

FACULTY OF ARTS
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)
POSTGRADUATE COURSEWORK STUDENTS
ANALYSIS OF OPEN RESPONSE COMMENTS: 2005

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EXECUTIVE SUMMARY

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of postgraduate coursework students in the Faculty of Arts in 2005.

Degree experience: areas of best practice

The aspects of degree experience which attracted most positive comments from postgraduate coursework students were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Good teaching: standard of teaching received	25%	27%
Curriculum: content and structure	22%	31%
Learning community: learning environment	15%	10%
Overall satisfaction: quality of academic staff	10%	16%
Curriculum: practical aspects of course	9%	6%
Curriculum: flexibility, diversity, variety	9%	6%

Degree experience: opportunities for improvement

The areas of degree experience which postgraduate coursework students considered most in need of improvement were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Good teaching: standard of teaching received	16%	7%
Curriculum: content and structure	15%	30%
Good teaching: useful and timely feedback	10%	5%
Overall satisfaction: quality of degree	9%	7%
Appropriate assessment	7%	6%
Administration and organisation	7%	15%

Student administration and student support services: areas of best practice

The aspects of student administration and student support services which attracted most positive comments from postgraduate coursework students in 2005 were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Customer service: quality	33%	43%
Library services	22%	19%
Administration and organisation: general	10%	
Services provided: availability and existence of services	7%	8%
Web communications: online access to support services	7%	2%

Remaining aspects attracted less than 5% of comments

Student administration and student support services: opportunities for improvement

The aspects of student administration and student support services which postgraduate coursework students considered most in need of improvement in 2005 were:

	% of comments received	
	2005	2003
Customer service: quality	19%	31%
Library services	16%	13%
Administration and organisation: general	16%	2%
Customer service: opening hours	13%	3%
Web communications: intranet/ internet	9%	13%
Web communications: online access to support services	9%	1%

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May 2006

1 Introduction

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of postgraduate coursework students in the Faculty of Arts in 2005.

In 2005 75% of students who responded to the SCEQ provided comments on their degree experience, and 50% on their experiences of student administration and student support services.

2 Arrangement

1. Degree experience
 - o Analysis of comments referring to best aspects
 - o Analysis of comments suggesting improvements
2. Experience of student administration and student support services
 - o Analysis of comments referring to best aspects
 - o Analysis of comments suggesting improvements
3. Experiences of international students
 - o Analysis of comments referring to degree experience
 - o Analysis of comments referring to experiences of student administration and student support services

Within the first two sections, responses are ranked according to the percentage of comments received for each aspect. Sample comments are provided for the six aspects that received the highest percentage of comments. For comparison, results for the previous years qualitative analysis¹ are provided in brackets after the 2005 results. This part of the analysis is based on comments received from all students who responded to the survey – local and international.

NB: In 2000, less than 20 postgraduate coursework students provided comments in response to the to the open questions. Since it statistically invalid to convert this low number into percentages, results from 2000 are not included in the comparative results..

Only aspects that received more than 5% of comments in 2005 are included in this report. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not been included in the sample comments. Comments are transcribed exactly as they appear in the original documents.

The last section provides an analysis of comments received from the 50 international postgraduate coursework students who responded to the survey. Aspects are ranked according to the percentage of comments received. Sample comments have not been included since in most cases less than five were received on a particular aspect. However, some comments from international students are included in previous sections.

¹ i.e. 2000 – 2003. The SCEQ was not administered in 2004.

3 Analysis of the comments: taxonomy and process

The manual analysis and evaluation method used by the University is based on an in-house taxonomy which allows for standardisation of reporting across the university and ease of comparison with the SCEQ quantitative analysis reports. Within the taxonomy, the main categories are based on the SCEQ items, and sub-categories based on their characteristics. Additional categories, based on the frequency of occurrence in students' comments over the past four years, are also included. Categories for the analysis of comments relating to administration and support services are defined using the most commonly mentioned aspects e.g. quality of customer service, opening hours, staffing levels, online access to services; and names of individual services e.g. Counselling, Library, Student Centre.²

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Evaluation and feedback• Academic Board policies• Curriculum• Skills development• Learning community• Learning resources• Overall satisfaction• Good teaching | <ul style="list-style-type: none">• Clear goals and standards• Appropriate assessment• Appropriate workload• Elearning• Research-led teaching• Student progression and retention• Cultural diversity• Equity |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Categories used in the analysis of SCEQ Open Response comments

