

## FACULTY OF LAW

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

###### Students are satisfied with some aspects of the curriculum (2003: 28%)

(2002: 27%; 2001: 24%; 2000: 19%)

- The best aspects of my degree is the clear structure of the degree itself, and the fact that summer school offers some of my degree requirements. A well structured degree is important because each subject leads to another in a logical fashion allowing students to plan their degree majors/ minors
- My law degree is good because there are many electives to choose from
- Combines intellectual discipline and rigour while still producing sense of practicality of the degree and the subjects taught

###### Students are happy with the standard of teaching received (2003: 25%)

(2002: 24%; 2001: 26%; 2000: 14%)

- As part of my LLB I was able to meet the most motivated and enthusiastic academic staff. These people were excellent teachers who encouraged me to push myself academically, but were always understanding of any problems that I had
- I enjoyed stimulating lectures. Lecturers who are inspiring propelled me to attend the lectures more
- Lecturers who really care about what they're teaching and who understand what it was like to be a student

###### Lecturers and tutors are viewed favourably (2003: 18%)

(2002: 16%; 2001: 16%; 2000: 29%)

- Most of the lecturers have written textbooks so we have a very qualified staff
- Being taught by practicing professionals is good
- The people who were teaching had a hands on experience of the Law Community and it put it into context

###### Generic attributes (problem solving, analytical skills etc) are being developed (2003: 13%)

(2002: 13%; 2001: 7%; 2000: 6%)

- Analytical skill development and the type of thinking which comes through in open book exams and problem solving skills
- It is relevant to everyday life and has improved my written and analytical skills
- The ability to analyse a problem and provide a practical solution to this problem

###### Students feel part of a learning community (2003: 10%)

(2002: 13%; 2001: 7%; 2000: 11%)

---

<sup>1</sup> Number of comments received: 2003 – 220; 2002 – 176; 2001 – 202; 2000: 70

- Atmosphere – students are generally keen to learn
- Like the students and studying with nice people
- People are there to learn, not just to waste their time until they find out what they want to do in their life

## **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: 20%)  
(2002: 19%; 2001: 20%; 2000: 22%)

- Things could tie in more together. Can't really relate them to each other. Coordination needed. Like not walking down one path. Linking different things you're learning would help you feel you know a lot more. Some things don't seem to relate, no deep or sound knowledge of anything
- There wasn't enough about General Law and writing techniques
- There are certain crucial areas of law that simply are not taught properly at an early stage in the curriculum. It baffles me that Personal Property is no longer a compulsory or even an elective subject when it is at the core of modern law

**Students are unhappy with the standard of teaching received** (2003: 20%)  
(2002: 19%; 2001: 15%; 2000: 11%)

- Appallingly bad lecturers like in one first year graduate subject. So bad I don't turn up enough to know his/her name. Confusing, patronising, rude to students and laughs at their mistakes, jumps from one topic to another, refuses to follow the course guide and speak very quickly over important points then refuses to explain them further.
- Some lecturers are shocking and not inspiring for learning purposes
- Minority of lecturers are not great – they have either taught the same course for 20 years (and so present the material in a boring, monotonous manner) , or seem to have accepted the teaching job at the last minute (and so seem unprepared and unknowledgeable on their subjects). This is very disappointing and is always immediately obvious to the students (and seems especially to happen when we have barristers, rather than academics, as teachers)

**Students are unhappy with some aspects of assessment** (2003: 14%)  
(2002: 12%; 2001: 17%; 2000: 9%)

- Optional essays are unfair. Someone good at essays is disadvantaged against someone who is good at exams. This is because only half the former persons marks can come from areas of strength (essay) whereas the full amount of the latter persons can come from his/her strength (exam). Compulsory essays are much better
- Too much of the assessment is the exam, which is always problems based questions. Should be more variety in assessment and lower exam component e.g. 30%
- Perhaps getting rid of sharing desks in the Law school assembly during exams. It makes it difficult in open book exams

**Class sizes are too large** (2003: 11%)  
(2002: 11%; 2001: 18%; 2000: 19%)

- Class sizes are simply ridiculous. Law tutorials often have more than 40 people in them – this makes class discussion very difficult
- Smaller classes – if you are going to give participation marks then you can't have 'seminars' of 40 people
- The course is advertised as being taught by small, interactive seminars. For most classes, which have well over 30 people, this clearly isn't the case.

