

FACULTY OF PHARMACY

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

UNDERGRADUATE STUDENTS

NB: *number of comments on each aspect are 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 some aspects of the curriculum (2003: 31%)
(2002: 32%; 2001: 28%; 2000: 31%)

- Pharmacy has both a theoretical and practical component. What we learn in lectures is reinforced in Lab work i.e. putting theory into practice
- Step by step process structure is good because the basic stuff is done first and the more complex stuff falls into place more easily later on
- Many subjects interrelate, therefore we get an understanding of the topic from several different aspects therefore making it more interesting

Students enjoy the practical aspects of the curriculum (2003: 19%)
(2002: 16%; 2001: 20%; 2000: 19%)

- The practical aspects since you develop a better understanding learn more and remember more in a practical environment
- Clinical placements as this allowed me to experience different areas in my field of work e.g. hospital, community, clinics, nursing homes etc
- Application of what we learn e.g. externship activities where we can apply what we learn in a pharmacy

Students feel part of a learning community (2003: 17%)
(2002: 11%; 2001: 20%; 2000: 14%)

- Being part of a Faculty that is quite committed to learning
- A sense of closeness among our peers as we do so much together
- Because pharmacy is such a specialised degree, you get to know the staff and students in the course very well. You feel part of something, you belong. Takes away that sense of loneliness that you start off with early first year.

Lecturers and tutors are viewed favourably (2003: 11%)
(2002: 8%; 2001: 5%; 2000: 14%)

- The real experiences from lecturers who have worked outside academia
- Lecturers were professional or doctors and provided up to date information, and were very good at explaining things
- Academic staff know their stuff well and the uni presentation of lectures is very good and maximises the students' learning process

Students appreciate online learning, particularly the introduction of WebCT (2003: 8%)
(2002: 4%; 2001: 3%; 2000: 5%)

¹ Number of comments received: 2003 – 197; 2002 – 183; 2001 – 132; 2000 – 54

- WebCT is the most helpful aspect because it helped students to talk to each other and provided lecture notes etc
- I like the new system of WebCT where we can get lecture notes, timetables, complete online quizzes, communicate directly to other students and lecturers in discussion rooms etc
- Access to WebCT thus we are able to access material that enhances our learning. Also enable us to access “Sydney’s” resources sometimes [BPharm (Rural) student]

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

Students are dissatisfied with some aspects of the curriculum (2003: 33%)
(2002: 28%; 2001: 29%; 2000: 32%)

- Relevance of some subjects. Time constraints means it is hard to learn everything e.g. Pharmaceutical Management crammed into one semester. Recent changes to a four year course has led to bad planning and a lot of irrelevant subjects being taught. Subjects in final semester should have been taught in second or first year rather than third or fourth
- There is not enough taught about ethics
- There is too much to learn in too short a time – the whole course has been crammed into four year. Perhaps the important subjects could be introduced more earlier

Students are unhappy with the workload (2003: 24%)
(2002: 23%; 2001: 33%; 2000: 23%)

- Assessments for some subjects all occur together, should spread out
- The workload is ridiculously heavy. Eight exams one day after the other with only one week of STUVAC to study for them is horrendous.
- Definitely need to cut down workload, as seven subjects per semester in Second Year Pharmacy is way to big a workload to deal with.

Students are dissatisfied with some aspects of assessment (2003: 18%)
(2002: 19%; 2001: 20%; 2000: 24%)

- Have mid-term exams for more subjects, therefore at the end of semester, the examinable material would only be from the second half of the semester
- Pharmacology 2nd semester 3rd year course could have more assessment tasks rather than the final exam being worth 100% of the final mark, take a little pressure off
- Reduce the amount of assessable group work. Decrease large percentage allocation of exam to reduce pressure on students

Students are unhappy with the standard of teaching received (2003: 11%)
(2002: 10%; 2001: 14%; 2000: 15%)

- We need lecturers who aren’t just scholars but can actually teach
- Some of the lecturers use only overheads and don’t go into greater detail, they need to explain things further sometimes
- Some of the lecturers really need to work on the way they present their lectures. There are a few of them that can't give lectures properly. For example they talk or mumble to themselves. This makes the lectures more boring and harder to concentrate

² Number of comments received: 2003 – 221; 2002 – 198; 2001 – 135; 2000 – 62

Students are dissatisfied with the quality of the teaching staff (2003: 11%)
(2002: 8%; 2001: 7%; 2000: 5%)

- More difficult courses have lecturers with strong accents which makes understanding harder
- Quality of lecturers, they make you feel like they are wasting your time, they are unapproachable and put you down
- Lecturing staff generally are not well organised and others don't fully understand what they are lecturing. Often a language barrier exists

Students would appreciate receiving useful and timely feedback (2003: 8%)
(2002: 8%; 2001: 9%; 2000: 2%)

- More feedback on the work you do and hand in to be marked
- More prompt feedback on minor exams, quizzes, assessments etc
- Feedback on assessment provided during semester

2 EXPERIENCES OF STUDENT ADMINISTRATION AND STUDENT SUPPORT SERVICES

SCEQ 2003 OR Q 67³ What are the best aspects of the student administration and support services at the University?

