THE
GlobalRankings

#32
in the world
in the THE
Global Ranking

#6
in graduate
employability
in the QS Graduate
Employability Ranking

56%
female
students

20 170
total award
completions

\$491
million
research income

20
highly cited
researchers

385 000+
living alumni



Policy Requirements of Subject Experience Surveys at UoM

ALL* subjects are to be surveyed, towards the end of teaching, **EACH** time the subject is taught **ONLY** exemption is if there are fewer than four students

Some policy level wording:

<https://policy.unimelb.edu.au/MPF1327>

5.51. The Board reviews and monitors subjects through the Subject Evaluation Survey (SES) instrument, **developed by the Board for that purpose.**

5.52. The SES is used to seek students' perceptions of taught subjects in **all teaching modes and locations.** All taught subjects are **surveyed in the teaching period in which they are offered** except for subjects with fewer than 4 enrolments.

5.53. The **administration of the SES** and **use of data collected from it protects respondent confidentiality.**

5.54. The Academic Secretary publishes the rules for implementation and use of the SES on the Board's website.

* regardless of under or post graduate status OR whether semester long or intensively taught



Further strictures introduced at the Academic Board 'Rules' level

Along with Policy, the Academic Board defines 'rules' for how the policy is to be enacted:

- The board approves the **development & management of the survey** and survey questions on the recommendation of its **Teaching and Learning Quality Assurance Committee (TELQAC)**
- Administration of the subject surveys across the University are managed collaboratively between University Services, faculties and departments.
- Learning Environments coordinates the SES.
- **Faculty based SES co-ordinators coordinate the surveys within their faculty and have a role in survey creation.** They are the principal liaison between Learning Environments and the faculty for all subjects offered by the faculty.
- **Deans ensure** that taught subjects offered by their faculties are surveyed in accordance with the Courses, Subjects, Awards and Programs Policy and these rules, and **that survey operations and reporting of results within the faculty comply with these rules.**
- **Heads of departments ensure compliance with policy and these rules** on administration of the subject surveys **and reporting of results** for subjects within their area of responsibility and:
 - a. ensure that students are given sufficient opportunity to complete the surveys;
 - b. develop and monitoring departmental procedures;
 - c. assist in achieving the **target response rate (50%)** for the surveys, including by supporting and collaborating with subject coordinators; and
 - d. **ensure respondent confidentiality.**



But wait, there's more!

The SES has:

- a. a group of common or core questions;
- b. the ability to add questions to the survey in order to assess student perceptions of other aspects of their learning or of the delivery of the subject; and
- c. the capacity to request qualitative feedback.

The common questions are used in University reporting of subjects, and, in aggregated form, at department/school and faculty levels.

Faculties, departments and subject coordinators may obtain more detailed student feedback for each subject by modifying the instrument through additional quantitative questions to address discipline, department or subject specific issues, such as students' experience of learning in clinical or other workplace settings. The use of additional questions addressing subject-specific issues, or more fine grained information at discipline level, is encouraged.



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SERIOUSLY!!
Now you're just being unreasonable!



...a handy lack of detail...

All subjects are usually surveyed at the end of the teaching period and before the examination period.

This applies to all teaching periods, **including those which fall outside the two standard semesters (e.g. summer semester) and intensive teaching modes.**

The surveys should be open to students to complete **only after they have had sufficient time to experience and evaluate the subjects, and should close before students submit their last piece of assessment.** Generally, for standard semester-length subjects, this will involve the subject being administered during weeks 11 and 12 of the semester and Swotvac, that is, a three week survey period. Heads of departments are responsible for ensuring that students are given sufficient opportunity to complete the survey.



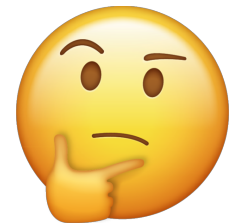
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Sooooo, How are you supposed to do this with 1 or 2 week intensives?





...yep, doesn't happen at all...

...The SES is not designed to evaluate teaching performance, and the common questions do not of themselves form an adequate evaluation of individual teacher or shared teaching performance. It is recognised, however, that the surveys are used to obtain student feedback on individual teacher performance, especially where multiple lecturers may teach into the same subject...

...Where results are used to inform managerial decisions about staff appointment, confirmation, promotion and performance management they should be considered in the context of a range of available data. Decisions should not rely on mean scores in isolation.



...that sounds...reasonable?...

Open-ended comments from students are confidential and are not to be made public. They are normally only to be available to the head of department or school and the lecturer/s whose subject has been assessed. It is the responsibility of departments and schools to ensure confidentiality of student comments. Faculties and departments:

- a. communicate with staff on subject results, and free-form comments received as part of subject results;
- b. take action on outcomes of surveys as appropriate;
- c. put in place mechanisms and processes within the department to ensure students are given feedback and appropriate interpretation on survey outcomes;
- d. provide advice to BIR on the reporting of results for subjects surveyed in multiple batches in University reporting. Where departments fail to provide the required advice, an average result is reported; and
- e. analyse and report within the department data gathered through supplementary questions, and students' comments through additional questions.



