

FACULTY OF HEALTH SCIENCES
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)
POSTGRADUATE COURSEWORK STUDENTS
ANALYSIS OF OPEN RESPONSE COMMENTS: 2005

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EXECUTIVE SUMMARY

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of postgraduate coursework students in the Faculty of Health Sciences in 2005.

Degree experience: areas of best practice

The aspects of degree experience which attracted most positive comments from postgraduate coursework students in 2005 were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Curriculum: content and structure	22%	34%
Good teaching: standard of teaching received	15%	17%
Curriculum: flexibility, diversity, variety	15%	16%
Curriculum: relevance to work/ career	11%	11%
Curriculum: clinical and practical aspects of course	11%	9%
Learning community: student support: distance education/ external students	11%	2%

Degree experience: opportunities for improvement

The areas of degree experience which postgraduate coursework students considered most in need of improvement in 2005 were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Curriculum: content and structure	22%	30%
Good teaching: useful and timely feedback	18%	18%
Communication	12%	9%
Good teaching: standard of teaching received	11%	8%
Learning community: student support: distance education/ external students	11%	4%
Learning resources: general (incl. distance education course materials)	10%	7%

Student administration and student support services: areas of best practice

The aspects of student administration and student support services which attracted most positive comments from postgraduate coursework students in 2005 were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Customer service: quality	47%	64%
Library services	18%	16%
Administration and organisation: general (incl Faculty administration)	17%	
Customer service: student support: distance and external students	6%	
<i>All other aspects were mentioned in less than 5% of comments received.</i>		

Student administration and student support services: opportunities for improvement

The aspects of student administration and student support services which postgraduate coursework students considered most in need of improvement in 2005 were:

	% of comments received	
	2005	2003
Customer service: quality	23%	44%
Customer service: student support: distance and external students	15%	
Administration and organisation: general (incl Faculty administration)	14%	1%
Web communications: intranet/ internet	12%	7%
Library services	9%	13%
Customer service: staffing levels	9%	3%

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1 Introduction

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of postgraduate coursework students in the Faculty of Health Sciences in 2005.

In 2005 75% of students who responded to the SCEQ provided comments on their degree experience, and 45% on their experiences of student administration and student support services.

2 Arrangement

1. Degree experience
 - o Analysis of comments referring to best aspects
 - o Analysis of comments suggesting improvements

2. Experience of student administration and student support services
 - o Analysis of comments referring to best aspects
 - o Analysis of comments suggesting improvements

Within each section, responses are ranked according to the percentage of comments received for each aspect. Sample comments are provided for the six aspects that received the highest percentage of comments. For comparison, results for the previous years qualitative analysis¹ are provided in brackets after the 2005 results.

NB: In 2000, less than 20 postgraduate coursework students provided comments in response to the to the open questions. Since it statistically invalid to convert this low number into percentages, results from 2000 are not included in the comparative results..

Only aspects that received more than 5% of comments in 2005 are included in this report. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not been included in the sample comments. Comments are transcribed exactly as they appear in the original documents.

¹ i.e. 2000 – 2003. The SCEQ was not administered in 2004.

3 Analysis of the comments: taxonomy and process

The manual analysis and evaluation method used by the University is based on an in-house taxonomy which allows for standardisation of reporting across the university and ease of comparison with the SCEQ quantitative analysis reports. Within the taxonomy, the main categories are based on the SCEQ items, and sub-categories based on their characteristics. Additional categories, based on the frequency of occurrence in students' comments over the past four years, are also included. Categories for the analysis of comments relating to administration and support services are defined using the most commonly mentioned aspects e.g. quality of customer service, opening hours, staffing levels, online access to services; and names of individual services e.g. Counselling, Library, Student Centre.²

- | | |
|--|---|
| <ul style="list-style-type: none">• Evaluation and feedback• Academic Board policies• Curriculum• Skills development• Learning community• Learning resources• Overall satisfaction• Good teaching | <ul style="list-style-type: none">• Clear goals and standards• Appropriate assessment• Appropriate workload• Elearning• Research-led teaching• Student progression and retention• Cultural diversity• Equity |
|--|---|

Categories used in the analysis of SCEQ Open Response comments

This taxonomy is under constant revision as the need to sub-divide categories becomes apparent. For example, until 2005 the category *Online learning and resources* was used to record all comments mentioning students' experiences of elearning. In 2005, the increase of elearning across the university, and the review of its use, has necessitated the sub-division of this category into the following elements: *Online resources*; *Elearning: uptake by students/ staff*; *Learning management systems*; *Support provided*; and *Face to face vs. online learning*. NB: The SCEQ included specific questions on elearning for the first time in the 2005 survey. These additional qualitative analysis topics reflect these changes.

