

**Action points arising from the meeting of the
Student Staff Liaison Committee on 20th January 2020**

First year matters

1. Sometimes the PX150 lectures are a little fast and difficult to follow.
We have passed this comment back to the module leader.
2. Was there an error on the PX1491 paper? If so, how will the marking reflect this?
There was an error. Due consideration of this will be given during the marking of the exam. The corrected paper, full worked solutions, and an examiner's report will be uploaded to the database at <https://warwick.ac.uk/services/exampapers> in due course, as for all examinable modules in physics. An examiner's report can address any changes to the marking scheme that were thought to be necessary.
3. Experiments in PX110 are often time-pressured, and the support from demonstrators is variable. One demonstrator was heard to say that the demonstrators themselves were not given enough training.
The experiments are designed to be done within the time available. We do not expect all students to complete the Further Tasks section. There will always be some variation between demonstrators, and students will see a different demonstrator each week. Demonstrators receive training and guidance on each experiment, including guidance on marking.
4. Can lecture notes (and solutions to examples classes) be uploaded before lectures (and examples classes)?
Most lecturers prefer to upload notes after lectures. This encourages students to pace their study, and indeed to attend lectures: poor attendance often leads to poor performance. Lectures are a dynamic event and notes uploaded after the event can capture the precise material that was covered in the particular lecture, with an opportunity to clarify points raised during the lecture.
5. Students would have benefited from the PX149 online assessments being re-opened over the Christmas vacation for revision.
We are pleased to hear that these online assessments are useful. We have done this in the past, and we can certainly do this in future presentations.

Second year matters

1. Dimming lights in a lecture can send people to sleep!
We agree. Guidance on this is given in the department's [Student and Staff Handbooks](#). We will encourage all lecturers to re-read it. It says: "If the lights are dimmed, and the slides are whizzing past, the temptation to nod off can be irresistible." We encourage students to approach the lecturer concerned to ask for brighter lighting.
2. Some students would appreciate clearer written instructions on PX277 assignments.
We have passed this comment back to the module leader.

3. Can the (term 2) lecturer on PX262 upload visualiser notes more frequently?
This lecturer normally plans to upload at the end of each week. At the time of writing (29th January) the upload is up-to-date. We will pass this comment back to the lecturer.
4. Can Physics instigate a reading week?
There are no plans to introduce a reading week. Reading weeks should not be seen as a half-term holiday but are needed in certain disciplines that require a substantial amount of independent reading. This is not the case for the way that Physics is currently taught. Our previous experience of setting reading tasks within modules has been that many students do not do the required reading.
5. Can students get card access into Physics at weekends?
There are no current plans to introduce out of hours access.
6. Can it be made clearer what is examinable material on each module?
Everything in lectures is examinable unless otherwise stated.
7. On the PX271 group presentation, 30% of the total marks available are awarded for the quality of each individual performance, and 70% for the overall presentation and scientific content. Would it be fairer to give greater weight to the individual performance?
Group activities are an essential part of any physics degree. The emphasis has to be on the work of the group and especially the scientific content of the presentations. The markers are instructed to avoid penalising groups of students for the lack of engagement of a single member of the group.

Third year matters

1. Could there be an introduction to C programming either during PX277, or for optional self-study before PX390 starts?
The computing curriculum is under review currently. We will look at possibilities for additional reading. Computing is a skill that can only be learned by practice. Students should understand that 15 credits of assessed coursework can take up to 150 hours of work by University norms.
2. Should we learn mathematical derivations in advance of examinations?
Mathematical derivations are examinable. A good way to gauge the level of derivation required is to study past examination papers and answers.
3. The two 5-6pm PX366 lecture slots are rather late.
Timetabling is particularly difficult for year 3 as there are, in effect, four courses (BSc Physics, BSc Maths/Phys, and MPhys/MMathPhys). The BSc Project blocks out almost two whole days and Communicating Science blocks the equivalent of 6 lecture slots. The programming modules have to come early to avoid coursework clashes with the Project. We always try to minimise the number of lectures which start at 9am and 6pm.

Fourth year matters

1. The final PX425 assignment is worth 32.5% of the module, and took a long time. Apparently around one third of students asked for an extension.
The module leader reports that the assignment was of comparable difficulty to those

set in previous years. 1 CAT should correspond to approximately 10 hours of study, so it would not be unreasonable to spend approximately 24 hours on this assignment.

Maths/Phys matters

1. The MA137 teaching by Vedran Sohinger has been well-received.
We have passed this back to Maths.