

Term 2, 2026

Faculty: Faculty of Engineering

School: School of Computer Sci & Eng

Course: COMP6131 Software Security Analysis

Evaluation period: Jul 27 2026 12:00AM - Aug 13 2026 12:00AM

Course Report

Response Data

Raters	Student
Responded	36
Invited	105
Response Ratio	34.3%

Comparison of results for "Overall I was satisfied with the quality of the course"

This course: COMP6131 Software Security Analysis

Overall I was satisfied with the quality of the course

Options	Count	Percentage	Statistics	Value
Strongly disagree	0	0.0%	Mean	5.47
Disagree	0	0.0%	Median	6.00
Moderately disagree	0	0.0%	Standard Deviation	0.77
Moderately agree	6	16.7%	Standard Error (based on SD)	0.13
Agree	7	19.4%	% Agree broad	100.0%
Strongly agree	23	63.9%		

SCHOOL: School of Computer Sci & Eng

Overall I was satisfied with the quality of the course

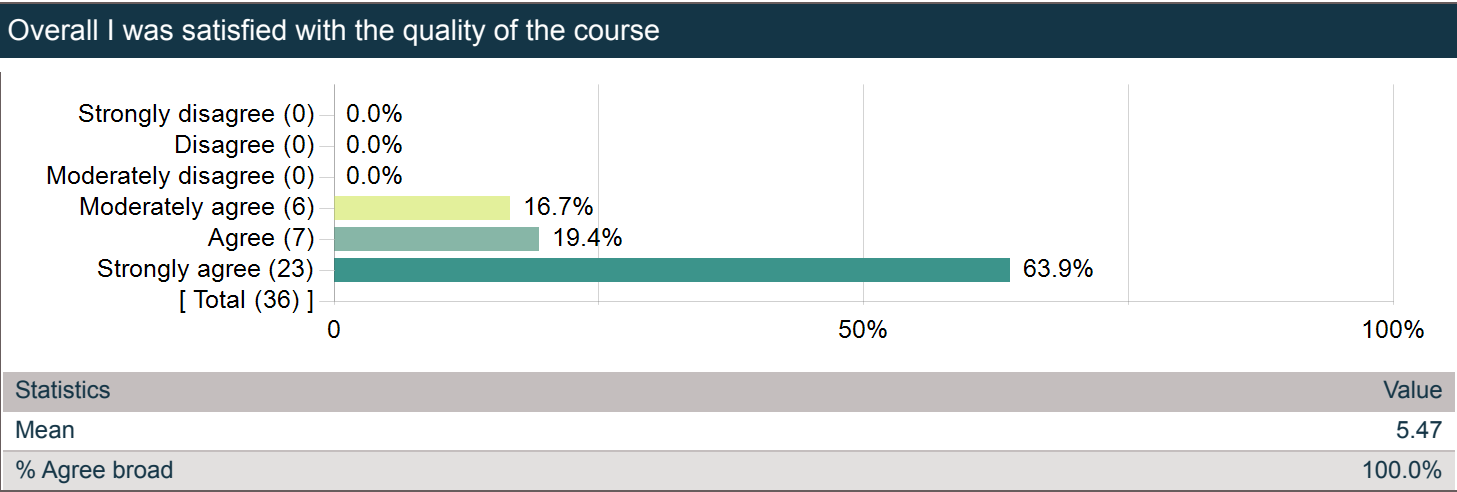
Options	Percentage	Statistics	Value
Strongly disagree	1.6%	Mean	5.15
Disagree	1.9%	Median	5.00
Moderately disagree	3.6%	Standard Deviation	1.06
Moderately agree	12.2%	Standard Error (based on SD)	0.01
Agree	34.2%	% Agree broad	93.0%
Strongly agree	46.6%		

FACULTY: Faculty of Engineering

Overall I was satisfied with the quality of the course

Options	Percentage	Statistics	Value
Strongly disagree	2.2%	Mean	5.08
Disagree	2.4%	Median	5.00
Moderately disagree	4.1%	Standard Deviation	1.14
Moderately agree	13.1%	Standard Error (based on SD)	0.01
Agree	32.7%	% Agree broad	91.3%
Strongly agree	45.5%		

