

FACULTY OF HEALTH SCIENCES

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

UNDERGRADUATE 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.*

1 Degree course experience

SCEQ 2003 OR Q 37¹ What are the best aspects of your degree course?

Students appreciate the practical aspects of the curriculum (2003: 45%)

(2002: 41%; 2001: 41%; 2000: 51%)

- Work placement during the first semester of this year was good, because not only it's a hands on learning but it also supported and helped me clearly understand the lectures
- The practical experiences – work placement or practical lessons. I enjoy them and feel I learn a lot more in this situation
- Clinical placement: allows practical experience, puts theory into practice, extends learning and provides future contacts.

Students are satisfied with the content and structure of the curriculum (2003: 22%)

(2002: 26%; 2001: 23%; 2000: 25%)

- The amount of work is perfect and course content is very applicable and easily understood. I rarely feel overwhelmed
- Balance of pure Science and Behavioural Psychology which complement each other and give me the feeling of receiving a holistic type of learning which is applicable in the real world. Being able to explore application of academic knowledge, both through case studies examples (problem based learning) and the opportunity to experience and develop real professional skills in the workplace and on fieldwork placements
- The course is comprehensive and includes a broad range of subjects and clinical experiences

Students are happy with the standard of teaching received (2003: 15%)

(2002: 12%; 2001: 19%; 2000: 23%)

- There are some lecturers who are dedicated and really interested in helping students learn
- Most lecturers are willing to help if I have questions – it's a comfort to know that if I have a problem I can get help
- Most lecturers put a lot of effort into the classes helping to make them interesting and keep us enthusiastic

¹ Number of comments received: 2003 – 199; 2002 – 232; 2001 – 232; 2000: 65

Students feel part of a learning community

(2003: 13%)

(2002: 12%; 2001: 8%; 2000: 11%)

- Small class, therefore they become your second family. Everyone knows each other and more than willing to help one another when someone is in need.
- The close knit group of people doing the course friendly and helpful staff
- That we are like a community.. we do everything together.. unlike many courses at Main Campus where there are about five times the number of people in lecture theatre. I feel that it is more personal

SCEQ 2003 OR Q 38²

What aspects of your degree course could be improved?

Students are dissatisfied with some aspects of the curriculum

(2003: 34%)

(2002: 32%; 2001: 34%; 2000: 40%)

- The subjects studied – a few of the compulsory subjects just seem to be a waste of time and effort. I don't believe I am learning much from them that can help me in my career choice
- Some subjects we do, do not have relevance to the degree. It is also these subjects that take up most of the study time. We don't have time to study our core areas properly
- I feel that subject dedication time needs to be altered, more relevant and difficult subjects should be given more time and less time spent on the fuller subjects like Psych etc.

Students are unhappy with their workload

(2003: 18%)

(2003: 20%; 2001: 20%; 2000: 21%)

- Take off a subject in each semester would reduce the load so much. The nature of Health Science degrees is that they're full-time course, but consideration is NEVER given to the fact that if you're at Uni all day when do you earn money to live? The recommended reading and the hours required are quite unrealistic! Sure the subjects may need to be studied, but seriously spare a thought for people who have to work all weekend and during the week and then have to face unrealistic loads of uni work on top of it?
- Amount of content should be re-examined, as FHS students we are often at uni for longer hours than most other courses, and still have a lot more work to complete at home, what is expected of us is sometimes a bit too much
- Assessments were very close together in the end of semester before final exams. It is too much to cope with and prevents learning

Students are dissatisfied with the standard of teaching received

(2003: 16%)

(2002: 19%; 2001: 19%; 2000: 23%)

- The lectures could be modernised. Some lecturers (only a few) present the lectures as they would appear to always have done, and hence could be improved in their presentation but are kept just the same
- Several lecturers could update their presentation formats at least to printed overheads and not hand written overheads
- One lecturer was complained about because the majority of students found they could not understand the way he presented material. Complaints were made through a year representative and school rep but nothing was done. I later heard that most years complain and yet he has not been made to improve his teaching style. That the same complaints surface year after year and are inadequately dealt with year after year speaks volumes about a University's commitment to teaching and to its students.

² Number of comments received: 2003 – 199; 2002 – 232; 2001 – 237; 2000: 57

Students are unhappy with the practical aspects of their curriculum (2003: 11%)
(2002: 12%; 2001: 11%; 2000: 14%)

- Clinical placements – please tell us students way in advance where we are going for our placements instead of telling us one week before hand or even less
- A field work placement program that takes into account student’s previous fieldwork experiences and promotes students having a wide variety of placements over four years in different treatment settings to ensure that students have a wide base from which to make career decisions
- More clinical days in years one and two so students get an idea of what an Orthoptist does day to day and can decide then if they wish to continue in the course and if it is really for them

2 Experience of student administration and student support services

SCEQ 2003 OR Q 67³ What are the best aspects of the student administration and student support services?

