

**FACULTY OF NURSING**  
**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 appreciate the practical aspects of the curriculum** **(2003: 45%)**  
(2002: 39%; 2001: 29%; 2000: 29%)

- Practical side to nursing. I feel they are the actual things I will need and practice in the work force
- All the practical work is great and helps us understand the theory more thoroughly
- Clinical placement at the Education and Social Work of the semester because we can be out in the field and really do stuff, thus makes me feel like I'm really doing something

**Students are satisfied with the standard of teaching received** **(2003: 16%)**  
(2002: 15%; 2001: 22%; 2000: 16%)

- Excellent lecturers who know subject matter well and are able to explain it thoroughly and keep you interested
- Teaching staff are very helpful, lecturers and tutorial staff are well equipped to assist anything students don't understand in their course
- Some of the lecturers present their information in an interesting and humorous way which facilitates the learning

**Students are satisfied with the content and structure of the curriculum** **(2003: 14%)**  
(2002: 23%; 2001: 18%; 2000: 26%)

- One of the great things about Nursing is that there's a huge demand for nurses within the health care industry. This course equips you with the knowledge and understanding you need to enter the industry confidently
- The lecture structure; by breaking it down into subject areas a weeks it helps with directional structure of the course
- Broad scope of Sociology subjects. It locates the clinical and scientific aspects of Nursing in a social context which is extremely beneficial to my education

**Generic and disciplinary skills are being developed** **(2003: 14%)**  
(2002: 8%; 2001: 11%; 2000: 13%)

- The best thing about this course is that I learnt to communicate with people effectively
- Am able to do clinical work which is important in nursing. I find this experience very useful as I am able to develop valuable nursing skills as well as communication skills
- Learning how to communicate effectively, research, write and I particularly love the science component due to interest

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

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<sup>1</sup> Number of comments received: 2003 – 174; 2002 – 157; 2001 – 199; 2000: 38

<sup>2</sup> Number of comments received: 2003 – 192; 2002 – 190; 2001 – 228; 2000: 37

**Students are dissatisfied with some the practical aspects of the curriculum (2003: 29%)**

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

- The weekly off campus clinical classes often prove useless as we are assigned work that could be done at home
- More practicals could be taught in Year 1 that at this current level of practicals to maintain student interest
- I feel I achieve very little in the visits to the hospital because we are not allowed to do anything, except stand in the way and watch people do things. To be able to answer all the questions in the log book which we are expected to fill out during our off-campus visits, means that we have to find the policy and guideline books and sit down in the tutorial rooms and copy out stuff. I don't learn anything from it, and it takes away from the whole "practical" side of the lessons.

**Students are dissatisfied with some aspects of the curriculum (2003: 23%)**

(2002: 14%; 2001: 19%; 2000: 27%)

- Concepts in Biology is irrelevant to Nursing. There should be a separate Biology lecture specially for Nursing students
- If the University at the start of the year has offered subjects as being distance education, then they shouldn't cancel these subjects at the end of semester one.
- I feel too much time is spent learning about the History of Nursing and also political and professional factors of nursing. I understand that these are important aspects of the course however these subjects often dominate over some of the 'practical' subjects.

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

(2002: 15%; 2001: 11%; 2000: 24%)

- In a lot of instances, lecturers either speak above the students – we have no idea what they are talking about – or below the students, that is they explain in depth things already learnt of explained previously.
- I have found very few staff members willing to assist, explain and take the time to address academic problems or complaints
- The ways lectures are delivered could be improved

**Students are dissatisfied with some aspects of assessment (2003: 11%)**

(2002: 9%; 2001: 5%; 2000: 8%)

- The assessments could improve to relate more closely to the course and the outline could be clearer
- The course is too reliant on end of year examinations for grading purposes
- The consistency and fairness of assignment marking and expectations

**Students are unhappy with the workload (2003: 8%)**

(2002: 5%; 2001: 6%; 2000: 3%)

- You should reduce the workload because of too many things I have to study in a short time
- The scheduling of assessments, if they could be spread out to reduce stress in trying to finish them all
- Lessen the workload. It is hard to keep up especially for students who need to work to support themselves