Each comment received is analysed according to the SCEQ Taxonomy, with those including more than one aspect being counted in each aspect mentioned.

It should be noted, however, that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather that the students are happy with their experiences, and prefer to focus on commenting on areas in need of improvement. Since 2000, more comments have been received from postgraduate coursework students in reply to questions asking students to list areas in need of improvement than those asking for areas of best practice.

² A copy of the SCEQ Taxonomy is provided as a separate attachment.

4 Degree experience

4.1 Analysis of comments referring to the best aspects³

Curriculum: content and structure (2005: 22%)
(2003: 34%; 2002: 24%; 2001: 27%)

- There were several units in which we were intellectually stimulated and previous ideas and concepts challenged. This was done based on evidence and enabled me to look more critically at current ideas and methods. I also felt the staff was quite supportive in a range of areas and this helped me get through the degree successfully
- Relevant and up to date. There is a real effort made to provide us with the latest up to date information and have guest lecturers come and speak to us about special topics or just to share their experiences of the 'real' world
- Problem based learning - *reflects life situations as I will meet them in my career. *Tests my ability to understand and practice concepts rather than memorising. * Suits my interactive style of learning *Gives whole picture rather than chunking which is more difficult to understand Taught a method of how to approach any situation and apply my knowledge, rather than taught a specific method that can only be applied in a specific circumstance. This gives me greater confidence in being able to go into any work environment and succeed in it. Amount of fieldwork is excellent - I feel I am confident and skilled now to go and get work.
- Its problem based learning. More freedom to self-direct your learning experience and if you are really interested in something you can look into it in more detail in that area.

Good teaching: standard of teaching received (2005: 15%)
(2003: 17%; 2002: 1%; 2001: 5%)

- Most lecturers are good at explaining everything; saying how things work not just how they are
- Evaluation and research classes all of my experiences within the Biomedical Sciences faculty (electives and lab. Classes) have been my best learning experiences. The lecturers have been fantastic at presenting material in a logical, motivating and educational manner, and through their conduct (arriving on time, preparing material specific to our class needs) and feedback (e.g. specific notations and examples when marking assignments, detailed positive as well as negative feedback) have greatly contributed to my learning and given me confidence in my ability to learn and achieve within this course
- The discussion boards are great and the lecturers who encourage a different topic and participate in the discussion really make it a worthwhile experience
- At postgraduate level the staff take a more experiential approach, less reliant on teaching the facts and more emphasis on discussing research, experiences, case studies and clinical examples

³ Number of comment received: 2005: 200; 2003: 200; 2002: 172; 2001: 66; 2000: 17

Curriculum: flexibility, diversity, variety (2005: 15%)
(2003: 16%; 2002: 10%; 2001: 20%)

- The best aspects of my degree is flexibility. I was able to handle it at my own pace. Working and studying at the same time can be stressful, Hence by being able to do the course online, it is very good
- Block mode of delivery in 2-4 day courses – allows rural students to attend, rather than having weekly classes which rules out the course
- Ability and flexibility to arrange study commitments around work and family life. The OT postgraduate courses make study achievable because study can be done through a number of mediums i.e. online, workshops, research areas. This flexibility is I believe unique to this Uni!
- The flexibility of subject selection is excellent. I am able to choose UOS that are of personal interest and relevant to my situation

Curriculum: relevance to work/ career (2005: 11%)
(2003: 11%; 2002: 16%; 2001: 9%)

- Exploring the subjects that are directly relevant to my professional work. This course has helped me reach a level of confidence in my work that I didn't have before and some of the lecturers have been of great assistance
- Learning areas that were previously foreign to me being able to integrate them into my work. Networking with others from various industries and identifying similarities and difficulties among all areas.
- The relevance of the course to my present work. It is not just an academic exercise approach to the studies but real life cases to be examined
- It fits my employment needs exactly (every paper fits into what I need to know for my job)

Curriculum: clinical and practical aspects of the course (2005: 11%)
(2003: 9%; 2002: 2%)

- Clinical experience provide a good area for students to touch base with teachers
- Clinical placements, face to face learning with patients and supervisors, able to give immediate feedback
- There is a practical focus which gives me confidence that I would be prepared to enter the workforce
- The placements in second year. These placements explained and taught me more about occupational therapy than the teaching staff could ever. My placements helped me understand the role and concepts of OT

Learning community: student support: distance education/ external students (2005: 11%)
(2003: 2%; 2002: 12%)

