

**FACULTY OF HEALTH SCIENCES**

**STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)  
ANALYSIS OF OPEN RESPONSE COMMENTS 2003**

**POSTGRADUATE COURSEWORK STUDENTS**

NB: *The number of comments received on each aspect is displayed as a percentage of the total number of comments received for each question. Total number of comments received for each question is provided in footnotes.*

NB: *Due to the low number of responses received no data is provided for comments received in 2000. It is statistically invalid to convert this low number into percentages.*

**1 Degree course experience**

**SCEQ 2003 OR Q 37<sup>1</sup>      What are the best aspects of your degree course?**

**Students are happy with some aspects of the curriculum** (2003: 31%)  
(2002: 21%; 2001: 29%)

- Course content because the information provided is right up to date
- It's current, allowed to change as time goes on, it evolves. It's distance learning. I can work at my own pace. Course keeps up with technology, technology is evolving, and course evolves with it
- Subject content – this is inherently interesting and course books contain valuable and interesting information

**Students appreciate the standard of teaching received** (2003: 17%; 2002: 1%; 2001: 5%)

- The teaching, so well explained. You weren't writing the whole way through. Given appropriate information. Practicals were relevant to theory
- The quality of teaching has been high and academic staff are accessible
- The teaching staff who make an effort to ensure concepts are understood

**Students appreciate the flexibility of their course** (2003: 16%)  
(2002: 10%; 2001: 20%)

- Flexibility – as a full time worker the ability to work at your own pace is invaluable
- Flexibility of learning via distance mode, no pressure to get the work done and understanding of other (e.g. work) commitments. My own pace
- Flexibility (offered after hours), choice of units is interesting and diverse, and suited my interest and career aspirations.

**The course is relevant to the students' career/ work** (2003: 11%)  
(2002: 16%; 2001: 9%)

- The subject matter is relevant to the industry I work in and clarifies or creates a greater understanding of data management
- It helps me develop in my work place. I am more skilled in my profession
- The course is following Problem Based Learning strategy which offers me a useful way to solve any problems I have encountered or will encounter in the future

**Lecturers and tutors are viewed favourably** (2003: 9%)  
(2002: 16%; 2001: 26%)

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<sup>1</sup> Number of comments received: 2003 – 200; 2002 – 172; 2001 – 66; 2000: 17

- Lectures are given by experts in subjects (good work!!!)
- The course coordinator has gone to great lengths to source interesting, contemporary and stimulating guest speakers
- Well qualified staff with excellent research base help make subjects interesting and applicable to current clinical practice

## **SCEQ 2003 OR Q 38<sup>2</sup>                      What aspects of your degree course could be improved?**

**Students are dissatisfied with some aspects of the curriculum** **(2003: 30%)**  
(2002: 27%; 2001: 23%)

- If this University Course is to continue there should be more emphasis on broader aspects of physiotherapy in general. There are a number of different management techniques now in physiotherapy, but the physio faculty seems to be running behind the profession in general, and are too interested in their own research and findings. Until they have a more accepting approach, they will be producing therapists with a higher degree, but with little skills in multiple management techniques.
- Although some subjects relate to my job, others at time seem irrelevant, would be good to show lecturers exactly what is done at my work place for the benefit of future students studying in this speciality
- The course needs on campus classes so there can be interaction with other students and more interaction with lecturers

**Useful and timely feedback would be appreciated** **(2003: 18%)**  
(2002: 17%; 2001: 14%)

- Feedback from lecturers on assignments. I need this to know where I went wrong and to improve. I am about to graduate and still do not have some assignments returned yet.
- Some tutors not giving feedback on how to improve my work
- Lecturer feedback – I have received a grade but no real comments about work – where I could improve etc – this is only in one unit – the lecturer for the second unit is excellent

**Students are unhappy with the administration of the course** **(2003: 11%)**  
(2002: 10%; 2001: 4%)

- Ensuring that all course unit information is distributed to students before the start of each semester and resources used in same are available for student access
- The administration of the program/ course e.g. Correspondence, turn around/ feedback time can be shortened so that we can get answer from admin sooner
- I was told that all assessments must reach the Uni by the Friday of each due week date. However, this should be changed to read "all assessments must be postmarked by the Friday of each due week". People that live in the city can drop their assessments in to the Uni on the due date. But for country people my mail takes 3 days to get to the Uni so I actually have 3 days less to complete my work.