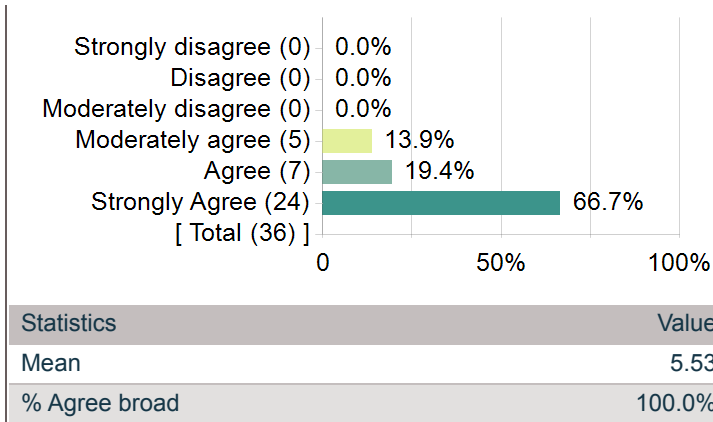
Overall I was satisfied with the quality of the course



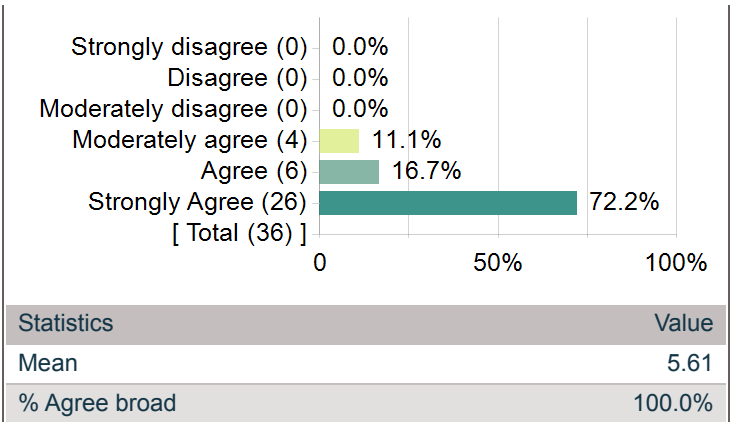
The table below shows the percentage of 'Agree' and 'Strongly agree' responses to the question 'Overall I was satisfied with the quality of the course'

Overall I was satisfied with the quality of the course	
Statistics	Value
% Agree	83.3%

