

FACULTY OF MEDICINE

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

POSTGRADUATE COURSEWORK STUDENTS

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

1 DEGREE EXPERIENCE

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

Students are satisfied with some aspects of the curriculum (2003: 41%)
(2002: 26%; 2001: 34%; 2000: 35%)

- The content of the course is very practical and relevant to my work need, which is a very important incentive when studying part-time
- Interesting areas of the course discussed, all subjects have been worthwhile
- Being able to further explore and gain a solid theoretical background in my area of interest

Lecturers and tutors are viewed favourably (2003: 30%)
(2002: 24%; 2001: 33%; 2000: 50%)

- Strong variety of guest lecturers with good international experience was very helpful
- Teaching staff generally have a high level of practical experience in the field in which they are teaching
- Lecturers who are recognised experts in their field

Students feel part of a learning community (2003: 12%)
(2002: 9%; 2001: 9%; 2000: 19%)

- The opportunity for networking and sharing of knowledge with a diverse group of interesting people
- Excellent support – with fellow students learning structure encouraging learning together and trading on the knowledge/ experience of others
- It is a very comfortable environment to learn in as most staff are relaxed and the students keen to learn (rather than just be concerned about what is in the exam)

Students appreciate the standard of teaching received (2003: 11%)
(2002: 6%; 2001: 2%; 2000: 12%)

- Most teaching staff seem to genuinely care about their students, want to teach effectively and work hard to achieve this
- The immense amount of experience and dynamic teaching of visiting lecturers and some internal lecturers
- The quality of lecturing is superb and very well thought out, thoroughly explained and extremely interesting.

¹ Number of comments received: 2003 – 174; 2002 – 108; 2001 – 128; 2000 - 26

Students appreciate online learning and resources (2003: 10%)
(2002: 3%; 2001: 2%)

- Communication online with other people doing the course. Sharing ideas and experiences
- Even if you learn online, the expertise and understanding of the tutors and teachers makes you feel as if you are learning face to face with the teachers and students. The other advantage is that you get heaps of different ideas and experience from different persons in the course around the world
- The access to information on WebCT is excellent

SCEQ 2003 OR Q 38² What aspects of your degree course could be improved?

Students are dissatisfied with some aspects of the curriculum (2003: 31%)
(2002: 15%; 2001: 27%; 2000: 24%)

- Some introductory modules to the subject areas
- Some of the core subjects duplicated each other, were too basic and general. Some subjects were disorganised and badly structured
- Core unit – approaches to problems in Public Health Course needs revising. It's no different to what we do in electives

Students are unhappy with some aspects of administration/ organisation (includes timetabling) (2003: 13%)
(2002: 11%; 2001: 19%; 2000: 5%)

- The administrative side. I found this course to be very disorganised
- Poor organisation, planning and implementation of lectures
- On Wednesday's I have 10 hours of lectures – need better scheduling to maximise learning potential

Useful and timely feedback would be appreciated (2003: 10%)
(2002: 13%; 2001: 13%; 2000: 10%)

- Some individual feedback on exams – like getting back the papers to see where I went wrong. Getting feedback on the facilitation of tutorials by tutor on the day
- Better feedback on assignments other than grades
- Sometimes there is little or no feedback on what you have covered in your essays, only two lecturers included any proper comments on my essays and it would be more helpful to have some more feedback other than the mark and 'good work' or 'enjoyable reading'

Students are unhappy with the services provided by the Library (2003: 8%)
(2002: 11%; 2001: 7%; 2000: 5%)

- The Public Health Library only opens Mon-Fri 9-5 which doesn't help part-time students with a full-time job
- Extend opening hours of Public Health Library for student who work full-time. It should be open all week nights
- The course is via the Internet. Access to the library online is difficult to understand and obtain journal articles

Students are dissatisfied with the standard of teaching received (2003: 8%)
(2002: 7%; 2001: 5%)

- The invited lecturers/ speakers should emphasis on their direct field expertise and experience rather than reading or reciting facts and notes from slides
- The quality of teaching. A lot of lecturers are boring, passion is missing.
- Some lecturers don't design their presentation to fit within the allocated time slot very well

Workload is considered too high (2003: 8%)

² Number of comments received: 2003 – 158; 2002 – 107; 2001 – 111; 2000 - 21

(2002: 9%; 2001: 14%; 2000: 24%)

- Assignments need to be scattered, not due all at once
- High workload may be broken down into steps
- The workload is too much for one semester. I don't have time to reflect on what I am learning

2 EXPERIENCES 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: 36%)

(2002: 59%; 2001: 47%; 2000: 41%)

