

School of Physics and Astronomy
Undergraduate and Postgraduate Student Staff Liaison Committee
3rd November 2020

Staff members present:

Dr Jon Hays	Director of Education
Dr Craig Agnor	Acting SSLC staff chair
Harvey Abraham-Green	Secretary (SSO)

Student members present:

Majid Alteneiji	First year course rep
Enzo Olivieri-Cortes	Second Year Course Rep
Alex Reji	Second Year Course Rep
Ryan Godden	Third Year Course Rep (Physics)
Luke Hasler	Third Year Course Rep (Physics)
Zuzanna Kocjan	Student Chair (Third Year Astro Rep)
Takudzwa Makoni	Fourth Year Course Rep

Apologies for absence:

Waleed Ahmad	First year course rep
Shamimeh Askari	Third Year Astro course rep
Adil Mian	EDI student rep
Aadi Konidena	Second Year Course Rep
Hadassah Sankoh	First Year Course Rep
Kavisha Eliyadurage-Fernando	First Year Course Rep
Tomorr Rexhep	PGT Course rep
Prof Steve Thomas	Senior Tutor

Part 1 – Preliminary Items	
1(a)	Welcome and introduction for new members
2020.001	Welcome to our new first year reps – Majid Alteneiji
1(b)	Apologies for absence
2020.002	The meeting noted the apologies from members as recorded above
1(c)	Minutes of the previous meeting
2020.003	The committee approved the minutes of the meeting held on 12 th June 2020 for specific alternative assessment feedback.
1(d)	Report on matters arising and actions taken
2020.004	Overview of significant changes made to teaching and learning for the 20/21 academic year. Summary provided by Dr Agnor and Dr Hays:

	<p>Overview of work undertaken by school to deliver new blended learning approach. Extensive staff training over the summer and staff started to work on new approaches and delivery methods. Changes in the attitude and approaches to online activities and assessments. Significant amount of work gone into maintaining a high standard of teaching and content whilst transitioning to blended delivery. This is an ongoing process and we need the feedback to help identify areas of improvement. Massive amount of continued effort being put in by academics to improve the situation.</p>
2020.005	<p>Jon Hays adds that this is ongoing and we have still been delivering on campus enrichment activities since week 2. These had to be complimentary activities to avoid disadvantaging students who were physically unable to attend campus. The overall take-up for these events has not been that high, recently sessions have had relatively low turnout. The school recognises that it's not quite what students perhaps want and there may be some who prefer to stay at home. We would like to collect further feedback about what kind of activities students would like to see on campus within the framework that the content being delivered cannot be essential to the course. We can discuss new initiatives in semester B and what we can implement.</p>
1(e)	Terms of reference and membership
2020.006	The committee noted the terms and reference and membership of the Student Staff Liaison Committee
1(f)	Admissions, induction and enrolment

Part 2 – Student Feedback		
	First year reps	
2020.3.1	<p>SPA4103 Scientific Measurement Lab scripts too vague and not explained enough in lectures. Quite a substantial workload for SPA4103 and with being online it can be difficult to get more feedback. More guidance on creating circuits in SCM.</p>	JH - To investigate and pass feedback onto MOs. General feeling from students about "I wasn't told what I needed to do to perform strongly".
2020.3.2	<p>SPA4401 Classical Physics Willing to have additional 1-to-1 meetings with students to help them understand the content</p>	CA - To pass on positive feedback
2020.3.3	<p>SPA4121 Mathematical Techniques 1 Tests and assessments have been going well.</p>	CA - To pass on positive feedback
2020.3.4	<p>SPA4402 Modern Physics Going very well and no complaints.</p>	CA - To pass on positive feedback
	Students benefitting from previous SSLC feedback that having SPA4103 and SPA4601 in the same semester was too much work in a semester.	
	Second year reps – Enzo and Alex	
	Overall school has handled the transition to online delivery very well. Some students can struggle to work from home continuously and can encounter motivational and connectivity issues.	HAG - Re-emphasis that there is a large provision of study space available on campus and having checked the bookings there is a lot of space in The Hive and the library.
	Some students who miss the lecture can sometimes wait around for the recordings to be released.	
2020.3.5	<p>SPA5302 Nuclear Physics and Astrophysics Has been delivered very effectively online.</p>	CA - To pass on positive feedback

