

FACULTY OF PHARMACY
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)
UNDERGRADUATE 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 undergraduate students in the Faculty of Pharmacy in 2005.

Considerable improvements have been made in the following areas of the undergraduate student experience in the Faculty of Pharmacy since the last analysis in 2003.

- There has been a substantial increase in the number of favourable comments received on the standard of teaching received in the Faculty of Pharmacy (2003: 6%; 2005: 13%). Although the number of adverse comments has also increased, it is not by a significant amount. Students appreciate the fact that lecturers are willing to help with problems, make themselves available and provide interesting lectures.
- Also significant is the rise in the percentage of comments relating to the development of generic graduate attributes, in particular communication skills – 2003: 2%; 2005: 11%.
- The percentage of comments which recognise the relevance of the course to the students' future profession has also increased dramatically – from 7% in 2003 to 15% in 2005
- Satisfaction with the content and structure of the curriculum is indicated by a decrease in adverse comments received on this aspect of the student experience: 2003: 33%; 2005: 23%. The percentage of positive comments on this aspect has remained steady at 30-32% since 2000.
- It should also be noted that, contrary to all previous years of the survey, there are no comments relating to plagiarism or cheating within the faculty.
- Whilst the percentage of comments received which relate to the high workload of the course continues to remain high (at 26%), at least one student is appreciative of the effort the faculty is making to reduce this aspect of the student experience: viz

Our degree seems very demanding and I think that recently the faculty has realised this and is trying to reduce and improve the workload.

Summary of results

Degree experience: areas of best practice

The aspects of degree experience which attracted most positive comments from undergraduate students were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Curriculum: content and structure	30%	31%
Learning community: learning environment	20%	17%
Curriculum: clinical and practical aspects of course	19%	19%
Curriculum: relevance to work/ career	15%	7%
Good teaching: standard of teaching received	13%	6%
Skills development: generic graduate attributes	11%	2%

Degree experience: opportunities for improvement

The areas of degree experience which undergraduate students considered most in need of improvement were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Appropriate workload	26%	24%
Curriculum: content and structure	23%	33%
Good teaching: standard of teaching received	19%	11%
Appropriate assessment	15%	18%
Good teaching: useful and timely feedback	9%	8%
Curriculum: clinical and practical aspects of course	8%	6%

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 undergraduate students in 2005 were:

	% of comments received	
	<i>2005</i>	<i>2003</i>
Customer service: quality	32%	30%
Web communication: intranet/ internet (incl. WebCT)	18%	20%
Library services	18%	6%
Computer access centres: university	14%	10%
Services provided: availability and existence of services	9%	6%
Web communications: online access to services	8%	11%

Student administration and student support services: opportunities for improvement

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

	% of comments received	
	<i>2005</i>	<i>2003</i>
Web communications: intranet/ internet (incl. WebCT)	17%	5%
Customer service: quality	16%	18%
Library services	15%	18%
Services provided: advertisement of services	11%	14%
Computer access centres: university	10%	21%
Services provided: accessibility and convenience	9%	5%

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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 undergraduate students in the Faculty of Pharmacy in 2005.

In 2005 70% of students who responded to the SCEQ provided comments on the best aspects of their degree experience, and 76% on areas that could be improved; whilst 59% provided comments on the best aspects of student administration and student support services, and 47% on areas that could be improved.

Best practice and suggested improvements

Considerable improvements have been made in the following areas of the undergraduate student experience in the Faculty of Pharmacy since the last analysis in 2003.

- There has been a substantial increase in the number of favourable comments received on the standard of teaching received in the Faculty of Pharmacy (2003: 6%; 2005: 13%). Although the number of adverse comments has also increased, it is not by a significant amount. Students appreciate the fact that lecturers are willing to help with problems, make themselves available and provide interesting lectures.
- Also significant is the rise in the percentage of comments relating to the development of generic graduate attributes, in particular communication skills – 2003: 2%; 2005: 11%.
- The percentage of comments which recognise the relevance of the course to the students' future profession has also increased dramatically – from 7% in 2003 to 15% in 2005
- Satisfaction with the content and structure of the curriculum is indicated by a decrease in adverse comments received on this aspect of the student experience: 2003: 33%; 2005: 23%. The percentage of positive comments on this aspect has remained steady at 30-32% since 2000.
- It should also be noted that, contrary to all previous years of the survey, there are no comments relating to plagiarism or cheating within the faculty.
- Whilst the percentage of comments received which relate to the high workload of the course continues to remain high (at 26%), at least one student is appreciative of the effort the faculty is making to reduce this aspect of the student experience: viz

Our degree seems very demanding and I think that recently the faculty has realised this and is trying to reduce and improve the workload.

