

## FACULTY OF LAW

### 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.*

#### 1 Degree course experience

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

###### Students are satisfied with some aspects of the curriculum (2003: 43%)

(2002: 23%; 2001: 39%; 2000: 24%)

- Diversity of subjects offered and focus on current topical issues which are relevant in today's environment and applicable to the workplace
- The four day intensive subjects made it easier to undertake postgraduate studies
- Choosing the subjects I am interested in doing. Availability of intensive subjects – they're great, especially since I'm working

###### Lecturers and tutors are viewed favourably (2003: 36%)

(2002: 39%; 2001: 30%; 2000: 29%)

- Lecturers are experienced practitioners in their field
- Interaction with academics who are leaders in their fields assists in developing interests, research and understanding
- Having exposure to practitioners who are leaders in their field and up to speed with most recent developments

###### Students are happy with the standard of teaching received (2003: 19%)

(2002: 10%; 2001: 9%)

- The lecturer provided a logical path through complex material. She listened to and answered questions with patience and insight
- Most of the teachers/ lecturers wanted to teach and wanted to be there
- The teaching staff are brilliant and well-experienced to deal with even foreign students. I found them quite internationally professional

###### Students found the course motivating, stimulating and challenging (2003: 6%)

(2002: 13%; 2001: 7%; 2000: 9%)

- Most, if not all of the experienced and guest lecturers held very intellectually stimulating lectures which inspired me to learn more about the subject
- Interesting topics. Motivates learning
- The lecturers are all passionate about the subjects they teach and are very knowledgeable. It is inspirational

###### Graduate attributes (problem solving, analytical skills etc) are being developed (2003: 5%)

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<sup>1</sup> Number of comments received: 2003 – 140; 2002 – 108; 2001 – 123; 2000: 34

(2002: 7%; 2001: 3%; 2000: 6%)

- Developing analytical skills and confidence for problem solving
- I have now finished my degree and found the research skills, analytical and creative thinking skills the best aspect
- Has sharpened my analytical skills, to improve my confidence to tackle controversial issues

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

**Students are unhappy with some aspects of the curriculum** **(2003: 28%)**

(2002: 17%; 2001: 27%; 2000: 40%)

- The course fails to address advanced aspects sufficiently
- Although a large selection of subjects areas are available to choose from not every subject is available each year. Because of this I was unable to do a particular subject
- I realise that there are differing preferences re intensives v weekly classes but the intensives are particularly difficult if more than two days at a time are required and it is preferable if two days are followed by say a fortnights break before the next days.

**Useful and timely feedback would be appreciated** **(2003: 17%)**

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

- The feedback from staff in respect of assignments is usually insufficient. As this is generally the only method of assessing performance and progress, this should be improved
- More feedback from lecturers when they mark papers
- When returning papers/ essays, I feel it would be of great help to have detailed analysis/ comment on my work, as opposed to just brief comment allied to a numerical mark. With detailed comments you would know what you were doing right, and what could be improved.

**Students are unhappy with the standard of teaching received** **(2003: 16%)**

(2002: 17%; 2001: 10%; 2000: 3%)

- One inexperienced lecturer taught their course without going through pertinent concepts, choosing instead to continually emphasise on how to answer exam questions. They were also defensive in lectures whenever students raised questions which drowned any remaining interest I had in the topic.... I strongly feel that besides evaluating guest lecturers, students should also be allowed to evaluate Faculty lecturers as a means of providing feedback to the lecturers
- Some lecturers simply rush through the material rather than making the course interesting and allowing for discussion
- There is still a wide range of quality between the teaching of different units – students who want to learn get far more out of a well-prepared course than from a lecturer who has not prepared, or is teaching out of their key field

**Students are unhappy with general learning resources (e.g. course readers)** **(2003: 10%)**

(2002: 13%; 2001: 5%; 2000: 7%)

- The quality of the copying on supplementary material was terrible
- Some reading materials were completely outdated
- Course materials for intensives should be distributed much earlier. I received materials about two weeks prior to the course and, given the amount of reading etc, expected on top of work, it was not possible to continue with the course

**Students are dissatisfied with some aspects of assessment** **(2003: 8%)**

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<sup>2</sup> Number of comments received: 2003 – 115; 2002 – 102; 2001 – 98; 2000 - 30

(2002: 6%; 2001: 9%; 2000: 7%)