<p>2020.3.6</p>	<p>SPA5319 Quantum Mechanics A Has been very well delivered online and well structured.</p> <p>QMA structured is incredibly clear and helpful, students appreciate the amount of effort that has gone into the videos and delivery, including the differentiation between different equations and formulas with different coloured pens etc.</p> <p>Mid-term test again very well structured and student's feel as though they were accurately tested on what they had been taught.</p>	<p>CA - To pass on positive feedback</p>
<p>2020.3.7</p>	<p>SPA5219 Thermodynamics Videos are quite short and not as detailed as the notes, some students don't think it's worthwhile to watch the videos as they are so short so they might as well just focus on the notes. Students were advised to use both the videos and notes at the start but when compared to video content in QMA students prefer the 20 minute videos.</p> <p>Students asked why they think engagement in Y2 modules in watching videos is quite low.</p> <p>Alex - Students are engaging with content but not necessarily watching the videos in ThD but reading through the notes, which might explain the low engagement in video plays.</p> <p>ThD videos are short and the notes are long, so students initially started with just videos but many have shifted to only using the notes because the videos are not as helpful when compared to the notes. The content itself is interesting and taught well but students are struggling to make the most effective use of both the videos or the lectures.</p>	<p>JH - The videos are deliberately short as this is something that staff spent a lot of time over the summer researching. It was found that the optimal video length to maintain concentration was 5-6 minutes. So this was the reasoning behind the strategy to deliver content in an effective manner. Good feedback from the students and if they need to be longer to improve efficiency then this can be looked into. That said, the videos are not designed to replace the lecture notes, the notes are always going to be the essential resource for the course, the videos will never cover the same amount of content as lecture notes - designed to be delivered together.</p> <p>CA - To feedback to Jan and other MOs to advise students explicitly in what order to consume media and follow content.</p> <p>JH - We have also implemented a new role of Year tutor who meets regularly with MOs across their designated year group to coordinate feedback and engagement of students. It</p>

		was reported in the school teaching meeting earlier this week that participation in second year modules was very low, including the submission of CW.
2020.3.8	<p>SPA5218 Mathematical Techniques 3 No HW feedback, though it is marked, but limited feedback on worked equations.</p> <p>MT3 - started well but later the videos tended to get quite long (40 mins) and difficult to concentrate through. There is limited application or examples of the equations being worked through.</p> <p>Exact differential equations were assumed from last year in MT2 but students felt that they had not covered this at all in MT2 and perhaps missed through the issues last year.</p> <p>MT3 - Lectures are only posted on Thursday and then quiz, multiple choice online activity and main HW due for Monday, which can be a lot of work due over the weekend along with work from other modules. Students did raise this on the day but lecturer did not respond until a few days later.</p>	<p>JH - Acknowledges that 40 minutes for a video is probably too long and we will take this into consideration and speak to the MO. Similarly the assumption of knowledge will be investigated with the the MT2 and MT3 MOs. That said, on the subject of needing to look outside of the course content to get some additional understanding it is entirely appropriate and expected for students to research things themselves if they do need to find something out. JH encourages students to utilise the internet to help get a different perspective on topics.</p> <p>We have changed the structure of module delivery away from the old 'module organiser and deputy module organiser' to a 'module organiser and module associate'.</p> <p>Which is designed to help cover staff if there are absences or ill-health. The MO for MT3 has been covering a disproportionate amount of work during the last 2 weeks acting as MA for another module.</p>
2020.3.9	<p>SPA5307 Stars Lectures notes reported as cluttered and scattered. Students would like a better overview of the module and what the structure of the module is and what students are expected to learn.</p>	CA - To feedback to lecturer
	<p>Third year reps - Luke Hasler SPA rep and Co-Chair – Zuzanna Kojcan</p>	

