

## Description

The CEQ was devised at Lancaster in the 1970s as a way towards understanding students' perceptions of their courses and has subsequently been adapted for other uses. It focuses on five areas: Questions about goals and standards; generic skills, good teaching, appropriate workload and appropriate assessment. These criteria are used then to rate a course/department/university. Political implications of such are huge. Discussion centred around (1) how the CEQ was now political rather than pedagogical, and (2) the type of questionnaire that might be used to help educators better understand student needs.