Staff are friendly, helpful and efficient (2003: 47%)
(2002: 53%; 2001: 48%; 2000: 56%)

- Student admin – both the school and faculty – friendly, willing to answer questions
- In my experience they have always been able to provide information required or advised me how to go about gaining info/ service I needed
- The best aspect is the staff. Most of them are friendly and willing to help which makes everything pleasant

Library staff and services (2003: 15%)
(2002: 13%; 2001: 12%; 2000: 18%)

- Library – journal articles/ research is updated regularly which is beneficial for my degree
- Remote access log in to the library is useful
- The ability to access the online databases for research is very useful as it allows us to utilise up to date research papers

Computer Access Centres (2003: 14%)
(2002: 11%; 2001: 7%; 2000: 10%)

- Computer labs are excellent – open at useful hours and have helpful staff
- I am very impressed with the new Cumberland faculty computer centre
- I am very happy with the renovations to improve the computer labs at Cumberland. They are now always enough computers

Services are accessible and convenient (2003: 8%)
(2002: 10%; 2001: 9%; 2000: 4%)

- Centrally located – easily accessible
- They appear easily accessible, for people who wish to seek them
- They are there if you need them

Other aspects mentioned include:

- Use of intranet/ internet (2003: 8%) (2002: 5%; 2001: 3%; 2000: 8%)
- Availability and existence of services (2003: 7%) (2002: 9%; 2001: 13%; 2000: 8%)
- Variety of services available (2003: 3%) (2002: 7%; 2001: 4%; 2000: 2%)

Specific services mentioned by name include:

³ Number of comments received: 2003 – 128; 2002 – 116; 2001 – 140; 2000 - 50

- Cumberland Student Guild (2003: 5%) (2002: 2%; 2001: 4%; 2000: 2%)
- Cumberland Student Welfare (2003: 2%) (2002: 3%; 2001: 4%)

SCEQ 2003 OR Q 68⁴ How could student administration and student support services be improved?

Services should be advertised more widely (2003: 20%)
(2002: 17%; 2001: 20%; 2000: 25%)

- Half the Student Support Services I have not even heard of and neither has anyone I have asked. I would have definitely used as majority of them if I had known they existed. Therefore something needs to be done to let students know what services are there to help them
- Most of the services I didn't even know about so an increase in awareness in them could be helpful
- I wasn't even aware that some of these services existed. I think we should get a booklet at the beginning of each year explaining what each of these services offer

Library staff and services (2003: 20%)
(2002: 26%; 2001: 23%; 2000: 39%)

- Newer books available as in 5 years old not 20 years old which aren't acceptable in assignments
- Health Sciences Library Closed Reserve System – often not enough books/ learning resources available for all students on the course, and very difficult to access even with the closed reserve system
- Overall I was extremely dissatisfied with the library staff. In the whole year I have had one librarian who has been consistently nice and helpful. All the others have been rude. A happier demeanour by the staff would make people more willing to use the resources that are available.

Staff are unfriendly, unhelpful and inefficient (2003: 17%)
(2002: 18%; 2001: 13%; 2000: 14%)

- Generally unfriendly and at times incompetent
- Maybe be a bit nicer. Sometimes when you went you felt like you were an inconvenience
- Takes a while or many visits for problems to be addressed

Service opening hours should be changed (2003: 9%)
(2002: 6%; 2001: 6%; 2000: 11%)

- Student admin should be open in the student lunch time to pay for things, especially Tuesday and Thursday in common lunch
- Student admin hours extended, open during common lunch periods
- The cashier could have lunch in a different time to when the students have lunch i.e. be open between 12 – 1pm

Other aspects mentioned include:

- More services available on campus (2003: 8%) (2002: 7%; 2001: 6%; 2000: 4%)
- Intranet/ internet services (2003: 8%) (2002: 9%; 2001: 6%)
- Appoint more staff at peak times (2003: 4%) (2002: 3%; 2001: 2%; 2000: 4%)

Specific services mentioned by name include:

- Computer access Centres (2003: 5%) (2002: 15%; 2001: 13%; 2000: 18%)
- Security services (2003: 5%) (2002: 4%; 2001: 3%; 2000: 7%)
- Counselling Service (2003: 5%) (2000: 7%)

⁴ Number of comments received: 2003 – 133; 2002 – 120; 2001 – 128; 2000 - 28