- More take home exams – best assessment for those who are time poor
- Exams should be made harder. Those who study for exams should be rewarded
- Assessment based on one piece of work (e.g. a long essay) puts too much pressure on students and doesn't test course understanding. Appropriate for research – but not for coursework subjects

## **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: 66%)**

(2002: 57%; 2001: 62%; 2000: 53%)

- The Postgraduate Department and other support staff on Level 12 of the Law Building are excellent
- I have appreciated the services of the postgraduate law office who have always attended to my queries promptly and efficiently
- They have been prompt with helping me, which is fantastic for me as I am based interstate

#### **Library services and staff (2003: 20%)**

(2002: 18%; 2001: 17%; 2000: 24%)

- It was good that most of the reference material also had online versions in addition to the hardcopies, as this allowed more students to access the materials
- The library is an excellent resource with helpful staff and great electronic resources. Even if a book/ journal isn't on the shelf, you can still get a copy via the electronic resources
- Library is accessible for students like myself who work full-time and I find the library staff to be very helpful

#### **Students appreciate the intranet and internet services (2003: 12%)**

(2002: 14%; 2001: 9%; 2000: 6%)

- Intranet services are very helpful
- The university website generally and the Faculty website in particular are excellent sources of information
- Intranet services were regularly updated though often not easily found

#### **Students appreciated the variety of services available (2003: 5%)**

- Range of services if needed
- Good to attempt to include everyone – good list of services
- I am aware of the support services offered and will use them when I need to. I feel this knowledge alone is a benefit

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

- Enrolment process (2003: 4%) (2001: 2%)
- Opening hours (2003: 1%) (2002: 2%; 2001: 9%)
- International student experiences (2003: 1%) (2001: 2%)

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<sup>3</sup> Number of comments received: 2003 – 82; 2002 – 56; 2001 – 47; 2000 - 17

**Other services mentioned by name include:**

- Student centre (2003: 2%) (2001: 2%)
- Computer Access Centres (2003: 1%) (2001: 6%)
- Learning Centre (2003: 2%)
- Casual Employment Service (2003: 1%)
- Security Services (2003: 1%)

**SCEQ 2003 OR Q 68<sup>4</sup> How could student administration and student support services be improved?<sup>5</sup>**

**Staff are rude, inefficient and unhelpful (2003: 27%)**  
(2002: 31%; 2001: 46%; 2000: 53%)

- Some of the staff on the Level 12 desk – Law building – need to improve their services and attitude to those of us who cannot afford ‘Armani suits’. I feel they are condescending and arrogant
- No major changes just a bit more efficiency would be appreciated
- I often called specific areas in admin and got a voicemail very annoying. It would be great if message service gave option of leaving message of transfer to another staff member

**Library services and staff (2003: 24%)**  
(2002: 22%; 2001: 20%; 2000: 32%)

- While I understand that library staff can be overwhelmed by student enquiries, from my perspective (and with some exceptions), most library staff are aloof, imperious and reluctant to help
- It would be good to have greater online access to journals and periodicals
- The Law Library was a mess, there were so many books that hadn’t been reshelved that I found it difficult to find the books. There needs to be more Law Library staff

**Students feel isolated from these services (2003: 17%)**  
(2002: 2%; 2001: 6%)

- As a part-time postgraduate student at Law Faculty (located outside the main campus) I have not had the opportunity to meet any student support staff or used any of the services. Perhaps these should be extended to cover all students, not only those attending the main campus or on a full-time basis
- I felt that due to the fact that I was solely on the Law campus, I did not receive many of the services available to students on other campuses. As it was inconvenient for me to go to the main campus, I did not benefit
- Being part of the Law Faculty, many student services were not available to one, especially as a postgraduate.

**Other aspects mentioned include:**

- Administration and organisation of course (2003: 8%) (2002: 11%)
- Opening hours unsuitable (2003: 7%) (2002: 11%; 2001: 11%; 2000: 11%)
- International student experience (2003: 3%) (2002: 2%; 2001: 4%)
- Lack of consideration for part-time students (2003: 3%)

**Specific services mentioned by name include:**

- Computer Access Centres (2003: 7%) (2002: 2%; 2001: 2%; 2000: 5%)
- International Office (2003: 7%) (2002: 2%; 2001: 4%; 2000: 11%)

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<sup>4</sup> Number of comments received: 2003 – 59; 2002 – 54; 2001 – 55; 2000 – 19

<sup>5</sup> 10 comments received in answer to this question were not counted as they reflected positive experiences of student administration and student support services. This is high compared to some other faculties.