

COLLEGE OF HEALTH SCIENCES
FACULTY OF NURSING
STUDENT RESEARCH EXPERIENCE QUESTIONNAIRE (SREQ)
ANALYSIS OF OPEN RESPONSE COMMENTS 2004

Introduction

The following document provides an analysis of the comments received in answer to the SREQ open response comments from postgraduate research students in the Faculty of Nursing in 2004.

Students were asked to provide comments on the following:

- *What are the best aspects of your research higher degree experience? Please explain why these aspects are good.*
- *What aspects are most in need of improvement? Please explain why.*

Each comment received was analysed for subject content and categorised into aspects which are closely aligned with the following SREQ Scales and their characteristics:

- *Quality of Supervision*
- *Quality of Infrastructure*
- *Research Climate*
- *Generic Skills*
- *Overall satisfaction*

Comments which included more than one aspect (e.g. quality of supervision and infrastructure) were counted in all aspects mentioned.

Arrangement

1. Analysis of comments referring to the best aspects of the degree course
2. Analysis of comments referring to aspects that could be improved

Responses are ranked according to the percentage of comments received for each aspect. Due to the low number of response received (less than 20 in all years), and to maintain student confidentiality, no comments are provided. It is statistically invalid to convert this low number into percentages. Therefore they are expressed as raw numbers..

Attachment One: Categories and sub-categories for the analysis of SREQ Open Response comments

Rachel Symons
Quality Assurance Officer (Teaching and Learning)
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1 ANALYSIS OF COMMENTS REFERRING TO THE BEST ASPECTS OF THE DEGREE COURSE¹

Aspects mentioned:

- Satisfaction with research (2004: 5) (2003: 5; 2002: 4)
- Supervision (2004: 5) (2003: 3; 2002: 5)
- Development of graduate attributes (2004: 2) (2002: 1)
- Research resources/ library (2004: 1) (2003: 2)
- Field work/ practical (2004: 1) (2002: 1)

2 ANALYSIS OF COMMENTS REFERRING TO ASPECTS THAT COULD BE IMPROVED²

Aspects mentioned:

- Supervision (2004: 3) (2002: 3)
- Funding/ scholarships (2004: 1) (2002: 4)
- Physical resources/ infrastructure (2004: 1) (2003: 2)
- Interaction with other postgraduate students (2004: 2) (2002: 2)
- Support of faculty (2004: 2)
- Graduate attributes (2004: 2) (2003: 1)
- Research skills (2004: 1)
- Communication between departments etc (2004: 1)

¹ Number of comments received: 2004: 13; 2003: 18; 2002: 25

² Number of comments received: 2004: 13; 2003: 18; 2002: 25

Attachment One Categories and Sub categories used in analysis of SREQ open response comments³

| Category | Sub category | Includes |
|----------------------------------|-----------------------------|--|
| Quality of Supervision | Supervision | Supervisor Supervision in general, including processes in place for feedback regarding satisfaction/ dissatisfaction with supervisor |
| | Management of candidature | Guidance on management of candidature; steps in the process |
| | Progress reports | Progress reports/ processes in place Value of the reporting process Structure of reporting process |
| | Flexibility of program | Compared to undergraduate/ postgraduate coursework Working hours etc |
| | Pressure to complete | Pressure to complete on time (i.e. within time frame set by APA). Workload |
| | Feedback from supervisor | Feedback on drafts, papers, presentations, seminars; final thesis |
| Quality of Infrastructure | Funding/ Scholarships | APA, UPA and other scholarships; PRSS Funding for research within faculty/ department etc |
| | Physical resources | Physical facilities available to postgraduate research students including workplace, computers – provided by University/ Faculty Building maintenance |
| | Industry facilities | Physical facilities provided by industry partner/ CRC etc |
| | IT support | Support available for computer hardware and software |
| | Research resources/ library | Electronic resources such as databases, online journals Interlibrary loan for hard-copy resources Services provided by library |
| | Technical and Lab support | Support available in laboratories; technician availability for experiments etc |
| | Resource issues | Issues which affect experience e.g. staffing and funding within department which may reduce face to face time with supervisor, or lack of supervisor due to retirement etc |
| Overall satisfaction | Satisfaction with research | Comments on research projects; benefits of research etc |
| | General comments | With university, location, etc |

³ NB: Not all categories appear in responses for individual faculties.

| Category | Sub category | Includes |
|-------------------------|--|---|
| Research climate | Challenging and stimulating | Is the research stimulating, challenging Do they feel motivated by supervisor etc |
| | Induction/ orientation program | Induction/ orientation program for new students, particularly those who start mid year or who come from another university |
| | Cultural diversity | Part of a culturally diverse student group |
| | Isolation: off main campus | Issues relating to students situated off main campus/ at training hospitals |
| | Interaction with other postgraduate research students | Opportunities to interact with other postgraduate research students Feelings of isolation from other students |
| | Collaboration and networking | Provision of opportunities to collaborate and network with other researchers, academics etc (university, national, international) |
| | Conference presentations | Opportunities to present at international and national conferences |
| | Research community | Part of research community/ culture within faculty/ school/ department Part of research community outside university |
| | Part of faculty/ school/ department | Acceptance by faculty/ department/ school Inclusion in meetings, social events etc Part of communication cycle |
| | Support of faculty/ school/ department | Support of faculty/ department/ school for their research etc |
| | Seminars, workshops | Presence of, frequency of seminar or workshop program for postgraduate research students Cross faculty involvement in seminars |
| | Field work, practical aspects | Field work – help with collecting data etc Practical aspects e.g. in hospitals |
| | Interaction with industry | Industry partnerships Support from industry in research |
| | Teaching opportunities/ preparation for academia | Teaching and/or tutoring opportunities offered/ available |
| | Location/ physical environment | Does not include buildings – location of campus, university etc |
| | Relevance to future/ current work/ career | Will the research be useful in the future to their careers Is it useful in their present work environment |
| | Support for part-time/ distance education/ external students | Support for students studying externally or part-time; recognition of difficulties faced/ access to resources etc |
| | International student experiences | Experiences, support for international students |
| Coursework component | Issues relating to coursework component of some research degrees e.g. Research Methods | |

| Category | Sub category | Includes |
|--|------------------------------------|---|
| Generic skills | Graduate attributes, skills | Development of Graduate attributes e.g. communication, analytical, problem-solving skills |
| | Technical skills | Development of technical skills e.g. statistical skills, thesis/ academic writing, subject specific skills; use of laboratory equipment |
| | Research skills | Training in research methods; Development of research skills |
| | Expand knowledge base | Acquisition of new knowledge |
| | Work independently | Ability to work independently on project compared to structured work of undergraduate degree |
| | English language for NESB students | Development of English language proficiency Help in academic writing Specific support e.g. proof reading of thesis etc |
| Administration and organisation | Administration and organisation | Administration and organisation of research higher degree program |
| | Communication | Between administration and faculty; between support services; between staff and students |
| | Enrolment | Enrolment process |
| Other | Ethics administration | |
| | Equity | Harassment, discrimination etc |
| | Academic Board policies | Academic Honesty; Intellectual Property |