2020.3.10	<p>SPA6324 Mathematica Techniques 4 Disproportionately high workload of this module. 4 hours of lectures each week and amount of work required is leaving little room to focus on other assignments. General consensus that there is too much work in this and students would like a 2 hour lecture and then 2 hour exercise class.</p> <p>Students would appreciate that solutions to the exercise sheets that they've worked on. Students would like more example questions and answers to help them with the application of information. MT2 has a lot of good examples in MT2 and students would like to see this in MT3 and MT4.</p>	<p>This is something that is raised by students each year. This is largely due to the fact that the CW is worth 40% of the module and as such there has to be more material to justify that level of assessment breakdown. Although there is a lot of work the CW is designed to be the perfect precursor to the exam and prepares the students for the exam. Previous student reps have reported that the tutorials were incredibly helpful and beneficial last year and students miss that this year, no chance for assistance when working through the practical elements. JH to investigate.</p>
2020.3.11	<p>SPA6311 Physical Cosmology Expectation of working on group project online is incredibly difficult. Logistically arranging project meetings online is hard and the assessment criteria has been amended but the same amount of work is required. Students would like the work more spread out than it currently is.</p> <p>ZK: Group project has not been well received; students cite low engagement from members in their groups. Only few members tend to do most of the work</p> <p>SPA6311 lectures are well delivered and well received</p> <p>There were initial issues with QMplus that were resolved quickly. The tutorials are very helpful but student engagement is quite low.</p>	<p>CA/JH - To feedback to MO, it was the first time a group project had been created for a module and it was difficult to implement in an online setting.</p>
2020.3.12	<p>SPA6403 Quantum Mechanics B Notes are very well thought out. Lectures feel a bit inefficient as he effectively goes over the notes in the lecture, albeit this is still effective.</p>	<p>CA - To feedback to lecturer</p>
2020.3.13	<p>SPA6308 Spacetime and Gravity Overall the module has been delivered well and the lecture videos are good. However, the lack of lecture notes are really problematic for students who have to keep revisiting the content in videos to get answers that could be provided if the lectures notes were published. Students expect that the notes exist.</p> <p>SPA6308 - Some connectivity issues from the MO can cause delivery issues. Content is very comprehensive and helpful.</p>	<p>CA - Speak to lecturer about making lecture notes available or explain where the source of information can be found, if not in the lecture notes (i.e textbook).</p>

2020.3.14	<p>SPA6328 Statistical Data Analysis</p> <p>Students were not aware of any coding elements that were required for the course. Many students did not previously do coding and were surprised by the inclusion of coding. Students would appreciate if it could be made a lot clearer in the future that coding is required for this module.</p>	JH - Investigate level of coding needed and ensure that this is well publicised to students ahead of choosing modules.
2020.3.15	<p>SPA6913 MSci review project</p> <p>ZK: It's reported that lectures have felt a bit unnecessary and pointless at times, not providing anything valuable towards the work of the project. Students working in SEM2 review project don't appear to have as much clear guidance on submission deadlines and requirements for project work.</p>	CA/JH - Will investigate the delivery but the content cover in the lectures remains important for writing the projects.
	<p>SPA6776 Independent Project</p> <p>The general delivery of this module is quite confusing. Inconsistent replies from project supervisors about the risk assessment element is making things difficult.</p>	
	<p>General QMplus can be hard to navigate - students would like to optimise the platform more and improve the display of timetables. Students would like a central page to host all the BBC rooms as some students have entered the wrong room previously or have the rooms pinned to the top of the QMplus page.</p>	CA - Could be possible but depends on how the MO has set up their lectures. You can add calendar events to your QMplus calendar which would appear on the page.
2020.3.16	<p>Some confusion over the switch in exam delivery to 24hrs from 48hrs.</p>	JH/HAG to raise with SEB chair that once exam information has been finalised (time permitted etc) to be clearly communicated to students. There also needs to be clear guidance for students on the structure of the exam papers and whether there have been significant changes from previous ones.
	<p>Students would like more subtitles in videos or webinars as it can sometimes be hard to listen to lecturers.</p>	
	<p>Students would like more solutions and example questions for exam questions.</p>	
	<p>Students don't feel as though breakout rooms are very effective at the moment.</p>	
	<p>There seems to be a general consensus that the amount of work expected is quite high for Y3 and many are struggling to balance work/life at the moment. Pacing in some modules are too fast and difficult to stay on track with the lectures.</p>	
	<p>ZK: Students unsure about the delivery of SemB modules and would like some more clarity on how it will work so that they can prepare for next semester with regards to housing etc.</p>	JH - Completely understands how this is a problem for students but unfortunately we are severely limited in what we can say now for January 2021. It will largely depend on the situation at the time. Furthermore, the

