

Staff Student Liaison Group meeting (Years 1 and 2)
Wednesday 21st November 2012
15.00
Room 128, SAFB
South Kensington Campus

Agenda			
	<u>Agenda item</u>	<u>Lead</u>	<u>Paper</u>
1.	Welcome & Apologies for Absence	Chair	
2.	Terms of Reference	Chair	SSLG1,21213-01
3.	Minutes of the Meeting held on 30th May 2012	Chair	SSLG1,21213-02
4.	Matters arising		
	6.1 Update on Clinical Comm Year 2 exam	Course Leader/ Exams Manager	
	6.2 Update on in course assessment - Ethics	Course Leader	
	11.1 Rag week changes	Curriculum Adminstrator	
	11.2 FEO drop in sessions update	Curriculum Administrator	
5.	Autumn term teaching		
	5.1 Year 2 courses	Year 2 Reps and course leaders	SSLG1213-03
	Endocrinology, Pharmacology, NMH, MCD, PBL, PPD, Anatomy		
	5.2 Year 1 courses	Year 1 Reps and course leaders	SSLG1213-04
	MCD, Society and Health, Epidemiology in Practice, PBL, FCA, Clinical Communication		
6.	Assessment		
	6.1 External Examiners report and responses	Exams Manager	
7.	Imperial Horizons	Year 1 Reps	
8.	NSS and Faculty response	Chair	
9.	Quality		
	9.1 SOLE	Head of QAE	
	9.2 GMC Visit	QAE Manager	
10.	Welfare	Senior Tutor	
11.	Library	Library Rep	
12.	Any Other Business		
13.	2012/13 meetings		

Wednesday 13th March 3pm in 128, SAFB
Wednesday 29th May in 128, SAFB
Please send apologies to jo.williams@imperial.ac.uk

Staff Student Liaison Group (Years 1 and 2)

Terms of Reference and Membership

The Staff Student Liaison Groups report to the relevant Education Committee and are chaired by representatives from the ICSM Student Union. The role of these groups is to provide a forum for consideration of academic and non-academic issues raised by staff and/or students regarding the MBBS/BSc programme.

The Group's specific responsibilities include:

- 1 To consider academic and non-academic issues and problems raised by student and/or staff concerning the relevant years of the course, to identify possible solutions and oversee remedial action, referring matters to the relevant Education Committee where appropriate.
- 2 To receive and respond to teaching evaluations as part of the quality assurance procedures.

Distribution list

President ICSM SU (Chair)	Mr Shiv Vohra
Deputy President ICSM SU	Mr Neeraj Kalra
Deputy Principal and Director of Education	Professor Jenny Higham
Deputy Directors of Education	Professor Sue Smith, Professor Karim Meeran Mr Martin Lupton and Professor Martyn Partridge
Head of Year 1 and 2	Professor John Laycock
Deputy Head of Year 1 and 2 and MCD Theme Chair	Dr Keith Gould
Science and Patient Theme Chairs	Dr Gareth Barnes and Dr Michael Wilson
FOCP and Dr and Patient Theme Chair	Dr Elizabeth Muir
LSS Theme Chair	Professor Mary Morrell
LCRS Theme Chair	Professor Steve Gentleman
Relevant ICSM SU reps	
• Welfare	Mr Steven Tran
• Academic Officer (Yrs 1 and 2 and GE)	Mr Ken Wu
• Year 1 Reps	Mr Daniel Christmas Ms Melanie Coates Mr Kavian Kulasabanathan Mr Ju Yoo
	Ms Claire Brash Ms Anju George Ms Nicola Raeside Mr Mohammed Riyaz
• Year 2 Reps	Dr Mike Emerson Dr Paul Kemp Dr Niamh Martin Dr Mike Barrett
Senior Tutor (Yrs 1 and 2)	Professor Karim Meeran
Sub Board Chair (Year 1 Assessment)	Ms Jacqueline Cousins and Ms Kate Perris
Sub Board Chair (Year 2 Assessment)	Ms Jo Williams
Head of Learning Resources	
Head of Quality Assurance & Enhancement	
Library Representatives	
Curriculum Administrator (Yrs 1 and 2)	

Ex Officio Members – to receive papers and attend as appropriate

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

Faculty Education Officer	Ms Susan English
Deputy Faculty Education Officer	Mr Paul Ratcliffe
Student Services Manager	Ms Janette Shiel
E learning strategy & Development Manager	Dr Maria Toro Troconis
E learning Project Manager	Mr Ashish Hemani
Quality Assurance and Enhancement Manager	Mr Chris Harris
Examinations Manager	Ms Erika McGovern
Examinations Officer (Years 1 and 2)	Ms Margaret Rodger
Learning & Technical Services Manager	Ms Michele Foot

Staff Student Liaison Group (Years 1 and 2) meeting

30th May 2012

15.00

Room 128, SAFB

South Kensington Campus

Minutes

Present: Ms S Rayner(Chair), Dr G Barnes, Dr M Barrett, Ms J Chivinge, Dr M Emerson, S English, Mr N Fauzi, Prof S Gentleman, Ms A George, Dr K Gould, Mr C Harris , Dr R Herbert, Prof J Laycock, Prof K Meeran, Mr K Moon, Prof M Morrell, Dr K Murphy, Dr G Murtagh, Ms K Perris, Ms A Puri, Ms M Rodger, Mr K Saleh, Prof S Semple, Ms J Shiel, Dr S Smith, Mr S Tran

In attendance: Ms A Cambrey (secretary)

