

**Staff Student Liaison Group (years 1 and 2) meeting**

5<sup>th</sup> March 2008

15.00

128, SAFB

South Kensington Campus

**Minutes**

Present: Mr T Wills (Chair), Dr R Aspinall, Dr M Barrett, Mr A Chopra, Dr M Croucher, Dr N Curtin, Mr S Dubb, Professor T Firth, Dr C Gregory Evans, Ms H Harrington, Professor J Higham, Dr C John, Ms K Khan, Dr W Kong, Dr M Lowrie, Mr O Nehikhare, Dr S Moosavi, Dr E Muir, Dr A Raby, Ms G Rajasooriar, Mr O Shariq, Mr D Smith, Dr T Tierney, Dr M Toledano,

In attendance: Ms J Williams (secretary)

Apologies: Mr R Barnard, Professor J Laycock, Dr L Lightstone, Ms E McGovern, Professor K Meeran, Mr P Ratcliffe, Ms J Smith, Ms J Shiel

Meeting commenced at 15.00

1. **Welcome & Apologies for Absence**
  
2. **Minutes of the Meeting Held on 5<sup>th</sup> December 2007**  
 AGREED: a) that the Minutes of the meeting held on 5<sup>th</sup> December 2007 be received and approved [paper Esc1,20708-03].
  
3. **Matters Arising**
  - 3.1 **Minute 4.4 EIP issues**  
 REPORTED: a) that the course leader and Year 1 student reps had not met to date and this would be brought forward to the next meeting.  
**ACTION: EIP Course Leader and Year 1 student reps**
  
  - 3.2 **Minute 5.2 Pharmacology issues**  
 REPORTED: a) that the course leader and Year 2 students had met and agreed progress.
  
  - 3.3 **Minute 5.6 PBL presentation proposals**  
 REPORTED: a) that tutors were keen to expand this part of the course  
 b) that further advice was provided in the course guides
  
4. **Spring term teaching**
  - 4.1 **Year 1**  
 RECEIVED: Spring term course related comments [paper Esc1,20708-04 attached as appendix 1].  
 NOTED: a) that specific course comments should be fed back to Theme/Course leaders to consider and respond where required.

AGREED: b) that course leaders should check the availability of lecture slides on the intranet and encourage staff to submit to webmaster.umo as promptly as possible and in appropriate format following published guidelines

**ACTION: All Course Leaders**

c) that links to the previous years teaching slides were only available at the discretion of the individual course leaders and that students should be aware that current teaching would not always be based on the previous year.

d) that any specific problems relating to course guide information should be sent to the Curriculum Administrator (Years 1 and 2).

e) that the Head of Learning Resources would consider adopting the same intranet format for outlining course structure as was used with MCD. This would be fed into the current working group looking at the development of the intranet.

**ACTION: Head of Learning Resources.**

f) that students were encouraged to feed back information on the use of clickers in the Respiratory session this year.

**ACTION: Student Year Reps**

4.2

### **Year 2 teaching**

RECEIVED: Spring term course comments [SSLG1,20708-05 attached as appendix 2].

NOTED: a) that specific course related comments should be fed back to Theme/Course leaders to consider and respond where required.  
b) that timetabling issues were continually being considered and the on-going curriculum review might release some time that would allow more flexibility of movement within the timetable.

AGREED: c) that course leaders would continue to request missing lecture slides/handouts from their lecturers

**ACTION: All Course Leaders**

5.  
5.1

### **Assessment Year 1 Formative Feedback**

RECEIVED: Paper outlining new proposals [ SSLG1,20708-06]

AGREED: a) that this was considered an excellent proposal and the Sub Board Chair (Year 1) was thanked for her efforts to improve the feedback procedure for students.

6.  
6.1

### **Quality SOLE**

NOTED: a) that the QAE Manager was reviewing the process for encouraging further student participation  
b) that students requested that SOLE could be open throughout the term, which was not currently possible.

c) that students requested a more prominent link to SOLE via the teaching intranet and more email reminders regarding completion.