		<p>limitations on teaching spaces on campus is severely limiting, even if we could deliver things on campus the space in lecture theatres is at 30% so it is a challenge.</p>
	<p>General consensus: Students have seen a lot of benefits from a new approach to teaching and in the future a more blended approach. Some students reported that demonstrators provided a better perspective on the content and offer an alternative approach. Student miss the approach from demonstrators and would not like to lose that. Could this be provided by the module associate in lieu of demonstrators. Often this perspective is good to have come from the person who did not write the equations.</p>	<p>JH - Tutorials are always designed to be the best opportunity for 'learning' to take place, especially compared to the lectures. In the past the problem has been the limitations of PhD student numbers/financials to allow sufficient cover across all modules. We're hoping that there will be some PhD support in modules for next semester for the computing and lab modules. We definitely see the benefit in utilising demonstrators.</p>
	<p>Year 4 MSci course rep - Takudzwa Makoni PGT MSc course rep – Tomorr Rexhepi</p>	
	<p>SPA7018 Relativistic Waves and Quantum Fields TM: Everything is kept on the same QMplus page, clear structure to the course and what is expected each week. Content is then uploaded and videos are succinct and helpful, particularly for revisiting specific topics that they might be struggling.</p> <p>Expectations that you should read the relevant chapters in the book before an online 2 hour lecture. MO has made himself available through email and regularly office hours.</p> <p>General consensus across 4th years is that the video lectures have been great, especially when compared to Qreview lectures. This is particularly good for catching up on lectures that have been missed.</p> <p>TR: Webinars are good. Lecture recordings aren't especially helpful and tend to be the MO reading over their book notes. MO makes themselves available and go throughs tutorial questions in Webinars. Lecture recordings could be better.</p> <p>TM: Think the general standard of lecture videos could be more engaging and less just academics reading over notes. It's hard to engage with lectures from home and this makes it more difficult. Would like lecturers to avoid re-reading over lecture notes.</p>	

	<p>The new delivery of content online allows a lot of flexibility in the approach to learning. This has been greatly appreciated by students who have high workloads or who are managing other responsibilities.</p> <p>TR: In general, the webinars are very interactive and compared to previous years it is a lot more engaging and rewarding. So much more quality time with the lecturer than in previous years and this allows a better chance to build a relationship with the lecturer.</p>	
	<p>TM: Level of difficulty in the level 7 courses has been reported by some students, particularly the availability and provision of previous exam questions and example answers.</p>	
	<p>SPA7019 Relativity and Gravitation Structure works well and the module is engaging with live lectures that are appreciated by students.</p>	
2020.3.17	<p>SPA7027 Differential Geometry in Theoretical Physics TM: Pre-recorded lecture content and then webinars to go through questions before completing the rest of questions for the homework. Student interactivity with class to decide on what questions should be done as HW. Camera and visualiser so you can see him talking and also what he is writing at the time.</p>	CA - To pass on positive feedback
2020.03.18	<p>SPA7024 Functional Methods in Quantum Field Theory Dr Russo uses pre-recorded lectures with sections of greater detail for harder equations. Use visualiser to follow through notes and go over hard equations. Both these lecture recordings are very similar to traditional lectures.</p>	CA - To pass on positive feedback
2020.03.19	<p>TR: Enrichment activities - MSc student turnout has been quite low but overall numbers quite low. MSc students would like enrichment activities that perhaps overlap with other year groups. Some useful events about PhD applications and general questions. More students across different year groups might generate better discussion. Students could also share tips with other year groups and provides an opportunity for different students to meet to collect feedback.</p>	HAG and JH - investigate the provision of on campus guest lecturers for PsiStar.
	<p>Students would like to see some more of the PsiStar guest lectures that were held in previous years but they would like these to be held physically on campus to encourage some community and interaction amongst students.</p>	
	<p>Feedback on advising/supervising</p>	
	<p>Positive feedback for use of Teams to communicate to students. Some positive feedback about students being able to book appointments with their advisor on Teams and feeling like they have the opportunity to have a quality discussion and advice with their advisors.</p>	
	<p>Students appreciate the structure of meeting with their project supervisors regularly but there has been some initial confusion about what is expected for the project and the beginning.</p>	JH - There is a slight misunderstanding in what is expected on the student to work on a specific project and students are largely expected to dictate the way the project

