

**Action points arising from the meeting of the
Student Staff Liaison Committee
on Tuesday 17th October**

I.T. matters

- One student reported that they had problems accessing Moodle pages from previous academic years.
Moodle pages from a previous presentation will only be accessible to students who took that module that year. (Pages from the current presentation are normally available to all members of the University.) Any student who is having difficulties accessing Moodle pages should contact Michael Pounds directly.
- Some computers in the new physical sciences workroom are not connected to the internet.
The Technical Services Manager reported that all ports in the new workroom were working as of a few hours before the SSLC meeting.
- Could the SSLC Moodle page could be made more visible? Could it provide a mechanism for raising points to the SSLC committee?
All undergraduate students in Physics are enrolled automatically onto the SSLC Moodle page and it should therefore appear on every student's dashboard (the page one arrives at when first logging on to Moodle). There has been for some time a feedback mechanism on the SSLC Moodle website, but it has not been taken advantage of much (perhaps due to lack of publicity). The Chair and the Secretary now have editing rights on this page and can publicise and administer this feedback resource.
- Could the Department provide some Linux machines for undergraduate use?
Linux machines are provided where necessary for undergraduate projects. However all linux machines in the Department are run by the Centre for Scientific Computing who are not at present funded to run machines for undergraduate use.

Building matters

- In MS0.1 sometimes lecturers write on parts of the board area which is not recorded.
The cameras are usually set up to record the left and centre boards but at the beginning of the year were incorrectly set up. This misalignment was brought to the attention of the lecturecapture team by the lecturer on PX145 and this issue is now resolved.
- In L3 the lower board does not move.
We have no modules in L3. We have reported this to Audio Visual Services.

General matters

- Is the Department aware of the IoP guide *Supporting STEM students with dyslexia* and is it following its recommendations?
We have this document and are looking at its recommendations.

First year matters

- The temporary lecturer on Classical Mechanics and Relativity is a little quiet. We have passed this comment on to the lecturer. Although students are always welcome to raise any issue at the SSLC, we also encourage students to raise issues directly with lecturers in cases where that could lead to a speedier resolution.
- One student reported that they do not find Mastering Physics useful. It was suggested that it would be better were the assignments not for credit. However another student reported finding the assignments useful. An online questionnaire for PX129/PX146 will be released at the end of the module. One of the questions will specifically ask about Mastering Physics. The assignments were kept for 17/18 partly on the basis of the feedback of the previous year's cohort. All students are encouraged to fill in this feedback.
- Some parts of the first assessed PX149 Moodle quiz contained parts where the Latex was incorrectly rendered. This has (we think) been resolved by an upgrade.
- Maths does not use lecture capture as much as Physics. It can help with revision and catching up. We have reported this comment to Maths.
- One current second year student reflected that it would have been useful to have been given a sample lab report for PX110 last year. There is extensive advice on how to write lab reports on the homepages of PX271 and PX110. The Department does not believe that sample scripts would be helpful. They led in the past to students not thinking about how to write their reports and trying to align their reports to the sample reports.

Second year matters

- The lecturer on Hamiltonian Mechanics was said to write too fast and not always legibly. We have reported this to the lecturer and asked him to review his pace. He has agreed.
- The lecturer on Electrical Power Generation mumbles and is too quiet. We have reported this to the lecturer.
- The Friday Quantum Mechanics examples classes are not especially useful. This is exacerbated by their taking place in R0.21, an enormous room and one in which the lecturer cannot access any student other than those few sitting by an aisle. We will pass this comment to the lecturer. Last year's questionnaire responses did not suggest that this opinion is shared by many students. The lecturer reports that examples classes so far this year have been well attended and interactive.

Third year matters

- Mathematical Methods III: Many students reported finding this module rather difficult. The problem sheet is thought by some to be in parts only tangentially relevant. The lecturer seems reluctant to work through many examples in the examples class. This comment has been passed to the lecturer.
- Scientific Programming: Lecturecapture is not used. Only skeletal notes are put online. It was suggested either that the lecturer use lecturecapture or more complete

notes are uploaded.

This comment has been passed to the lecturer.

- Communicating Science and History of Maths have ill-publicised deadlines.
PX376: The precise deadlines (day and time) have been on the module website since before the start of the module, and have not changed. All seminar tutors have been encouraged to emphasise the deadlines to all students. The History of Maths deadlines are clear on the MA3E5 resources page.

Fourth year matters

- The lectures thus far for Condensed Matter Physics II ‘lack a plotline’: more words on the handouts would aid revision for this module.
This comment has been passed to the lecturer.
- One student asked whether there was an inconsistency between the regulations in the handbook and the regulations on eMR with regard to fourth year module registration. They asked whether any inconsistency might be as a result of the change in weighting of the Project.
There is no inconsistency. Students can take, eg PX390, instead of a PX4 coded module. If they do this, they must ensure that they still take enough PX4 or MA4 coded modules to satisfy the requirement.