- All facilities such as the library and use of WebCT that assist students to work from home are very much appreciated, as I live a long distance from the university
- As this is a distance course, I have found course materials, access to lecturers excellent. Being able to access the library from home is excellent
- Opportunity to meet and engage with unit coordinators, or to have frequent communication online was wonderful, and assisted me in feeling supported (as I completed most of my degree externally), as such contact allowed me to gain points of reference in assessing my progress and understanding, and discuss and explore ideas.
- Prompt answering of questions by lecturer. (via email being a distance education student)

**Faculty of Health Sciences: Analysis of student experience:
Postgraduate coursework students: 2005**

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Learning resources: general (incl. distance education course materials)	8%	8%	15%	8%
Good teaching: useful and timely feedback	7%	4%		3%
Overall satisfaction : quality of academic staff	6%	9%	16%	26%
eLearning: learning management systems (WebCT)	6%	<i>New topic in 2006</i>		
Skills development: generic graduate attributes	6%	7%	8%	5%
Learning community: learning environment	5%	7%	6%	8%
Appropriate assessment	5%	4%	4%	3%
Research led teaching	5%	5%	2%	2%
Good teaching: motivating, challenging, stimulating	5%	4%	6%	3%

4.2 Analysis of comments suggesting improvements⁴

Curriculum: content and structure (2005: 22%) (2003: 30%; 2002: 27%; 2001: 23%)

- I think there is a bit too much emphasis on information that should have been covered at undergraduate level, or should be assumed knowledge. I understand from previous Sydney Uni undergraduates that the information presented at times was no different to what they were exposed to during their bachelor program. I applaud people from a variety of backgrounds coming into the program, however, it should be made clear to them that a certain amount of knowledge is to be assumed since this is a masters level course.
- The amount of time spent learning manual techniques is not enough, we should apply the knowledge with case studies to get a better understanding on how to design assessment plans and thus treatments. Anatomy is very poorly structures, although as a post grad we are expected to know the information, the lectures and info was not presented in any order and it made it difficult to follow
- Organisation. Topics within a subject do not always follow a methodical order because as a Masters student I have a mixture of postgraduate & undergraduate lectures, which don't always follow on from one another.
- In the 2 year GPP course of Physiology - A longer year of classes and clinical - rather than beginning in March and finishing end of November and more hours per week. Needs to be spread out (even if clinical placement is over Christmas period)

Good teaching: useful and timely feedback (2005: 18%) (2003: 18%; 2002: 17%; 2001: 14%)

- -Examination/assessment feedback is slow. This can make it hard for students to evaluate performance in term, which can add pressure. -Positive or negative feedback more often will result in a more motivated student with even more incentive and will make learning more enjoyable.
- Feedback for assignments is more useful if it arrives before the next one is due. This ensures that mistakes that can be easily rectified are not repeated in the next assignment
- I found the time it took for assignment feedback and results made the next assignment difficult as I had little information on how I was dealing with the new information.
- Feedback- time taken by staff to respond to emails and time taken to get assignments back - several occasions where 2nd assignment relies on outcome of first assignment but had not received first assignment back prior to second submission.

Communication (2005: 12%) (2003: 9%; 2002: 2%; 2001: 4%)

- Communication and administration side of things can be improved. Last semester mix up of due dates. WebCT showed different due date. So, better communication needed.
- Equally, I found minimal communication (eg calls/emails that were not responded to) to be most difficult, reducing my confidence and increasing my perceived pressure and sense of isolation.
- No criticism at all regarding the course or teaching of material. I did note that this semester some Administration backup was missing which made communication regarding workshop dates etc less efficient than previous semester.
- Open communication with course co-ordinator so that questions can be answered quickly and effectively.

⁴ Number of comment received: 2005: 189; 2003: 180; 2002: 156; 2001: 69; 2000: 18

Good teaching: standard of teaching received

(2005: 11%)

(2003: 8%; 2002: 6%; 2001: 7%)

- lecturers and staff members lack professionalism, often they don't know what they're talking about, structure of course is poor, teaching style of lecturers not acceptable, not approachable, really high workload with work placement, disorganized lecturers
- Teaching staff - they didn't understand the difficulty the students were having. The students didn't understand what the teaching staff wanted/ The teaching staff expected the students to know everything already without them teaching. The assignments were never clearly explained. Teaching staff not supportive and didn't care if students had problems.
- Teaching staff -> They don't care and don't clearly mark out what they want. They do not know how to relay information and explain hard to understand concepts.
- some lecturers aren't as good at explaining things.