2 Arrangement

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

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.

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.

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

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

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

Students undertaking double degrees were asked to identify which degree/s they were commenting on in their answer. Where this has occurred the comment is counted in the results for the applicable faculty; where this has not occurred, the comment is counted in the results for both faculties.

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 undergraduate students in reply to questions asking students to list areas in need of improvement than those asking for areas of best practice.

4 Degree experience

4.1 Analysis of comments referring to the best aspects³

Curriculum: content and structure (2005: 30%)
(2003: 31%; 2002: 32%; 2001: 28%; 2000: 31%)

- I begin to appreciate pharmacy as a profession, and start to be more aware about the different medications, over the counter and prescription, and how they work and how they should be used appropriately. In addition to that, I gain a greater understanding about the human body, and are careful about what I eat, and what I do.
- Structured course incorporating theory to be applied practically e.g. lectures and tutorials supplemented by placements although placements should be more evenly allocated to accommodate more student preferences and needs e.g. easy access of placement sites via transport
- How each subject links and supports another subject in Pharmacy. E.g. incorporating the pharmacology of a drug with its medicinal properties, physiological effects and their influences in patient counselling. This helps us prepare for the outside world and also helps us understand the chemistry behind disease therapy .
- Combining Honours into final year of Pharmacy. Finish at same time, whilst creating a more challenging, self-directed component, gives greater sense of achievement.

Learning community: learning environment (2005: 20%)
(2003: 17%; 2002: 11%; 2001: 20%; 2000: 14%)

- The fact that everybody is together for every lecture. That way its easy to make friends, and be like a small pharmacy students community.
- Students in the Pharmacy course were in the same classes throughout the year and were able to form close friendships since we spend a lot of time together.
- The small size of the year group allows students to be more familiar with each other and facilitates efficient teamwork. Establishment of a close relationship with other students is important for future years and the fact that this can happen in first year is very valuable.
- the interactive relationship between teaching staff and students, probably deal to the limited size in the number of students in the faculty. It's easier to voice out problem and get things solved.

Curriculum: clinical and practical aspects (incl. externships and placements) (2005: 19%)
(2003: 19%; 2002: 16%; 2001: 20%; 2000: 19%)

- B Pharmacy. I like the externship held in this course (i.e.. Concepts of Pharmacy and Social Pharmacy). It can help me to understand the real working environment of Pharmacy as well as other health care professional which I am not familiar with before.
- PHAR4615 - Rural placement (and Clinical Practice in general) - it gives all students the opportunity to experience different aspects of pharmacy in the real world (eg. community, hospital, specialist clinic). Also, having to complete Medication Reviews throughout the semester helps us gain more experience, which is helpful.
- The best aspects of Pharmacy are the laboratory works. This is because students are given the opportunity to actively create drugs and comprehend the theory work done in tutorials and lectures in practical form.
- The best aspect of the Bachelor of Pharmacy is the practical work that supplement the theory from lectures. We are able to use interesting technology.

³ Number of comment received: 2005: 182; 2003: 197; 2002: 183; 2001: 132; 2000: 58

Curriculum: relevance to work/ career (2005: 15%)
(2003: 7%; 2002: 11%; 2000: 5%; 2000: 9%)

- Learning new ideas/facts that can be used further on in our real profession. Learning contents of the degree that can be utilised directly in the real world/profession.
- The course is now more in tune with what is expected in the work environment so the skills/knowledge being taught is/are relevant.
- The best aspects were the subjects relevant to real life and at the same time challenging + interesting e.g. pharmacology, pharmacy practice, pathology (mostly the second half of the degree).
- Will give me qualifications for one well recognised profession. (will not feel that, despite finishing degree, you still have no idea where your career path is leading).