Staff are friendly, helpful and efficient (2003: 30%)
(2002: 35%; 2001: 40%; 2000: 39%)

- Try and help as much as possible and quickly and efficiently
- People and staff were truly trying to be helpful
- If you need help you can always ask someone and get an open response

Students appreciate Intranet and Internet services (2003: 20%)
(2002: 9%; 2001: 13%; 2000: 22%)

- The implementation of WebCT for online learning and lecture notes, discussion, assessment was very convenient
- The Intranet is very useful for getting lecture notes and tutorial solutions, as students can listen more in lectures and can understand better with the tutor's solutions
- The intranet (USyd, MyUni) services. These provide an excellent way of accessing all you need to know about the Uni in five minutes – exam timetables

Students appreciate ability to access services online (2003: 11%)
(2002: 7%; 2001: 6%)

- The availability of resources online and the ability to access results, personal information etc from home means time spent travelling, queuing in lines etc can be better spent studying, working
- Web based administration has cut down on waiting time and wasting paper
- Online services are great – means that it can be accessed at any time

Computer Access Centres (2003: 10%)
(2002: 10%; 2001: 5%; 2000: 6%)

- The computer labs are great. Sometimes not enough computers but generally great
- Computer access, it means that I don't have to spend a great deal of time or money to have adequate technology at home to complete this degree. I am always able to get access to a computer at uni
- Computer centres are very convenient for those times when computers, and email access is needed

³ Number of comments received: 2003 – 141; 2002 – 89; 2001 – 84; 2000 – 36

Library staff and services**(2003: 6%)**

(2002: 13%; 2001: 13%; 2000: 14%)

- The library hours are great especially during exam time
- Library: provides information needed to complete reports and additional study material
- The improvements made in Badham Library especially relating to increased computer terminals, has been great

Other aspects mentioned include:

- | | | |
|---|------------|---------------------------------|
| • Availability/ existence of services | (2003: 6%) | (2002: 11%; 2001: 5%; 2000: 3%) |
| • Variety of services available | (2003: 6%) | (2002: 10%; 2001: 7%; 2000: 6%) |
| • Accessibility and convenience of services | (2003: 6%) | (2002: 7%; 2001: 12%; 2000: 6%) |
| • Enrolment process (online) | (2003: 4%) | |

Other services mentioned by name:

- | | | |
|-----------------------------|------------|---------------------------------|
| • Health Service | (2003: 4%) | (2002: 2%; 2001: 4%; 2000: 3%) |
| • Security Services | (2003: 3%) | (2002: 6%; 2001: 4%; 2000: 3%) |
| • Casual Employment Service | (2003: 3%) | (2002: 2%; 2001: 4%) |
| • Student Centre | (2003: 3%) | (2002: 2%; 2001: 4%; 2000: 11%) |

SCEQ 2003 OR Q 68⁴**How could student administration and support services be improved to better support your study at the University?****Computer Access Centres****(2003: 21%)**

(2002: 18%; 2001: 17%; 2000: 26%)

- Computer access centres open earlier and need more seats and printers
- I would like a photocopier in the Pharmacy computer access centre. It is annoying to have to go over to Fisher when we spend all our time over at Pharmacy and around that area
- The number of computers should be increased. There is usually a long queue at times in the Access Centres and sometimes we end up not being able to use the computer

Library staff and services**(2003: 18%)**

(2002: 16%; 2001: 15%; 2000: 39%)

- The library at Orange has lack of resources. It is very disappointing. We need more books to borrow for our study
- The relocation of the Pharmacy library to within the Medical library has made accessing resources much more difficult as now the resources are a 10 minute walk across the other side of campus from where pharmacy classes are held. Moving the resources closer to the pharmacy Faculty would result in better use of valuable study time, not having to take 20 min out to get to the library and back to class
- Make the library tours compulsory for all first year students

Staff could be more knowledgeable, helpful and efficient**(2003: 18%)**

(2002: 14%; 2001: 19%; 2000: 13%)

- Be more attentive and diligent, especially when it comes down to students having special difficulties. Be more available and willingness to help in the most efficient way so that students, especially, are looked after and their needs and help met
- Increased staff knowledge/ awareness of issues specifically concerning BPharm (Rural)
- Service needs to be quicker and staff are often impolite

⁴ Number of comments received: 2003 – 101; 2002 – 111; 2001 – 72; 2000 – 23

Services should be advertised more (2003: 14%)
(2002: 9%; 2001: 13%; 2000: 9%)

- Provide information about the services provided. I didn't know the university provided so many services
- Let people know what services are available – most people are not aware of the nature and extent of these services
- Greater promotion of the services offered and how to access them

Student Centre (2003: 10%)
(2002: 5%; 2001: 7%; 2000: 4%)

- Could be more staff in the Student Centre who are willing to help you rather than not caring
- Queues in Student Centre are very long – it must be possible to do something about them
- More staff at Student Centre during busy times of the year

Other aspects mentioned include:

- Employ more staff at peak periods (2003: 5%) (2002: 6%; 2001: 10%; 2000: 13%)
- Unhappy with the Intranet/ Internet (2003: 5%) (2002: 10%; 2001: 10%; 2000: 4%)
- Services are inaccessible/ inconvenient (2003: 5%) (2002: 2%; 2001: 1%)
- Isolation from main campus (Orange)(2003: 4%)

Other services mentioned by name:

- Security Services (2003: 5%) (2002: 4%; 2001: 6%; 2000: 4%)