- They are quite efficient and friendly. My girlfriend is at UNSW. In comparison, the student administration over there is like a bureaucratic nightmare and nobody cares about the students
- XXX at Public Health was especially helpful, would go out of her way to help you and if you didn't know the answer would direct you to the appropriate person
- Staff are very kind. It is helpful to speak and communicate with them

Students appreciate the Intranet/ Internet services (2003: 23%)

(2002: 6%; 2001: 18%; 2000: 6%)

- The internet/ intranet services are best because it is quick, efficient and easy to use
- Internet i.e. My Uni as it is accessible from home
- WebCT is a very useful tool. It provides the opportunity to get course notes and extra information outside the university. It generally runs very smoothly

Library services and staff (2003: 22%)

(2002: 22%; 2001: 18%; 2000: 24%)

- The libraries were excellent – personnel very helpful
- Access to journals online very good. Access to online librarian very good
- Home library database access – convenient and increasing coverage

Ability to access services online appreciated (2003: 13%)

(2002: 3%; 2001: 1%; 2000: 12%)

- Being able to access administration and library services online – especially as a part-time student
- The online services are excellent and have always worked well for me
- More admin can be done online or by mail. Important for coursework postgraduates who only get to the campus in evenings

Computer Access Centres (2003: 9%)

(2002: 12%; 2001: 10%; 2000: 6%)

- The computer centre is good. The internet access is faster than anywhere else
- Computer labs are the most helpful service because of the practicality
- The Faculty computer access is good because it is efficient and well, technically supported at all times

³ Number of comments received: 2003 – 100; 2002 – 68; 2001 – 68; 2000 - 17

Other aspects mentioned include:

- Accessibility and convenience (2003: 5%) (2002: 7%; 2001: 3%)
- Enrolment process⁴ (particularly online access) (2003: 4%) (2002: 3%)
- Variety of services available (2003: 3%) (2001: 3%)
- International student experience (2003: 2%) (2002: 1%)

Other services mentioned by name include:

- Security services (2003: 5%) (2002: 3%)
- Learning Centre (2003: 4%) (2001: 3%)
- International Student Services Unit (2003: 3%) (2002: 1%; 2001: 1%)

SCEQ 2003 OR Q 68⁵ How could student administration and student support services be improved?

Staff could be more friendly, helpful and efficient (2003: 34%)
(2002: 45%; 2001: 25%; 2000: 20%)

- Better training of administrative staff on approachability and availability will be an important tool to consider
- Not treat students as second class citizens, develop some more appropriate social skills and no questions should be regarded as stupid
- Need admin people who are 'local' to your course and know about details of your course requirements

Library services and staff (2003: 19%)
(2002: 13%; 2001: 11%; 2000: 40%)

- The library for off campus students is not easy to negotiate especially data bases (online). A tutorial online re this would help
- Put all your libraries in one location and extend your opening hours. Generally not catering for part-time students
- Satellite libraries need to be recognised so that if you need to get replacement access codes you don't have to wait a week while they are being posted

Computer Access Centres (2003: 11%)
(2002: 10%; 2001: 7%; 2000: 20%)

- Better after hours access to the computer lab
- Computer access centres become very busy during semester and we make long queues so it would be wise to increase computers for student access
- More computer access in Faculty – need longer opening hours on weekend and in evening for part-time students

Opening hours should be extended/ varied (2003: 10%)
(2002: 11%; 2001: 15%; 2000: 10%)

- Staff who can work later than 4pm please. If 12-15,000 students are part-time, many will be coming after 5pm. Can some of our taxes, fees, charges, admin costs go to scheduling staff to work to 6pm at least 2-3 days a week.
- Departmental student administration needs to be more accessible to the part-time student who only attends the campus in the evenings
- Flexible after hours at beginning of session. For those who work, attending student services during the day is difficult

⁴ Included as separate question in 2003 SCEQ – not yet analysed. These comments were included in responses to questions on student administration and student support services

⁵ Number of comments received: 2003 – 89; 2002 – 62; 2001 – 61; 2000 - 10

Other aspects mentioned include:

- Employ more staff at peak times (2003: 7%) (2002: 3%; 2001: 3%; 2000: 10%)
- Advertise services (2003: 4%) (2001: 2%)
- Online access to services (2003: 4%) (2001: 3%)
- International student experience (2003: 4%) (2001: 3%)

Other services mentioned by name include:

- Security Services (2003: 6%) (2002: 10%; 2000: 10%)
- International Office (2003: 3%) (2002: 8%; 2001: 7%)