AGREED: c) that these points would be fed back to the QAE Manager

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### **Library**

NOTED: a) that the Anatomy TV resource was available and students encouraged to use this excellent learning tool.

b) that the building work was completed at Charing Cross.

c) that students were encouraged to check Easter opening times on the Library website.

d) that a new Learning Development Team Leader had been appointed and she would be invited to attend this meeting in future.

AGREED: e) that students would welcome additional time allowed for overnight loans to allow travel to the correct campus  
f) that a direct intranet link to Anatomy TV would be posted to encourage use.

**ACTION: Head of Learning Resources**

g) that feedback was sought from the students regarding the information sessions held at the beginning of Year.

**ACTION: Year 1 Student Reps**

h) that the Library Representative would feed back the comments relating to library loans to consider.

**ACTION: Library Rep**

8.  
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**Non academic issues  
Welfare**

NOTED: a) that students had found difficulty in booking GP appointments at the Health Centre  
b) that a Personal tutor seminar had been organised to help tutors support their tutees during exam periods. Students were asked to send their views on this to ICSM SU President to feed into this process.  
c) the remit of the Student Welfare Committee was being reviewed and it was likely that all student welfare issues would in future be dealt with by the Student Welfare Committee rather than through the SSLG1,2.

AGREED: d) that the Head of Pastoral Care would contact the Health Centre once he had received details from students.

**ACTION: Student Rep to Send Further Details to Head of Pastoral Care**

9.

NOTED: a) that students were reminded about the Lord Winston lecture on Thursday 6<sup>th</sup> March.

7.

**Date of Next Meeting**  
28<sup>th</sup> May at 3pm in 128, SAFB at South Kensington campus

Meeting Closed at: 17.10

*TW/JW  
March 2008*

## ICSM Year 1 Term 3 Feedback

### General:

- Course Guides: please start lectures on a new page, not the other side of previous lecture
- **Some alimentary lectures, for example, the GORD one which was a few weeks ago still has not been uploaded to the intranet.**
- Last Monday getting an e-mail at 8:40am telling us that we were in CX, not SAF.
- Please ask lecturers not to use abbreviations. For example, one Genetics lecture used 'TOP' and GS+ (gram stain positive- we hadn't covered microbiology at this time and no definition was available on the internet)
- Lectures in SAF instead of CX for term 3, as most students spend extra time traveling. Is this possible or is SAF needed for the Year 2 IBFD course?
- **Can we please have a Formative Exam for LSS 2 similar to the Year 2 January Formative?**

### Urinary Systems:

- Practical session with the posters suffered a lack of facilitators. Some groups reported that no one came to help them, which is a severe disadvantage as the only way to check if your answers are right is to have someone there helping you. **Please put up model answers for the 4 practical sessions, especially since it is so close to the exams.**
- Some of the facilitators were very good.
- Computer session would be good if facilitators were around in the room.
- Would be useful to have a facilitator around during the directed learning session, some students went to find the facilitator in the room listed and found out that he had left to Aberdeen last August. They waited for Prof. Paul Kemp but he was holding a session and therefore was not around.
- Some students complained that some lectures only consisted of lecturers reading off the slides.
- Is it possible to condense urinary systems into fewer sessions?

### Anatomy of Abdomen and Pelvis:

- **Model answers for living anatomy sessions would be ideal, especially as students often cannot find the answers. It is understood that students are expected to find the answers themselves, but many students would like a source of verification especially so close to exams. Particular reference to Living Anatomy in Session 2.**
- **Session 5 MRI scans section- please leave a lot more space around the images so that students can annotate them.**
- Kidney session #4 was very well liked, especially with the live ultrasound.
- Demonstrators have wide variety of experience and quality of teaching, some students complained that they are always paired with a demonstrator who doesn't know as much as they would like to learn.
- More demonstrators in living anatomy session?
- Not all the diagrams from the slideshow are in the course guide, students would like to have them accessible during lectures so they can annotate them. *Which lecture is this? Students print off lecture slides so these will surely have it? Clarification needed.*

### Skin:

- Too many lectures in a short period of time- large volume of content.
- Content of the course is very length considering it was introduced 3 weeks before we will be tested on it
- 6 lectures in one session is too intense and most students said they felt the lectures were done too quickly and it wasn't ideal for learning.

