

**Action points arising from the meeting of the  
Student Staff Liaison Committee on  
Tuesday 14<sup>th</sup> November 2017**

**I.T. matters**

- The computer in the fifth floor undergraduate workroom does not have the software centre installed.  
MP will report this to Dan Martin in P566. In future we suggest that students report IT issues directly to him. The Physics Department is responsible for the hardware only, but Dan can report software issues to IT Services on your behalf.

**Building matters**

- In MS0.1 there is a very high-pitched sound (possibly related to the air conditioning system). And one of the microphones produces a fuzzy sound during lectures.  
MP will report to Estates.
- The temperature in OC0.3 is often rather warm.  
MP will report to Estates.
- In PLT the temperature can fluctuate quite dramatically – rather cold on some days and rather hot on others.  
MP will report to Estates.
- In R0.21 some desks are broken.  
MP will report to Estates.
- The Physics common room projector screen is hanging loose. Is it possible to update the projector? Now that the Physics café is held in that room, it is used more frequently.  
The screen in the common room will be reattached to the wall. It is currently used with the portable projector from the departmental office. We will again investigate the possibility of a fixed ceiling-mounted projector – although last time this was raised with Estates we were told that a complete new ceiling would be required and the price was extortionate. If installing a fixed projector turns out to be impractical, we will look at updating the portable projector.
- Can whiteboard markers be put in the undergraduate workrooms?  
We suggest that the student body nominate a small number of students (say two from each year) who we will authorise to collect whiteboard markers from Stores. The list of names should be given to MP who will notify Stores.

**First year matters**

- Is it possible to review the PX149 Moodle quizzes after the submission deadline?  
We will raise this with the lecturer.
- Some students reported finding their PX146/PX129 examples classes not as useful as their Maths supervisions. They asked whether smaller classes would be viable, and for the seminar leaders to spend more time going over the more difficult concepts from lectures, and more time going over the questions they handed in for credit. Some students requested that the solutions to the optional questions be handed out before the seminar. However, other students reported finding their examples classes well-structured and useful.  
We are glad that some students find them useful and well-structured. We would encourage students to be pro-active and ask the tutor, or second tutor, for help when they need it. We

plan to continue with the mix of academic tutorials, maths supervisions and larger group examples classes.

- One student asked whether they could have access to more past papers to help them prepare for the January PX149 exam.

We believe that five years of past papers should be enough. We have to avoid encouraging students to “learn answers” to examination questions. Past papers are provided to practise exam technique and to get a feel for exam questions but not to learn the material.

The library database at

<https://www2.warwick.ac.uk/fac/sci/physics/current/teach/pastpapers/>

holds past papers from the last five years as this is the maximum number it is possible to store as set by the University. We are also the only department to upload solutions to this database. We think that the most recent papers are the most valuable for revision.

- The handwriting of the PX148 lecturer is sometimes a little difficult to read on the visualiser. We will pass this comment to the lecturer.

### Second year matters

- The politics lecturer on IL006 talked in front of one slide, which only contained an image. Would it be possible for the lecturer to produce some written notes to accompany his lecture?

Written notes to accompany this lecture have now been uploaded to the module website.

- The PX262 lecturer sometimes uploads the scan of his notes from the nth lecture after the (n+1)th lecture has taken place, which can make it difficult to catch up.

We have passed this comment to the lecturer.

- Some Chemistry students have reported that their department sometimes streams lectures live. Would it be possible for Physics to do this?

We have no plans to do this. Students should attend lectures wherever possible. We believe that lecture capture is a resource which is valuable for revision or to clarify issues missed in lectures. It can be used to catch up on lectures missed due to illness or lecture clashes.

- One student asked why lab books are stamped. They have poor handwriting and would prefer to write up their lab notes after the lab and hand them in later.

The Lab book's principal value is as a contemporaneous record of what happens in the lab.

The Lab Book concept is central to all experimental sciences and is used universally across all academic and industrial laboratories.

- The demonstrators in the Electronics Workshop do help with circuits, but do not answer any theory-based questions at all. Should the demonstrators at least be prepared to help with students' approaches to theory problems?

This comment has been raised with the academic coordinator, Rachel Edwards.

### Third year matters

- It is currently not possible to submit PX390 Coderunner assignments late on Moodle, to be subject to the usual 5% penalty per working day. Is this possible to arrange? Also, there are at present no set problems for the workshops, only assessed problems. Would it be possible to have some workshop problems to practice on?

This comment has been passed to the lecturer.

- Plasma Electrodynamics lectures are not lecture-captured and there is no access to lecture note scans.  
*This comment has been passed to the lecturer.*
- One student reported that they did not find PX376 to be a useful module.  
*Based on module questionnaire responses it seems that the majority of students find the module both worthwhile and enjoyable each year. All detailed feedback on the module is welcome, and there will be the opportunity to fill out the module feedback questionnaire in the week 10 session.*

#### **Fourth year matters**

- The PX402 website contains the statement '*Up to this point has been updated to 2017-18. Beyond this point is liable to be information relating to previous academic year.*' Students queried whether the interim report information was up to date.  
*The interim report information on the module website is up to date for this academic year. The statement refers to the information on the Final Report and the Poster. We will ask that the lecturer updates this information as soon as possible.*
- Some students asked whether a problem sheet could be provided for Condensed Matter Physics 2.  
*The lecturers on this module have been reminded that they should provide problem sheets.* One student noted that the proportion of women on High Performance Computing was disproportionately low.  
*Each year, there are modules with higher than expected numbers of women (given their percentage in the year cohort) and some with lower than expected numbers. We keep the uptake of all modules under review.*
- Another student asked why PX439 Statistical Mechanics of Complex Systems is no longer offered.  
*We withdraw modules that do not attract sufficient numbers of students to be viable. The timetable sets a maximum number of modules that can be taught. Before introducing new modules, we have to remove old modules.*

#### **Mathematics matters**

- The MA132 lecturer sometimes speaks unclearly.  
*We have passed this comment to the Maths Department.*
- One student asked why the Maths Department do not make much use of lecturecapture.  
*Many lecturers in Mathematics do not want to use it.*

#### **General matters**

- Are there plans to introduce an undergraduate module on Quantum information?  
*Not currently. We consider proposals for new modules but only on the basis that there is room in the timetable as well as demand for them. To introduce new modules means discontinuing old ones.*