

**UG3 Staff Student Liaison Committee Meeting**  
**11.00am-12.00pm, Friday 22nd November 2019**  
**Appleton Tower, 6.16**

**Present:** H Leather (chair and UG3 year organiser), N Belsten (UG3 student rep), M Andrejczuk (UG3 student rep), V Dragan (UG3 student rep), M Shostak (UG3 student rep), L Branney (UG3 administrator), J Gilhooly (Deputy Teaching Organisation Manager)

**1. Introduction and overview of SSLC:**

The meeting opened with a brief introduction from the UG3 Year Organiser on the purpose of the meeting, which is mainly to gain feedback to help enhance student's experience for the next academic year.

**2. Comments on UG3 courses:**

Automated Reasoning

It was noted that the lectures for this course are too fast paced, however the lecturer is very enthusiastic and it is a fun course. The 'Isabelle' programme is not well documented and hard to learn. It would be nice to have more information on how to use the programme, such as a beginner's manual or tutorials. However, the TA and lecturer were available for help with the programme. Some students found it to be a challenging course but were enjoying it. There was an issue around timetabling clashes which meant people who wanted to take the course couldn't.

Response from course organiser, Jacques Fleuriot: "Thanks for the feedback. I'll endeavour to slow down next year. As for the comment about tutorials, this is surprising as more than half of these are spent on Isabelle."

Compiling Techniques

This is a hard course but very good with great lecturers. The coursework is difficult but the students have learnt a lot. There are really good responses and answers on Piazza and the coursework marking system is good.

Computational Cognitive Science

Students are enjoying this course however they feel it is aimed more at Cognitive Science degree and not Informatics.

Computer Architecture and Design

Students think this course is brilliant and the best they have ever taken.

Database Systems

There are a wide range of topics covered, the lectures are really good, very detailed and well explained. The course is very similar to Informatics 1 – Data and Analysis with some overlap of content. Students would like to have more follow on courses in fourth year.

### Informatics Large Practical

It was noted that this course is a little too easy, students would like the android part to be reintroduced, as they currently don't feel they are getting much out of the course. They think there would be more creativity with the android app.

Students feel they learnt more from the Informatics 2C – Introduction to Software Engineering course in year 2 than this third year course. It was noted that the lectures are slow moving and it is not worthwhile that the course materials are being explained during the lectures as this can be read online. Students would like to see more complex, faster paced lectures. The course organiser is 'amazing' on Piazza and is a great course organiser.

### Introduction to Vision and Robotics

It was noted that a very large number of students had an issue with Ros on dice, it is slow to run and installing the program is difficult, more help with this is needed. There is also little guidance on Open CV and little documentation. The labs are hard as there are no step-by-step instructions and no tutorials which makes it hard to understand.

### Introductory Applied Machine Learning – UG3

Students had a lot of comments regarding the coursework questions. On the coursework document students are advised not to discuss it publicly, and on Piazza, lecturers state that questions should only be asked privately and not on the public domain. Students feel it would be useful to share the answer amongst colleagues. It was also noted that this process is inconsistent with other courses. Students found that there is a lot of overlap with the Informatics 2B course. Some students enjoyed that it builds on from INF2B, yet some would prefer if it was covered in less detail. A course on applications would be useful.

There were some complaints about Gradescope, which was used this semester to submit coursework. Students couldn't get registered and set up on the system in time for the submission deadline, however it was noted that the lecturers had given ample warning and instructions to sign up well in advance of the deadline. It was made clear to students that if they had not set up and submitted on time then no extensions will be given. A lot of students were also frustrated with the format of the coursework, it involved having 4 windows open to carry out the task, and the latex box is too small which results in having to cut the answer down to make it fit. This is also the same for adding tables, as there is lack of space.

Otherwise, students are happy that it's a practical course and they get to use Python library. They also like the self-learning aspect with the videos and quizzes.

### Professional Issues

The lectures can sometimes be uninteresting and hard to follow and slow; students feel that they are not worthwhile as they can view them online instead. If the lectures were more interactive this would help students to engage. The tutorials have not been well organised, students have had to arranged meetings themselves and found that the tutors are not engaging well or following the tutorial plan. Students would also like more individual feedback. Students do like that they can choose what to work on and it is good experience for team working.

Students would like the course organiser to be more specific about what course materials they should learn for the exam. There have been good guest lecturers and it adds variety.

#### Software Design and Modelling

Students really like the lecturer, they are passionate and engaging. It was noted that the lab notes should be updated as much as possible. Some students felt that the lecture content was quite bland but also interesting. It is clear what is examinable and they like the optional quizzes with reading.

### **3. Comments on other courses:**

Students were disappointed with the lack of AI courses running in Semester 2, they would like to see more courses spread out throughout the year. Due to this, they have been forced to take 70 credits in Semester 1 and 50 credits in Semester 2. As well as this, they find it a shame that they are only able to take 10 credits of outside courses.

### **4. General issues about the year and specific courses:**

Everyone seems to be enjoying 3<sup>rd</sup> year better than 2<sup>nd</sup> year. It was noted that students on the joint degree programmes have clashes with their semester 2 courses and it is going to be hard to get from Kings Buildings to Appleton Tower in time for lectures/tutorials. It would also be nicer to be able to have more course choices, and more level 10 year 4 courses available to them.

### **5. Comments on Computer Facilities, labs, study spaces and social spaces:**

Students would like to see more silent study spaces. The library is not entirely quiet.

### **6. Comments on Computing Support:**

No comments.

### **7. Comments on ITO Support:**

Not many comments regarding the ITO other than that students have received fast responses to enquiries.

### **8. AOB**

Some students have reported that the wifi around Appleton Tower has been quite slow this semester. It does not work very well at all on level 11 of the David Hume Tower.