## Alimentary System

- Very interesting lectures
- Main problem is that some lectures still haven't been uploaded to the Year 1 intranet (eg. Pancreatitis and GORD)
- Dr Murphy's lectures are VERY well-structured and are easy to learn from
- In general, the course guide serves well as something to read before the lectures.
- Pancreatitis lecture: information in the course guide and the lecture has limited correlation; could it be structured a bit more?
- Please upload lectures beforehand, if possible. Many students are choosing to learn LSS2 before the lectures due to our exam being in two weeks.
- 'obesity' and 'malnutrition' lectures, along with other 'social disease' lectures eg alcohol are interesting.
- Lecture on immunology- many students found the slides difficult to learn from as they consist mostly of diagrams and pictures. Perhaps add more slides with accompanying text, eg to explain the link between M cells, lymphoblasts and secretory IgA.

## PCC:

- quality of tutors vary- some tutors do not know enough about the essays, presentations, etc
- more clarification needed as to what counts and what doesn't- perhaps inform tutors?
- Essay due in two weeks before summatives begin is very intense, especially late PCC sessions. Move it to term 2? Tutorial before Easter so that students can write the essay over Easter?
- Number of visits needed unclear.
- Session debating ethics of 'designer babies' (choosing features of a viable embryo) was very interesting, but most students would prefer to have completed the PCC course before Easter.

Feedback for SSLG 3

**Pharmacology**

- ❖ In retrospect, the course may be clearer if the sessions were put together. E.g. ANS, Cholinomimetics, and Cholinoceptor antagonists as one.

**Exams**

**MEL**

- ❖ More time needed on the MEL paper – students felt as if it was test of writing speed not of their knowledge of Ethics or Law.
- ❖ Many students feel that a mock MEL exam under examination conditions would be beneficial (as opposed to a paper being available on WebCT). This would give students an indication of the time restriction they are placed under. Time-management was a common problem faced by many students who may have been better prepared for the exam if they had prior practice.
- ❖ Numerous people have suggested that the MEL exam be before the Easter Holiday (as the PBL exam in year 1). This would allow students to focus their revision.

**MCD**

- ❖ Many students found this exam challenging. It was felt that there was a profound emphasis on the Diagnostics module of the course, whilst other thoroughly revised topics (from the second term) were neglected.
- ❖ SAQ on virology testing. First part was list 3 different techniques, second part was list adv. And disadv. for each previously listed technique. Students felt it was unfair to have part 2 so dependent on part 1 for a 10 mark SAQ.
- ❖ One of the SAQs asked for "the signalling mechanisms and/or target cells involved in the host response to a tumour". Again, many students were unsure of how to answer this question and could not identify the answer from any of the lectures.

**LCRS**

- ❖ In LCRS 1 there was a question on amlodipine (Ca Channel blocker) which had no correct answer, the options given were:
  - Chloride channel antagonist
  - Calcium agonist
  - Sodium agonist
  - Potassium channel agonist
  - Adrenoceptor agonist
- ❖ Question on cerebral palsy. There was not enough information given to us in lectures etc to answer the question properly. The question asked for the four different types of cerebral palsy and a defining characteristic of each. This was not included anywhere in the lecture slide and thus students did not think it was important to learn such information. Furthermore, there were no learning objectives that stated that knowledge of the types of cerebral palsy was required.

- ❖ LCRS 2: diagram of neck region, students complained of the diagram's poor quality, people may have struggled to work out what arrows were pointing to.
- ❖ 1 day break within the block of exams.
- ❖ Anatomy tutors should recommend the "Netter's Anatomy Flash Cards Second Edition" and many students have found them a really good way to learn.
- ❖ Split LCRS into two modules instead of one.