This taxonomy is under constant revision as the need to sub-divide categories becomes apparent. For example, until 2005 the category *Online learning and resources* was used to record all comments mentioning students' experiences of elearning. In 2005, the increase of elearning across the university, and the review of its use, has necessitated the sub-division of this category into the following elements: *Online resources*; *Elearning: uptake by students/ staff*; *Learning management systems*; *Support provided*; and *Face to face vs. online learning*. NB: The SCEQ included specific questions on elearning for the first time in the 2005 survey. These additional qualitative analysis topics reflect these changes.

Each comment received is analysed according to the SCEQ Taxonomy, with those including more than one aspect being counted in each aspect mentioned.

Students undertaking double degrees were asked to identify which degree/s they were commenting on in their answer. Where this has occurred the comment is counted in the results for the applicable faculty; where this has not occurred, the comment is counted in the results for both faculties.

It should be noted, however, that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather that the students are happy with their experiences, and prefer to focus on commenting on areas in need of improvement. Since 2000, more comments have been received from postgraduate coursework students in reply to questions asking students to list areas in need of improvement than those asking for areas of best practice.

² A copy of the SCEQ Taxonomy is provided as a separate attachment.

4 Degree experience

4.1 Analysis of comments referring to the best aspects³

Good teaching: standard of teaching received (2005: 25%)
(2003: 27%; 2002: 25%; 2001: 34%)

- The teachers are enthusiastic and passionate. Obviously put a lot of work into preparing material. Always happy to discuss topics with us
- High standards and expectations placed on students ensure that we really work, and thus feel a sense of achievement. Courses so far have been well planned and delivered, encouraging students into intellectual inquiry and discussion without being formulaic.
- Lecturers are superior. My learning experience has been the best. They encourage students to explore most of the specialised subjects introduced in lectures. It is a great motivation for overseas student like myself
- Good teaching that makes me try new ways of doing things. Practical application of knowledge rather than heavily theory based. Room for students to share their own knowledge rather than just listen to the lecturer

Curriculum: content and structure (2005: 22%)
(2003: 31%; 2002: 25%; 2001: 32%)

- To be able to learn the issues and ideas which I won't be able to come across in my country
- The capacity in which I can explore areas of interest at postgraduate level. The night time classes which allow me to work and study
- Postgraduate Linguistics at Sydney is not merely an advanced TESOL training course (as is the case with other universities), but it has a wider interpretation of what applied linguistics is. I have had the freedom to select my electives according to interest (which is not the English language and not language teaching).
- The areas that were tackled had significant real world importance and relevance. The theoretical aspects of the course were well balanced with practical application

Learning community: learning environment (2005: 15%)
(2003: 10%; 2002: 8%; 2001: 14%)

- The community of students within my degree course. We all were intellectually stimulated and interested in learning and pursuing our career goals which made the learning environment a communal group experience making it that much more beneficial and motivating!
- Being in classes with a group of people who are as interested and passionate about the topics as you are is a great motivating factor and fun platform to work from
- Non-intimidating learning environment. Student are generally relax and cool with whatever you say. I don't feel like I'm being judged
- The student union. Sitting around having coffee talking to friends. I believe the most important aspect of university experience. Talking to fellow students studying different subjects. Social aspect is really important and does help with academic side.

³ Number of comment received: 2005: 210; 2003: 157; 2002: 106; 2001: 85; 2000: 15

Overall satisfaction: quality of academic staff **(2005: 10%)**
(2003: 6%; 2002: 11%; 2001: 11%)

- The best aspect so far is my current subject, Writers at Work. It is a privilege to be able to share the books and writing experience with NSW writers, in the small Rogers Room in the Woolley Building.
- The lecturers are well experienced professional in their field. They provide great insight into relevant areas
- Having teachers who are also professionals from the relevant areas. (e.g. journalists to teach ethics, lawyers to teach media law). As they give practical, useful and relevant information from personal experiences
- Enjoy the fact that my teachers are active professionals and or researchers

Curriculum: practical aspects of course **(2005: 9%)**
(2003: 10%; 2002: 7%)

- The internship element is great as you have the opportunity to put into practice what you have learnt in class – it also gives you an accurate picture of the profession you are intending to go into
- The combination of theory and practice in the PR/ Media courses. Masters should have a decent amount of real practice to prepare students for their workplace
- The practical aspects were the best aspects of my degree. The academic side to the degree was interesting but the practical aspect was the most important
- The best aspect of the Master of Arts Curatorship CV Modern Art is the 'hands on' learning approach; classes held at Art Gallery of NSW with curators. These were most interesting.

