

**Action points arising from the meeting of the
Student Staff Liaison Committee on 11th May 2017**

Library matters

None

I.T. matters

- Lecture Capture recordings occasionally cut out on playback, which is thought to be an issue with the player rather than the recording itself. And sometimes a recording will not display and an error message will say that access is denied.
We will report the problem of the recording cut out to the University's Lecture Capture team. Sometimes if a student is trying to view a recording from a public place such as a café or library off-campus the firewall might block them from accessing a recording.

Building matters

None

First year matters

None

Second year matters

- The lecture timetable in Term 3 requires that students attend campus on four out of five days, despite there being only PX263 running (Maths/Phys students also have MA209). Some students reported that attending campus for only one lecture per day can make it difficult to obtain desk space in the library: the library now operates a policy that if a desk is left unattended with belongings for more than 40 minutes, stewards will make the desk available to other students – so leaving a desk for an hour's lecture could mean losing the desk space. Desk space is particularly precious in the summer term. Also, travelling to campus four days each week obviously increases the time spent during the week travelling to campus, which could otherwise be spent on revision.
We believe that, on balance, it is better for lectures not to be crammed into one or two days. Coming in to campus for lectures helps many students to structure their day and ensures they have access to an academic three or four times a week.

The Library is working on the space/desk issue:

<https://www2.warwick.ac.uk/services/library/using/libspaces/study-spaces>

There is also space in the workrooms in Physics.

Third year matters

- Some students requested clarification on whether the Department supported the PhysSoc issuing invitations to lecturers to give revision sessions during Term 3.
This item was discussed at the Teaching Committee, on 22 May 2017. We will work out a code of practice for revision sessions. We do not want revision sessions to become lectures. Our view is that students should focus on learning the material

during the period of each module and not be encouraged to rely on a third term “revision lecture” to cover all the required material. Given that the lecturer will have set the exam paper it is also difficult to ask them to cover a selection of topics without some, but not necessarily all, students working out which will be examined.

Fourth year matters

- A student suggested that the Department consider publishing the average module mark each year.

We will look into this possibility.

- A student suggested that it would be useful to provide module feedback after the examination period.

Module feedback is provided via the Examiner’s report and the written answers which are published on the Library website. We will work to ensure that these are published as early as possible but it cannot be before the end of term as the Examination Boards do not finish until the last day of term.

- A student suggested that a specimen exam paper could be produced each time there is a new lecturer on a module.

The departmental policy is that a new specimen paper should be issued when there is a significant change of syllabus for a module. Where there is a change of lecturer - but no change of syllabus - a new specimen paper will not be issued, as it is expected that the style of exam questions will continue broadly unchanged.

Mathematics matters

- A student suggested that Maths/Phys students be given card access to the undergraduate workroom in the Mathematics Institute.
- A student suggested that a yearly/termly/monthly email be sent out by the Mathematics Institute to all Maths/Phys cohorts, outlining the modules offered by the Institute, stressing any changes from the previous year’s offering.
- A student suggested that the ties between staff and students be strengthened, so that a lecturer from the Institute is expected to reply to a reasonable request from a student sent by email.
- A student suggested that where equivalent modules are offered to Maths and Maths & Phys students, examples sheet solutions be made available to both cohorts. A student reported feeling less well prepared for his Analysis 3 exam than his Mathematician peers for this reason.

These questions will be passed to the Maths Department. It would be helpful for an SSLC representative to arrange a meeting with Gavin Brown, the Head of Teaching in Maths.

Access to the Maths u/g common room is not a small question. There are over 900 joint degree students with Maths. In addition, there can be up to 1300 students passing through the Street every hour. For security reasons and space, access from the Street cannot be offered to joint degree students from CS, Physics and Stats.

Apart from the slow evolution of the Mathematical Analysis stream, there has not been any significant change in the offering of the core streams in Maths for a long time. In fact, the first major change for ten years has just been approved for introduction in 18/19.

The Maths department has been adapting the Mathematical Analysis stream over the last few years for the benefit of joint degree students. This is a collection of small changes. Obviously, if the changes were large, this would be pointed out, but the lecturer would not normally highlight small changes. S/he would expect students to concentrate on the current module and not on what other students or other years are studying.