Good teaching: standard of teaching received⁴ (2005: 13%)
(2003: 6%; 2002: 9%; 2001: 11%; 2000: 14%)

- The staff are very helpful and are keen to engage with students in their learning.
- Another good aspect was lecturers/tutors who were interested in/expert in the area they were teaching, and a lot were also willing to give up their time to help with problems
- Most of the teaching staff are also very approachable and make efforts to ensure students understand the content of the course.
- many lecturers I find to be very interesting and attending their lectures is quite mentally stimulating

Skills development: generic graduate attributes (2005: 11%)
(2003: 2%; 2002: 5%; 2001: 2%; 2000: 7%)

- Gaining the ability to have good verbal communication and great writing skills and critical thinking
- Having many opportunities to cooperate with other students as this aided in understanding things we were taught and strengthened our communication skills
- Learning to be better communicators, develop professionalism, become more analytical and team work. Helps develop us into better professionals for the future and to be able to see things in a broader aspect.
- My degree course is developing my ability to use verbal and non verbal communication. It is because there is a lot of case studies for analysing during the course, so it is very practical to develop those communication skills for the course.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Learning community: tutorials and seminars	9%	5%	7%	7%	7%
Good teaching: group work	8%	5%	5%	7%	10%
eLearning: learning management system (WebCT)	6%				

⁴ Includes: Understanding students problems; links between theory and practice; links between tutorials and lectures; discussions encouraged; use of up to date learning resources/ material

4.2 Analysis of comments suggesting improvements⁵

Appropriate workload (2005: 26%) (2003: 24%; 2002: 23%; 2001: 33%; 2000: 23%)

- When I say the workload is too high in my selections above, I mean that it is too high to learn effectively - if one works reasonably hard throughout the semester, it would not be difficult to pass at all. That being said, the fact that it is entirely possible to graduate without learning a large portion of the course content is quite demoralising, and I believe it leads many to question the necessity of much of the material.
- the amount of work in the given time results in superficial knowledge in a lot of things but no knowledge in depth. It puts too much strain on your private life with no time left for anything
- The work load is too much .I am currently doing seven subjects in second year and I think we should have less subjects so we get enough time to study each subject in depth.
- The credit points of some subjects are not a good indication of relative workload. This could be improved, especially for second year subjects seven each semester are undertaken. Organising ones time could be better done, if it were.

Curriculum: content and structure (2005: 23%) (2003: 33%; 2002: 28%; 2001: 29%; 2000: 32%)

- The units of study should be tailored to the relevance to the profession. Courses such as Statistics, Calculus, Psychology offered in First Year may need reconsideration in terms of their relevance to the subsequent units in the following years.
- The number of subjects, especially for second year. The second year course is very poorly organised. There is so much overlap in content that 4-5 subjects can cover the content that is achieved in 7 subjects currently.
- The necessity of exhibiting competencies in the Pharmacy Practice and Clinical Practice, especially when there is a further year of registration upon graduation. Perhaps to lessen the criteria in these subjects to allow more students to pass, as passing these subjects do not influence the ability of a graduate, since there is another year of learning in the graduate year.
- More relevant information taught - I am doing pharmacy 3rd year and find that a considerable course load is devoted to the high science of drugs - not applicable to most students who will go on in community pharmacy setting

Good teaching: standard of teaching received (2005: 19%) (2003: 11%; 2002: 10%; 2001: 14%; 2000: 15%)

- Can be boring at times, but this can't be helped as lecturers do their best lecturers should involve more class discussion. I have been to other unis and attended their lectures...and they encourage students to communicate with one another to discuss certain topics...maybe lecturer should designate period for these discussions
- Some lectures could be made to be more interesting rather than simply reading lecture notes. It will help me keep interested in the lecture and will also help me better understand the subject core.
- Some of the teaching staff need improvement in the way they present their lectures. While others make it worthwhile to attend.
- University staff should encourage more discipline in the lectures. Students toward the back of the lecture theatre often talk or throw objects in the lectures, which disturb the learning of interested students.

⁵ Number of comment received: 2005: 197; 2003: 221; 2002: 198; 2001: 135; 2000: 62

Appropriate assessment

(2005: 15%)

(2003: 18%; 2002: 19%; 2001: 20%; 2000: 24%)

- Examinations: exam format changes every year. It feels as though students are used as 'guinea pigs'. One year it's combined open book and another year individual exams and closed book and another year some subjects removed. Unfortunately, I belong to the year where exams are closed book and needing to do subjects which will be removed next year. Totally unfair as we have such high workload!
- There are too many group assignments. The disadvantage is that the keen students are left to do most of the work for the not too keen students. Therefore there should be more individual assignments to allow fairness in work distribution.
- some of the mid semester exams could be held closer to 'mid semester'. having to look through the whole course just for a 10% exam is stressful.
- How necessary can the material be if we are only required to learn 50% of it?? I find the material to be interesting, however the method in which it is taught is ludicrous. We are given far too much to learn properly, and only really examined right at the end of the course. This encourages us to cram as much information into our heads at the last minute as we possibly can, and particularly as the questions test memory rather than understanding, I don't believe we are getting nearly as much out of the course as possible. I myself will admit that I tend to only bother trying to learn 50% of the course content close to exam time, and this has still enabled me to pass one of the most difficult degrees at university thus far.