...ah, ok, insert Professional staff super heroes at this point ...

All Faculties, Schools and Departments should adhere to the following practice: **survey comments that are offensive** (for example, misogynistic, racist, homophobic, transphobic and those relating to appearance) **must be removed**. They must not be passed on to teachers who are the subject of such comments. **Further, teachers should not be told that they were subject to (removed) offensive comments**. Offensive comments (for example, misogynistic, racist, homophobic, transphobic comments) have no place in an anonymously completed survey. They should not be passed on to affected teaching colleagues. No staff member should be subjected to them. From a practical perspective, because of the anonymous nature of the survey responses, general misconduct procedures cannot be employed against students who make repugnant comments. However, that does not inhibit management's responsibility to prevent staff from being exposed to such comments. **If these comments are not removed, the university is not discharging its duty of care to its employees**. The distribution of such comments cannot be countenanced. A variety of practices exist across the University with respect to who is responsible for handling and distributing SES information to teaching staff. This ranges from Heads of Department to Subject Coordinators. Regardless of the organisational structure used in particular Departments, Schools or Faculties for passing on SES 'scores' and responses to teaching staff, **the person with that responsibility must remove offensive comments before distributing the survey results, regardless of resulting workload issues**. If necessary, additional resources should be dedicated to the task. Despite the workload, we see reading the SES comments as a core duty of senior staff who are Page 9 of 13 overseeing the curriculum and who have the role in mentoring the development of teaching staff. Obviously this needs to be done in such a way that the information is treated sensitively and staff are treated respectfully when given feedback



SO, did you catch all of those? AND how they interplay with one another?

- Applies to ALL subjects
- To be conducted AFTER the bulk of teaching but BEFORE final assessment, while ENSURING adequate time for the students to fulfil. No matter what time structure the subject has!
- Changes can only be made via a committee - which in effect approves everything
- Faculty based SES reps are responsible for their Faculties instruments and scheduling
- Deans are responsible for ensuring their faculty abides by the policy and rules
- HoD are responsible in practice for their school abiding by the rules and for dissemination of results
- HoD are supposed to help drive response rate to 50%+
- Student confidentiality must be maintained
- Each subject can request, and indeed are encouraged, to add additional questions to the instrument for their subject
- Not supposed to be used for teaching performance assessment or hiring decisions, but are openly used in precisely this manner
- Open ended student comments cannot be shared, and are only viewable by the HoD and the individual academic.
- Derogatory comments must be removed & not be seen by the academics, but comments can then only be seen by the HoD, so...
- Redaction of comments isn't enough, there must be no indication of a derogatory comment's removal due to safe workplace needs
- Review and removal of such commentary must be done, regardless of workload issues

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NATIONAL EDUCATION

'This woman is so old': Insults hurled at academics spur survey rethink

By Henrietta Cook
August 8, 2018 – 3:52pm

Two years ago, Dr Teena Clerke received a nasty surprise when she logged online to check her student feedback.

The Sydney academic still remembers every word that flashed up on her screen.



Dr Teena Clerke says she's sick of receiving abuse from students. JAMES BRICKWOOD

"This woman is so old her views are redundant. She hasn't designed anything since the internet. Why do we need her?"

The anonymous feedback was recorded in an online survey that every student enrolled in her design subject was asked to fill out.

Universities use these surveys to review the quality of teaching and subjects, but staff say they are increasingly being used as tools of abuse.

A recent survey by the National Tertiary Education Union found that 60 per cent of its members had been subjected to disrespectful and abusive comments in student evaluations.

The most common of these comments related to a person's competency to teach a subject, followed by their gender, cultural background and spoken English, age, personality and political views.

While many universities censor student feedback to eliminate swear words, staff have been told they are "too hot" to teach a subject, chastised for having an accent and one woman was told to "speak up bitch".

Dr Clerke has received plenty of hurtful feedback over the years, but the comments about her age and credibility hit her hard.

"The next semester I didn't do any lecturing," she said.

"I didn't want to do any lecturing because then I'm subjected to criticism because there are not enough pictures, or I didn't say the right thing or I am too old. It absolutely affected me."

Dr Clerke, who teaches at the University of NSW and University of Technology Sydney, said undergraduate students were "particularly vicious".

RELATED ARTICLE
EDUCATION
Casualisation of university workforce is a national disgrace

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The most common of these comments related to a person's competency to teach a subject, followed by their gender, cultural background and spoken English, age, personality and political views.

The union is calling for a rethink of the surveys,

Universities Australia chief executive Catriona Jackson said student feedback should be respectful and constructive, and abuse and disrespect was "never OK".