Curriculum: flexibility, diversity, variety of subjects **(2005: 9%)**
(2003: 6%; 2002: 8%; 2000: 13%)

- I'm a fan of the diversity of units offered as there is enough differentiation to stimulate various learning experiences and equally enough similarities to tie them together.
- The broad range of subjects/ topics covered. It enables you to gain a further insight into different aspects of arts and attitudes within the arts that has effected how we reflect chart today
- The course is flexible in choice of units of study, type of presentation and assessment tasks. The study of units across different schools had given me great stimulation and exposure to different ways of approaching related themes eg. history, medicine, English.
- There is a relatively broad range of stimulating subjects on offer which I thoroughly enjoyed and which sparked my interest for further study. The ability to combine Creative Writing subjects with English subjects is very good.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Research led teaching	9%	4%	5%	5%
Skills development: graduate generic attributes	8%	5%	5%	6%
Learning resources: general	8%	2%	8%	6%
Good teaching: motivating, stimulating, challenging	6%	14%	14%	11%
Industry and professions: visiting staff/ lecturers etc	6%			

4.2 Analysis of comments suggesting improvements⁴

Good teaching: standard of teaching received

(2005: 16%)

(2003: 7%; 2002: 15%; 2001: 12%)

- Lecturers seemed not to have done enough planning ahead. They need to spend more time planning lectures and doing curriculum based preparation. The organisation in almost all of my courses was non-existent
- The teaching quality is very uneven X has no idea on how to run a seminar or impart information to students, it feels as if there is no quality control and whether you get a good teacher or not is simply the luck of the draw
- Certain professors were vague in their teaching methods and more clarification was needed as to what the expectations of the assignments were
- Lecturers must be responsive to replying to students queries/ emails. Lecturers must take time to guide, advise students on further degree intent and NOT just deliver lectures like a routine job function. Have an interest in your students. Have a heart.

Curriculum: content and structure

(2005: 15%)

(2003: 30%; 2002: 23%; 2001: 25%)

- The structure of the course is such that a whole semester of learning is packed into five days, which makes learning difficult
- There is a very strong interest in the Poetry Creative Writing Course. More strands in this course e.g. a topic on verse novels would be welcomed I'm sure
- Perhaps more information on how the degree is structured and how the individual courses fit into the overall design of the degree
- My previous subject in Semester 1, Communication in Professional Contexts, was disappointing. The course is incorrectly named, as it was less about communicating in the workplace, and more about how we analyse language using the modern terminology used in schools today.

Good teaching: useful and timely feedback

(2005: 10%)

(2003: 5%; 2002: 5%; 2001: 7%)

- There needs to be a lot more feedback on work handed in. In almost every case I have never received any of my work back and have no idea how my final mark was reached
- Contact with lecturers, but mostly feedback from assignments or assessment. They tend to just give you a mark and that is all!! It's important to know HOW you can improve next time.
- Prompt feedback on assignments. The delay in getting my assignments returned meant I had no idea how I was performing
- Am loving it. Perhaps receiving marks/ comments on assignments sooner rather than later in the semester would be helpful in ascertaining my performance levels

⁴ Number of comment received: 2005: 199; 2003: 135; 2002: 97; 2001: 76; 2000: 11

Overall satisfaction: quality of degree⁵ (2005: 9%)
(2003: 7%; 2002: 1%; 2001: 9%)

- As a full fee paying international student I was expecting a high quality education, and being almost done, I feel like this whole experience has been a big waste of my time and money
- I was disappointed by the large amount of Chinese students who seemed interested only in rote learning and feigning affection to get your assistance on group projects. I feel the university has sold its soul to some degree to gaining money from students that don't have an academic interest in what they are doing but are here from their own mouths "for a piece of paper".
- as this is a course that aims to produce museum workers, there really should be a greater focus on practical issues of museum design, curation, information management, etc; I am very surprised that there was no chance within the course to mount an exhibit (a common practice in other museum studies programs overseas). Overall, I am very disappointed with the program so far.
- The choice in core classes could be better. some classes were too basic (such as grammar and communication in a professional context). Not all of us are international students. Level could be higher.

