

**Physics Department
Warwick University**

**Action points arising from the meeting of the
Student Staff Liaison Committee on Monday 9th May 2022**

First year matters

- Some students claimed that having exams on consecutive days would adversely affect their marks.
In the past, some students said they preferred examinations to be spread out, while others preferred a more concentrated examination period. The only way to guarantee a lower density of exams for all, would be to restrict the choice of modules available. We do not think that this would be an improvement. As it happens, the density of exams has actually decreased across the sector over time: many of your lecturers would have regularly had to sit 6 hours of examinations on consecutive days.
- Could the policy on calculators in exams be clarified?
Please see [here](#).
- Why have Physics returned to closed book examinations?
This is explained [here](#). There are no plans to run in-person open book exams. We believe that these closed book examinations provide a reliable test of understanding. However, we are watching what support for proctored online examinations exists. Nationally, there has been strong support for mathematics and physics examinations to remain closed book in-person examinations, see eg [here](#).
- Could the pre-registration deadline for WBS modules be advertised?
Information about pre-registration for WBS modules has been advertised since the start of the academic year. Please see [here](#).
- Some students requested that PX149 have typed notes.
We leave decisions on how to prepare lecture notes to individual staff members. Some staff believe that encouraging students to look for support from textbooks is essential, while others like to produce their own texts. We support both approaches.
- Some students said that the PX101 slides were minimalist.
We will pass this feedback on to the lecturer. The slides are to be used in conjunction with the notes written on the blackboard. We understand that in general this module has been well-received this year.

Second year matters

- The PX276 exam was disproportionately based on term 1 material, which was largely self-taught.
This exam has now been marked, and the average mark is close to the [guide mark](#). Indications are that this assessment was fair.
- Why is there no self-certification for Physics modules?
Please see [here](#).
- The view of two students was that there could be a better link between the two halves of PX280, and noted that there was only one past paper for the module.
Next year, the order of the two halves of the module will be swapped. The climate

change material was presented for the first time in 20/21 (when a mock paper was prepared), and for the second time in 21/22 (when full solutions to the 20/21 paper were made available). A problem sheet with solutions was also prepared in both years. We never provide more than one sample paper for a new module.

- Some assessed quizzes are only open for a short time.
There are often multiple deadlines each week of terms 1 and 2, and shorter assessment windows are necessary to avoid bunching of, or overlap between, deadlines.

Third year matters

- Will year 4 students taking PX3.. modules next year, do so under the old or the new credit framework?
The new framework, as advertised [here](#). Note though, that students will not be able to take a new module which overlaps with previous modules that students have taken and that have covered the same material.

Fourth year matters

- Will new modules provide a mock examination paper?
There are no new fourth year modules planned for 22/23. When the new credit framework rolls out in 23/24, the new modules should provide one sample examination paper.
- Some students regretted the lack of typed notes on some modules.
Please see answer to first year question, but note that the need to study other texts and journals is even more important in the fourth year than in earlier years. Typed lecture notes can give the impression that what the lecturer covers defines a subject.
- Although PX436 was generally felt to be well taught, some students felt that the exam (with no optionality) focused on a rather restricted range of topics.
The examination covered the important elements in the module and was approved by the external examiners. The marking is well under way and shows that, in the main, students demonstrated good understanding.
- Feedback on PX425 assignments can be given very close to the deadline for the next assignment. This particularly affects those students who are considering whether to de-register from the module.
We cannot teach modules on the basis that students are trying them out. The modules are taught on the basis that students who start will continue with the module. We are reasonable and do allow students to deregister. However, the University would never permit this if they felt that students were deregistering because of the marks they obtained on an assessment.

Mathematics matters

- A two hour chalk and talk lecture (no particular module was identified) can be difficult to follow on a Lecture Capture recording.
We will pass this on to Maths, but would encourage you to raise this directly with the lecturer(s) concerned, and/or through the Maths SSLC.