

Staff Student Liaison Group (Years 1 and 2) meeting

8th December 2010

15.00

128, SAFB

South Kensington Campus

Minutes

Present:, Mr D Smith (Chair), Ms J Cousins Dr M Emerson, Professor G Frost, Dr S Gentleman, Dr M Goodier, Dr K Gould, Mr A Hosin, Dr P Kemp, Professor J Laycock, Ms E McGovern, Professor K Meeran, Mr K H Moon, Dr E Muir, Dr G Murtagh, Mr N Patel, Ms A Puri, Mr S Rahim, Mr R Ravindran, Mr Y Reissis, Dr S Smith,, Mr S Tran, Mr C Zhang

In attendance: Ms J Williams (secretary)

Apologies: Dr M Barrett, Ms S English, Ms M Foot, Dr M Goodier, Professor J Higham, Professor M Morrell, Miss G Rajasooriar Mr P Ratcliffe, Ms M Rodger, Ms J Shiel

Meeting commenced at 15.00

1. **Terms of Reference**
 RECEIVED: [Paper SSLG1,21011-01]
 AGREED: a) that the TOR for 2010/11 were approved.
2. **Minutes from the meeting on 19th May 2010**
 RECEIVED: [Paper SSLG1,21011-02]
 AGREED: a) that the Minutes were approved as an accurate record.
3. **Matters arising**
 - 3.1 **Minute 2.3 Exam Stress Clinics**
 REPORTED: a) that these were well advertised on the ICSM SU Welfare website.
 AGREED: b) that any problems regarding attendance at these should be addressed to ICSMSU Welfare Officer.
 - 3.2 **Minute 4.3 Additional Anatomy opportunities**
 REPORTED: a) that details of Student Societies offering additional opportunities for anatomy revision had been circulated to all.
4. **Student Feedback**
 - 4.1 **Year 2 reports on Autumn term teaching**
 RECEIVED: [Paper SSLG1,21011-03]
 NOTED: a) that the new electronic rotation system worked well and was a great improvement on the previous system.
 b) that students really appreciated having lecture slides posted prior to the lecture.
 AGREED: c) that Theme Leaders would encourage their course leaders to ask lecturers to do this with a proviso that last minute amendments would require the version to be amended on the intranet.

Action: Theme Leaders

 d) that in the case of cancelled lectures, students should report this at the FEO student counter or phone the Curriculum Administrator (Years 1 and 2)
 NOTED: e) that the Science and Patient course had been well received

- although it was hoped that in future handouts could be included in the guide as well as more direction back to the related EIP lectures in Year 1.
- AGREED: f) that the feedback already provided was useful but it could be further improved with a model answer being provided.
Action: Science and Patient Theme Leaders
- NOTED: g) that students would appreciate a more challenging Endocrinology case on differential diagnosis in one of the tutorials, although overall were very happy with the course.
h) that the pharmacology teaching was mainly well received but that there were requests for example exam style questions and issues regarding the variability of tutors.
i) that the Anatomy of the Head, Neck and Spine was enjoyed although again the variability of demonstrators was also highlighted.
- AGREED: j) that the Head, Neck and Spine images would be put onto the intranet as with the Anatomy of the Limbs course.
Action: Anatomy of Head, Neck and Spine Course Leader
- NOTED: k) that the Clinical Communication course was well received especially the group simulated patient sessions and it was discussed as to whether this format would be useful in year 1 rather than the individual sessions.
- AGREED: l) that students would collect feedback on this and report to the course leaders for consideration.
Action: Year 1 and 2 Student Reps
- NOTED: m) that the PBL was considered less useful in Year 2
- AGREED: n) that the new peer assessment would be reviewed for the next SSLG1,2 meeting.
Action: Year 2 Student Reps
- NOTED: o) that the NMH course was well received
p) that in the diagnostics sessions (MCD) the use of test results would be useful as this would help students when they did their first clinical attachment..
q) that no significant problems with noise in the lecture theatre had been reported in Year 2.
- 4.2**
- Year 1 reports on Autumn term teaching**
[Paper SSLG1,21011-03]
- RECEIVED:
- NOTED: a) that students would welcome summaries at the end of each lecture/course.
- AGREED: b) that students queried whether lectures could be recorded and posted on the intranet. There were performance right issues and students should feed back to Head of Learning Resources to see if the complexities could be overcome.
Action: Year 1 Student Reps
- :
- c) that noise in the Lecture Theatres had sometimes been a problem, particularly in EIP and Sociology. The Head of Year and ICSM SU President had spoken to the year and all lecturers had been informed of action they could take if this persisted. The situation would continue to be monitored.
Action: Year 1 Student Reps and ICSMSU President
- NOTED: d) that the Foundation course, including the Introduction to Anatomy was well received, particularly the new lecture on ethics. Students enjoyed the use of the clickers.
- AGREED: e) that the Introductory IT/Library lectures should be combined.
f) that students should feed back to IT and Library course