Administration and organisation: general (2005: 7%)
(2003: 15%; 2002: 11%; 2001: 24%)

- Administration services and faculty communication leave a lot to be desired.
- Administration - unit of study "Writing for the Media" was absolutely disgraceful, with assessment changed during semester and no communication between different lecturers. Other subjects have been much better though.
- the academic administration - the net works really well but face to face encounters re admin have been routinely hideous - i work, so visiting the campus during the day means taking time off work - very difficult and then extremely frustrating when i am met with incompetent systems and often uninformed and sometimes incompetent staff. last summer i once found a staff member who was really helpful when i was trying to get a form signed - it was marvellous but unique. i was not ever able to find my essays with lecturer's comments from my summer school course - i visited the office 3 times over the course of a semester (very difficult to do because i work - see above) but i could not find anybody to help - even the lecturer was sessional so he could not be found either. extremely frustrating.
- paperwork and faculty admin, no-one ever seems to know about the degree. the coordinator is only at uni 1 day a week which makes meeting difficult

Appropriate assessment (2005: 7%)
(2003: 6%; 2002: 3%; 2001: 3%)

- Less structured assessment, no attendance requirements. Given that most students have to juggle work and study attendance requirements unfairly penalise poorer students who depend on work to survive.
- assessment shouldn't be one essay at the end of the year with no other feedback
- The assignments were across all units very similar e.g., essays, orals etc. There should be more options to students as many international students were disadvantaged by the focus upon writing.
- more assignments especially in practical units

⁵ Includes reputation of university/ degree; value for money; intellectual level of course content

**Faculty of Arts: Analysis of student experience:
Postgraduate coursework students: 2005**

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Good teaching: clear explanations	6%	7%		1%
Resource issues	6%	3%	6%	11%
Learning resources: general	6%	3%	2%	3%
Curriculum: practical aspects of course	6%	3%	1%	
Learning resources: library	5%	9%	3%	4%
Learning resources: physical facilities	5%	4%	4%	4%
Appropriate workload	5%	3%	6%	
Overall satisfaction: quality of academic staff	5%	2%	12%	21%
Curriculum: flexibility, diversity, variety	5%			
eLearning: uptake by staff/ students	5%		New topic in 2005	
Administration and organisation: timetabling	5%		New topic in 2005	

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁶

Customer service: quality (2005: 33%)

(2003: 43%; 2002: 58%; 2001: 62%; 2000: 63%)

- I have been dealt with reasonably quickly. All questions I have raised have been answered
- Staff understood exactly how to deal with my issues and seemed keen to help
- Generally staff were very patient with international students and that was helpful because there are quite a few questions from us as a body
- When I have had to access services, people are pleasant and helpful, I don't feel like a fool even when asking dumb questions i.e. about things I am unfamiliar with

Library services (2005: 22%)

(2003: 19%; 2002: 23%; 2001: 22%; 2000: 25%)

- Fisher library is a terrific resource - in particular I made great use of the access to online journal articles. It was convenient and helpful to be able to access these at my leisure and with no additional cost involved in this service.
- Library on-line services for accessing databases and catalogue; also reserving books and managing loans on-line. Breadth and quality of Library collections; and access to inter-library loans.
- Overall, I found LIBRARY staff to be extremely supportive and helpful, which has been particularly important to me, a returning Uni student after many years absence. My specialist subject librarian has been especially helpful.
- In relation to library services the hours of opening and the generally helpful staff are the best aspects. The hours of opening accommodate part-time and/or postgraduate students.

