

**Action points arising from the meeting of the  
Student Staff Liaison Committee on 19<sup>th</sup> October 2021**

**Second Year Matters**

- Some students reported being unclear what material from the suggested “further reading” is examinable.  
Generally, what is covered in the lectures and examples sheets is examinable. Further reading should help you to understand the material and its relevance. For PX262, there is a [revision guide for term 1](#) which gives quite detailed information about what can be examined.
- Some students reported being unhappy at being unable to do labs with a partner – even in cases where they shared accommodation with a potential partner.  
We run the laboratories in line with the rules on SD laid down by the University and in a way that every student has the same experience.
- Are there any spare copies of Young and Freedman that could be collected by second years who did not receive a hardcopy last year?  
We have a small number of spare texts which we held in reserve for students who studied remotely last year. Note that Young and Freedman is available from the [library](#) as an ebook. Students who studied remotely can contact Tom Hase if they were not able to pick up a hard copy last year.
- Some students reported preferring longer videos of up to an hour in length.  
Not all students like the same approach. We are deliberately not prescriptive in how lecturers make recordings. This allows students to see a variety of approaches. However, in surveys in the past, students have strongly supported shorter recordings over longer ones. For example, we ran a survey in the first year on 20<sup>th</sup> October 21. Only 10% of students preferred videos longer than 35 minutes.

**Third Year Matters**

- PX382: Can students be given an editable pdf of the PX382 notes (or even the original Latex) so they can fill in the blanks on a computer? Some students also expressed clarity on the frequency at which sections of the notes are printed by the UG office.  
PX440: lecture notes are blurred!  
Please take such questions to the lecturers directly or post a comment in the forum for the module. Both of these modules have (or are nearly) finished. Students should feel able to approach the lecturer directly with such comments/requests. Normally they can be sorted out immediately.
- PX428: Some students felt the laboratory had quite an abrupt start. Could the demonstrators give more consideration to the fact that this cohort have gained less laboratory experience due to Covid?  
Demonstrators are aware of the difficulties associated with Covid and are happy to give support when asked. However, staff in the 2<sup>nd</sup> year laboratory last year felt that students went through a version of the laboratory which was, if anything, more rigorous than normal with students having to work on their own in the laboratory.

## Fourth Year Matters

- When a lecturer reads verbatim from slides, this is boring.  
What works for one student/staff member may not work well for all. Staff and students should be aware of our [policy](#) on over-reliance on pre-prepared slides.
- The total duration of videos released in some modules is shorter than pre-Covid – are we missing out on material?  
Lecturers are not cutting back on material. The blend that people are using, varies from person to person. Some modules have extensive typed notes and are using the recordings to explain and highlight what is there. Others may be reproducing in video what they would cover in their 50-minute f2f lectures. However, in all cases the substance of the module has not changed.
- GR well received. The notes are delivered at a good pace, with thorough and well-paced explanations. The notes are also not overly dense.  
We are pleased to receive this positive feedback.

## Mathematics Issues

- Could students have more clarity on what is required to be remembered for in-person MA examinations?  
Asking the lecturers and studying past examination papers is always the best way to go. The Maths department, like us, expect the individual lecturers to be clear about what is examinable.

## Examination Issues

- Some students thought that five years of past exam papers and their solutions was not enough to practice with.  
We believe that five years of past exam papers is a large enough resource. We also provide complete answers to all these papers unlike some other departments. The worry is that the more exam papers are published, the more students will try to learn answers to exam questions. Instead we want students to learn the material (this is why most maths lecturers do not permit their answers to be published).
- Can the Department issue clarification on what students are required to remember for in-person PX examinations. For example, how good a guide are the past papers?  
Yes, past examination papers are a good guide.
- Why are there plans currently for f2f exams but no f2f lectures in term 2?  
We want f2f lectures in term 2 as much as students. The University has agreed to reduce the SD requirements and we are planning on having an increased f2f offering next term.
- How might the University and the Department recognise that students have not taken f2f exams for many years (in terms of marking and wellbeing provision)?  
The results of the department's assessments are tensioned against expectations from previous (pre-Covid) years and audited by external examiners. Any drop (or rise) in achievement that becomes apparent, is investigated. The Well-being services are well-supported in terms of resources and the University is always looking for ways to improve them.