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

---

<sup>2</sup> Number of comments received: 2003 – 240; 2002 – 194; 2001 – 212; 2000: 64

**SCEQ 2003 OR Q 67<sup>3</sup>****What are the best aspects of the student administration and student support services?****Staff are friendly, efficient and helpful****(2003: 32%)**

(2002: 34%; 2001: 40%; 2000: 29%)

- People are friendly, cooperative and able to help – well informed
- Staff are helpful and efficient. If they don't know the answer, they direct you to someone who can
- Their willingness to listen to your needs and always trying to help

**Students are happy with the Intranet/ Internet****(2003: 24%**

(2002: 17%; 2001: 20%; 2000: 29%)

- The electronic aspects (intranet) makes university services a lot more accessible and it is easier to communicate with your lecturers and class mates
- Without doubt, the MyUni internet services. They generally work and are a godsend to the extent that you no longer have to stand in queues to enrol and coax information out of surly staff
- Increasing move towards the intranet was very convenient, WebCT – lodging exams through that was good.

**Students appreciate ability to access services online****(2003: 15%)**

(2002: 10%; 2001: 5%; 2000: 4%)

- That we are able to access admin things online 24/7. Also that information regarding them are available on the web
- Being able to do so many things over the internet now. Makes it easier for students who work or don't live near the campus
- The ability to perform many admin tasks online

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

(2002: 13%; 2001: 13%; 2000: 15%)

- The library service are very helpful and supportive
- The library covers a large amount of material
- Library – I can find all the information (additional) over there especially the online service of the database

**Other aspects mentioned include:**

- Accessibility and convenience of services (2003: 6%) (2002: 4%; 2001: 7%; 2000: 6%)
- Availability and existence of services (2003: 3%) (2002: 6%; 2001: 7%; 2000: 10%)
- Variety of services available (2002: 3%) (2002: 6%; 2001: 6%; 2000: 6%)
- Enrolment process (2003: 3%) (2002: 2%; 2001: 2%)

**Specific services mentioned by name include:**

- Computer Access Centres (2003: 8%) (2002: 7%; 2001: 6%; 2000: 13%)
- Counselling service (2003: 3%) (2002: 2%; 2001: 1%)
- Disability service (2003: 3%) (2002: 2%; 2001: 3%; 2000: 2%)
- Student Centre (2003: 3%) (2002: 2%; 2001: 2%; 2000: 6%)

**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 – 188; 2002 – 125; 2001 – 149; 2000 - 48

**Staff are unfriendly, inefficient and unhelpful****(2003: 32%)**

(2002: 41%; 2001: 36%; 2000: 48%)

- Become more student friendly. Call this a customer service focus if you like
- They need to be more friendly and willing to help. At the Law Faculty office it sometimes seems to be a bother for them
- Many administration staff are unhelpful and act as if you are imposing on their time

**Students are dissatisfied with some aspects of the Intranet/ Internet****(2003: 14%)**

(2002: 8%; 2001: 6%; 2000: 5%)

- The connection time to University server has been extremely delayed for the last few months. It can take so long as 5 mins, or never, for intranet or email to connect to host
- Some teachers could try and use WebCT a little more. Websites for units of study descriptions could be better updated to show what is offered in 2004
- Intranet – email service constantly having problems. Emails not being received or email inbox disappearing – under constant maintenance

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

(2002: 13%; 2001: 9%; 2000: 16%)

- The library should consider installing closed circuit tv even as a deterrent to selfish students who hide/ destroy research materials – especially in the Law Library
- Many of the books I require for my law studies are only available at Fisher library. While it is good that we can return books to other libraries, I think it would be useful if undergraduate students could request books from other branch libraries
- Law library needs more information technology

**Computer Access Centres****(2003: 13%)**

(2002: 10%; 2001: 10%; 2000: 14%)

- Faculty/ Department Computer Centres should be open to students 24 hours 7 days like UTS does.
- Computer access centres should be centralised somehow. Files saved in access labs cannot be accessed in the Faculty computer labs and vice versa
- Computer access centres are always in high demand

**Other aspects mentioned include:**

- Employ more staff at peak periods (2003: 9%) (2002: 12%; 2001: 8%; 2000: 14%)
- Inequity of services at Law campus (2003: 8%) (2002: 6%; 2001: 14%; 2000: 2%)
- Services should be advertised more (2003: 8%) (2002: 6%; 2001: 8%; 2000: 4%)
- Unhappy with online aspects (2003: 5%) (2002: 4%; 2001: 5%; 2000: 13%)

**Specific services mentioned by name include:**

- Student Centre (2003: 6%) (2002: 2%; 2001: 4%; 2000: 7%)

---

<sup>4</sup> Number of comments received: 2003 – 171; 2002 – 140; 2001 – 155; 2000 - 56