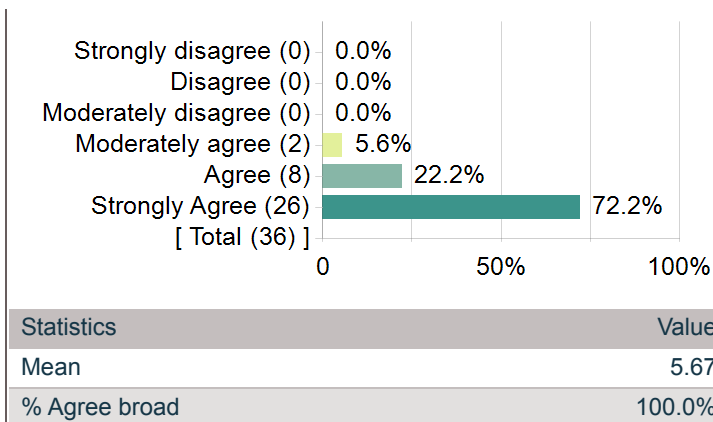
1. I felt part of a learning community



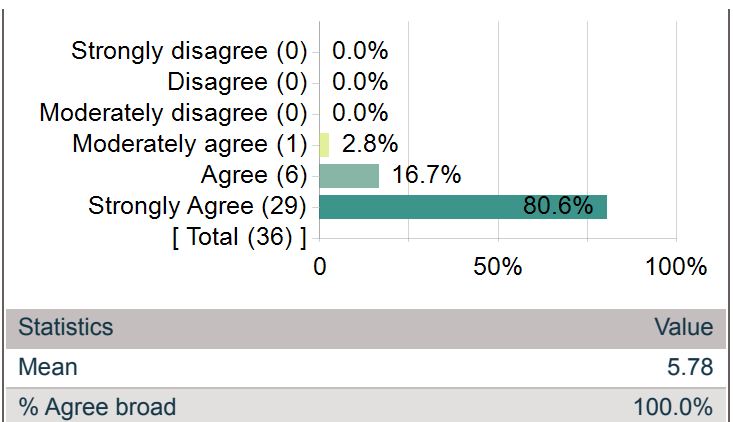
2. The feedback helped me learn



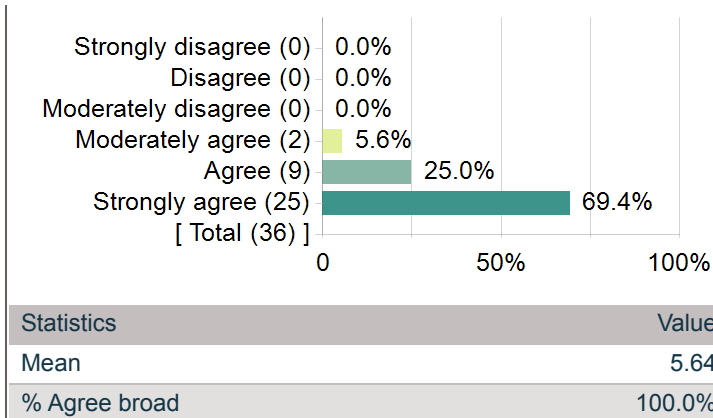
3. The course resources helped me learn



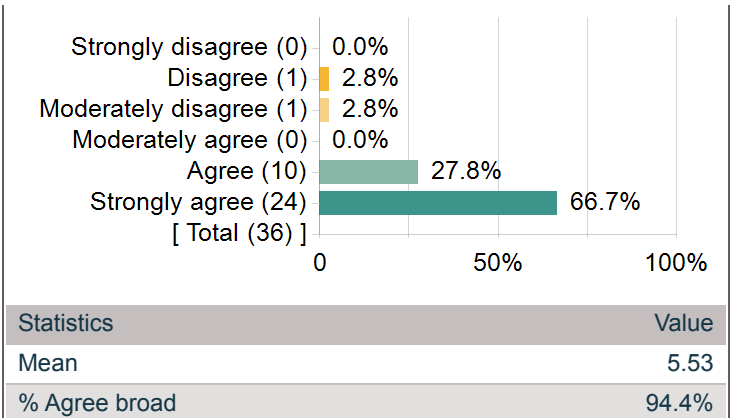
4. The assessment tasks were relevant to the course content



