### Survey results on availability of level 9/10 courses across UG3, UG4, and UG5

1. Which courses currently on offer at level 9 would you like to see offered at level 10 as well?

<table>
<thead>
<tr>
<th>Course</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algorithms and Data Structures</td>
<td>65.7%</td>
<td>23</td>
</tr>
<tr>
<td>Compiling Techniques</td>
<td>22.9%</td>
<td>8</td>
</tr>
<tr>
<td>Computability and Intractability</td>
<td>28.6%</td>
<td>10</td>
</tr>
<tr>
<td>Computational Cognitive Science</td>
<td>25.7%</td>
<td>9</td>
</tr>
<tr>
<td>Computer Architecture</td>
<td>28.8%</td>
<td>10</td>
</tr>
<tr>
<td>Computer Communications and Networks</td>
<td>28.6%</td>
<td>10</td>
</tr>
<tr>
<td>Computer Design</td>
<td>20.0%</td>
<td>7</td>
</tr>
<tr>
<td>Computer Security</td>
<td>45.7%</td>
<td>16</td>
</tr>
<tr>
<td>Database Systems</td>
<td>34.3%</td>
<td>12</td>
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<tr>
<td>Foundations of Natural Language Processing</td>
<td>40.0%</td>
<td>14</td>
</tr>
<tr>
<td>Introduction to Vision and Robotics</td>
<td>42.9%</td>
<td>15</td>
</tr>
<tr>
<td>Introductory Applied Machine Learning</td>
<td>62.9%</td>
<td>22</td>
</tr>
<tr>
<td>Language Semantics and Implementation</td>
<td>31.4%</td>
<td>11</td>
</tr>
<tr>
<td>Logic Programming</td>
<td>25.7%</td>
<td>9</td>
</tr>
<tr>
<td>Operating Systems</td>
<td>45.7%</td>
<td>16</td>
</tr>
<tr>
<td>Software Engineering with Objects and Components</td>
<td>28.6%</td>
<td>10</td>
</tr>
<tr>
<td>Software Testing</td>
<td>31.4%</td>
<td>11</td>
</tr>
</tbody>
</table>

Answered question: 35
Skipped question: 4
3. Do you think that by making third and fourth year more uniform you would be more pressured into planning the courses you want to take for the next two years rather than just the next year?

No, not really. It would probably reduce the pressure, since you would know that even if you don't make the perfect choice in 3rd year, you can always take the courses you missed in 4th year.

No. You have to think about 4th year prerequisites when you choose 3rd year courses anyway.

yes

yes

No

Just because there are more courses offered it doesn't necessarily make things any more difficult. In fact I would say it makes things easier as you can take more classes you are interested in and not worry that they aren't what is best for you.

I think the existing system doesn't do enough to explain the consequences of third-year course choices, nor the impossibility of taking level 9 courses in third year. In other words, there is not enough information currently about planning for third and fourth years. Making
third and fourth years more uniform would relieve pressure in my opinion.

If doing this how I suggested it in 2, I think most of the people would either do just level 10 courses in UG4, or at most do two level 9 courses insted of a level 10. This way, the student will take additionl level 9 only if very determined to pursue this topics, having the extra difficulty, and would have to miss just one potential level 10 course.

On the contrary, the pressure would be lowered, because you could take all the courses you want and you would not have to "fill" some credits with courses that are not of interest.

Yes

Potentially, yes. But as it is today, the courses you pick in third year still strongly affect the choices you make in fourth year, partially due to prerequisites and simply familiarity with the topic. If the choices were more flexible both years (pre-requisites becoming co-requisites?) then maybe there will be less feeling of commitment when picking third year courses (which I see as a good thing).

No

No

Probably but I don't think this would be a bad thing. As long as people understand that their plans can change and strongly recommending that they stick to in-year courses only then the greater flexibility can be taken advantage of by those who could value from it.

Yes, because you would be left with a more limited set of options for the subsequent year. Not necessarily a bad thing, but not necessarily good either.

Why is that a bad thing?

Yes

No

It blurs the teaching path. University should teach each year more advanced courses what drives a student to become an expert in his area of interest.