Good teaching: useful and timely feedback

(2005: 9%)

(2003: 8%; 2002: 8%; 2001: 9%; 2000: 2%)

- More detailed feed back on presentations. More timely feed back. It is no good getting a grade at the end of the course and not having had any feed back about he work presented through out the course.
- More continuous assessment with feedback during semester would be more useful and less stressful.
- Feedback from staff eg actually being told what we did wrong, how we can do better.
- Prompt feedback from staff would be much appreciated, as it enables students to understand coursework and gain direction in the study of subjects.

Curriculum: clinical and practical aspects of course

(2005: 8%)

(2003: 6%; 2002: 7%; 2001: 4%; 2000: 3%)

- More practical, cut down on theory, integrate pracs & learning experience so put theory into professional practice.
- better method to obtain pharmacy experience required instead of the "externships" as these really don't allow a practical learning environment instead only observational
- Practical workshops are sometimes quite repetitive and/or confusing. Even with the guidance of staff, sometimes the workshop cannot be fully understood, especially under the period of time available.
- there could be practical components to the course. i.e.. more out of university placements rather than labs at uni involving hours upon hours of just waiting for lab results to develop.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Clear goals and standards	8%	2%	1%	2%	
Learning community: tutorials and seminars	6%	2%	4%	4%	2%

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁶

Customer service: quality (2005: 32%)
(2003: 30%; 2002: 35%; 2001: 40%; 2000: 39%)

- It isn't an ordeal to approach someone with a question you may think is silly, and regardless of the question there is someone that will help you out willingly
- The people are friendly and easy to talk to. They try and understand your problem which can often be solved over the phone or internet. It makes everything run smoothly.
- They can usually help out in ways that would be difficult/impossible for students to get done by themselves.
- Every single member of the staff knew what to do with my enquiry and if they didn't, they would always pass me onto a reliable person.

Web communications: intranet/ internet (incl. WebCT) (2005: 18%)
(2003: 20%; 2002: 9%; 2001: 13%; 2000: 22%)

- WebCT - Is a fantastic way for staff and students to communicate, as you can post up messages to the entire year! I generally think that all aspects of WebCT are good, e.g. lecture notes posted, submitting assignments online.
- WebCT - Allowed peer to peer and student to student lecture communication. Made things much more simple by allowing access to resources.
- Internet access made things very convenient
- WebCT My Uni - their internet services allowed fast access to all the information that was needed.

Library services (2005: 18%)
(2003: 6%; 2002: 13%; 2001: 13%; 2000: 14%)

- Library is the best student support services at the University. It can provide a huge resource for students, so they can find out the necessary information for their assignments and reports.
- Library because out of all the services, I used the library the most. It assisted me with finding resources for assessments and also, provided space in which I could study and do group discussions. Staff also very willing to help with any enquiries.
- The University libraries are excellent particularly how books are available in reserve and the request system. I also find library access to journals and online databases very helpful.

Computer access centres: university (2005: 14%)
(2003: 10%; 2002: 10%; 2001: 5%; 2000: 6%)

- The computer access labs work great, they provide you sufficient time to complete your tasks with its high speed connection and there is rarely a long queue to wait to use a computer.
- the computers at the access centres were usually in good condition
- Computer access is available everywhere making it convenient for student needs.
- Computer access labs were a good source of assistance. The availability of these computers to complete collaborative work was excellent.

⁶ Number of comment received: 2005: 153; 2003: 141; 2002: 89; 2001: 84; 2000: 36

Services provided: availability and existence (2005: 9%)
(2003: 6%; 2002: 11%; 2001: 5%; 2000: 3%)

- They are always available for use.
- always readily available to assist students in need.
- Never used but not sure, but I do think it is extremely important for these services to exist as they are necessary in the student community.
- Make life easier for us by giving us the services we need on campus so we don't have to get them externally

Web communications: online access to services (2005: 8%)
(2003: 11%; 2002: 7%; 2001: 6%)

- The availability of many of the services on the internet is very convenient and saves a lot of time.
- The ease in which all services are available online. This allows me to easily check and modify any aspect of my learning from home.
- the round-the-clock availability of online services
- The online services such as WEBCT and online student admin as they save time and are easy to use.