Administration and organisation: general (2005⁷: 10%)

(no comments on this aspect in previous years)

- My department administration staff really well organised
- Having separate administration to undergraduates – makes administration easier and faster
- The postgraduate administration staff facilitated enrolment from my distant location
- Quick response time from the Faculty of Arts and from X when I needed some help

Services provided: availability and existence (2005: 7%)

(2003: 8%; 2002: 4%; 2001: 4%)

- The services are in place and available for those who need them. And that is not always a given at universities
- I like the idea of courses offered by the student support services as they are targeted at specific problems/ difficulties which student do experience
- Availability of various resources
- It's clear what's available (I just haven't used it)

⁶ Number of comment received: 2005: 135; 2003: 100; 2002: 57; 2001: 45; 2000: 8

⁷ In 2005, this includes Faculty of Arts Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

Web communications: online access to support services

(2005: 7%)

(2003: 2%; 2002: 5%)

- Online pre-enrolment is also better than having to enrol in person - particularly for post-graduate students who work full-time.
- The intranet, with email and the ability to conduct self-administration/change subjects/addresses etc online, is brilliant - particularly for someone who finds it difficult to attend the university in business hours.
- Online facilities - allows easier access to important info.
- online web help was very useful.

NB: *All other aspects were mentioned in less than 5% of comments received.*

5.2 Analysis of comments suggesting improvements⁸

Customer service: quality (2005: 19%)
(2003: 31%; 2002: 25%; 2001: 42%)

- Listen, think out of guidelines parameter - not challenging it but just step out and listen with effectiveness and resourcefulness. Do not be afraid of more work involved. Importantly, have in depth knowledge of role, subject matter. Know the job!
- Bear in mind that it might be tiring/painful for some students to stand in line. There is not much point having chairs inside a facility when students are forced to wait outside at the door. (eg. enrolments)
- Less bureaucracy! More organisation! Sydney Uni has too much bureaucracy, and most questions or enquiries I had ended up going around in circles because no one could give me a clear answer, and so would just pass me on to someone else.
- I found some of the staff are not patient or polite enough when serving the students.

Library services (2005: 16%)
(2003: 13%; 2002: 9%; 2001: 10%)

- The East Asian Library could open longer hours to cater for part time p/g students. Move all of the EA library books to the special reserve section so it can open after hours and on the weekend.
- The library is atrocious. There is constantly books I'm looking for that are unavailable, the librarians are rude and unhelpful, books aren't put back, having photocopiers on one floor make coping for class difficult, short opening hours, recall fines are unjust as well as that system,
- Library services. Students should be verbally told when their books are due back as they check them out, as it is confusing to find that different books are loaned for different periods of time - only discovering so after being fined.
- The Fisher Library -> many times the books which I have looked for have been 'missing' or 'misplaced'. I don't find this library overly reliable.

Administration and organisation: general (2005⁹: 16%)
(2003: 2%; 2001: 6%)

- Faculty Administration : The closing hour of Faculty of Arts is too early. It should open till 530 pm for one day during the week.
- I need to be able to get through to faculty staff as well as administrative staff when I phone because I am a part-time student and work full time.
- admin at the Faculty of Arts office was incompetent and frustrating by their lack of help and their bad attitudes. I'd have to say that it has unfortunately soured my Usyd experience, and the sooner the university realises that students are also paying clients the better, as there are some aspects of the service which are severely lacking and no where near worth the \$10,000+ it's cost me to do this post-grad degree.
- Faculty Offices are under-resourced and often take weeks to respond to enquiries; and have queues so long during peak periods that it is impossible for coursework postgrad students, who also have jobs , to attend to the many admin matters that MyUni can't/won't handle.

Customer service: opening hours (2005: 13%)

⁸ Number of comment received: 2005: 146; 2003: 91; 2002: 56; 2001: 50; 2000: 4

⁹ In 2005, this includes Faculty of Arts Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

(2003: 3%; 2002: 9%; 2001: 14%)

- Opening hours could be extended to accommodate part time students or those who come from work rather than closing at 5pm or only opening to 5.30pm on selected days. Staying up to date with current administration changes.
- Administration offices and student services are not very postgraduate friendly. The opening and closing hours do not accommodate for students which work full time and unable to arrive at the university before 5pm.
- open departmental offices at hours accessible to part time students answer the phone train staff so they know the answer to questions find ways to manage the processes so queues are reduced do not tolerate poor staff performance - manage poor staff and manage them out if they don't improve
- Be open when Postgraduate students are on campus for a start; not send Postgraduate students on an admin merry go round: not treat Postgraduate students with contempt: have equipment available/accessible when Postgraduate students are on campus not JUST FOR UNDERGRADUATES WE POSTGRADUATE STUDENTS EXIST TOO, WE NEED SUPPORT!!