leaders specific details.

Action: Year 1 Student Reps

g) that the e portfolio session would be better placed prior to the 2nd FCA tutorial if timetabling allowed for 2011/12.

Action: Curriculum Administrator (Years 1 and 2)

NOTED:

h) that MCD was generally enjoyed, particularly the practicals and tutorials, although varying standards of tutors were reported.

AGREED:

i) that Year reps would consult the year regarding the advantages of rotating tutors at the expense of providing continuity.

Action: Year 1 Student Reps

j) that the Welcome Letter sent from Director of Education to incoming students should contain a link to the teaching intranet so that timetables and other information could be viewed.

Action: Curriculum Administrator (Years 1 and 2)

k) that SOLE handouts would be better placed in the Handouts guide rather than the timetable guide for MCD

Action: MCD Theme Leader

NOTED:

l) that Sociology and EIP would benefit from increased small group teaching

m) that PBL and FCA were both well received

REPORTED:

n) that the Clinical Communication introduction was slightly too long and would be reduced to 2 hrs.

Action: Clinical Communication Course Leaders

o) that some of the seating in the Drewe Lecture Theatre required replacing and the Deputy Director of Education (SS) would pursue this with Learning Resources.

Action: Deputy Director of Education (SS)

5. 5.1

Assessment

Science and Patient contribution to BSc

RECEIVED:

[Paper SSLG1,21011-04]

AGREED:

a) that the proposal to include 5% of the Science and Patient Year 2 exam mark into the BSc mark had been agreed by the Examinations and Assessment committee commencing with the Year 2 2010/11 Examinations

:

b) that this information should be conveyed to students in the Science and Patient course guide and on the Year 2 Assessment page of the Intranet

Action: Science and Patient Theme Leaders and Sub Board Chair (Year 2 Assessment)

5.2

Distinction in Medical Science Award

RECEIVED:

[Paper SSLG1,21011-05]

NOTED:

a) that now Imperial was no longer tied to UCL options to alter the current system could be considered and that this paper was a viable option.

AGREED:

b) that the Exams team were working on plans to amend this system and some further consideration was required. A final proposal would be put forward to the Examinations and Assessment meeting in March.

Action: FEO Examinations Manager

6.

Student Agreement

REPORTED:

a) that all Year 1 and 2 students (with the exception of one) had signed and returned their agreements.

NOTED:

b) that the remaining student was meeting with Head of Years 1

and 2 to discuss.

7. **Student attendance**
REPORTED: a) that students who had missed 3 electronic monitoring swipes this term without a valid reason had been emailed by Head of Year and a copy placed on their files.
8. **SOLE**
REPORTED: a) that SOLE was now opening in batches for the Faculty as requested by students..
b) that ICSMSU president and Year reps would encourage participation.
c) that photos of lecturers next to their SOLE page would be very useful as although they could check on web pages this was very time consuming.
AGREED: d) that the Head of Years 1 and 2 would discuss viability of this with Head of Learning Resources and SOLE team.
Action: Head of Years 1 and 2
9. **Welfare**
REPORTED: a) that students were encouraged to let the Senior tutor (Years 1 and 2) and Years 1 and 2 Curriculum Administrator know if tutors did not turn up for their session
AGREED: b) that clearer instructions would be issued to students
: regarding this, although the Senior Tutor (Years 1 and 2) and FEO should be informed.
Action: Senior Tutor (Years 1 and 2)
10. **Library/IT sessions**
REPORTED: a) that students hoped perhaps the Referencing and Database sessions could be combined.
b) that new equipment was in place in St Marys, Chelsea and Westminster and Hammersmith Libraries and there would be extended opening hours at some campus from January.
c) that all details of opening hours will be on the Library web page.
11. **Any Other Business**
No reports