Other aspects and services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Services provided: accessibility and convenience	8%	6%	7%	12%	6%
Services provided: variety of services	7%	6%	10%	7%	3%

5.2 Analysis of comments suggesting improvements⁷

Web communications: intranet/ internet (incl. WebCT) (2005: 17%)
(2003: 5%; 2002: 10%; 2001: 10%; 2000: 4%)

- Not using "My" in front of everything, less attention paid to making it look good/cool. Students are not children you don't need to set it up like that, makes it confusing.
- Have lecture notes online before the lecture, then we're listening rather than writing down every work the lecturer says.
- MyUni website has way too many links to get to something, the old website was much better as it provided intuitive links
- Sometimes, lecture notes take a long time to get placed up on WebCT (e.g. 4 days after the lecture sent it). My Uni - the interface can be confusing and is often hard to find things e.g. how to pay off your account. There are too many sub-headings to search.

Customer service: quality (2005: 16%)
(2003: 18%; 2002: 14%; 2001: 19%; 2000: 13%)

- Student services need to be more approachable, friendly, empathetic and understanding. On many occasions I have found them very insensitive.
- try to understand what students really need, quicker responses and update information and resources quickly
- better trained staff members
- Be more engaging with students and really do what is best for the students to find the best way for students. To be more open, kind, warm and friendly so that we feel helped and confident about whatever problems we have. More sacrifice and better quality service to students.

⁷ Number of comment received: 2005: 122; 2003: 101; 2002: 111; 2001: 72; 2000: 23

Library services **(2005: 15%)**
(2003: 18%; 2002: 16%; 2001: 15%; 2000: 39%)

- In order to improve my study at the university, it will be great if the opening hours for weekend and holiday are extended, so the students can have more time to select the information from the library resources.
- not sure. don't think i use it enough. but i suppose library's should maybe have a little more secluded room for discussions, study in groups etc. and i think it's probably a good idea, to have the library's open till late everyday around stuvac and exam period-- especially Saturdays?? just a thought :)
- Library could have a lot more resources e.g. books not just online access, instead of students having to buy their own text library texts would be shared and accessible by all students - especially in the field of health sciences and pharmacy
- Possibly have meetings at a library to see if anyone needs any help with researching their assignments .

Services provided: advertisement of services **(2005: 11%)**
(2003: 14%; 2002: 9%; 2001: 13%; 2000: 9%)

- Should inform students on services available - better advertising e.g. on noticeboards around uni..
- Perhaps, advertise them more? I didn't know of a couple of them and what they provide.
- Be more advertised around Uni so people know what they offer and where they are on campus.
- Have more information sent to the students so we are aware what's on offer. Often the main reason we don't use them is because we don't know about them.

Computer access centres: university⁸ **(2005: 10%)**
(2003: 21%; 2002: 18%; 2001: 17%; 2000: 26%)

- perhaps more computers would be handy in times where computer use is heavy and when empty computers are scarce.
- Only maybe longer opening hours of access centres. There have been times early in the morning when I've needed to use the computers but have been unable to do so.
- The need for more computer access centres, to reduce excessive waiting lines especially when close to assessment periods.
- More computers to reduce waiting time in computer access labs

Services provided: accessibility and convenience of services **(2005: 9%)**
(2003: 5%; 2002: 2%; 2001: 1%)

- Be more accessible, because at the moment sometimes it can be very difficult to find certain services at Uni and don't know where to ask.
- Be more accessible and contactable. I had no idea where to go or who to approach in regards to such matters. For example, when i needed help with getting employment, i had no idea where to go.
- Improve access
- Be more centralised so that everything is in one spot.

Other aspects and services mentioned included:

	2005	2003	2002	2001	2000
Student centre	7%	10%	5%	7%	4%
Administration and organisation: general (incl.faculty)	6%	3%	2%	1%	4%
Web communications: online access to services	6%	1%	5%	1%	4%

⁸ In 2005 comments on Computer access centres were divided into University *and* Faculty.