

## Staff Student Liaison Group – Year 1 and 2

### Terms of reference and Membership

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Reporting to the Education Sub-Committee (Years 1 and 2), the Staff Student Liaison Group's responsibilities include:

- 1 To consider academic issues and non academic issues and problems raised by students and staff concerning years 1 and 2 of the course, to identify possible solutions and oversee remedial action referring matters to the Education Sub Committee (Years 1 and 2) where appropriate;
- 2 To receive and respond to feedback and issues raised as part of the quality assurance procedures.

### Membership

Chair	ICSM Students' Union President
Head of Undergraduate Medicine	Mr Mark Chamberlain
Head of Year 1 and 2 and LSS Theme leader	Professor Jenny Higham
MCD Theme leader	Professor John Laycock
FOCP Theme leader and Dr & Patient lead	Dr Cheryl Gregory-Evans
LCRS Theme leader	Dr Elizabeth Muir
IBFD Theme leader	Professor John Laycock
Head of Learning resources	Professors Gary Frost and Karim Meeran
Head of Pastoral care	Dr Mike Barrett
Head of Quality Assurance	Dr Martin Croucher
Sub board chair (Year 1 assessment)	Professor Karim Meeran
Sub board chair (Year 2 assessment)	Professor Nancy Curtin
ICSMSU Academic Officer (Years 1&2)	Dr Martin Goodier
ICSMSU Academic Officer (Years 3,5&6)	Mr Anil Chopra
ICSMSU Welfare Officer	Mr Strachan MacKenzie
ICSMSU Education Year Reps (Year 1 and 2)	Ms Kathryn Wright
	Mr Ali Hosin
	Miss Rebecca Singh
	Miss Bhakti Visani
	Mr Azharhusein Janmohamed
	Mr Rahul Mudannayake
	Miss Rahma Elmahdi
	Miss Kimmee Khan
	Miss Krishna Gayathri Rajasooriar
Library Representative (Years 1 and 2)	Ms Georgina Going/Ms Helen Harrington
Curriculum Administrator (Years 1 and 2)	Ms Jo Williams

### Ex Officio Members – to receive papers and attend as appropriate

Course coordinators for courses which have recently run or those with an interest in a specific agenda item are invited to relevant meetings.

Clinical Curriculum Manager	Ms Justine Smith
Quality Assurance and Enhancement Manager	Mr Paul Ratcliffe
UMO Manager	Mr Richard Barnard
Student Services Manager	Ms Janette Shiel
Examinations Manager	Ms Erika McGovern
Examinations Officer (Years 1 and 2)	Ms Margaret Rodger

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Senior Learning Technologist  
Learning Resources Administrator  
Other UMO staff as appropriate

Ms Maria Toro  
Ms Michele Foot

**Frequency of Meetings** Once per term

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

28th May 2008

15.00

128, SAFB

South Kensington Campus

**Minutes**

Present:, Mr T Wills (Chair), Mr S Armstrong, Dr M Barrett, Mr A Chopra, Dr M Croucher, Professor N Curtin, Professor T Firth, Ms H Harrington, Dr P Kemp, Ms K Khan, Dr W Kong, Professor J Laycock, Dr M Morrell, Dr K Murphy, Mr O Nehikhare, Dr E Muir, Ms G Rajasooriar, Mr P Ratcliffe, Ms M Rodger, Mr O Shariq, Mr D Smith, Dr A Warrens

In attendance: Ms J Williams (secretary)

Apologies: Mr S Dubb. Dr C Gregory Evans, Professor J Higham, Dr L Lightstone, Ms E McGovern, Professor K Meeran, 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> March 2008**  
 AGREED: a) that the Minutes of the meeting held on 5<sup>th</sup> March 2008 be received and approved [paper Esc1,20708-04].
  
3. **Matters Arising**
  - 3.1 **Minute 3.1 EIP issues**  
 REPORTED: a) that the Year 1 reps had been in touch with the EIP course leader and resolved the outstanding issues.
  
  - 3.2 **Minute 4.1 Intranet development**  
 REPORTED: a) that the Head of Learning Resources was working towards producing all web based course information in the MCD format as favoured by students.
  
  - 3.3 **Minute 4.1 Use of Clickers**  
 REPORTED: a) that this information had been fed back.
  
  - 3.4 **Minute 7.1 Link to Anatomy TV**  
 REPORTED: a) that this had been activated.
  