Meeting closed at 4.40pm

DS/JW
Dec 10

To: Staff Student Liaison Group (Years 1 & 2)
Date: Wednesday 16th March 2011

Presented by: Year 1 & 2 Representatives
Written by: Year 1 & 2 Representatives; Ali Hosin

Spring Term Student Feedback

1. Introduction

Below is feedback gathered by the Year 1 & 2 Representatives from liaising with their peers during the Spring term

2. Recommendations

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

3. Year 1 Feedback

LCRS

Endocrinology

- Many people have enjoyed this course, and have found the clinical relevance quite interesting.
- The tutorial system worked because it meant that the information that had been taught in the lectures was backed up and applied.
- However some lectures have got different learning objectives in comparison with the course guides and students have been confused as to what to learn.

HLC

- Students found the course very interesting and appreciated dedication of the lecturer to answer individual questions after lectures.
- The timetable in the course guide was found to be difficult to make sense of – more clarity would be appreciated. However we understand that the course was recently re-organised.
- The learning objectives for much of the course are unclear, HLC is a new topic for everyone and many people would appreciate further guidance
- We would also suggest that the tutorial sessions be changed into sessions with a tutor as opposed to a question and answer session en masse.
- Students felt that they would have benefited from some form of supervision during the computer session, and many people had difficulties accessing the online tutorial.

Neuroscience & Mental Health

- NMH has been well received in general by the year
- The practical sessions were interesting and informative, and supplemented the lectures well.

- Also the clinical demonstrations were interesting, and provided a good way of learning about the diseases and the symptoms.

Musculoskeletal System

- No feedback as of 07/03/2011

LSS

Cardiovascular System

- Many people have found this the most difficult aspect of the course.
- A lot of people are unhappy with the course guide, students have requested one with lecture notes, and at least diagrams to annotate.
- Supplementary material would be appreciated for 'ECG: identifying some basic disturbances of rhythm' as it was difficult to make notes on, and is something that is quite difficult to understand as well.
- People are enjoying and learning well from the quizzes, as they provide a good revision aid. We would like to suggest that these are incorporated into other courses.

Anatomy of the Thorax

- People have generally found this really interesting, and have enjoyed the dissections and found them to be a good way of learning.
- There are large discrepancies however in the quality of the demonstrators.
- In the living anatomy sessions, students would like more input and direction from the demonstrators.
- The imaging session in the 13th floor living anatomy labs was not well received; this was too much like a lecture, and was difficult to understand particularly without the input of a demonstrator.

Respiratory System

- So far the lectures have been well received, and the course guides are useful.

FoCP

Clinical Communication

- A lot of people really enjoyed the simulated interviews; however people have found it difficult or impossible to access the videos.
- People would have appreciated looking at the model answers to the ePortfolio forms earlier in the clinical communications course, as people didn't understand the headings and the level of detail required.

First Clinical Attachment

- Students enjoyed the patient contact during the placements and appreciated the exposure to clinical settings.
- People have had a lot of problems with their FCA patients, for example they have been difficult to contact, with meeting the patients and with language barriers.
- Some groups have had their second FCA tutorials relatively soon after the first one, and so have had problems arranging their visits in time.
- With regard to the GP/outpatient placements, students and staff would appreciate more guidance with regard to what they are meant to be doing. Also many students

have found that they have been to their placement and the staff have been unaware that the students were coming and relatively unhelpful.

Doctor and Patient

PBL

- Many people have found this terms PBL much more interesting
- People would appreciate some PBL feedback on the formative session before the summative – we are aware that this may be in the process of being rearranged.

