

Physics Department Warwick University  
**Action points arising from the meeting of the SSLC on 19<sup>th</sup> February 2019**

### **Building Issues**

The issue of access to the Physics workroom out of hours was raised. This is due to the lock on the front door of the department.

Students would like more notice (perhaps one day) of when the workroom/common room will be unavailable. It was suggested that Rashida could send out the email the day before.

We will give more notice where we can.

Card access to Maths for MathPhys students was raised. Apparently, the issue might be under the control of Physics rather than Maths, but this is not clear.

Access to rooms in Mathematical Sciences is not controlled by Physics. This issue was addressed at 11<sup>th</sup> May 2017:

*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.*

The ladies' toilet on the third floor has an automatic light that turns off too quickly, leaving students in the dark.

We have asked Estates to look into this.

### **Physics Issues**

#### **First Year Issues**

- PX110. Lab report deadline. Students would like this not to fall on a Monday so as not to clash with other assignments.  
We look every year at the deadline timetable. We will look again at the deadlines for the worksheets and the lab report. Wherever the lab report deadline comes it will affect students. There are increasingly important deadlines in later years and students need to learn how to plan for these while completing other parts of their learning.
- PX150. Students would like deadlines for assignments to fall on a consistent day of the week. Please see previous comment. Deadlines cannot be set independently for each module but must be tensioned against others. The general principle is that there should be enough time to complete the work. Students need to plan their work for the time available and not treat the deadline as the motivation to start the work.
- Some students would like a reading week in which to catch up with their work.  
There are no plans for a reading week.

#### **Second Year Issues**

- PX271
  - (1) Students dislike receiving their lab reports back during the laboratory session itself. It was explained that this is often the only convenient time.  
It is the best time to return in person. Students should be available at this time.
  - (2) It is felt that some of the lab scripts are in need of being updated.  
We have passed this on to the module leader. Perhaps students could specify which aspects of which scripts are unclear. The module leader is to sort out any issues with the lab scripts.
- PX262. Some students are confused because energy is often denoted in two different ways. Either as a cursive 'ε', or as an upper case 'E'. It is felt that it would be clearer if one symbol could be used consistently.  
We have passed this on to the lecturer. In general, this sort of request is best handled by

going directly to the lecturer (at the end of a lecture or by email).

- PX265. The module is being thoroughly enjoyed by students.
- GD305. Students had wondered exactly when they could expect to receive their results for this module.

This is the responsibility of the Global Sustainable Development Department. Marks and feedback for each assessed quiz were made available as soon as each quiz closed. The exam is marked in series by several markers and therefore takes time. As it happens, the results were released on the same day as the SSLC meeting.

### Third Year Issues

- PX390. Students feel that, although the module itself is very interesting, the jump from second year is too large, and many students have to put in more time than they should to keep up with the module.

We will offer more information on working within the Unix operating system next year.

The step up from second year is a big one and needs to be. However, students opting to take this module (and increasing numbers are taking the module) are coping well. At the end of the module students have proved themselves able to tackle open-ended problems, which is the aim of the module.

On average, students should put in about 150 hours work for this module. As with all modules, students can put in more than this. Some do put in more and this is reflected in the marks, which are higher than for lectured third year modules.

- PX442 MathPhys labs. Students feel that they are thrown in at the deep end. They have difficulty with scientific writing for the first time and would like more guidance on writing their reports.

There is quite extensive advice on how to write a paper on the homepage and links from there to yet further advice. The module leader will consider what else he can do.

Maths/Physics students are good at report writing. Despite not having written reports for core modules in earlier years, the current and previous leaders for this module confirm that the reports submitted are good. This module helps prepare students for their final year project report. We regularly analyse the marks for the project reports and have always found that Maths/Physics students write reports at least as well as physics students.

### Fourth Year Issues

- PX441. There have been complaints regarding the style of the lectures, which consist of reading from scanned in notes.

We do allow more latitude to lecturers in the fourth year to teach research-led material. We will pass the message on to the lecturer. The classes in 4<sup>th</sup> year modules are small (particularly in this one). It can be easier for both lecturer and students if students ask questions in lectures.

### Mathematics Issues – None