Action points arising from the meeting of the Student Staff Liaison Committee on 16th October 2018

I.T. matters

- One PC in the new workroom on the fifth floor has a red screen.
  Issues with the undergraduate workrooms should be reported to the departmental secretary Dan Martin in P566. This is quicker than waiting for the next SSLC meeting. We have now reported to Dan.
- Some students reported problems with Origin 2018, specifically in relation to downloading and licensing.
  Dr Sue Burrows has agreed to liaise with IT Services to help sort this out. We suggest that this matter is reported directly to her: she needs more detail before raising a call with IT Services.
- The list of SSLC committee members needs updating on the Moodle SSLC website.
  The SSLC convenor Jon Duffy will update this list shortly.

Building matters

- PLT remains too warm often.
  The room is controlled automatically by a thermostat, and lecturers have no direct control over the temperature. We have reported this to Robb Johnston, the Technical Services Manager in Physics.
- The visualiser in OC0.04 still flickers intermittently.
  We reported this to Audio Visual Services before the SSLC meeting and were informed that this visualiser was now fixed. We have reported it again.

First year matters

- It was reported that some were encountering difficulty logging in to **MasteringPhysics**, which was in some cases compromising for credit-assignment(s).
  We are aware of this issue and have reported it to Pearson, who are still working on it. We will ensure that no student is disadvantaged by this problem, by, for example, taking the best n-1 or n-2 scores at the end of the year.

Second year matters

- Some students thought that some of the worked examples presented in **Electrical Power Generation** lectures could be clearer. Some commented that the lecture notes were not updated from last year.
  We understand that all of the notes from the 17/18 presentation of the module were uploaded at the beginning of this year's presentation, and are being replaced by the 18/19 versions as the module progresses. We have reported the comment about worked examples to the lecturer.
- Some noted that the presentation styles of different lecturers in **Challenges of Climate Change** were different, and consequently asked for more guidance on note-taking for this module.
  This is an interdisciplinary module, taken by students from across the University. Lecturers from different disciplines can take different approaches to lecture delivery.

Engaging with these different styles is we hope an interesting challenge for students on this module. We will continue to record all lectures, and upload all projected slides to the module website. Past exam papers from recent years can be found on the website, and we will also provide guidance on exam preparation in due course. We are in the process of arranging a meeting with some students on the module from different disciplines to discuss this matter.

- Some students asked whether there could be more **small-group teaching** in the second year, especially for optional modules (see comment on Electrical Power Generation above).
  In the second year, the academic tutorials are the principal method of additional support for lectured physics modules (there are drop-in sessions for computing modules and demonstrator support in the labs). Students are encouraged to bring issues to their tutors for discussion.
- Some asked whether the lectures as part of **Physics Skills** could be Lecture Captured.
  We have reported this to the lecturer who can then decide whether or not to sign up for Lecture Capture next year.
- One student on Physics and Business Studies reported that the module registration process this year did not run smoothly.
  The eMR system ran without hitch so far as we know. If this relates to WBS modules, there are minor issues associated with the large number of options available. We only put modules into the diet that previous cohorts have opted to take (otherwise the timetable would be completely overloaded with modules very few people take). When students ask to take a module not in the diet, we rectify this quickly.

Third year matters

- When students are referred to the 'UG handbook' some did not realise that it was online, or that what they were consulting online was indeed the handbook.
  First year students are given a hardcopy of parts of the Handbook in the induction meeting (now in Welcome Week). This states that the web version is the full course handbook.
- Some students reported finding the start to **Quantum Physics of Atoms** quite abrupt, and wondered whether they would have benefited from a recap of Quantum Mechanics and Its Applications during the first lecture.
  Different students are likely to have different gaps in their understanding of this prerequisite material, so self-study in preparation for the (new) assessed quiz is a reasonable approach, we think. The revision material is made available before the module starts.

Fourth year matters

- Students made favourable comments on the delivery of **Condensed Matter Physics II**, **General Relativity**, and **Project**.
  We have passed on this feedback to the module coordinators.
- Some students asked whether it would be possible to install a **camera in PS1.28**, or alternatively whether lecturers using that room could use the visualiser instead of the whiteboard.
  PX408 lectures are being recorded for the first time this year. There is a glass

whiteboard (not a blackboard) in PS1.28, which would not record well on camera. It is up to the lecturer to decide whether or not to use the visualiser in such situations, so we have passed this comment on.

Maths/Physics matters

- Some students reported finding the handwriting in the **Introduction to Geometry** lectures difficult to follow.
  We suggest that this comment is made directly to the lecturer, so that it can if necessary be resolved as quickly as possible. Maths/Physics students should take issues, which are not Maths/Physics only issues, to the Maths department SSLC. Questions about delivery will affect Maths students as well as Maths/Physics students.
- A favourable comment was made about the handling of the **transition from Maths/Physics to Physics**, especially in regard to lab induction.
  We have passed on this feedback to the module coordinator.