4. **Spring term teaching**
  - 4.1 **Year 1**  
 RECEIVED: Spring term course related comments [paper Esc1,20708-05] were discussed.  
 NOTED: a) that specific course comments would be fed back to course leaders for consideration.  
 AGREED: b) that course leaders would request copies of those presentations not currently on the intranet from their lecturers.  

**ACTION: Course Leaders**

c) that students felt that the Skin course was rather too intense for 2 half day sessions and this and the timing of the course would be discussed at the LSS meeting in June.

**Action: LSS Theme Chair**

d) that additional space around the diagrams in the Anatomy guides would be allowed for annotation by students.

**Action: Head of Anatomy**

e) that FAQs on the instructions regarding the PBL exam would be drawn up.

**Action: Head of Dr and Patient course**

f) that the Learning Resources team would implement the policy of starting each new lecture on a new page of the course guide.

**Action: Head of Learning Resources**

4.2

### **Year 2 teaching**

RECEIVED: Summer and late Spring term course comments [SSLG1,20708-06] were discussed.

NOTED: a) that individual course comments would be fed back to Theme and Course Leaders for consideration.

AGREED: b) that the request to move the MEL exam earlier would be considered by the Theme and Course Leaders.

**Action: FOCP Theme Leader and MEL Course Leader**

c) that the perception that the MCD exam contained too many Diagnostics questions would be fed back to the Theme Leader.

**Action: MCD Theme Leader**

d) that the Head of Anatomy would review the Anatomy Flashcards to recommend to the student body if he felt Appropriate.

**ACTION: Students to submit to Head of Anatomy**

e) that the IBFD Water and Electrolytes module had been well received.

f) that the Physiology of Infection module had been well received, although it was felt that it would be more helpful for students to have the slides in advance as with other courses.

**Action: IBFD Theme Leader to consider**

5.

### **Assessment**

5.1

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

RECEIVED: Paper outlining new proposals [ SSLG1,20708-07] was discussed

AGREED: a) that students felt that the actual benefit of the April formative exam outweighed the benefits of both increased on-line feedback and SAQ peer writing sessions and that for 2008/9 the formative exam would be continued.

5.2

RECEIVED: Paper outlining benefits of SAQ peer marking session [SSLG1,20708-08] was received.

5.3

RECEIVED: FAQ paper for intranet [SSLG1,20708-09] was received.

AGREED: a) that students and staff should feed comments back to the Exam Sub Board Chair (Yr 1)

**Action: Students and Staff**

6.

### **Quality**

6.1

#### **SOLE**

NOTED: a) that Spring term SOLE had experienced some technical difficulties but students were thanked for their participation.

b) that Summer term SOLE was now open and students were encouraged to participate.

AGREED: c) the newly appointed Education Rep for Years 1 and 2 would

liaise with the QAE Manager to discuss 2008/9 SOLE.

**Action: Ed Rep (Years 1 and 2) and QAE Manager**

d) that students should let the Head of Dr and Patient course know if they would prefer PBL tutors to be on SOLE or evaluated as hard copies.

**Action: Student Year reps and Head of Dr and Patient**

**7.**

7.1

NOTED:

**Library**

a) that students would feed back to the Library their views on the start of term sessions for Freshers.

**Action: Year Reps**

b) that the central library would be closed between 28 June and 6 July but the building work was completed and would provide and additional 400 new study areas with additional facilities.

AGREED:

c) that the overnight Library Loan policy would continue but that if problems were encountered students should inform the Library.

d) that more awareness of e-books available in the library was requested and the Library would circulate information to students and staff

**Action: Library staff.**

e) that the recommended reading list would be sent to the library for updating for 2008/9.

**Action: Years 1 and 2 Administrator**

**8.**

8.1

NOTED:

**Non academic issues**

**Welfare**

a) that students had found the Charing Cross exam venue noisy at times.

b) that the Health Centre Manager would look into reports that appointments were difficult to book if students could provide specific details to the Head of Pastoral Care who had discussed this with them.

c) that from October 2008 all non-academic issues would be dealt with by the Student Welfare Committee rather than the SSLG1,2.

**9.**

**Dates of Meetings for 2008/9**

To be circulated but once a term

Meeting Closed at: 17.00

*TW/JW*

*May 2008*

**To:** Staff Student Liaison Group Meeting (Yrs 1, 2)  
**Date:** 10<sup>th</sup> December 2008

**Presented by:** Mr Mark Chamberlain  
**Written by:** Ms Jo Williams

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**Matters arising from SSLG1,2 held on 28<sup>th</sup> May 2008**

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**1. Introduction**

Matters arising from the previous Minutes.