		<p>will work rather than being told explicitly this is the project and this is what you will be doing. This is the independent and research nature of the project. There were also understandable staff restrictions on project allocations this year due to the ongoing situation. Some students also tend to pick a supervisor who they like without fully understanding what projects they actually offer. JH to investigate the allocation process in the future but it's very difficult to find a workable solution.</p>
	<p>Students would like to post in QMplus forums with just their ID numbers.</p>	
	<p>TR: Some concerns over MSci project deadlines being too soon and students feeling already that they might not be able to complete the project by this time and students feel as though they have now time to work on the project due to January exams and no Christmas break.</p> <p>TM: Some level students would like the main project to be due after week 12.</p>	<p>CA - There is an expectation on students that you should be spending 10 hours a week on each 15 credit modules which includes your project in both semesters.</p>

Action Sheet: Student-Staff Liaison Committee

Ongoing Action points from previous meetings 2016

2016:030	<p>AJM to report to TLC that Qreview is not fit for purpose and that the focus should be on improving sound quality as a minimum. 22/11/2017 – DM to report to JH at the next TLC. Issues have been and will continue to be reported to Timetabling and ITS.</p> <p>5/12/2018 - New faculty level focus group with teaching staff and Elearning team to look for improvements. Student course reps have heard the same answer since they started.</p> <p>Over last year they have upgraded all the cameras (4x as many pixels), better video software and increase in rooms that are covered. Some trial improvements have</p>	Ongoing	DM & JH	At the next TLC
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Ongoing action points from a meeting held on 22nd November 2018

2018.015	<p>Investigate difficulty and ensure that students understand the concept of the module and the origins of the questions. 12/19 MO continuing to improve and develop module.</p>	Ongoing	JH/DM	As soon as possible
2018.045	<p>Investigate how is Hive space utilised for Physics students? Feedback to ITS to ensure computers are updated with relevant software and all stations are functional. DM awaiting full software list as he has investigated and been told that IT regularly request software update from schools.</p>	Ongoing	JH/HAG	As soon as possible

Ongoing actions points from 13 March 2019

2019.02	<p>Delays in email notification to students from QMPLus. JH to investigate with E-Learning team as a matter of priority to ensure timely cancellation of lectures. Technical issues with hosting service, ongoing investigation.</p>	Ongoing	JH	By the start of 19/20
2019.23	<p>Students believe the marking in SPA4103 SCM is very inconsistent and students are being given mixed messages about best practice and lab book structure. Large changes to lab module structure and provision of lab scripts.</p>	Closed	JH to investigate	By the start of 19/20
2019.25	<p>Lack of BAME Physics resources for students who want to further research these topics on diversity in Physics. Students would like to see an increase in books, external</p>	Ongoing	EDI committee to explore.	Ongoing

	speakers, resources in library. New BAME Physics library on QMplus being developed, student led.			
2019.32	Homework for Stars is in very small font and difficult to read in its source. Students would like more legible notes and homework. JH/DM to feedback. SSO to check online notes. Some notes have now been amended but still ongoing. New MO to take over Stars from 21/22.	Closed	JH/DM/HAG	By the start of 19/20
2019.41	CMA - Demonstrator for first 2 weeks was highly sought after and all students benefited from his teaching method. SSO to investigate and feedback. Demonstrator not utilised for 20/21 academic year.	Closed	HAG	By the start of 19/20
2019.63	Third year students would like to have more adviser-student time to be scheduled as they think it would benefit students. DM to speak with all MOs with regards to their general availability. Better advertisement of office hours and provision of academic support for students who are struggling. Better reporting of MOs who are not helping their students to the level expected.	Ongoing	HAG/DM/JH	By the start of 19/20