### **IBFD**

- ❖ Students found the ***water and electrolytes*** module interesting and enjoyed the clinical relevance it provided.
- ❖ Unlike the other modules, the lecture slides for the ***physiology of infection*** module were not uploaded in advance. I have spoken to Prof Sriskandan about this and I understand her reasons for doing so, however a number of people in the year still felt they would have benefitted from having the lecture slides, especially as the content of the lectures had not changed largely from last year.
- ❖ Usually, when lecture slides are not uploaded in advance (for whatever reason) the powerpoint slides can be easily downloaded from the previous year's intranet page. However, the physiology of infection links were taken down just before the IBFD course started.
- ❖ One of the lectures has been uploaded in pdf format. Although this may be necessary to reduce file size, the slides themselves contained many animated diagrams and images and unfortunately this was lost in the pdf document. The result is that the images are overlying the text making it difficult to interpret the content of the slides.

### **WebCT**

- ❖ Webct was useful and we would like to thank the staff who took the time to answer our questions.

**Yr1 Formative Exams: Plans for Yr1 in Academic Year 2008-9**

**1. Continue the Jan Formative Exam on Term 1 topics**

This is an on-paper, exam-conditions assessment. Feedback to students will be as in academic yr 2007-8: (a) personal report form to each student by e-mail, (b) additional personal feedback available via the Self-test website, (c) lecture theatre presentation by MCD Theme Leader on performance of the class as a whole.

**Purposes:** Feedback to each student about performance on questions from same bank as Summative and Resit exam questions; feedback from assessment by staff; give students practice under exam-conditions and use of OMR cards.

**2. Discontinue the April Formative Exam on Term 2 topics**

**Background:** It is not feasible to get feedback to the students more than a few weeks before the Summative exams. Thus the benefit to the students is not sufficient to justify the cost in terms of staff and UMO time devoted to this exam.

**Purpose:** Free staff time to provide more useful feedback described below.

**3. Increase the provision of on-line Self-tests**

**Background:** In academic yr 2007-8 five on-line Self-test are running WebCT4.1 (as gateway to LAPT). The Self-tests give immediate feedback (mark each answer immediately and ideally also provide an explanation) on any type of objective question. The intention for 2008-9 is to extend Self-tests to include all of the objective question types and all Yr1 Courses.

The questions in the Self-tests are part of the "public-domain" and unsuitable for Summative and Resit exams.

WebCT4.1 is being withdrawn in July 2008, but provision is in hand to run the Self-tests in LAPT via a secure website.

**Purpose:** To provide instant feedback to students about performance on objective questions.

**4. Introduce SAQ Peer-marking Sessions**

**Purpose:** To provide practice and more useful feedback about performance on Short answer questions.

This takes the form of a Peer-Marking session for the whole class in a lecture theatre. The students will be given an SAQ and have 10 min (the standard time allocated on real exams) to write the answer. Students then exchange papers and mark another student's answer (peer-marking). An Academic expert will show the "model" answer as a slide and go through it step by step. Students will have the opportunity to ask questions. The SAQ and answer will be posted on the Intranet after the session.

A pilot was run this year on 13 March 2008 featuring a LSS Respiration question. Academic expert: Dr. Shakeeb Moosavi. See accompanying report.

The intention is to run a series of perhaps 1 or 2 such sessions per Theme in academic Yr 2008-9.

**Prof. N. Curtin**

**Yr1 Exam Sub-board Chair. 3 April 08**





**Report on Yr1 Peer Marked SAQ Session**

The session was held on 13 March 2008 in the Drewe Lecture Theatre. Shakeeb Moosavi was the academic expert presenting a Respiration SAQ (LSS Theme). This was followed by a brief presentation by Nancy Curtin about Self-tests (objective marked questions).

The slides are available at:

<https://education.med.imperial.ac.uk/Years/1-0708/exams/index.htm>

The outline of events for the SAQ were:

- Hand-out questions sheets
- 10 min to write answers
- Students exchange papers for marking
- Academic expert shows on screen for each part of the question:
  1. model answer & marks. Explains the answer, and if relevant partial marking, range of values accepted, etc.
  2. The relevant learning objective(s), lecture and/or practical, tutorial are also listed for each part of the question.
- Marks totalled and question sheet returned to owner.
- Announce 50% pass mark
- Floor open for additional questions & comments.