Learning community: student support: distance education/ external students

(2005: 11%)

(2003: 4%; 2002: 13%; 2001: 13%)

- In the second year I have felt less a part of the uni community and have felt like I am study through Distance Ed. Perhaps greater face to face contact would help. - to discuss issues arising from placements, assignments, more sharing of placement experiences - this could be seen as learning from each other.
- Studying by distance/via internet is difficult due to the lack of face to face feedback which sometimes makes understanding material a little haphazard. Perhaps more voluntary residential type meetings are required to ensure students understand what is expected of them and how best to present information and assignments. Sometimes the point doesn't get across via computer alone.
- Doing it by distance it is difficult to feel part of a community, can feel isolated and alone. Also difficult to gauge how you are going get feedback etc. Used Web CT in one subject which was very helpful with this aspect, maybe need to consider other forums etc for other subjects.
- This is the first distance course I have done, so I have found the isolation difficult to cope with, this is why the web CT component was so good. It enabled the sharing of idea's between the group.

Learning resources: general

(2005: 10%)

(2003: 7%; 2002: 15%; 2001: 13%)

- 1. Ensure all course notes are paginated please! although now they are bound - it is much less of a problem. 2. Conform to university standards for student reference lists 3. Minimise (some - how) student anxiety with receiving of assignments - simple effective confirmation.
- I am not sure this happened in occasion or not. All the reading materials for this semester for some reasons arrived one month later than after the start of the first academic week. I guess this might be the delivery problem.
- Reference material used is currently out of date and sometimes not clinically relevant - needs updating.
- The content of distance subjects (completed by correspondence, not online), should be regularly reviewed and updated to remove the errors and update material.

**Faculty of Health Sciences: Analysis of student experience:
Postgraduate coursework students: 2005**

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Administration and organisation: general	10%	11%	10%	4%
Appropriate workload	9%	2%	8%	6%
Clear goals and standards	7%	1%	6%	3%
Curriculum: clinical and practical aspects of the course	6%	3%	3%	1%
Appropriate assessment	6%	6%	1%	6%
Overall satisfaction : quality of degree	5%	6%	3%	4%
Good teaching: clear explanations	5%	9%		9%
eLearning: uptake by students/ staff	5%	<i>New topic in 2006</i>		
eLearning: learning management systems (WebCT)	5%	<i>New topic in 2006</i>		

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁵

Customer service: quality (2005: 47%)
(2003: 64%; 2002: 80%; 2001: 65%)

- XX provides us with a great service and is always friendly and prompt to answer any queries we may have. She is a star and is always keen to help
- The people on the end of the phone and their preparedness to help and sort out any issues. I studied externally so that was particularly appreciated
- Generally my enquiries have been dealt with promptly, directed to other staff if the person was unable to deal with the problem themselves
- Most of the staff I have encountered have made an obvious effort to be helpful and provided useful and accurate information

Library services (2005: 18%)
(2003: 16%; 2002: 11%; 2001: 12%)

- I find the library staff helpful (although less friendly), and the library's on-line resources are brilliant for me as I study off-campus.
- Library service fantastic, especially the inter library loans and delivery service for postgraduate distance students.
- Staff in library are generally helpful (although sometimes this is not the case), most make an effort to solve problems as they arise.
- The Library and the ability to access it and search database engines/online journal from home. Staff were helpful on the few occasions I went to the library or required articles.

Administration and organisation: general⁶ (2005:17%)

- Phone contact with Administration and face to face contact has always been courteous and helpful.
- It was very easy to get in contact with the faculty student administration, and they were always very helpful
- The administrative staff at the front desk of the School of Physio have been very prompt with addressing any issues I had with my enrolment. This is good as I was able to organise my timetabling and other administrative tasks very quickly and efficiently.
- The administration support service provided by my school of study was fabulous. They went out of their way to be helpful, flexible and supportive whenever I had a question or a problem.

⁵ Number of comment received: 2005: 127; 2003: 114; 2002: 95; 2001: 26; 2000: 12

⁶ In 2005, this includes Faculty Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

Customer service: customer support: distance and external students

(2005: 6%)

(New topic in 2005; previously combined with part-time students)

- The faculty administrative staff (esp. XX) are unfailingly helpful. This is of utmost necessity with distance education. It was useful to be able to obtain reciprocal membership of my local university library.
- The people on the end of the phone and their preparedness to help and sort out any issues. I studied externally so that was particularly appreciated
- The Distance Education Coordinator, School of Health Information Management was excellent - always extremely friendly and helpful. XX is a marvel.
- External library resources and ICT services are more than adequate to assist with learning goals. The external access is excellent as information may be sourced at any time which is great for external students.