**2. Recommendations**

The committee is invited to:

Note the updates on the following matters arising from meeting on 28<sup>th</sup> May 2008.

Minute 4.1.c Review of Skin course LSS Theme Chair  
That the theme leaders was due to meet the course leader shortly and the course was likely to be amended for 2009 teaching.

Minute 4.1.e FAQs for Open Book (PBL) exam Head of Dr and Patient  
That FAQs relating to the PBL exam were on the intranet on the Year 1 Assessment page.

Minute 4.2.c Diagnostics changes to MCD teaching MCD Theme Chair  
That diagnostics teaching had been reduced from 5 to 3 lectures in response to student comments.

Minute 4.2.d Anatomy Flash cards ICSM SU Ed Rep

Minute 6.1.d PBL in SOLE 2008/9 QAE Manager  
That PBL Year 2 tutors were being evaluated using SOLE and it was hoped this would be rolled out for Year 1 tutors.

Minute 7.1 .d Availability of e-books Library  
That the Library was continuing to work towards cataloguing all e-book titles. The situation was often that publishers found it more profitable not to make e-books available for the most popular books.

**To:** Staff Student Liaison Group (Years 1 and 2) meeting  
**Date:** 10<sup>th</sup> December 2008

**Presented by:** Year 1 Student Reps  
**Written by:** Year 1 Student Reps

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**Student Feedback on Year 1 Autumn Term teaching**

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## 1. Introduction

Students have surveyed the year group to obtain feedback on the Autumn term teaching in Year 1.

## 2. Recommendations

The committee is invited to consider and respond where appropriate to the following student comments.

### 1. MCD

#### a. Cells

- i. Good reinforcement of A-Level material especially for those who have taken GAP years.
- ii. We love Prof. Chris Tang. – Very well structured lectures.

#### b. Metabolism

- i. Should be a 'Review of Metabolism' lecture (by course leader?) to bring it all together at the end of a topic – seems very disjointed, we had a revision lecture by a 5<sup>th</sup> Year medical student, brought metabolism together very well.
- ii. Possibly consider condensing the material on certain lecture slides and putting more notes in the handout (course guide). Some read off slides without any additions...
- iii. Lecture notes – it would be really helpful if all the notes were in the same format (either notes or slides) and often, key diagrams are not included. Could this be amended?
- iv. Slides still not up after having been emailed. Year reps will email course leaders and lecturers.
- v. Practicals - a little rushed with often the demonstrators and individuals running the practical not realising that people are up to different levels in knowledge, especially where maths is concerned! There needs to be more emphasis on making sure people **understand** the practicals rather than just complete them.

#### c. Nucleic Acids

- i. Students appreciate Birgit Leitinger's comprehensive but concise lecture slides.
- ii. Concepts difficult to grasp at first (e.g. Okasaki fragments): but on further review students understood clearly.
- iii. Students really like Laki Bulawella's lecture.

- iv. Possibility of including abbreviation explanation in the “comments” box at the bottom of the slides.
  - d. **Genetics**
    - i. Students appreciate that definitions are always made clear during lectures and in the lecture notes.
    - ii. For some lectures it was felt that additional explanation of concepts was needed in words either on slides or in the lecture notes to accompany diagrams.
    - iii. Students felt as if certain points were repeated e.g. Downs
  - e. **Tissues**
    - i. Extracellular matrix lectures by Birgit Leitiger are concise and easy to follow.
    - ii. Nerve and muscle found very medically relevant – Nancy Curtin’s lectures are very well structured and ordered.
  - f. **Immunology**
    - i. Students enjoyed the challenge of the immunology course.
    - ii. Often lecturers expect students to already know the basics whereas this is not always true.
    - iii. Learning objectives often do not match with lecture slides and are rather unclear. Students would very much appreciate continuity between the lecture notes in the course guide
  - g. **Cell Pathology**
    - i. Very much enjoyed because clinical relevance is made obvious with many different conditions and examples incorporated. Understandably not possible with all themes.
    - ii. However in pathology 1 – Haemodynamic disturbances – some clinical definitions were fleetingly stated, would be helpful if they were either on slides or in notes.
    - iii. Lecturers have been very clear and have simplified concepts to the right level.
  - h. **Microbiology**
    - i. No feedback as yet
  - i. **Practicals**
    - i. Most people enjoyed the practicals, especially the one on taking blood.
    - ii. Would it be possible to relate them back to lectures.
    - iii. Students very much liked the summary of James Pease’s practical
    - iv. The “Background Information” boxes are very useful.
2. **FOCP**
- a. **PBL**
    - i. Students like the fact that they relate to the lectures they have at the moment.
    - ii. Certain PBL tutors aren’t sure of the system: some do a double session each time and are currently very far ahead. It might be worth reviewing the tutors training scheme.
    - iii. General point about tutors: introduce themselves and their position.
  - b. **Clinical Communication**
    - i. **Session 1: Consultation Skills** – the initial approach: Far too long a session – could have been greatly condensed. E.g. slides with happy/sad faces on – a lot of it very much common sense.
    - ii. **Session 2: Non-verbal communication and presentation skills:** Very good to get individual feedback on presentation skills.
    - iii. **Session 3: Patient-centred communication – using role play:** Enjoyed – but maybe need to give peers a little more info about the person they’re