Action points from SSLC Meeting 12th December 2019

2019.2.1	MT1 notes from last year are very good and students have been using and distributing them. MT1 MO is teaching for first time and doesn't have finalised notes yet. Investigate standard of CP lecture notes – hand-written and difficult to read at times. Overhaul of module materials for all first year modules with the transition to blended learning.	Closed	DM	By start of 20/21
2019.2.2	Proposal to switch SPA4601 to semester B for even split of lab based modules in first year. Provisionally move PSS to semester B in 20/21. No impact on careers assignment. Switch was completed for 20/21 academic year	Closed	JH	By start of 20/21
2019.2.4	SPA4103 - Report back to MO student unhappy with inconsistencies in lab book marking. Previous action points have now been incorporated into this action point (2018.007-2018.01, 2019.023) to reflect some improvements that have been made. Still seeking more consistency in marking and JH continue to work with MO.	Ongoing	JH	By start of 20/21
2019.2.7	To ensure students are aware about the impact of an unbalanced module diet in 2/3 year but that it is possible with advisor permission. More clarity during module options event in Sem B.	Ongoing	HAG	Before Module selections

2019.2.8	Investigate into marking issues and general provision of feedback in SPA5219 Thermodynamics. Reported instances of mistakes in marked HWs. MO responsive to all enquiries and has rectified any mistakes and returned updated homework.	Closed	DM/JH	As soon as possible
2019.2.21	Request to rewrite module from scratch considering previous difficulties and perception that content covered in EPP is typically level 7. JH to investigate course content. JH will need to investigate further and look at module improvements. Merged with 2019.2.19. Review of SPA6306 and SPA6309 (particle physics modules) was undertaken and provisional decision to recreate SPA6309 Radiation Detectors into a level 7 module.	Closed	JH	By start of 20/21
2019.2.39	Intercollegiate board to review - is there a QM equivalent group of modules that could act as a sufficient pre-requisites for Standard Model Physics and Beyond (INK7032).	Ongoing	JH/ST	By start of 20/21
2019.2.41	Consolidation of previous action points (2019.36 – 2019.40) regarding SPA5228 CMA teaching from 18/19. To be reviewed at the end of sem 2 19/20 to assess improvements. New MO teaching CMA from 20/21.	Closed	JH	By start of 20/21

Action points for SSLC 9th April 2020

2020.1.1	Report positive feedback to MOs for online transition in MT2 and MP. Feedback reported to MO.	Closed	DM	By start of 20/21
2020.1.3	Positive feedback for semester B module Our Universe. Feedback reported to MO.	Closed	DM	By start of 20/21
2020.1.12	JH to investigate provision of materials and online teaching in SPA5222 and SPA5228. Complete overhaul of online materials and provisions for SPA5222 and SPA5228 due to blended approach. SPA5228 new MO.	Closed	JH	By start of 20/21
2020.1.14	HAG to circulate response from P Bull with regards to the marking of these experiments and the incorporation of them into the lab book. Completed.	Closed	HAG	As soon as possible
2020.1.15	JH/DM agree that marks for CMA mid-term should have been returned by this stage and will investigate. Marks released following SSLC feedback.	Closed	JH/DM	By start of 20/21

2020.1.16	JH to investigate lecture note mistakes in SPA5222 EWO	Ongoing	JH	By start of 20/21
2020.1.17	DM/JH to review lecture notes in SPA5228. New MO with specific materials and lecture notes (New MO is original creator of SPA5228).	Closed	JH/DM	By start of 20/21
2020.1.19	Report positive feedback to MO for SPA5204 Feedback reported to MO.	Closed	DM	By start of 20/21
2020.1.20	DM/JH to ensure students have support from MO.	Ongoing	JH/DM	By start of 20/21
2020.1.21	Report feedback to MO for SPA5241 Feedback reported to MO.	Closed	DM	By start of 20/21
2020.1.22	HAG has raised this with Maths teams but this is unlikely to change. J.H to raise at a higher level. The SMS department have kept the same access to the SMS building, no changes.	Closed	JH	By start of 20/21
2020.1.34	DM to report back to MO with positive feedback for teaching but issues with lectures notes and request for typed notes in SPA6403. Feedback reported to MO.	Closed	DM	By start of 20/21
2020.1.36	JH to speak with MO and discuss the structure of the modules for SPA7024 FMQFT or 7001 AQFT to ensure better overlap for the upcoming academic year.	Ongoing	JH	By start of 20/21
2020.1.39	DM to investigate the provision of Advanced Cosmology notes for the exam.	Ongoing	DM	By start of 20/21

