Student Staff Consultative Committee Meeting

The 1/2019 Student Staff Consultative Committee Meeting was held on Wednesday, 1 pm 3rd April 2019 in 201/35 16 Alliance Lane.

Minutes

Staff:  A/Professor Lindsay Kleeman (Chair, Department Director of Teaching)
        Professor Tom Drummond (Head of Department)
        Ros Rimington (Academic Programs Manager)
        Geoff Binns (Resource Manager)

Students Representatives:

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<tr>
<th>First name</th>
<th>Surname</th>
<th>Level</th>
<th>course</th>
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<tr>
<td>Owen</td>
<td>Brooks</td>
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<td>TRC</td>
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<tr>
<td>Emily Chu</td>
<td>Qiao</td>
<td>2</td>
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<td>Kuan Hou</td>
<td>Lee</td>
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<td>SMEE rep</td>
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Minutes

The chair (LK) introduced the purpose of the committee and emphasised that the students present should understand their role to represent the whole student community and to actively solicit comments and suggestions from their fellow students. Student email addresses and levels will be published behind the authcate firewall to allow other students to feedback suggestions to the committee. The chair also outlined previous outcomes of the committee:

- After-hours access to laboratories in weeks 6-12 from 6 pm to 10 pm.
- Help desk support for students during lunchtime and evenings.
- Advertising the skill set of help desk demonstrators so student can target particular sessions for certain subject areas.
- ECSE study rooms during exam periods.
- Provision of a renovated 4th year common room.
- Better training and selection of demonstrators for labs.
- Upgrading and new equipment for units.
- Online support via anonymous student forums.
- ECSE Hangout Moodle site for FAQs, enrolment information and job announcements.
- Industry nights for student interaction with potential employers and local industry engagement with the undergraduate courses.

Level 2:

ECE2131: Some students felt that the demonstrators were awarding full marks in the lab for students who had not completed a lab session. Students also felt that the labs were quite lengthy and some described starting the lab before the allocated lab session in order to complete it on time. Some discussion then centred on the two conflicting roles of demonstrators who provide both summative and formative assessment.

General comments about first year and the transition to second year were solicited. First year was commented on being “pretty easy” in a technical and academic sense but contained good practical problems and group learning. The theory in first year was well supported by engineering practice – an example was the use of 555 timers to illustrate RC time constants. The transition from first year to second was not felt to be a problem in ECSE.

ECE2071: Student comments included: the C programming was taught well with live programming exercises that introduce students to concepts as required. Some felt that it would be also good to start the lecture with learning outcomes listed that are to be covered and a brief summary at the end how these were covered. This will be conveyed to the lecturer.

Level 3:

Some students would like tutorials in ECE3073 - in fact there are tutorial problems available on Moodle and it would be good to run tutorials based around these problem sets.

ECE3161 Analogue Electronics: some felt that the labs were too long and could be better synchronised with lectures. The demonstrators were struggling to complete the marking of all students at the end of sessions. LTSpice required an introduction.
– the coordinator will be referred to the introduction in ECE2131 that can be made available for students in ECE3161.

The issue of 2 hour versus 3 hour versus two week labs was discussed by the committee. Where possible the students preferred two week labs since this provided time between sessions to complete the work and explore more deeply the problems.

Level 4:

Final year projects journals were discussed and how these should be reported. Each supervisor has different styles of supervision. One example from TD was that student should summarise the weekly meeting outcomes and the plan for the next week, and then report on that in the following meeting. Also students reported that the Requirements document example was too long and not representative of what is the expectation of most supervisors. Another issue raised was when and how the literature review should be conducted – students felt that more guidance could be provided. This literature review approach was agreed to depend on the project topic, since some would benefit from an early review of the literature. Others, the supervisors would like the student to think about the problem and explore it before looking at the literature in order to gain a better understanding by experience. In all cases, it was agreed that the literature review should be included in the final report and provide context for the outcomes and achievements of the project relative to what has been achieved by others.

ECE4045 Network Performance was commented by a student representative as being somewhat didactic and lacking interaction, with no tutorials. Suggestions were that MARS could be trialled and partners included in a journal club approach.

Next scheduled meeting: Week 10 Semester 1 2019