## **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: 40%; 2001: 41%; 2000: 71%)

- The staff are generally very nice and are able to help with most problems or questions posed
- The staff are willing to help you – and they take their time. They are not in a hurry to listen to your question and they answer your questions. The other good thing is they call you back and give you advice
- They make you feel accepted into the Uni community. And they listen to what you say, there is understanding, especially in 1<sup>st</sup> year

**Students are happy with the intranet/ internet** (2003: 19%)  
(2002: 10%; 2001: 8%; 2000: 21%)

- Uni intranet services are essential to me – allow me to work at home and be there with family and fit in work. Researching from home is a great time saver
- The web service are good. Lots of information provided
- University Intranet (USydNet) services. WebCT is vital for us nursing students. Email is good too

**The accessibility and convenience of services is appreciated** (2003: 13%)  
(2002: 12%; 2001: 5%)

- Main campus has most things young people need from academic resources to social and personal so I guess that's really the best thing
- They are easily accessible, the Student Support services at our campus
- Student support services are at very accessible locations (e.g. info desk and SRC Council office in Nursing)

**The availability and existence of services is appreciated** (2003: 9%)  
(2002: 11%; 2000: 10%)

- Even though I didn't use many, I still knew they were there and available to me. This is good as it reduces student stress when we do have an issue
- I know that they are available and accessible if I need to use them
- There if you need them

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

- Variety of services available (2003: 10%) (2002: 11%; 2001: 7%)

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

- Computer Access Centres (2003: 7%) (2002: 5%; 2001: 4%; 2000: 6%)
- Health Service (2003: 6%) (2002: 3%; 2001: 3%)
- Library staff and services (2003: 5%) (2002: 4%; 2001: 16%)
- Student Centre (2003: 5%) (2002: 1%; 2001: 3%)

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<sup>3</sup> Number of comments received: 2003 – 107; 2002 – 91; 2001 – 115; 2000 - 14

**SCEQ 2003 OR Q 68<sup>4</sup>****How could student administration and student support services be improved?****Opening hours should be changed****(2003: 17%)**

(2002: 22%; 2001: 23%; 2000: 21%)

- The office should be open longer hours
- The opening times [in the Nursing Faculty] should be longer
- Make the services available at a time when students can talk to them rather than at times when lectures/tutorials are on

**Services should be advertised more****(2003: 16%)**

(2002: 6%; 2001: 6%)

- Having the services more widely publicised and made aware
- They need to be better advertised. Some of these services I did not know existed or how to access them
- Probably by making me more aware of what services are offered to me as a student

**Students would appreciate more services at Mallett Street****(2003: 16%)**

(2002: 7%; 2001: 14%; 2000: 21%)

- The service is too far. The Nursing Campus is too isolated and such support is not easily accessible.
- More recognition of nursing students and their needs. We seem very neglected, especially in terms of support for us. So isolated. So far
- The nursing faculty seems to be the forgotten department. We were promised all sorts of improvements (Uni bus, better food and coffee etc) but none has materialised

**Staff should be more friendly, helpful and efficient****(2003: 15%)**

(2002: 26%; 2001: 20%)

- It would be beneficial if staff working in these services were able to give you the same information regarding any queries you have. But instead you can speak to three different people regarding the same query and get three different responses
- Be polite and courteous to students when they are making inquiries
- Try and help students out when they are in need of help rather than referring them to other people who then refer them back to the admin services

**Other aspects mentioned include:**

- Administration and organisation: general (2003: 5%) (2002: 2%; 2001: 3%)
- Employment of more staff at critical times (2003: 5%) (2003: 7%; 2001: 4%)

**Specific services mentioned by name include:**

- Library staff and services (2003: 6%) (2002: 11%; 2001: 23%; 2000: 21%)
- Computer Access Centres (2003: 5%) (2002: 8%; 2001: 3%; 2000: 36%)
- Student Centre (2003: 5%) (2002: 5%; 2001: 5%)

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<sup>4</sup> Number of comments received: 2003 – 88; 2002 – 96; 2001 – 120; 2000 - 28