SCHOOL OF INFORMATION TECHNOLOGY AND ELECTRICAL ENGINEERING

STUDENT CONSULTATIVE COMMITTEE

The next meeting will be held as follows:

DATE: Wednesday, 8 May, 2019
TIME: 12:00 pm to 1:30 pm
VENUE: Room 217, General Purpose South (78-217)
NOTE: This meeting is being recorded solely for minute taking purposes. Please let the Chair know if you want the recording stopped at any stage during the meeting.

8 May 2019

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A G E N D A

02/19

1. Apologies (Please email apologies to enquiries@itee.uq.edu.au)

2. Confirmation of draft minutes of meeting held on 27 March 2019

3. Matters Arising from the Minutes
   3.1 Vending Machine
   3.2 ITLC furniture feedback report
   3.3 ITEE Update
   3.4 Teaching hours (evening classes)

4. Matters for consideration
   4.1 Feedback Box/Facebook Page
      4.1.1 Feedback from the Box or Facebook page
   4.2 Items from Representatives
      4.2.1 Fostering Student Staff Communications
      4.2.2 Provision of feedback on academic progress
      4.2.3 Availability of final exam marks
      4.2.4 Quality of examinations
      4.2.5 Timely availability of assessment information
      4.2.6 Teaching & Learning Leadership

5. Other Business

6. Next Meeting
1. **Apologies received to-date:**
   Staff: Mr Richard Newport, Ms Erin Hulme, Dr Stephen Viller, Dr Gianluca Demartini
   Students: ....

2. **Confirmation of Minutes**
   2.1 **Acceptance of previous minutes**
   Previous minutes will be accepted for publication and uploaded to the ITEE Website.

3. **Business Arising**
   3.1 **Vending Machine**
   General discussion regarding Vending Machine proposal moving forward.

3.2 **ITLC Furniture Report**
   Update on the ITLC Furniture Report. In addition, Matthew would like to propose purchasing / installing approved tagged and tested power boards to support the space due to the limited amount of power ports.

3.3 **ITEE Update**
   Communication regarding school matters from Head of School, and other management positions. Particularly related to student experience, teaching activities (including staffing), and (possible) upcoming changes.

3.4 **Teaching hours (evening classes)**
   Response from school regarding provision and forward planning of having classes extending into nights, particularly with availability of support staff. PPL 3.70.01 procedure 6.2.3 notes undergraduate teaching should only occur 8am to 8pm Monday to Thursday and 8am to 5pm Friday. CSSE1001, CSSE2010, DECO3800 currently do not adhere.

4. **Matters for consideration**
   4.1 **Feedback Box/Facebook Page**
   4.1.1 **Feedback from the Box**
   Any items from the box will be noted here.

4.2 **Items from Representatives**
   4.2.1 **Fostering Student Staff Communications**
   Matthew would like to suggest some avenues to foster student-staff relations in the school. Also, he would like to discuss some findings about student engagement from *Undergraduate Student Engagement: Theory and Practice in China and the UK* (2018).

   4.2.2 **Provision of feedback on academic progress**
   James would like to raise matters regarding provision of feedback to students regarding their academic progress. Tutorial (problem) answers (and solutions) are not routinely available across the school. Where there is not a clear answer, some discussion points should still be available. Feedback on assessment items can also be lacking and delayed. There are examples of other schools doing this much better. METR4201 coordinated by the School of Mech and Mining’s Head provides individualised, and contextualised feedback on mid-semester marks, linking questions back to learning objectives and course content. The exam feedback sessions, commonly run by Phil Terrill’s courses are great step in the right direction.

   4.2.3 **Availability of final exam marks**
   As previously discussed, final exam marks should be available on blackboard. Many students view final exam papers initially to get an indication of how they went, for which categorised exam marks (eg per paper part) may be adequate. In the past,
there have been a number of administrative grading errors. Student’s ability to view and check their grades may lessen the burden on exam viewing and late corrections. This was previously raised last year, with the agreement to encourage such behaviours in course coordinators. Can this please be strongly encouraged again this semester, hopefully becoming natural behaviour soon.

4.2.4 Quality of examinations
James would like to again raise the matter of final exams having a diverse quality range, with far too many sitting at the low-quality end. As previously noted, student feedback is not sought regarding exams, and there is limited information regarding exam quality. The exam checking process is mostly a formality, with more critical question content problems still occurring. The most significant data source we have, the examinations section, notes that ITEE exams have approximately double the incident rate of the university. What strategies does the school have for combatting this problem?

4.2.5 Timely availability of assessment information
As stipulated in policy, previously raised at the SCC and through various grievances, assessment information must be complete at time of release, including task description, submission information and marking criterion. Where this is not published in the ECP, the ECP should refer to its location. There has been an improvement. James enquires what data the school has on cases, and how much checking and following up has been performed, particularly on courses that have previously been problematic.

4.2.6 Teaching & Learning Leadership
James would like to enquire as to the state of teaching and learning leadership, particularly around related courses. Many students have raised concerns regarding prerequisite knowledge gaps, stark differences in expectations and poor communication regarding an education narrative. This is particularly evident in our first and second year courses (across csse, infs, elec, deco) which generally form clear blocks of foundational knowledge and skills. There are students (and tutors) interested in working on these problems (eg as staff-student partnerships).

6. Other Business
7. Next Meeting