NB: All other aspects were mentioned in less than 5% of comments received.

5.2 Analysis of comments suggesting improvements⁷

Customer service: quality (2005: 23%)
(2003: 44%; 2002: 54%; 2001: 36%)

- I realise that they must be incredibly busy with so many students but they need to Respond to emails and return phone calls otherwise distance education can feel very isolating and frustrating.
- It would be good if they remember that some students are a long way away. eg, it was advised that one should not laminate one's own student card- places in Sydney were recommended to do this. Unfortunately, I live in xxx! Needless to say, I have not bothered to laminate my card, and when I do, it will be done by me, as I have little choice.
- Aim for more consistency, aim for prompter reply, aim for better access to counselling - specifically career counselling. Stop passing the buck - questions passed from person to person without answering.
- efficiency with sending out student cards/ enrolment details at the beginning of the year - I never received mine and was sent back and forth to Cumberland and main campus admin until someone actually helped me

Customer service: customer support: distance and external students (2005: 15%)
(*New topic in 2005; previously combined with part-time students*)

- All of the student support is directed to on-campus students. Distance students are largely ignored, despite paying fees for this purpose.
- I realise that they must be incredibly busy with so many students but they need to Respond to emails and return phone calls otherwise distance education can feel very isolating and frustrating.
- I just feel I am pumping money into all of these services and as a distance student I receive zilch in return and feel ripped off. I understand what fees include and why they are necessary but why do we have to pay so much?
- From the point of view of Distance Students I think encouraging communication and being available to Distance Students would be a great help.

Administration and organisation: general⁸ (2005:5%)

- Student administration were very unhelpful when I tried to get an ID card. As a rural student I have been on campus for 1 day in two years. During this time I tried to get an ID card and it cost me \$20. Absolutely pathetic. Staff in administration were rude and unhelpful.
- Communication between student administration and students should be improved. Administration staffs should answer student's question in a reasonable time frame.
- The administration of student enrolment and contact between student administration and course coordinators. In most instances, there was a lack of communication and follow up on the part of the student administration. I felt in the dark about my enrolment and confirming choice of subjects, even though I had done all I can to get support and information as well as comply with requirements.
- I actually had several problems with my administration across the two years. Problems with enrolment and financial aspects were a recurring factor each of the 4 semesters I attended.

⁷ Number of comment received: 2005: 99; 2003: 90; 2002: 85; 2001: 33

⁸ In 2005, this includes Faculty Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

**Faculty of Health Sciences: Analysis of student experience:
Postgraduate coursework students: 2005**

Web communications: intranet/ internet (2005: 12%)
(2003: 7%; 2002: 7%; 2001: 9%)

- Easier access to exam results, the previous system was easier. The 'MyUni' link this year was harder to find results.
- More microwaves at Cumberland.
- More training on use of the website.
- The University website/intranet is not use friendly - or did I access it on a bad day?

Library services (2005: 9%)
(2003: 13%; 2002: 16%; 2001: 27%)

- I was disappointed with the small range of journals relevant to medical radiation science available electronically through the library service. It is quite a laborious process to obtain journal article copies through the library. My local hospital librarians are a much more useful resource. The limited access to library textbooks for distance students is appalling. It took a week or more to receive just a photocopied single chapter. I have subscribed to questia online library to alleviate this problem. On more than one occasion, delays in obtaining library material have necessitated requests for assignment extensions.
- Library- offline journal articles hard to find, need more classes on how to use catalogue, not clear, can't find articles ,tends to use other resources outside library
- The library site is difficult to navigate around and as a distance student I only need to know how to access online journals and this can be a confusing process.
- Better resources at the library e.g., more books (especially of books that are recommended reading in different subjects, but only have one copy on the shelf to borrow)

Customer service: staffing levels (2005: 9%)
(2003: 3%; 2002: 1%; 2001: 9%)

- It would also help if at the beginning of semester (when most students will be using admin) to have more staff so you're not waiting in line for hours.
- Understandably there are times when their workload is enormous, however, more people at the desk during these times would alleviate long waiting times with the associated frustration levels of these front counter staff, who at times can be 'short'.
- More staff on enquiry desk
- Found face-to-face administration around enrolment, census dates etc very difficult to deal with. Not enough administration people on duty to deal with influx of students and opening times of admin block and cashier need to be extended, especially around these times.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Communication	5%	1%	8%		
Administration and organisation: enrolment	7%	1%	12%	5%	
Customer service: opening hours	5%	10%	4%	9%	
Services provided: equity of service provision	6%	3%	2%		
Web communications: online access to support services	6%		4%		