

FACULTY OF EDUCATION AND SOCIAL WORK

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

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 appreciate good learning environment /community (2003: 25%)
(2002: 16%; 2001: 16%; 2000: 17%)

- Close interaction and discussion and exchange of experience with my fellow students
- The interaction amongst the students within the course. I feel we developed a great level of trust and communication in the previous course which has carried on to this semester.
- There is a small group of people and therefore you get to know everyone well and make friends and contacts

Curriculum is viewed favourably (2003: 24%)
(2002: 11%; 2001: 23%; 2000: 37%)

- The content is interesting and developing
- Different modes of study, including Summer and Winter School
- Wide coverage of different and various schools of thought, which is intellectually stimulating and broadens my thought

Lecturers and tutors are viewed favourably (2003: 19%)
(2002: 17%; 2001: 23%; 2000: 27%)

- The teaching staff are leaders in their field
- The fact that I am working with the best in the field, which allows me to approach my learning at a very deep level
- Excellent teaching staff delivering recent knowledge, especially new appointees

The standard of teaching received is viewed favourably (2003: 15%)
(2002: 7%)

- Where a lecturer has a strong structure for the course and communicates that effectively then I have found those subjects to be highly beneficial
- The lecturers have spent a lot of time making the teaching stuff and lessons interesting
- Three or four of the lecturers I have had this year have been excellent, well-prepared and interesting. They have made the work I put into the course worthwhile

¹ Number of comments received: 2003 – 130; 2002 – 81; 2001 – 98; 2000 - 30

Generic/ disciplinary skills are being developed (2003: 11%)
(2002: 11%; 2001: 3%; 2000: 3%)

- Enhancing my written skills due to heavy written workload
- The course makes me improve my academic skills such as writing and reading skills
- The course has developed my problem solving skills

Students find the teaching motivating, challenging and stimulating (2003: 11%)
(2002: 15%; 2001: 8%; 2000: 20%)

- The material presented was interesting and challenging. It was presented in a way that stimulated learning
- The course is relevant and stimulating
- A couple of the lecturers have been motivating and wonderful. They reminded me what I loved about education, teaching and learning.

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

Students are critical of some aspects of the curriculum (2003:29%)
(2002: 20%; 2001: 28%; 2000: 31%)

- More units available in Summer and Winter School – helpful for working students who can only do one unit per semester
- There are limitations in terms of core and optional subjects to be chosen. So learners have to undertake the course(s) they are not really interested in. Should these problems be improved, the degree will be better.
- For a masters level course there are too many undergraduate themes/ topics that should be known at this level. Certain courses should be longer given the breadth they cover.

Students are dissatisfied with the standard of teaching received (2003: 17%)
(2002: 16%; 2001: 7%; 2000: 14%)

- I became aware of the fact that some lecturers were using lecture materials/ resources that they had used several years ago and also for undergraduate students. This is not what I had expected for a Masters course
- Overall core lecturers is a poor teacher and seems to have no skills in teaching adults
- It would be wonderful to have a lecturer who had actually prepared for the lecture

Students would appreciate receiving useful and timely feedback (2003: 9%)
(2002: 14%; 2001: 12%; 2000: 10%)

- Lecturers who do not provide feedback about assignments in written form. Notes in the margin are simple enough to provide information about whether the student wishes to or should follow up points raised. This has rarely happened in the eighteen months of my course
- I would like to receive spontaneous feedback on my work especially since other pieces of work depend on the results of the first piece
- Feedback on assessments – how to improve, what exactly is required

Clear goals and standards are required (2002: 8%)
(2002: 14%; 2001: 12%; 2000: 10%)

- The professors may give more instructions and implications about the assignments or essays
- Tackling of assignments questions, especially in getting better grades/ marks. More explicit guidelines/ hints in how to get higher grades/ marks would be good
- At times I have not completely understood the requirements to fulfil assignment criteria

² Number of comments received: 2003 – 130; 2002 – 80; 2001 – 100; 2000 - 29

Students are dissatisfied with some aspects of assessment (2003: 7%)
(2002: 5%; 2001: 2%; 2000: 10%)

- Appropriate of types of assessment given
- Assessment tasks need to be linked to practical field experiences. For example one assessment task may require observations, assessment and program development, but you may have field experience in a different setting
- Assessment. Only ever given essays and therefore assessment is only a reflection of essay writing

Students are dissatisfied with the quality of the teaching staff (2003: 6%)
(2002: 5%; 2001: 20%; 2000: 28%)

- The lecturers need to have more current knowledge of their field. Most haven't practiced in the last two decades – this means they are out of touch with current developments
- Subjects in a Masters degree should be taken by lecturers of the highest quality, not Doctoral students
- I would appreciate lecturers who are not bored with their work and who could at least mask their resentment and hostility towards students

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 helpful, available, friendly and efficient (2003: 44%)
(2002: 48%; 2001: 61%; 2000: 69%)

- They provide helpful and informative services
- I found the Faculty administration office very helpful as an external student. Helpful advice and the time taken to deal with the enquiries thoroughly has been appreciated
- Faculty student administration are good. The staff there is warm hearted, and always ready to answer various questions

Library staff and services (2003: 28%)
(2002: 23%; 2001: 18%; 2000: 13%)

- Library staff are so helpful and good. Especially I'm impressed by the inter-library staff's cooperation and hard work
- Library staff is always helpful and the large number of journals facilitates my learning and research
- My most favourite place is library. It is good because I always can get what I needed.