4. Year 2 Feedback

LCRS

Anatomy of the Limbs

- Anatomy has been very well taught this term and students are very pleased with the quality of teaching in lectures. The course guide was excellent, and the large number of demonstrators was a huge plus, especially in living anatomy sessions
- Students believe that more time could have been spent on anatomy of the foot. Would it be possible to schedule have one more session to spread out the material covered (so there's less pressure in the last few sessions and more detail on foot).
- Students would really appreciate having the dissection room and living anatomy worksheet answers uploaded onto the intranet (as is done for HNS anatomy).
- Could videos of limb dissections be made available (as in anatomy of HNS)? Students find these very useful as a recap prior to the dissection classes
- If there are any half-skeletons left over, would it be possible to have another potential time-period for students to get half-skeleton loans in the second term? Could more information be given in first term regarding these too, preferably an email?

HLC

- Students are extremely pleased with the lectures so far which have been both interactive and interesting
- Students have mentioned that some clinically oriented lectures would benefit from including revision of the system. For example if references could be made to pelvic anatomy whilst teaching about the cervix it would tie our together knowledge better.
- Students would appreciate if more notes were provided in course-guides.

Musculoskeletal

- The "Rheumatology" session was praised.
- Generally the "Orthopaedics" session was praised but students felt that some concepts were too esoteric and irrelevant to the course.
- The 'Biochemistry of Metabolic Bone Disease' lecture was very long, and students feel that the learning objectives could have been covered in a more concise lecture.

Pharmacology and Therapeutics

- Students have enjoyed the course and find the lectures very interesting and well delivered on the whole.

- Students understand why slightly archaic examples of drugs are given as it helps to fit it in historical context, but we would appreciate lecturers mentioning which drugs of a particular class are currently used in clinical practice as well.
- Many students felt the “Pharmacogenetics” seminar could have been delivered as a shorter tutorial in smaller groups, although this may be reflected in SOLE reviews.

Psychology

- Psychology lectures have been very enjoyable and all very well delivered. Students also appreciated the swiftness with which lecture slides were uploaded online. Students also remarked how the course guide complements the slides very well.

Endocrinology

- Students are very pleased with the Endocrinology course; and especially appreciate the thoroughness of the course guide.

MCD

- Students would very much prefer to have a morning of lectures and an afternoon for rotations instead of a system of a morning lecture – rotations – afternoon lecture – rotations. Particularly if students are in a group with study time as their rotation. This would leave a massive gap between the morning lecture and afternoon lecture, which students would rather not have.
- It would be useful if the cancer lectures which focus on the cell biology of carcinogenesis draw more clinical links in the lecture, if possible. Although the lectures on skin, colon and breast cancer build on this, it would be appreciated if the lectures themselves had more examples.

FoCP

Medical Ethics

- People have found Medical Ethics interesting, particularly the small group tutorials, which have been intellectually stimulating and thought-provoking.

Clinical Communication

- Students have no problems with this course.
- Students would appreciate if the Clinical Communication sessions on ‘Case Presentations’ was given prior to the clinical placement? This may better prepare students for their firms.

Doctor and Patient Course

PPD

- PPD has been an enjoyable course. No major issues have arisen.

PBL

- Students feel that the PBL cases are very well-designed and interesting.
- Students felt that the feedback session was very much effort-dependent and some felt that some students did not use it as effectively as they could have.

Clinical Placement

- The overwhelming majority of people enjoyed their clinical attachments and felt that it gave them more motivation to continue with the course.
- Students have wondered why we have not all been issued with NHS cards. Some students at some sites have been issued with them whereas other students haven't.

Some students at some sites have found it a bit annoying having to draw attention to staff outside wards to be let in.

General points

Feedback

- Several students have asked whether it might be possible to obtain a breakdown of exam results regardless of whether they have passed or failed their exams i.e. how well they did in the individual topics. This will enable them to know which topics they did less well on and what to focus on in future.
- Students remain unclear as to how much detail they are required to revise material in. There is contradicting advice regarding whether to follow learning objectives.
- Feedback in terms of having marked assessments is crucial, and widely used at most universities, to understand what level you are at and where you need to improve.
- Introduction of some formative assessment (such as the highly successful Peer Marked Self Assessments used in Year 1) would be appreciated.