**Students would like clearer explanations of expectations from lecturers** **(2003: 9%)**  
(2002: 6%; 2001: 7%)

- Communication of the lecturers such as what is expected in assignments and accessible in answering questions with clear explanations
- Communication with some lecturers (not all). At times it is very difficult to understand expectations
- One subject did not clearly explain what was expected of the students when completing assignments

**Students are unhappy with the standard of teaching received** **(2003: 8%)**  
(2002: 6%; 2001: 7%)

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<sup>2</sup> Number of comments received: 2003 – 180; 2002 – 152; 2001 – 69; 2000 - 18

- Some of the lectures have been very poorly taught with lots and lots of writing but notes should be available on the website so students can concentrate on content
- The lecturer did not have an engaging teaching style
- Lecturing standards are often poor, academics don't always make great teachers (no teaching qualifications)

## **2 Experience of student administration and student support services**

### **SCEQ 2003 OR Q 67<sup>3</sup> What are the best aspects of the student administration and student support services?**

**Staff are friendly, helpful and efficient** (2003: 37%)  
(2002: 44%; 2001: 42%; 2000: 42%)

- The postgraduate admin staff at FHS are very helpful
- The staff at the Central Administration is helpful in assisting me to get through a various range of application
- Very supportive, listening. If they couldn't solve the problem, they would get back to you with a better solution

**Library staff and services** (2003: 16%)  
(2002: 11%; 2001: 12%)

- As only used the library – the librarians in particular down from Health Sciences library is extremely helpful and shows strong knowledge about the resources of the library etc. Library open till 9pm is really good for postgraduate
- Library has an excellent range of material. Excellent off campus access
- Library I always found books I wanted and it's good that I could access other libraries books too

**Services are accessible and convenient** (2003: 7%)  
(2001: 8%)

- Good to know they are there even though I don't use them
- Easy to access support services available to everyone
- Access to things like bookshops, gyms, healthcare on campus – is very convenient and much appreciated and add some buzz to the environment

**Intranet/ internet services** (2003: 5%)  
(2002: 4%)

- Direct access via online support systems. As a distance student easy access is critical
- The website, if you want to email or ring up you can
- Computer access to databases, MyUni and WebCT were excellent and useful to offsite student

#### **Other aspects mentioned include:**

- International student experience/ support (2003:3%)

#### **Other services mentioned by name include:**

- Cumberland Student Welfare (2003: 5%) (2002: 3%; 2001: 3%)
- Computer Access Centres (2003: 4%) (2002: 3%; 2001: 8%)

### **SCEQ 2003 OR Q 68<sup>4</sup> How could student administration and student support services be improved?**

<sup>3</sup> Number of comments received: 2003 – 114; 2002 – 95; 2001 – 26; 2000 - 12

<sup>4</sup> Number of comments received: 2003 – 90; 2002 – 85; 2001 – 33; 2000 - 9

**Staff could be more knowledgeable, helpful and efficient** (2003: 44%)

(2002: 54%; 2001: 36%)

- I hope the student admin can respond departmental students inquiries in a shorter time period i.e. increase efficiency
- Friendlier telephone service for distance education students
- Someone always there to take messages or take calls. Should have a call back system

**Library staff and services** (2003: 13%)

(2002: 16%; 2001: 27%)

- More recent journals would be nice
- Library resources (reference text) did not seem readily accessible or available for distance education
- Library staff appear to be 'inconvenienced' by questions/ inquiries!

**Service opening hours should be changed** (2003: 10%)

(2002: 4%; 2001: 9%)

- The student administration office open longer hours
- I have always found it difficult to access services from the administration office during lunch hours when I visited the uni for brief periods for course contact. This has been frustrating
- To be open during common lunch periods from 12 – 1 when most students have a lunch break

**Dissatisfied with intranet/ internet services** (2003: 7%)

(2002: 7%; 2001: 9%)

- Server sometimes get down, sometimes quite slow esp during peak time
- Online study – using intranet often difficult to log on and I had problems with outside access and searching databases
- There seems to be internet server problems at critical university times (exam periods and prior)

**Computer Access Centres** (2003: 6%)

(2002: 2%; 2001: 6%)

- The computers in our Occupational and Leisure Science Computer Centres are quite old and slow. We cannot use USB
- Need more computers – can be difficult to get one. Maybe need a postgraduate computer centre with free printing etc
- More computers

**Other aspects mentioned include:**

- More staff should be employed (2003: 3%) (2002: 1%; 2001: 3%)
- Lack of services at Cumberland/ isolation issues (2003: 3%) (2002: 2%)

**Specific services mentioned by name include:**

- International Office (2003: 3%) (2002: 1%; 2001: 3%)