Action points from SSLC 12th June 2020

2020.2.1	JH to review SPA4101 Our Universe section A questions to check level of detail required. JH investigating issue ahead of summer exam period.	Ongoing	JH	ASAP
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2020.2.2	JH to follow up with executive team for update on changes being made in the school and university following the renewed BLM activism internationally and what students can do to get involved.	Ongoing	JH	ASAP
2020.2.3	JH to investigate and confirm changes made to level 7 Astro papers when they transitioned to online.	Ongoing	JH	ASAP

Action points from SSLC 3rd November 2020

2020.3.1	SPA4103 Scientific Measurement - To investigate and pass feedback onto MOs. General feeling from students about "I wasn't told what I needed to do to perform strongly".	Ongoing	JH	ASAP
2020.3.2	SPA4401 - CA to pass on positive feedback for approach to module.	Ongoing	CA	ASAP
2020.3.3	SPA4121 - CA to pass on positive feedback for approach to module.	Ongoing	CA	ASAP
2020.3.4	SPA4402 - CA to pass on positive feedback for approach to module.	Ongoing	CA	ASAP
2020.3.5	SPA5302 – CA to pass on positive feedback for approach to module.	Ongoing	CA	ASAP
2020.3.6	SPA5319 - very well delivered online and well structured. Mid-term clear and students find the module very easy to follow. CA to pass on positive feedback for SPA5319.	Ongoing	CA	ASAP
2020.3.7	SPA5219 Thermodynamics - CA To feedback to Jan and other MOs to advise students explicitly in what order to consume media and follow content. Some students believe videos are too short or unsure which order to follow materials.	Ongoing	CA	ASAP
2020.3.8	Reports of difficulty in following SPA5218 MT3 content and long length of videos. JH - Acknowledges that 40 minutes for a video is probably too long and we will take this into consideration and speak to the MO. Similarly the assumption of knowledge will be investigated with the the MT2 and MT3 MOs.	Ongoing	JH	ASAP
2020.3.9	Issues with SPA5307 Stars and provision of materials. New MO to take over this module for 21/22 academic year.	Closed	JH/CA	ASAP
2020.3.10	SPA6324 MT4 – JH to investigate workload for this module and impact that blended learning approach has had on student's ability to understand the weekly CW questions.	Ongoing	JH	ASAP

2020.3.11	SPA6311 strong feeling from students about the high workload and new project component. CA/JH to investigate further but also indicate that there has been a shift in CW/Exam weighting to reflect the increased CW in-semester.	Ongoing	JH/CA	ASAP
2020.3.12	SPA6403 – Positive feedback to be reported to MO	Ongoing	CA	ASAP
2020.3.13	SPA6308 – Report positive feedback but also enquire about provision of lecture notes and provide further online resources for students.	Ongoing	CA	ASAP
2020.3.14	SPA6328 SDA – Some confusion from students regarding whether coding skills were a pre-requisite. This needs to be clearer in the future. JH to investigate level of coding needed and ensure better communication ahead of future module information events.	Ongoing	JH	ASAP
2020.3.15	SPA6913 review project lectures are felt unnecessary. JH/CA to investigate delivery of lectures but the content remains valuable and important for writing up projects.	Ongoing	JH/CA	ASAP
2020.3.16	Alternative assessments: Some confusion with students after change to 24hrs from 48hrs for exams. JH/HAG to ensure that when SEB chair has finalised exam structure this is clearly and quickly communicated to students.	Ongoing	JH/HAG	ASAP
2020.4.17	SPA7027 Differential Geometry: Students enjoy and appreciate approach to module. CA to pass on positive feedback to MO.	Ongoing	CA	ASAP
2020.4.18	SPA7024 FMiQFT – CA to report positive feedback on delivery and approach to tackling challenging equations.	Ongoing	CA	ASAP
2020.4.19	Low turnout of MSc students on campus but rep would like to see more enrichment activities on campus outside of teaching. JH/HAG to investigate the provision of on campus lectures.	Ongoing	JH/HAG	ASAP

