

**FACULTY OF DENTISTRY**  
**STUDENT RESEARCH EXPERIENCE QUESTIONNAIRE (SREQ)**  
**POSTGRADUATE RESEARCH STUDENTS**  
**ANALYSIS OF OPEN RESPONSE COMMENTS: 2005**

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## **1 Introduction**

The Student Research Experience Questionnaire (SREQ), which evaluates the quality of research higher degree students' experiences, was introduced in 2002. As part of the questionnaire postgraduate research students are asked to provide comments on the following:

- What are the best aspects of your research higher degree experience?
- What aspects are most in need of improvement?

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 research students in the Faculty of Dentistry in 2005.

In 2005 9/13 students who responded to the SREQ provided comments on the best aspects of their degree experience, and 8/13 on those that were considered to be in need of improvement.

## **2 Arrangement**

1. Analysis of comments referring to best aspects of the degree course
2. Analysis of comments referring to aspects that could be improved

Responses are ranked according to the number of times an aspect occurs in the comments received. Due to the low number of responses received, and to maintain student confidentiality, no comments are provided. It is statistically invalid to convert this low number into percentages. Therefore results are expressed as raw numbers.

## **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 SREQ quantitative analysis reports. Within the taxonomy, categories used for the SREQ are identical to the SREQ factor scales, with the addition of Administration and organisation, Ethics Administration, Academic Board policies, International Office, and other administrative areas and support services. This taxonomy is under constant revision as the need to sub-divide categories and create new ones becomes apparent.

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

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.

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**4 Analysis of comments referring to the best aspects<sup>1</sup>**

	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>
Quality of supervision: supervisor	5	1	5	5
Quality of infrastructure: physical facilities: workspace, buildings, office etc	3			1
Generic skills: working independently	2	4	1	2
Quality of supervision: flexibility of program	2		1	1
Quality of infrastructure: research resources: library	2			2
Generic skills: graduate attributes	1	8	5	9
Overall satisfaction: satisfaction with research	1	5	1	
Research climate: conference attendance: international	1			
Research climate: supportive work environment	1		1	

**5 Analysis of comments suggesting improvements<sup>2</sup>**

	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>
Quality of infrastructure: physical facilities: workspace, buildings, office etc	3	6	3	4
Quality of infrastructure: funding: other (not scholarships/ PRSS)	2	4	5	7
Quality of supervision: progress reports	2			1
Research climate: interaction with other research students (study related)	1	2	1	1
Generic skills: technical skills	1	1		
Quality of infrastructure: physical facilities: computing facilities and resources	1			
Quality of infrastructure: research resources: non library	1			
Research climate: isolation: training hospitals, clinics etc	1			
Research climate: part of research community: general comments	1		3	2

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<sup>1</sup> Number of comment received: 2005: 9; 2004: 13; 2003: 18; 2002: 25

<sup>2</sup> Number of comment received: 2005: 8; 2004: 13; 2003: 18; 2002: 25