"If I am giving a student feedback about their essay, I am not going to say 'you're not very talented, you're always late, and I don't know why you're bothering with design because you're so young'.

Imagine if I said that?"



**“Yes, we can!” ... “wait, no we can’t” ...
“YES WE CAN!! - because - we have to!”**



**“Yes, we can!” ... “wait, no we can’t” ...
“YES WE CAN!! - because - we have to!”**



The policy and guidelines represented here in clear and concise flowchart

**“Yes, we can!” ... “wait, no we can’t” ...
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The policy and
guidelines represented
here in clear and
concise flowchart



“Yes, we can!” ... “wait, no we can’t” ...
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The policy and
guidelines represented
here in clear and
concise flowchart



“No problem Boss!”
<https://lingojam.com/MinionTranslator>



**“Yes, we can!” ... “wait, no we can’t” ...
“YES WE CAN!! - because - we have to!”**

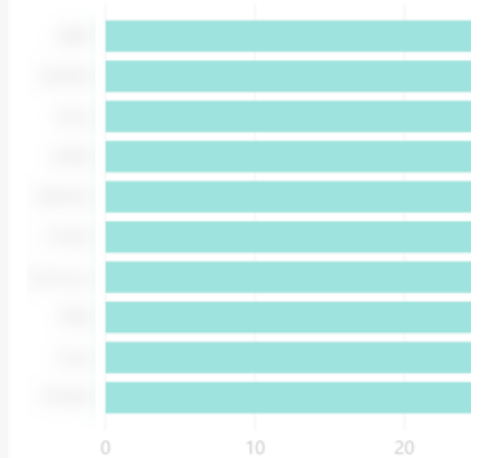


The Leadership Dashboards

Provost
 DVC A
 Director of Academic Services & Registrar
 Deans
 & all the ancillary staff they each nominate :
 Personal Office Staff
 AD T&L
 Program Co-ordinators
 HoD



Overall response rate %
 BY ACADEMIC DIVISION



ie completion rate for the Academic Divisions you
 › drill down into the data. If on a mobile device
 ight and choose 'View Report'.

› performance of each Academic Division. Data is

ence Surveys that commenced after 8th October
 ›2018 administered through eXplorance Blue. Only
 generated by Faculty representatives are included.

So, a primary subject and a group element walk into a bar...

Home (preview)

Favorites

Recent

Apps

Shared with me

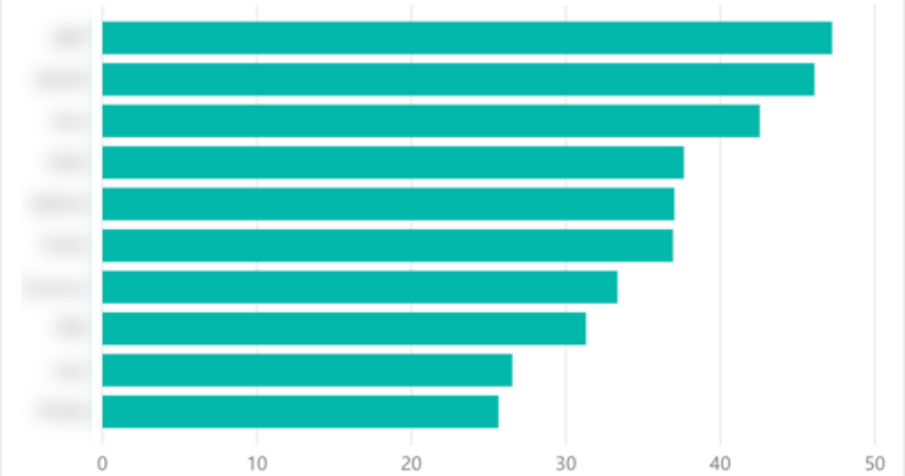
Workspaces

LA LE - ALSS

Completion proportion



Overall response rate % BY ACADEMIC DIVISION



SES Executive Dashboard

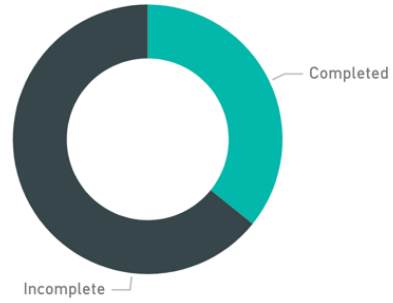
The donut chart above shows the completion rate for the Academic Divisions you have access to. Click the chart to drill down into the data. If on a mobile device select the ellipsis (...) in the top right and choose 'View Report'.

The bar graph shows the relative performance of each Academic Division. Data is updated once a day by 8:30am.