Yes. A clear roadmap of prerequisites would be nice.
No.

Not really, it would just be more flexible. Either way I don't think it would be harmful to anyone

no

Yes.

I think it should be up to the student to decide his/her courses and the tutor should just help with the choices (e.g. "I want to do research in AI. Which courses should I choose?"; "I want to be a back-end developer for unix servers. Which courses would suit me?" etc.)

No

No, exactly the opposite. I would know that if I didn't take some course in 3rd year, I would still have a chance to take it the following year if I found it useful.

Actually it is the other way around

I don't think students would need to plan ahead any more than we currently do.

4. Any other comments

I feel pressured in the current system. From the get go I had to plan which courses to take in which years to ensure I could get on to courses I wanted later on. Having said that, come my fifth year I've found that there are many areas that I'm unable to touch due to not taking foundation courses in 3rd year. I would have taken these courses, if I had enough credits! I guess this only really applies to people like myself who wish to gain a broader understanding of Informatics, and less to those who wish to specialise.

Also, it would be useful for MInf students. For example I missed to take some courses in 3rd year which are prerequisites for Level 10 courses which I wanted to take in 4th year. However, if I was able to take the Level 9 courses in 4th year, I would have been able to take the Level 10/11 courses I was interested in in Year 5.
It would be a huge help for people who decide they want to take a 4th year course but they've missed the 3rd year prerequisites and for those that find 3rd year courses generally more interesting.

If this does not go ahead, please try and get certain courses as requirements for the masters. Currently we have a free reign on what courses we take (except CCS) and it can have detrimental effects on our 4th and 5th years due to not taking classes which are exceptionally useful.

I am extremely curious why all the UG3 exams are at the end of the year, instead of being split in two chunks.

Fourth year students should be allowed to take more than 10 credits (20 with permission) at level 11, because the difference in difficulty is much smaller between level 10 and 11 than between level 9 and level 10.

This is especially a problem for students who do their third year abroad. Some courses aren't offered abroad in the exact incarnation they are at Edinburgh, so you reach the fourth year in the awkward position of not having certain prerequisites for level 10/11 courses and not being allowed to take them either.

I took advantage of the option to take level 11 courses during the fourth year (4 of them) but never wished I could take third year courses in the fourth year. However, I guess somebody who knows what they want to do in their honours project at the start of the third year may have greater flexibility for choosing courses relevant to their project early and go back to the not so relevant courses later.

I suppose level 9 courses should be easier than level 10 courses so to be fair the only way this would work is if students are allowed to take extra credits with level 9 courses in their fourth year. Otherwise, either 3rd year courses have to be made more difficult or someone might graduate with more level 9 courses than others which is unfair.

Stop making university worse, start putting a pressure on students to learn and advance, add more advanced courses, involvement possibilities inside the School, and beyond, e.g. encourage students to take part in computer science conferences etc. For example, I do not know how much money it cost the university to generate the idea of personal tutor and implement a whole side system. But, it is totally useless, my personal tutor (prior director of study) still is an absolute moron, waste of time, and has no answer at all for my questions. Maybe, more beneficial would be thinking about mentoring schemas.
inside the School, where more acknowledged members of the School advise students on their goals, development path, and give the know-how which cost years for student to learn on his / her own fails. We do not need handicaps, but the people who will be able to shape the future generation.

Having been on exchange this would have been very useful as I did lots of level 10 equivalents in third year but wasn't able to do a course in compilers nor operating systems when away.

I think it's a great idea to level the courses up, so that a student can freely choose what to do. For example, in my third year I'd like to take most of fourth year AI courses so that for my final year I'll be able to get a quasi-postgrad academic experience and be better prepared for research in a given field.

No

In the School of Mathematics, most 3rd and 4th year courses are level 10. I know from experience that this offers much greater flexibility in course selection, and I believe this system would work for Informatics as well. I don't really think making 3rd year courses level 10 would require any major changes to the syllabus. I think our courses are very demanding even for level 10 standards.

The levels of the courses does not necessarily correspond to their level of difficulty anyway, so they may do whatever they want.