1. The course encouraged me to be self-directed in my learning



2. Assignments gave me opportunities to demonstrate my knowledge

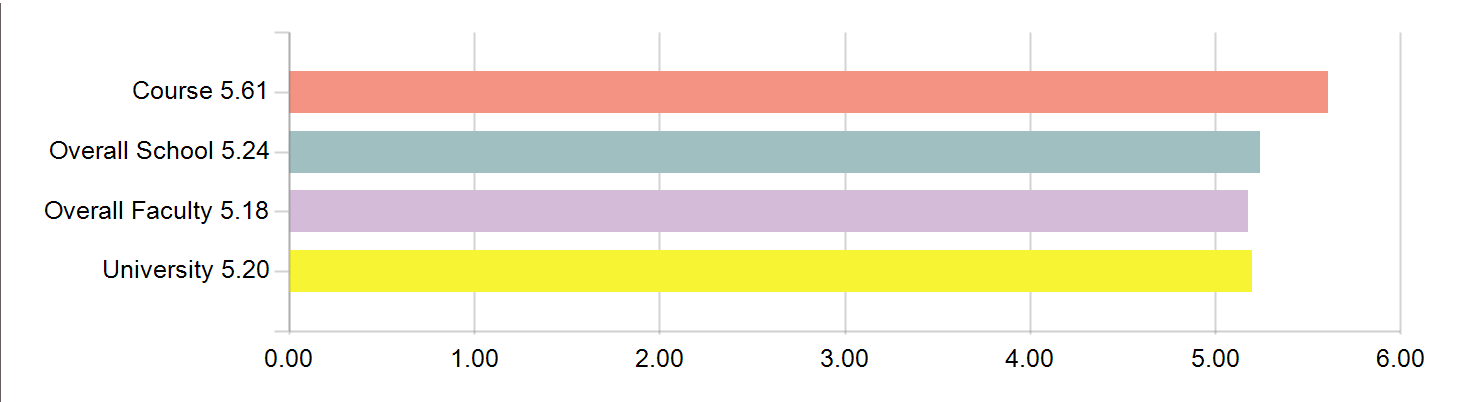


Comparison Statistics

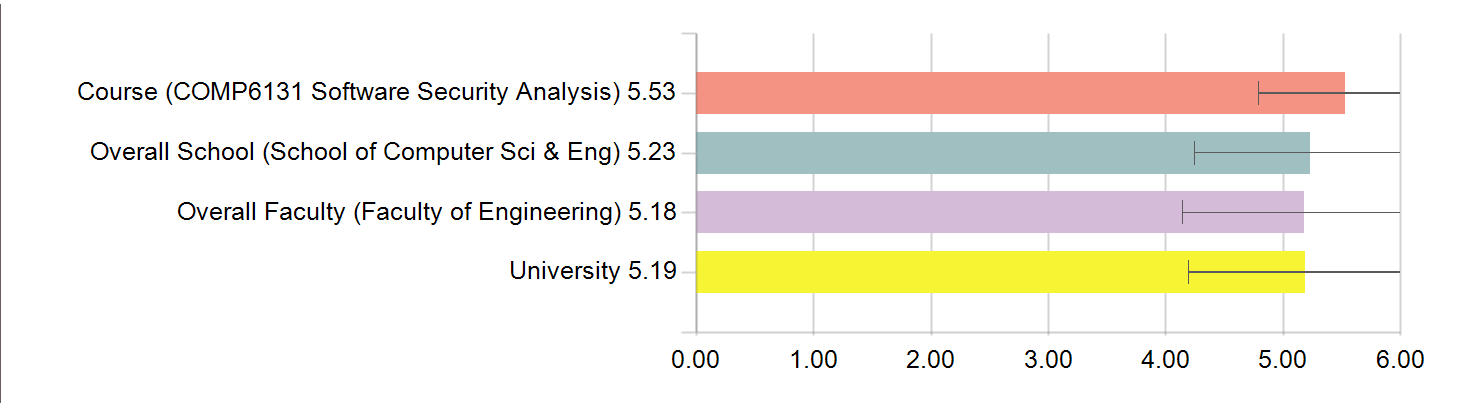
Mean (average student responses between 1 and 6) and StandardDev (Standard deviation of student responses) are used for comparison statistics between Course, School, Faculty and University.