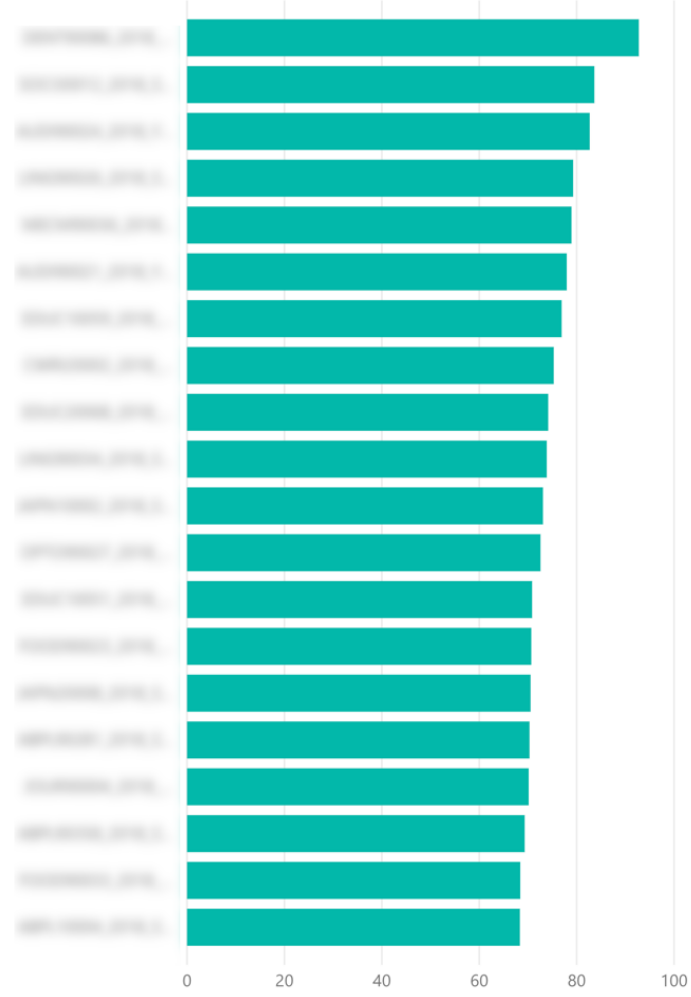
All data relates to Subject Experience Surveys that commenced after 8th October and close before 28th October 2018 administered through eXplorance Blue. Only subjects that have had surveys generated by Faculty representatives are included.

- (preview)
- tes >
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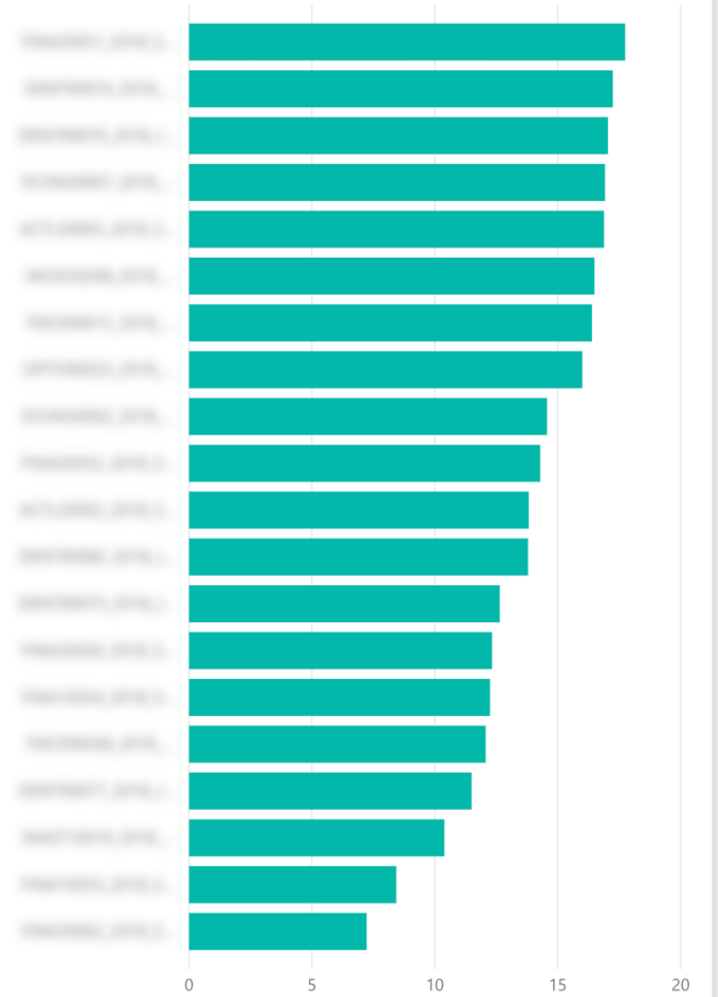
Completion proportion