meant to be playing and perhaps more information about the symptoms that they are supposed to experience.

- iv. **Session 4: Interviewing simulated patients I:** Excellent! Everyone enjoyed this a lot even though they were very nervous at first.
- v. **Session 5: Interviewing simulated patients II:** To do.

**c. Patient Contact Course**

- i. Some tutors spend too long on their tutorials – some have lasted 4 hours!
- ii. Students very much enjoy meeting patients – a very enjoyable part of the course. It makes them feel like a doctor from day 1.

**d. Epidemiology in Practice**

- i. Before (during the introductory lecture?), they need to show us what an epidemiology **exam question** is like – otherwise we do not know what pieces of information to learn e.g. do we learn all the examples we are shown in the lectures, or just the general information in the notes?
- ii. In the introduction to epidemiology lecture, Dr Toledano also perhaps needs to outline and give a one sentence definition of the different study designs that we will learn about.
- iii. Learning objectives need to be more specific to provide a structure for learning.
- iv. Tutorials would perhaps be better as online working sessions where problems could be worked on – especially with specific examples of the different studies.

**e. Sociology**

- i. On the whole is good: a good break from heavy science.
- ii. Generally students felt like the material could possibly be condensed.

**3. General Points**

- a. Water fountains at SAF & Reynolds?

**4. Welfare**

**To:** Staff Student Liaison Group (Years 1 and 2) meeting  
**Date:** 8<sup>th</sup> December 2008

**Presented by:** Year 2 Student Reps  
**Written by:** Year 2 Student Reps

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**Student feedback on Year 2 Autumn term teaching**

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**1. Introduction**

Students have surveyed the year group to obtain feedback on the Autumn term teaching in Year 2.

**2. Recommendations**

The committee is invited to consider and respond where appropriate to the following student comments:

1. **MCD**

a. **Haematology**

- i. Students greatly enjoy Barbra Bain's lectures. However, we feel like she should give her lectures first especially as she goes through definitions.
- ii. The haemostasis and thrombosis lectures are the exact same slides as the first year- possibly worth condensing into a quick revision session at the beginning of another lecture or to make it more clinical with case studies.
- iii. The lecture on Blood transfusion could also be condensed.

b. **Diagnostics**

- i. Content was good and useful
- ii. Students liked the fact that it was all in one day
- iii. The change over between different lecturers also was a little bit confusing for the students.
- iv. There were also not enough breaks – please could we have at least 2 breaks (short breaks, no more than 15 mins)

c. **Microbiology** (2 Lectures only)

- i. No feedback as yet.

2. **LCRS**

a. **Endocrinology**

- i. Generally thought to be one of the best taught courses of the year so far by the students.
- ii. Particular thanks to Dr Laycock whose lectures are a huge hit with the students as they are well taught and engaging and a pleasure to be in.
- iii. Students like the fact that you can categorise the course quite easily (e.g. Neurohypophysis, thyroid, adrenals, gonads etc.) This makes it wonderful for revision purposes and easy to learn.
- iv. Lecture handouts and slides together give students a perfectly comprehensive overview of the material to be learnt.
- v. Mixed views on the 'gap filling' aspect of lecture notes but general consensus that if time is allowed for students to listen, comprehend and fill in the gaps they are definitely a wonderful aid to the learning process.