StandardDev

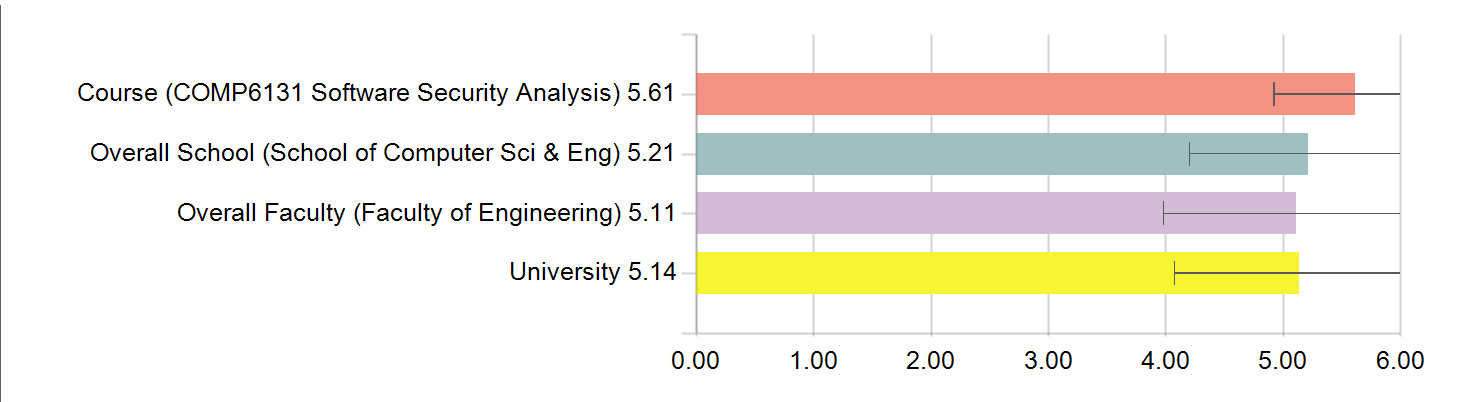
Mean across all responses



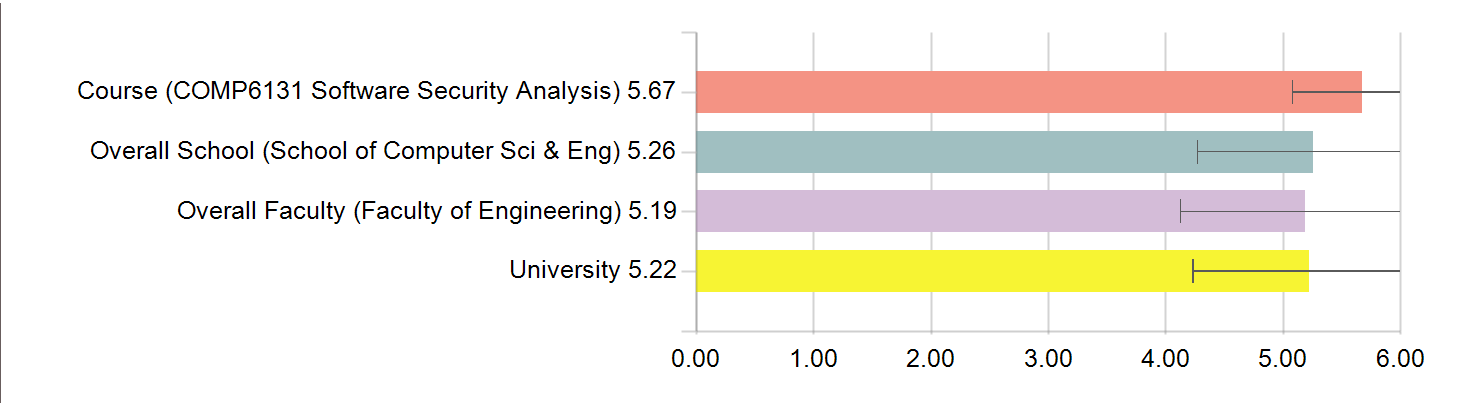
1. I felt part of a learning community



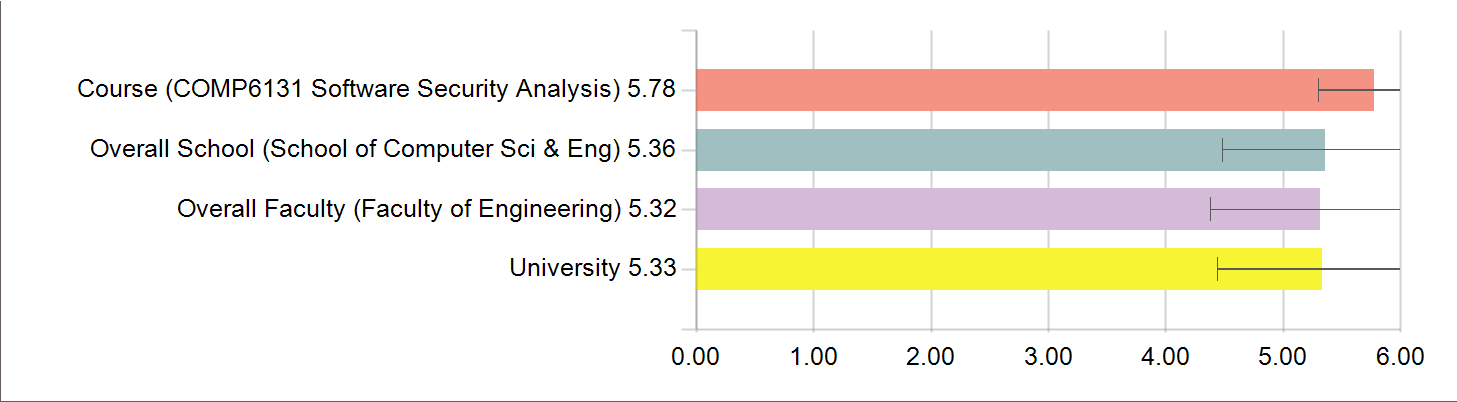
2. The feedback helped me learn



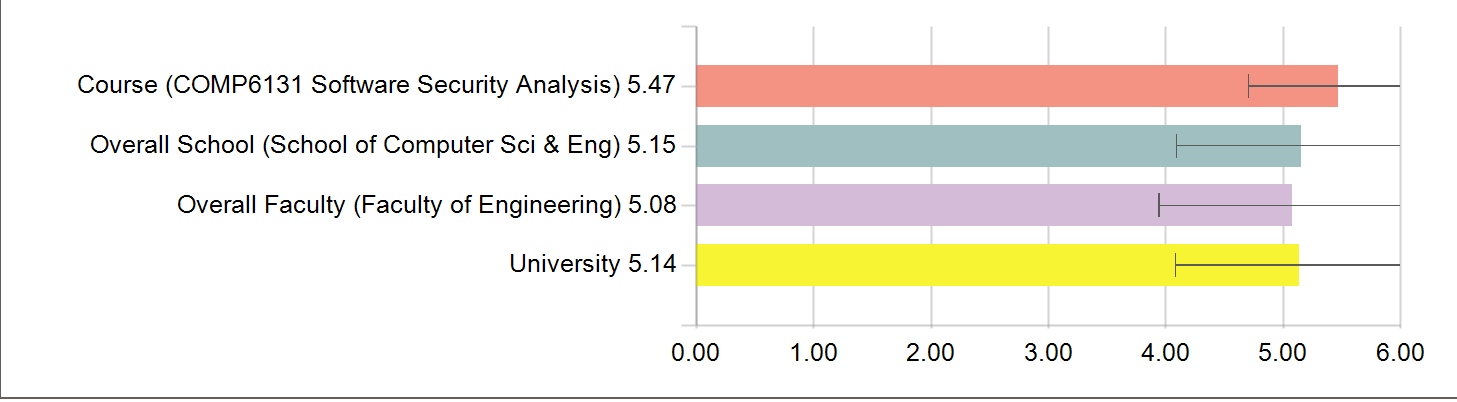
3. The course resources helped me learn



4. The assessment tasks were relevant to the course content

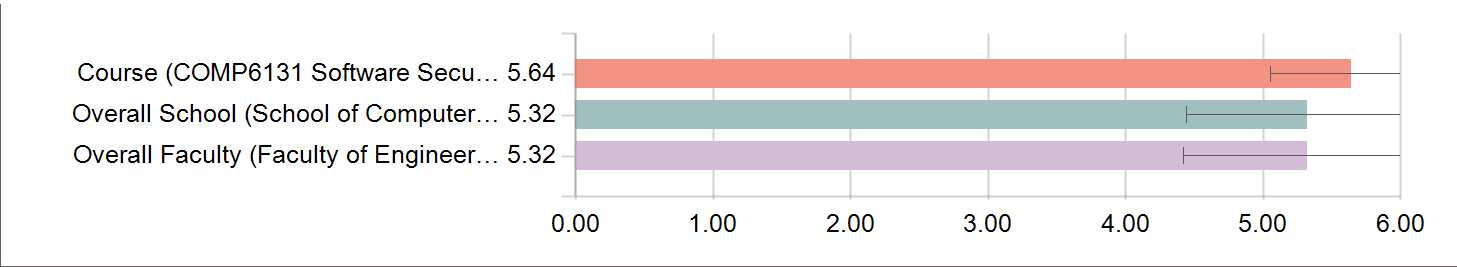


5. Overall I was satisfied with the quality of the course

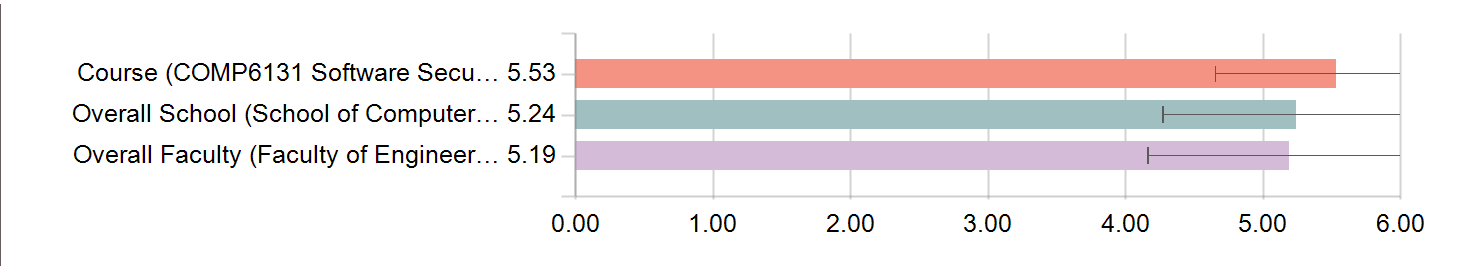


Faculty of Engineering specific questions

1. The course encouraged me to be self-directed in my learning



2. Assignments gave me opportunities to demonstrate my knowledge



Raw Comment Data

What were the best things about this course?

Comments
i liked the help sessions
The lecturer provides a very comprehensive knowledge map.
The overall quality of this course was high. The teaching team was responsive and genuinely on top of the material: questions got real answers rather than deflections, which matters a lot in a course built on infrastructure as involved as SVF.

What could be improved?

Comments