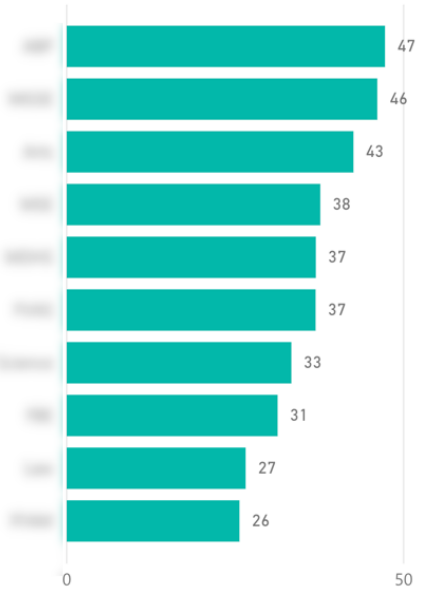
Top 20 by response rate (subjects with more than 50 students)



Bottom 20 by response rate (subjects with > 50 students)



Response rate % by Academic Division





The Concierge System

Consolidated process to quickly view, filter and edit anonymous student open comments (for removal, not redaction)

Ability to control precisely what staff can and cannot see in the generated SES reports (eg lecturers can see comments, aggregated reports can for HoD but not for Deans, etc)

Longitudinal reporting and cross comparative question report types - for subjects and for teaching staff

Aggregated Tutor reporting and drill-downs

The screenshot displays the 'Subject Export' interface. At the top right, it says 'Subject Export' and 'Logged in'. Below this, there are dropdown menus for 'University of Melbourne' and 'View SES/QoT Results For Semester: Semester 2, 2018'. A section titled 'Lecturer Results' includes an 'Export to Excel' button and a description: 'View the department report (with or without individual lecturer results) for the selected semester. You can also view a detailed report for each subject. Results are only displayed if this data is available. From the report, you can view the Scatterplot and Trend Reports. Clicking the Export to Excel button will download all results (including individual lecturer results, if available) for the selected semester.' To the right, the 'View Comments' section has an 'Export to Excel' button and a description: 'From this section you can view all student-entered comments for the selected semester. You can search for comments containing one or more keywords, flag questions, and, importantly, remove comments. Clicking the Export to Excel button will download all comments for the selected semester.' At the bottom, the 'Subject Reports from Semester 1' section has an 'Export to Excel' button and a description: 'View tutor results for the selected semester. You can view aggregated results for the selected semester. Clicking the Export to Excel button will download all tutor results for the selected semester.' The footer of the page reads 'Copyright 2011 © Faculty of Business and Economics'.



Subject Experience Survey Report

The University of Melbourne

Logged In As: Patrick Stoddart

LOGOUT »

Welcome Patrick

Organisation:

View SES/QoT Results For Semester:

Total Enrolments: 20041
Responses: 9776
Response Rate: 48.8%
% Number of responses from a mobile device: n/a

▶ View Subject and Lecturer Results

[Export to Excel](#)

This section allows you to view the department report (with or without individual lecturer results) for the selected semester. You can also view a detailed report for each subject from this screen. Lecturer Results are only displayed if this data is available. From the Department Report, you can view the Scatterplot and Trend Reports. Clicking the Export to Excel button will download all results (including individual lecturer results, if available) for the selected semester.

▶ View Comments

[Export to Excel](#)

From this section you can view all student-entered comments for the selected semester. You can search for comments containing one or more keywords, filter by question or subject, flag questions, and, importantly, remove or update inappropriate comments. Clicking the Export to Excel button will download all comments for all subjects for the selected semester.

▶ View Tutor Results

[Export to Excel](#)

This section allows you to view tutor results for the selected semester. You can view results subject by subject. Clicking the Export to Excel button will download all tutor results for all subjects for the selected semester.

Subject Reports from Semester 1, 2011

This section allows you to view the subject reports since semester 1, 2011.



Comments (- Semester 2, 2018)

View Comments for: [All Subjects]

Question: [All questions]

Filter By Keywords:

To filter comments, enter one or more keyword(s) into the box to the left. Entering words on separate lines will return all comments where ANY of the entered words appear. You can enter as many words as you like. Multiple words appearing in a single line will be treated as a single search term.

Apply Filter Select From Cloud Clear Filter

To edit a comment, click on the Edit button located next to the comment you wish to edit. When you edit a comment, the edited comment is displayed in the Academic Portal in place of the original comment. The original, unedited comment is only available via the Department and Faculty Portals.