Security Services, especially bus service (2003: 11%)
(2002: 8%; 2001: 6%)

- Security bus to Redfern – safe, convenient, comfortable
- Student Security Services – security bus. It's free and secures your travel to Redfern
- Security buses are very good. Without them I couldn't have attended the course at night

Computer Access Centres/ IT (2003: 8%)
(2002: 18%; 2001: 8%; 2000: 13%)

- Faculty Computer Centre: Staff are friendly and helpful
- The Computer Centre at the library was most helpful when I lost my Uni number. I was very grateful
- Computer Access Centres – because this aspect affects studies directly

³ Number of comments received: 2003 – 64; 2002 – 40; 2001 – 49; 2000 - 16

Students appreciate Intranet and Internet services**(2003: 6%)**

(2002: 15%; 2001: 4%; 2000: 6%)

- The intranet service is very good and many aspects of uni life can be researched and found on the website and server
- Websites, although there are some difficulties in accessing, but provides rich information
- University Intranet services: Convenient

Other aspects mentioned include:

- Appreciate online access to services (2003: 2%) (2002: 5%; 2001: 2%)
- Appreciate variety of services available (2003: 2%) (2001: 2%)

Other services mentioned by name include:

- Learning Centre (2003: 5%) (2001: 4%)
- Accommodation Service (2003: 3%) (2002: 3%)
- Casual Employment Service (2003: 3%) (2002: 3%; 2001: 2%)
- International Office (2003: 3%)
- ISSU (2003: 3%) (2001: 2%)
- Counselling Service (2003: 2%) (2001: 4%)
- Financial Services (2003: 2%)
- Student Centre (2003: 2%) (2002: 3%; 2001: 2%)

SCEQ 2003 OR Q 68⁴ How could student administration and student support services be improved to better support your study at the University?**Staff could be more knowledgeable, helpful and efficient****(2003: 24%)**

(2002: 25%; 2001: 30%; 2000: 33%)

- When administration make errors they should take responsibility and fix them. TI should not take student enormous effort and then rectify admin mistakes
- Phone always answering machine have someone to speak to
- More efficient. The workers are slow to respond to people waiting at the counter. They need to double the speed and efficiency. They seem lethargic and disinterested in students

Library staff and services**(2003: 22%)**

(2002: 22%; 2001: 21%; 2000: 27%)

- I find that the Fisher Library staff are not very helpful and it is often difficult to find what you need
- Maybe providing more up to date books in the library
- Library – some of the journals aren't available on the Internet – should be more accessible.

Opening hours should be changed**(2003: 9%)**

(2002: 8%; 2001: 8%; 2000: 33%)

- Keep hours which mean part-time students can access them when they go to uni i.e. open weeknights
- I'm a part-time postgraduate student. I work full-time. I can't access these services between 8am and 6pm weekdays. The university offers little or no face to face services outside of these hours. I still don't have my student card laminated and it's October
- They could remain open until 7pm. I travel from the hills area to lectures after 5pm and nothing remains open after 5pm

⁴ Number of comments received: 2003 – 68; 2002 – 36; 2001 – 61; 2000 - 15

Security Services, especially bus service**(2003: 7%)**

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

- More student security bus services. Many occasions I have waited 20 minutes for a bus. It turns up and is full and I cannot get on and have to walk to the station, wasting valuable time. If you provide a service, either do it well or not at all
- I want the uni to provide more big security buses so no one going to hurry or miss the bus because it's always full!!! For the security of all students
- Security service that are kind – I lost wallet in the library and they were not helpful

Unhappy with intranet/ internet services**(2003: 7%)**

(2002: 3%)

- Intranet confusing for older students
- Overhaul the website.
- Intranet and Uni website could still be improved, as could Uni email service

Other aspects mentioned include:

- Consideration for part-time students (2003: 4%) (2002: 3%; 2001: 7%; 2000:7%)
- Should advertise services more (2003: 4%) (2002: 11%; 2001: 5%; 2000:4%)
- More staff should be employed at busy times (2003: 3%) (2002: 1%; 2001: 5%; 2000: 7%)

Other services mentioned by name include:

- Computer Access Centres (2003: 5%) (2002: 11%; 2001: 8%; 2000: 20%)
- Learning Centre (2003: 3%) (2001: 3%; 2001; 2%)
- International Office (2003: 4%) (2001: 5%)
- ISSU (2003: 3%) (2002: 3%)