

Vocational & 4YD1: Student Issues

Vocational Issues		
Issue	Next Action	Outcome
Students would like there to be some kind of 'Graduation Project' at the end of their course, where they could collaborate on a final project. It could be similar to the TPP project in the BFA.	Jim will discuss this with the Fast Track Committee, who are responsible for designing the Vocational programme.	
The mixing class given in Winter Term would be more beneficial if it was offered in the first Semester.	Jim will look at the timetable and sound major content to see if this is possible.	
The Practical Electronics II course is too much of a jump from Practical Electronics I, in terms of the level of the content. Also the teacher seems not be concerned with the fact that the students are struggling to comprehend the concepts in class.	Jim will discuss the syllabus with the EDT Department at their next meeting to see if the content is at a suitable level or not. Also Jim will contact the co-ordinator in charge of the teacher for this course and raise the issue with them.	
The Show Networking course is made more difficult than it should be by being entirely theoretical/lecture based. It would be better if this course was delivered in a more practical, hands on way.	Jim will raise this at the next department meeting and find out what would be required to make this course more practical.	
The elective Pro Tools course offered in Semester B would be more beneficial to the students' overall studies if it was available in Semester A instead.	Jim will discuss this with the EDT department to see if it is possible to move this course. If so, Jim will recommend this to the Fast Track Committee.	
The Production Apprenticeship was poorly organized, students did not know what they should be doing for the first part of the course.		The faculty are aware that this was poorly organized. This was mostly due to misunderstandings over who should be organizing this course, and general 'teething' issues with this new course. Recommendations for improvement are being made for next year.
4YD1 Issues		
Issue	Next Action	Outcome
The sound classes in Intro to EDT were too theoretical, and the balance between Sound Lighting and TD seems uneven.		The EDT department has re-written the Intro to EDT syllabus for next year, and the new version focuses on hands on, practical skills for application in production practice.
The scheduling of the Intro to EDT classes is such that two sequential classes in a subject could be delivered up to 6 weeks apart. The students feel it would be a smoother learning experience if classes for the different areas were taught in sequence instead of alternating.	Jim will raise this with the Intro to EDT teachers at the next EDT Department meeting.	
There are no EDT classes in semester B, and students feel this is a noticeable lack of content, especially as they have a lot of free time in their timetable. If there was a possibility to add more EDT classes in semester B, they could focus on more design oriented areas if the Intro to EDT course will focus on practical areas	Jim will raise this at the next EDT department meeting and find out if there is any room for flexibility in the year 1 programme.	
Crew are given too short notice for production calls, both for EDT and non-EDT production practice. Calls are usually given via WhatsApp with less than 24 hours notice, and these messages are not always reliably received.	EDT student supervisors will be reminded to give crew adequate notice for calls by phone or in person. We will also pass this request on to the other departments in the school.	
Elective courses often clash with production calls, especially language courses.	The production schedules and the school timetables are being changed and updated for next year to minimize production calls and TEA courses and electives clashing. This may also help with Academy wide electives, but it is difficult for the TEA school to influence the scheduling of courses from other schools. Jim will investigate if the TEA school can make arrangements with other schools for 'authorized absences' in the case of a production call clashing with a class meeting, so that students might not get penalized for absence.	
In some courses the teachers do not make clear at the beginning of the course what the course content will be.	Teachers will be reminded to give full introductions to the syllabus, content and assessment at the beginning of all courses.	
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