Records Found: 3287

Subject	Comment	Displayed Comment	Options
	Lecturer was super engaging	Lecturer was super engaging	Edit Flag
	wines from italy!!!	wines from italy!!!	Edit Flag
	Practicals and some of the scientific and production content in lectures.	Practicals and some of the scientific and production content in lectures.	Edit Flag
	Interactive practicals	Interactive practicals	Edit Flag
	I am honestly thrilled to be walking away from this learning experience with a real skill that I can use in my work in hospitality.	I am honestly thrilled to be walking away from this learning experience with a real skill that I can use in my work in hospitality.	Edit Flag
	are amazing! The wine is good, the vibe is excellent, great subject!!!	are amazing! The wine is good, the vibe is excellent, great subject!!!	Edit Flag
	Pracs	Pracs	Edit Flag
	The practical lessons and tasting and comparing the different wines	The practical lessons and tasting and comparing the different wines	Edit Flag
	The practical classes were great, learned a lot through them. I liked how the content was structured throughout the semester.	The practical classes were great, learned a lot through them. I liked how the content was structured throughout the semester.	Edit Flag
	The lectures were engaging and loved the practical lessons. Very well-taught by	The lectures were engaging and loved the practical lessons. Very well-taught by	Edit Flag
	Prac classes were intellectually stimulating Lecturers, particularly	Prac classes were intellectually stimulating Lecturers, particularly	Edit Flag
	Practical classes. They were fun but also eye opening.	Practical classes. They were fun but also eye opening.	Edit Flag
	Both the lectures and practicals were stimulating. The whole subject was great! Also liked how some lectures were stopped early rather than spreading them out over 2 hours.	Both the lectures and practicals were stimulating. The whole subject was great! Also liked how some lectures were stopped early rather than spreading them out over 2 hours.	Edit Flag
	The broad spectrum - chemistry and marketing are subjects I would never learn on their own, but their were very interesting very examined under the wine lens	The broad spectrum - chemistry and marketing are subjects I would never learn on their own, but their were very interesting very examined under the wine lens	Edit Flag
	the practical aspect	the practical aspect	Edit Flag
	The weekly practical sessions were incredibly beneficial to apply our knowledge. The pre-readings helped aid my understanding of the background of the content and develop a good foundation to the core materials. The lecturers were fantastic and super helpful & patient.	The weekly practical sessions were incredibly beneficial to apply our knowledge. The pre-readings helped aid my understanding of the background of the content and develop a good foundation to the core materials. The lecturers were fantastic and super helpful & patient.	Edit Flag
	interesting, great introductory subject to wine	interesting, great introductory subject to wine	Edit Flag
	Weekly practicals where we applied the knowledge	Weekly practicals where we applied the knowledge	Edit Flag
	I really enjoyed the practicals and learning new never-before used skills, and learning to appreciate wine and different flavours more.	I really enjoyed the practicals and learning new never-before used skills, and learning to appreciate wine and different flavours more.	Edit Flag
	Versatility and real-life usage	Versatility and real-life usage	Edit Flag

[SES Home](#) > Comments (- Semester 2, 2018)

Comments (- Semester 2, 2018)

View Comments for: [All Subjects]

Question: [All questions]

Filter By Keywords:

✔ Apply Filter

☁ Select From Cloud

✖ Clear Filter

To filter comments, enter one or more keyword(s) into the box to the left. Entering words on separate lines will return all comments where ANY of the entered words appear. You can enter as many words as you like. Multiple words appearing in a single line will be treated as a single search term.

To edit a comment, click on the Edit button located next to the comment you wish to edit. When you edit a comment, the edited comment is displayed in the Academic Portal in place of the original comment. The original, unedited comment is only available via the Department and Faculty Portals.

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	Lecturer was super engaging	Lecturer was super engaging	Edit Flag
	wines from italy!!!	wines from italy!!!	Edit Flag
	Practicals and some of the scientific and production content in lectures	Practicals and some of the scientific and production content in lectures	Edit Flag

Scatterplot Report (Reporting Division - Semester 2, 2018)

This report displays the intersection of two questions for each lecturer and subject as a point on the graph below. You can change the questions displayed using the X-Axis and Y-Axis selected from lists below.

To display the lecturer and subject associated with a point, hold the mouse pointer over a point on the graph. Alternatively, you can select a lecturer from the Label List to find that lecturer on the graph. All subjects associated with the selected lecturer will be displayed.