Web communication: intranet/ internet

(2005: 9%)

(2003: 13%; 2002: 7%)

- The University website is a disaster and difficult to navigate. Old information should be taken off the web and new information should be frequently updated.
- Internet free access is way too small and I was continually paying my own way on that. I feel that is unfair - and compares poorly say with UNSW.
- Web site is sometimes confusing -> sometimes difficult to know which links to take for certain services.
- Simplify the student web info - too much clutter, too much need to scroll down across the screen.

Web communications: online access to services

(2005: 9%)

(2003: 1%; 2002: 4%)

- We need to be able to do more of the administration online. less paper, more computers!
- It would be good to be able to do more pre-enrolment online when commencing the course.
- Being able to completely enrol, (including getting student ID card) without having to attend on campus
- If all enrolment procedures and forms (like deferment etc) could be done over the web - this would be of much greater convenience for postgrads who work full-time. And it would be nice to be advised in advance of any pending jump in costs.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Communication	6%	2%	7%	
Administration and organisation: enrolment	8%	1%		2%
Customer service: staffing levels	5%	3%	5%	6%
Customer service: student support: part-time students	7%	3%	9%	6%

Other services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Computer access centres: university	8%	11%	4%	10%
International Office	5%	10%	4%	

6 International students' comments

This year, for the first time, comments have been received as an Access database, which allows for interrogation under categories of students. The following is an analysis of the comments received from international postgraduate coursework students in the Faculty of Arts who responded to the SCEQ in 2005. These comments have also been included in the overall analysis of comments from postgraduate coursework students in the Faculty of Arts.

Results are shown as a percentage of comments in which the aspect was mentioned. Sample comments have not been included since in most cases less than five were received on a particular aspect. However, some comments from international students have been included in Sections 4 and 5 of this report. Only aspects that have received more than 5% of comments are listed.

6.1 Degree course experience

Analysis of comments referring to the best aspects (49 responses)

<i>Aspect</i>	<i>% of comments received</i>
• Good teaching: standard of teaching received	24%
• Curriculum: content and structure	18%
• Research led teaching	18%
• Learning community: learning environment	16%
• Skills development: generic graduate attributes	12%
• Curriculum: practical aspects of course	10%
• Learning resources: general	10%
• Good teaching: motivating, challenging, stimulating	8%
• Learning community: class sizes	8%
• Overall satisfaction: quality of academic staff	6%
• Industry and professions: visiting staff/ lecturers	6%

Analysis of comments relating to aspects that could be improved (51 responses)

<i>Aspect</i>	<i>% of comments received</i>
• Good teaching: standard of teaching received	33%
• Good teaching: useful and timely feedback	18%
• Curriculum: content and structure	16%
• Curriculum: practical aspects of course	12%
• Overall satisfaction: quality of degree	10%
• Resource issues	8%
• Communication	8%
• Overall satisfaction: quality of academic staff	6%
• Learning community: learning environment	6%
• Learning community: class sizes	6%
• Clear goals and standards	6%
• Good teaching: clear explanations	6%
• Learning resources: physical facilities	6%
• Administration and organisation	6%

6.2 Experience of student administration and student support services

Analysis of best aspects of the student administration and support services

(41 responses)

Aspects of student administration and support services:

<i>Aspect</i>	<i>% of comments received</i>
• Customer service: quality	15%
• Services provided: variety of services	5%
• Administration and organisation: general	7%

Specific student support services

<i>Aspect</i>	<i>% of comments received</i>
• Library services	34%
• International Student Services Unit	12%
• Campus security: bus service	7%
• Computer Access Centres: university	7%
• Health Service	7%
• International Office	7%
• Learning Centre	5%

Analysis of aspects of the student administration and support services that could be improved (43 responses)

Aspects of student administration and support services:

<i>Aspect</i>	<i>% of comments received</i>
• Administration and organisation: general	23%
• Customer service: quality	14%
• Communication	5%
• Administration and organisation: enrolment	5%
• Services provided: advertisement of services	5%

Specific student support services

<i>Aspect</i>	<i>% of comments received</i>
• Library services	21%
• International Office	19%
• Computer Access Centres: university	14%
• International Student Services Unit	5%