- vi. Please can you publish the model answers on the intranet (the ones that are supplied to the tutors) to the questions in the tutorials.
  - vii. Please can we have a list Endocrinology drugs.
- b. Neuroscience**
- i. Students like the fact that it ties in with anatomy of the head neck and spine.
  - ii. Visual acuity practical could be condensed or attached to another practical.
  - iii. Not enough space in the course guide to put answers for practicals.
  - iv. Could we have model answers for Session 8: Case tutorials.
  - v. If the lecture slides aren't uploaded before the lectures, then please can you ensure that the course guide contains relevant pre-reading material for lectures.
  - vi. The lecture on the Retina and Visual acuity, is very challenging, needs to be clarified and possibly give some more supplementary reading material.
- c. Musculoskeletal (2 Lectures only)**
- i. Found the lack of lecture notes in the course guide very disappointing as these are, for many students, an essential learning aid.
  - ii. The course guide contained only a timetable, MCQs and other material that are all accessible on line and many students felt that this was just a waste of paper and quite unnecessary without the lecture notes.
  - iii. The teaching for three lectures was good particularly Professor Curtin's Muscle contraction lecture.
  - iv. Some students however found the contents of the "Regulation of muscle mass" and phenotype lecture quite muddled in the context of the teaching day however particularly as the first two lectures were well integrated with each other.
  - v. Very much appreciated that all the topics were taught together on one day and could be linked in the students' minds.
- d. Anatomy of the Head neck and Spine**
- i. Really good
  - ii. Student enjoyed Maggie Lowry and Steve Gentleman's lectures very much!
  - iii. Dr. Gentleman's videos were very very useful! Will there be some of anatomy of limbs?
  - iv. In some groups during living anatomy, there was not enough time for everyone to practice intubation.
  - v. Guest lecturers during living anatomy were good.
  - vi. Lecture slides not up yet for some of the sessions (1, 5 and 6) as well as the living anatomy lectures
  - vii. Please can we nominate Paul Strutton for a teaching award.
- e. Pharmacology and Therapeutic**
- i. Generally an incredibly well taught course.
  - ii. CAL Sessions were very useful! Please mention the CAL programmes in the lectures. Can we also the CAL session earlier?
  - iii. Possibility of an overview of the drugs we have learned this term similar to the Rang & Dale slides.
- f. Anatomy of the Limbs (2 Lectures only)**
- i. No feedback as yet.
- 3. FOCP**
- a. PBL**
- i. Good that the case studies are relevant to what we are learning.
  - ii. In certain cases, could the PBL tutors give guidance, especially if we are saying things that are incorrect.
- b. Clinical Communication**
- i. People really enjoyed the video interview session.

- ii. Can we have a session on presenting a history.
  - iii. Can we have a session of how to write in patients notes. (abbreviations etc).
  - iv. Demonstrate/show a video of someone taking a history of a patient, then go over all the important points. (ie. starting with name, age, occupation, presenting complaint, SOCRATES and THREADS J etc).
- c. **PPD**
- i. Was quite useful as it told us what kind of support we have and who we can talk to if we get into trouble.
  - ii. Some students thought that more information in the course guide was needed as to what to expect in the session.
4. **General Points**
- a. Lack for revision resources: especially practice questions considering as there is no formative.
  - b. Breaks need no longer than 15 minutes. If a lecture finishes early, could the next lecturer start after 15 minutes (if they are around).
  - c. Videos are a really good learning tool, can they be uploaded onto the intranet.
  - d. Course guide staples are lethal.
5. **Welfare**

**To:** Student Staff Liaison Group (Years 1 & 2)  
**Date:** 10 December 2008

**Presented by:** Professor Jenny Higham, Head of Undergraduate Medicine  
**Written by:** Mr Paul Ratcliffe, QAE Manager

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### Sabbatical Student Union Officers

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#### 1. Introduction

Some Departments across the College have expressed concern from time to time that some students choose to stand for election to IC Union sabbatical posts but do not seek advice from their Department on the possible impact on their academic studies especially if they are standing for election other than in their final year of study. This matter has been discussed at the College Strategic Education Committee.

#### 2. Recommendations

The committee is invited to:

- i. consider and approve the inclusion of an additional paragraph in student Year Guides.

#### 3. Proposal

It is not appropriate for the College to prescribe that students *must* consult Departments about their intentions to seek election but it was thought helpful that there should be a paragraph in local Departmental undergraduate and postgraduate handbooks *encouraging* students to discuss with the appropriate person, the possible effect on their academic studies of winning an election.

It is suggested that the following paragraph is included in student Year Guides:

Students are encouraged to take advantage of the social and sporting opportunities afforded by the Students' Union. There are a number of sabbatical student positions that together run the Union each session. If you are considering standing for election to one of these positions then before allowing your name to go forward you are strongly recommended to discuss with the Head of Undergraduate Medicine, the possible effect on your academic studies and where appropriate how best to prepare to resume your studies in the event that you are elected.