Course guides & Lecture Slides

- Students would appreciate it if HLC and Musculoskeletal had supplementary notes in or key lecture slides, and could lecturers upload slides up prior to the lectures?

e-Portfolio

- Students are still finding e-Portfolio extremely difficult to use. Might it be possible to streamline the system to make it a bit more intuitive? We feel that the system is very clumsy at times. Perhaps having it in a simple browser would be more effective?

Absence form

- Could the form be shortened as students who are ill feel that it's too lengthy currently?

Sites & Services

- Could students gain access to a microwave in the Reynolds Building?

SOLE

- Students feel that SOLE would be potentially more useful if students could fill in and save SOLE during the term? As students feel that the SOLE page in the course-guides are not currently the most effective.

To: Staff Student Liaison Group Years 1 & 2.
Date: 16th March 2011

Presented by: Erika McGovern

Written by: Erika McGovern, Sue Smith, John Laycock and Paul Booton

Award Distinction Amendment in Year 1 & 2

1. Introduction

Following the SSLG 1,2 meeting regarding the Award Distinction of 'Distinction in Medical Sciences', it was decided to review the criteria for all Award Distinctions.

Award Distinctions are awarded by the Year 6 Examination Board on qualification with the MBBS. Students not awarded the MBBS are not given these Distinctions.

We currently offer the following:

- *Distinction in Medical Sciences* – Awarded on achieving a Year Distinction in both Years 1 & 2/or achieving a Distinction in Year 1 GE*
- *Distinction in Clinical Science* – Awarded to approximately the top 20% of the Pathology Examination in Year 5*
- *Distinction in Clinical Practice* – Awarded on receiving 3 Subject Distinctions during the Finals Phase (Years 5 & 6)*

** The Examination Board retains the power to amend the criteria for Award Distinctions. The above was the approved scheme for 2009-10*

2. Recommendations

To discuss and recommend the proposal to change the criteria for Award Distinctions in Year 1 & 2

3. Further Information

We propose to amend the Award Distinction of Distinction in Medical Sciences to:

- achieving at least one Distinction and one merit in Years 1 & 2

This will enable students who achieve a Merit in Year 1 still to have the opportunity to strive towards an Award Distinction during Year 2. The proposal was suggested to us by a current Year 2 student and was supported at the last E&A.

The criteria for the remaining 2 Award Distinctions are difficult to change in the current examination structure, but will be kept under review.

Unfortunately, until we no longer award University of London Degrees it will be unadvisable to alter the names or number of Award Distinctions available, as this would result in a two tier awarding structure for Year 6. This is not desirable.

To: SSLG 1, 2
Date: 16 March 2011

Presented by: Mr David Smith
Written by: Professor Martyn Partridge and Dr Alison Cambrey

Review of the Student Agreement

1. Introduction

The Student Agreement was implemented in Years 1, 2 and 3 of the medicine course in 2010-11. The Agreement outlines the key obligations of both Imperial College London and medical students. It assumes full compliance with (a) standard Imperial College London General Regulations and Code of Discipline, and (b) the GMC's Guidance in 'Medical Students: professional values and fitness to practise'. At the end of the 2010-11 academic year, the Faculty Education Office is required to submit a report to Senate reviewing the uptake, adherence to and future development of the Student Agreement ie the perceived value and effect of the Agreement,.

2. Recommendations

The committee is invited to:

- i. Comment upon the process of implementation of the Student Agreement and to review any changing attitudes and behaviour demonstrated, by staff or students, if any, as a result of its implementation.
- ii. Discuss any amendments to the Student Agreement that the academic staff may wish to introduce in the next academic year (2011-12).

3. General areas for comment

Several specific subjects are addressed within the agreement and suggested topics for College-related feedback are:

Has the agreement had an effect upon

- (a) Publication of learning objectives and examination conditions
- (b) Teaching competency/course monitoring
- (c) Careers advice
- (d) Welfare provision

Suggested topics for Student-related feedback are:

Has the agreement had an effect upon

- (e) Communication – for example attending scheduled appointments with lecturers or personal tutors, responding to emails.
- (f) Absenteeism – for example advance notification of absence; explanations offered regarding absence; improved communication.
- (g) Adherence to the dress code
- (h) Behaviour in the clinical setting
- (i) Academic misconduct
- (j) SOLE

The committee is invited to discuss and report back upon these and any other points related to the agreement