Attendance was reasonably good (~half the class). As usual many students came in late. Students stayed to the end of the session.

There were few questions from students during the session, but several came down to ask questions at the end. Presumably once they are more familiar with this format, more questions will come out during the session.

The session was completed within 1 hr. A session including an SAQ only would take less time.

I thought it went well enough that we should plan 2 or 3 such sessions before the Christmas break and then a further 2 or 3 between Christmas and the Summative exams. There is another Staff-Student meeting 28 May where we should get some feedback from the students.

*Nancy Curtin, Cheryl Gregory-Evans, Shakeeb Moosavi*  
14 March 2008

**FAQ\_Yr1\_exams.doc**

**1. Are Resits harder than 1<sup>st</sup> take Summatives?**

No. The standard is the same. Questions for both exams are submitted together as a single set, and then exams assembled.

**2. Can my exam paper be remarked?**

No. Our marking process is very rigorous and we stand by the marks. The process: Question papers and model answers are reviewed both internally by a panel of those who taught you and by External Examiners and changes are made so the final version of the questions paper is free of ambiguities, etc. Once you have done the exam, all papers are marked against model answers, so the same standard is applied to all students. Marking is done either by a marking college (a groups of markers working together) or by double-marking (2 separate markers); both procedures comply with College regulations. Student papers with an overall borderline fail mark are checked by Theme Leaders, and any errors in marking, adding up marks etc are corrected. External Examiners have access to all student papers and check any paper they choose and alterations made as appropriate.

**3. What happens if I fail a Resit?**

If you fail any paper both on 1<sup>st</sup> take and at Resit, you will be required to leave the course. However, see Mitigating circumstances URL:  
<https://education.med.imperial.ac.uk/Years/mitcirc12.htm>

**4. Do I have to pass both sections of the LSS paper?**

You have to pass the LSS paper as a whole. It is actually a single exam and the marks are only ever tallied up for the exam as a whole (Section 1 and 2 together to give a single LSS mark).

The LSS paper is done in two sections because we think it would be too long (4 hrs) for students to do in one sitting.

**5. If I fail a paper on 1<sup>st</sup> take do I have to do all of the Resits?**

No, you do not have to retake the paper(s) you passed at 1<sup>st</sup> take. You only resit the paper(s) you failed at 1<sup>st</sup> take.

**6. If I fail a paper at 1<sup>st</sup> take Summative what feed-back do I get?**

Your Personal tutor is sent information about how you did on the individual topics within the paper(s) you failed. The information is a word descriptor, for example, if you failed LCRS you might get the following information: endocrinology, pass. Neuro, below pass. Musculosk, below pass. HLC, pass.

If your Personal tutor is unavailable, you can get this information from an Alternative Tutor. Consult the Intranet (Exams & Assessment) for the list of Alternative Tutors. This type of information is not available for papers you have passed.

**7. What happens if I miss a paper?**

An unexcused absence counts as a fail. Therefore, it is essential that you contact UMO in advance if you will miss an exam, or as soon as possible if the cause arises at the last minute.

**8. Do my marks on the Formatives count?**

The marks for Formative exams do not contribute the calculation of the mark that will determine whether you can proceed to Yr2. The purpose of Formative exams is to inform you about the progress of your learning.

**9. Why isn't the threshold mark for Merit announced before the exams?**

The threshold mark for Merit is decided at the Exam Board Meeting which is held after all marking is done, just a few days before Registry releases the results. The Exam Board members include examiners from Imperial and 7 External Examiners from other Medical Schools. The Exam Board also approves the final marks.

**10. How can I find out about when the exams are and where I go for my exam?**

The best and most up-to-date information is on the Intranet.

**11. How can I find out when I can get my results?**

The best and most up-to-date information is on the Intranet.

N. Curtin  
Chair Yr1 Exam Sub-board  
22 May 2008