Information relevant to a single assignment are too dispersed. API documentations, debugging information and other stuff are all separated in different pages which made finding relevant information annoying. Would be nice if the assignment spec contains all relevant information, not a link to other pages.
Having a tutorial right after a lecture is also tiring. After a 2 hours lecture, we don't feel like doing another 2 hours of lab. Having them more separated might be better.
Maybe more interactive activities?
The final assignment specification and starter was clearly AI-influenced or generated. For an intro to static analysis, having an "open-ended" assignment does not serve to guide students effectively, especially considering the expectations set by the prior tasks. A stark difference with minimal educational benefit for newcomers to the field.
My main suggestion concerns Assignment 3. We were asked to optimise, but no resource limits were specified: no memory ceiling and no time budget. Without those, "optimise" isn't a well-defined task: the trade-offs in program analysis run in opposite directions depending on which resource is binding, and precision-versus-scalability decisions can't be made sensibly without knowing what you're being measured against. Publishing the evaluation constraints, such as the memory limit, the time limit, and the hardware they apply to, would make the optimisation work substantially more directed, and would make the marks more comparable across students.
Two smaller points: The quizzes occasionally contained ambiguous wording. It's fair to say that native speakers will usually converge on the intended reading, but in a course whose subject matter is precision and formal reasoning, relying on shared intuition to disambiguate a question sits oddly with what the course teaches. Tightening the phrasing so questions are unambiguous on their own terms would be worth the effort here more than in most courses. Lab feedback often arrived too late to be acted on before the related assignment deadline. I don't think this is a teaching issue. The course covers three substantial areas, none of which could reasonably be dropped, and fitting that into a ten-week term leaves very little slack anywhere in the schedule. I'd note it mainly as a structural cost: the feedback loop that's meant to catch misunderstandings before they compound doesn't reliably close in time.