Student Staff Liaison Committee
Physics Department
University of Warwick

Action points arising from the meeting
on 21st February 2017

I.T. matters

- Two computers do not allow students to log on, and one computer is without a mouse.
  Dan Martin in P566 has now been informed. In future, please notify Dan [D.C.Martin@warwick.ac.uk] of any IT problems in the workrooms. He will be able to arrange a resolution without your having to wait for the next SSLC meeting.

First year matters

- Some students reported not finding the weekly physics examples classes very useful. This is particularly the case when much of an examples class is spent working through the more exploratory, optional questions on the worksheets.
  At the end of every academic year we collect online feedback on students' experience of the worksheets and examples classes. We review this feedback with the graduate tutors and relevant academic staff during the summer vacation. You are encouraged to respond to this module feedback when it is sent out next term.
- One monitor used for the astronomy experiment in the first year lab is not working correctly.
  This monitor is now working properly.

Second year matters

- The lab script for experiment P3 (NMR) is out-of-date, mentions software which no longer is provided, and requires proof reading.
  An older version of the lab script had been mistakenly uploaded to the module website. This has now been replaced by an up-to-date version of the script.
- Some students reported that they had been scheduled to receive lab report feedback during a subsequent lab session, and therefore found it difficult to attend the feedback session.
  Feedback on lab reports is often scheduled during lab sessions, because that is a time when the cohort is most reliably free of other commitments. We think that face to face feedback on a lab report is very important, and taking ten minutes or so out of the day's lab is a good way to spend your time!
- Students reported that *Experimental Particle Physics* has improved.

Third year matters

- Some students reported that there are a minority of students who are not contributing assiduously to their *Group Project*.
  This module requires a certain level of self-policing by students. Members of a group should try to ensure that everyone is contributing. In severe cases, members of a group should bring the matter to the attention of the academic responsible for that group or to the module leader.
- Students noted that the visualiser notes from *Cosmology* lectures have not been uploaded to the module website. They also reported that an errata list would be useful, as a number of mistakes or notational inconsistencies have been noticed.
  The lecturer will upload the visualiser notes for all lectures to the module website. Any corrections/amendments will be highlighted in red.
- Some students were scheduled to present their *Communicating Science* poster on the Science Concourse between 55 minutes past the hour and 5 minutes past the hour. As this is the time between the end and start of lectures, the presenters were marginally distracted by the bustle on the Concourse.
  We use the Concourse (instead of the usual seminar rooms) as it simulates better the atmosphere at a real conference (and is where the posters for the final year projects are presented). Because the poster presentation sessions must take place within the two hour seminar slots, some students will be presenting during times at which the Concourse is busier. The markers are well aware of the background activity and take this into account when marking.
- Some students requested that there be more (finished) examples in the notes for *Scientific Computing*. They noted that these notes are sometimes difficult to follow. They further commented that the assignment feedback at times appeared erratic (e.g. being deducted 15% for a missing minus sign).
  These comments have been raised with the lecturer. There are already reasonably comprehensive examples of code online, but these will be considered and improved for next year's presentation. The lecturer welcomes the feedback on the notes, and invites comments on which sections would benefit from expansion. The notes will be reviewed in advance of next year's presentation, particularly the later section of (handwritten) notes. The assignments are largely marked on performance and students are expected to test their codes for correctness; one error in the code in addition to a failure to test the code can lead to multiple marks being lost (15% of a 20 mark assignment is 3 marks overall). The marking strategy will be made more explicit in lectures in next year's presentation.
- One student asked why some physics modules appear in the regulations for Physics students, but not for Maths/Physics students.
  The maths and physics modules appearing in the course regulations explicitly are those which we believe are most appropriate to the course and which can reasonably be timetabled. Other maths and/or physics modules can be taken through the unusual options scheme.

Fourth year matters

- Students reported that the lecture notes uploaded for *Quantum Theory of Interacting Particles* (QTIP) do not match well with the material presented in lectures. They further reported that students who missed a lecture were invited to pick up the missed notes from the lecturer's office. Some felt that during such meetings the lecturer was perhaps not recognising that there were legitimate reasons for missing a lecture (QTIP clashes with Fluid Dynamics, for example).
  The notes which were on the module website were from a previous version of the module, and have now been taken down to avoid confusion. (They will be uploaded shortly to the Moodle lecture archive.) A full set of notes and problem sheets for the current presentation of the module is now stored in the undergraduate office. Students who miss a lecture for a legitimate reason are invited to collect the missed notes from Rashida.

Mathematics matters

None