Show: All Subjects

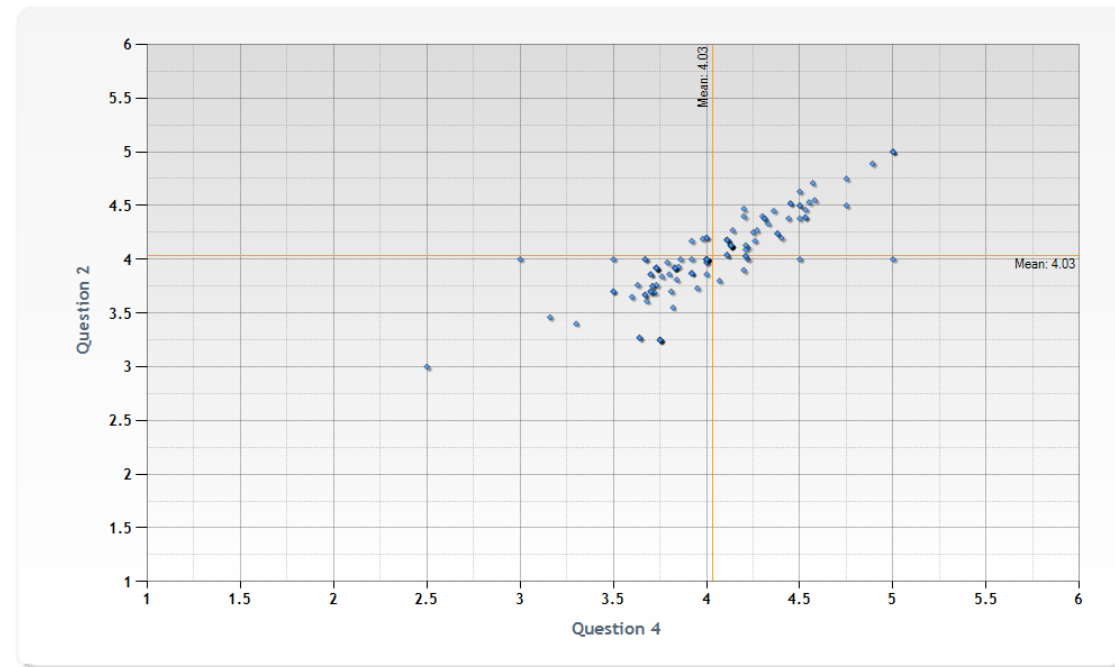
Add Filter

X Axis: Q4 Overall, this subject has been well-taught

Label: No Label

Y Axis: Q2 Overall, this subject has been well co-ordinated

Save Chart as Image



Trend Report (Reporting Division - Semester 2, 2018)

Show: All Subjects Question: Q4 Overall, this subject has been well-taught Lecturer:

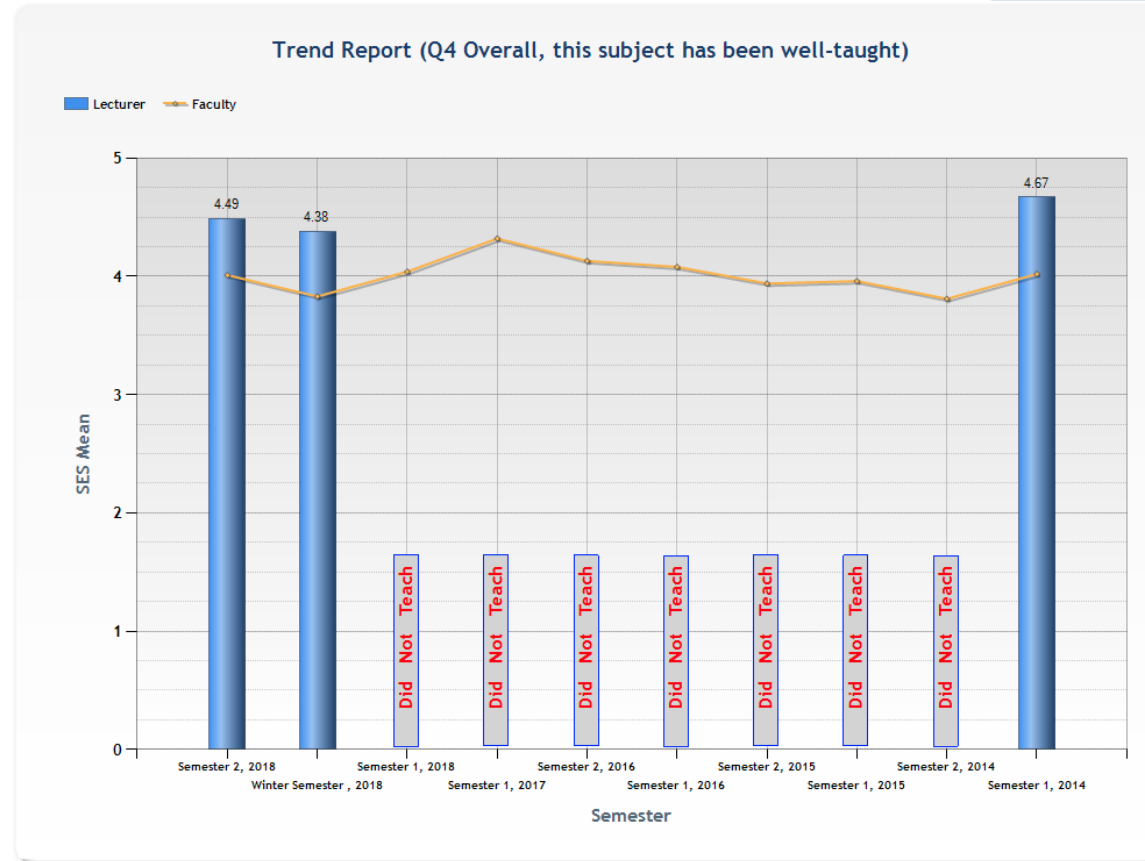
Subject(s) Taught:

- Semester 2, 2018
- Winter Semester, 2018
- Semester 1, 2014
- Semester 2, 2013

Save Chart as Image

SES/QoT Results (Mean):

Semester	Lecturer	Faculty
Semester 2, 2018	4.49	4.01
Winter Semester, 2018	4.38	3.83
Semester 1, 2018	n/a	4.04
Semester 1, 2017	n/a	4.32
Semester 2, 2016	n/a	4.13
Semester 1, 2016	n/a	4.08
Semester 2, 2015	n/a	3.94
Semester 1, 2015	n/a	3.96
Semester 2, 2014	n/a	3.81
Semester 1, 2014	4.67	4.02



Tutor Report ([redacted])

Display Tutor Results For: [redacted]

To view student comments about tutorials, please click the tutor name.

Tutor	QH8	QH9	QH10
[redacted]	4.11	4.39	4.53
[redacted]	4.37	4.21	4.32
[redacted]	4.25	4.29	4.22
[redacted]	4.35	4.3	4.6
[redacted]	4	4.18	4.17
Mean (All Tutors)	4.22	4.27	4.37

📘 QUESTIONS

QH8. I found tutorials /workshops helpful to my understanding of this subject

QH9. My tutorials / workshops in this subject have been well taught

QH10. The tutor's explanations were clear.



SES Home > Semester Settings (Semester 2, 2018)

Semester Settings (Semester 2, 2018)

Enable SES reports for this semester?

When this option is set to 'Yes' academics can view their SES results for the selected semester. You can configure the amount of information available to individual academics using the options below.

Allow all academics to view all subject results in the department?

When this option is set to 'Yes', all academics will have access to all subject results for the department. Academics will not have access to individual lecturer results for subjects they did not teach.

Academics can view student comments for their subjects?

When this option is set to 'Yes' academics can view comments for the subjects they taught. Note that access to comments can still be restricted to individual academics using the 'View Comments' column below.

Academics can view tutor reports for their subjects?

When this option is set to 'Yes', academics can view the overall tutorial mean results for the subjects they taught. Academics can be given access to individual tutor results via the settings in the 'View Tutor Report' column below.

Academics can edit student comments about tutorial?

When this option is set to 'Yes' academics can edit comments about tutorial for the subjects they have access to. Note that access to comments can still be restricted to individual academics using the 'View Comments' column below.

Allow tutors to view student comments about tutorials they taught?

When this option is set to 'Yes', tutors can view the student comments about the tutorials they taught. Note that access to student comments can still be restricted to individual subject using the 'Subject SES Setup' button.

[Subject SES Setup](#)

'Yes' to all 'No' to all 'Yes' to all 'No' to all 'Yes' to all 'No' to all
'Yes' for SC only 'Yes' for SC only 'Yes' for SC only

SAVE CHANGES

Subject	Lecturer	For subjects the lecturer has taught, the lecturer can			
		View Full Tutor Report	View Comments	View All Lecturer Results	Subject Coordinator
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes
		<input type="button" value="No"/>	<input type="button" value="No"/>	<input type="button" value="No"/>	Yes

SAVE CHANGES

CANCEL

Enable SES reports for this semester?

No

When this option is set to 'Yes' academics can view their SES results for the selected semester. You can configure the amount of information available to individual academics using the options below.

Allow all academics to view all subject results in the department?

No

When this option is set to 'Yes', all academics will have access to all subject results for the department. Academics will not have access to individual lecturer results for subjects they did not teach.

Academics can view student comments for their subjects?

No

When this option is set to 'Yes' academics can view comments for the subjects they taught. Note that access to comments can still be restricted to individual academics using the 'View Comments' column below.

Academics can view tutor reports for their subjects?

No

When this option is set to 'Yes', academics can view the overall tutorial mean results for the subjects they taught. Academics can be given access to individual tutor results via the settings in the 'View Tutor Report' column below.

Academics can edit student comments about tutorial?

No

When this option is set to 'Yes' academics can edit comments about tutorial for the subjects they have access to. Note that access to comments can still be restricted to individual academics using the 'View Comments' column below.

Allow tutors to view student comments about tutorials they taught?

No

When this option is set to 'Yes', tutors can view the student comments about the tutorials they taught. Note that access to student comments can still be restricted to individual subject using the 'Subject SES Setup' button.

Subject SES Setup

'Yes' to all 'No' to all

'Yes' for SC only

'Yes' to all 'No' to all

'Yes' for SC only

'Yes' to all 'No' to all

'Yes' for SC only

SAVE CHANGES

Subject	Lecturer	For subjects the lecturer has taught, the lecturer can			
		View Full Tutor Report	View Comments	View All Lecturer Results	Subject Coordinator
		No	No	No	Yes



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Thank you

Any Questions?

