

YourJCU on the PULSE

Guidance for academic staff

'On the PULSE' Purpose

YourJCU on the PULSE is intended to be an early formative check-in with students. This check-in is aimed at providing you with the opportunity to respond to student confusion or misunderstanding within your subject. Addressing any slight confusion or misunderstandings early can have a positive impact on a students' progress and experience of your subject.

The questions focus on early core understandings such as learning outcomes, accessing subject materials, feeling informed and assessment requirements.

'On the PULSE' Questions

The questions are:

1. The subject learning outcomes have been explained to me
2. Subject materials are easy to locate in my LearnJCU subject site
3. Subject materials are keeping me interested in learning about {my subject}
4. Communication in this subject keeps me informed
5. Assessment requirements are clear to me
6. Open ended
Have something that you would like to share about your early experiences in {my subject}? Have your say here

'On the PULSE' Timing

The intentional early timing of the *on the PULSE* survey provides you with the opportunity to provide early support to students and ensure that they feel comfortable and confident to engage with their learning in your subject.

Study Period	Open	Close
Less than 10 weeks	Week 1 Tuesday	Week 1 Thursday
Equal/Greater than 10 weeks	Week 1 Friday	Week 2 Thursday

Survey dates for each study period can be found on the [YourJCU Survey Calendar](#) which can be viewed on the LTSE website > Evaluation & Feedback > YourJCU Surveys > Survey Calendar.

Accessing 'On the PULSE' responses

The day after the survey closes, data can be accessed via your survey dashboard in the [Qualtrics](#) platform. You will receive an email to notify you of survey data being released.

Responding to 'On the PULSE' feedback

Governed by the [Student Evaluation of Subjects and Teaching \(SEST\) Policy](#), you are required to 1) respond to the feedback and 2) inform students of actions undertaken in response to YourJCU on the PULSE data (SEST Policy, 3.2b).

Your response to students can be provided through various methods and can include the use of an Announcement or Discussion Board in LearnJCU, or an email to your student cohort.

The table on Page 2 provides some suggested actions you can take to respond to *on the PULSE* feedback. These suggestions include actions that can be implemented right away, in addition to actions that can be taken throughout the study period, or at a later date.

Suggested actions for responding to 'on the PULSE' feedback

PULSE survey question	Suggested action
1. Subject learning outcomes have been explained to me	Now <ul style="list-style-type: none"> • Use a weekly email, announcement or video to link subject learning outcomes (SLO's) to assessment • Reorientate students to where they can locate the SLO's in the subject outline
	Later Review the introductory video and check for information about SLO's and learning and teaching approaches in the subject
2. Subject materials are easy to locate in my LearnJCU subject site	Now Review your subject site and identify whether you have consistently named folders
	Later <ul style="list-style-type: none"> • Consider adding a subject sitemap to your Introduction or 'Start Here' folder • Orient students to LearnJCU with a live walkthrough
3. Subject materials are keeping me interested in learning about {my subject}	Now Consider sending a weekly email, announcement or video explicitly linking learning for the week with assessment
	Later <ul style="list-style-type: none"> • Look for opportunities to link learning to the development of professional identity and career • Where possible, link learning with recent or current local, national or global events
4. Communication in this subject keeps me informed	Now Send a weekly email, announcement or video to students to communicate important information about the subject
	Later <ul style="list-style-type: none"> • Encourage students to share their questions with peers and the teaching team through a 'Frequently Asked Questions' discussion board on LearnJCU • Set clear expectations about subject communication in your introductory video
5. Assessment requirements are clear to me	Now Reorientate students on where to find information about subject assessment in your LearnJCU site
	Later <ul style="list-style-type: none"> • Consider sending weekly email, announcement or video explicitly linking learning to the next assessment item • Review your introductory video and check you have outlined assessment requirements and where to find more information