Apologies: Dr J Currie, Dr WM Kong, Dr J Main, Dr N Martin, Dr E Muir, Dr A Raby, Ms M Foot, Mr J Golden, Mr D Goldsmith, Mr A Hemani, Prof J Higham, Mr N Kalra, Dr N Martin, Mr M Lupton, Mr P Ratcliffe, Dr M Wilson, Ms J Williams

Meeting opened at: 15.00

1.		Welcome & Apologies for Absence
2.		Minutes of the Meeting Held on 14th March 2012
	RECEIVED: AGREED:	[paper SSLG1,21112-08]. a) that the Minutes of the meeting held on 14 th March be received and approved.
3.		Matters Arising
3.1		Minute 3.3 Student led revision guidance
	REPORTED:	a) that work on this was on-going
3.2		Minute 3.5 On line self tests – Year 2
	REPORTED:	a) that work on these was on-going.
3.3		Minute 5.1 Timetabling Yr 2 Spring term
	REPORTED:	a) that the introduction of co-curricular teaching was impacting on the timetabling process and other considerations would be considered once co-curricular issues resolved. It was likely further changes could not be implemented until 2013/14.
3.4		Minute 5.5 Anatomy demonstrators
	REPORTED:	a) that staff would be encouraged to wear their name badges in a visible place. b) that students were encouraged to prepare for the sessions thoroughly and that demonstrators were there for referral only. c) that students requested longer anatomy slots (as with GE) although it was pointed out that this was not possible within the timetable currently, although again would be considered for 2013/14.

4.		Year 2 courses
	RECEIVED:	[SSLG1,21112-09]
4.1	NOTED:	MCD a) that students requested that Microbiology 1 and 2 be split with a break in-between and the Theme Chair agreed to consider this and accommodate if timetabling allowed.
4.2	NOTED:	Science and Patient a) that students found it difficult to combine all elements so would welcome a detailed introductory lecture, although it was pointed out that in the past this had not proved useful to students. b) that the cancellations and rescheduling had been a problem but that the Theme Leaders had worked hard to reschedule and let the Year know.
	AGREED:	c) that students would welcome Learning Objectives in the guide and the guide grouped with lectures and relevant practicals/tutorials together rather than chronologically and agreed that work to improve the guide would be done for next year. d) that it was agreed that a session concentrating on the exam examples at the beginning of the course would help with signposting.
4.3	NOTED:	General Feedback a) that the Drewe Lecture theatre was very hot and plans were in hand to remedy this over the summer. b) that students had repeatedly requested repairs to the Men's room near the Library at CX; advised to report defect online through the Facilities Management Customer Service Centre. To keep FEO informed if no action taken by Facilities and it could then be escalated. c) that students would welcome a break after the main exams in April and this would be considered although again the timetable might not allow more than an additional day.
5.		Year 1 courses
	RECEIVED:	[SSLG1,21112-09]
5.1	NOTED:	Skin a) that it was requested that this course be moved to the Spring term and would be considered by the LSS group and those organising the timetables.
5.2	NOTED:	Alimentary a) that the teaching had been well received. b) that some of the longer lectures be condensed and the course leader agreed to look at this for next year. c) that specifics of discrepancies between Learning Objectives and lectures should be sent to course leader to investigate
5.3	NOTED:	Urinary a) that the teaching – lectures and practicals well received
5.4	NOTED:	Anatomy of the Abdomen a) that the course has been well received. b) that the students would like time put aside to allow them to attend the memorial service for cadavers. It was pointed out that this was difficult as the medical school does not receive sufficient notification ahead of timetabling. However when it is the turn of Imperial College to organise the memorial service, anticipate that students would be able to attend. c) that as the number of cadavers was limited it was suggested that the lead demonstrator had a Birds Eye camera which would mean all could see. There were financial and technical implications for

5.5	NOTED:	<p>this but the ICSMSU President thought that student funds might be able to support this and would liaise with Head of Anatomy. d) that students would prefer a 15 min break between anatomy lectures and practical demonstrations, and this would be considered for 2012/13 where changes to the Thorax course needed to be made to accommodate the co curricular teaching.</p> <p>FCA</p> <p>a) that it was a well taught and enjoyable course b) that they would prefer the tutorials all be moved earlier in the term; although course leader explained that this was not possible due to other commitments by the clinicians involved c) that students would like the assessment moved to earlier in the term; course leader agreed that this was a possibility and also agreed to move the poster session to the start of the Summer term</p>
6		Assessment
	RECEIVED:	[SSLG1,21112-10]
6.1	AGREED:	<p>a) that a new in-course assessment package will be introduced for FoCP, having previously undergone a successful trial with A101 Year 1 students. b) that each section will account for 25% of the available marks and that each section must be passed in its own right</p>
	RECEIVED:	[SSLG1,21112-11]
6.2	NOTED:	<p>a) that a new stand-alone summative exam paper be introduced to assess Clinical Communication as this is not appropriately assessed at present in Year 2. b) that students requested that the exam be set at the end of December /January and Examinations Manager agreed to take request into consideration. c) that students requested that consideration be given to permitting Merits/Distinctions to be awarded d) that should the examination prove problematic in its first year of introduction, the examination board will have discretion on progression point issues.</p>
	AGREED:	<p>e) that this should be presented to the EC1, for approval Action: Course Leader and Exams Team</p>
	RECEIVED:	[SSLG1,21112-11]
6.3	NOTED: AGREED:	<p>a) that a new in-course assessment be introduced for medical ethics (part of FoCP); a two component system to assess incourse learning and group work. b) that students were concerned about bias, at the introduction of peer assessment as part of this. c) that students felt that there was currently insufficient detail about the mechanism of assessment and would appreciate additional information. c) that the students agreed to review and feedback to ICSMSU President for ESC1,2 and to Dr Adrian Raby Action: ICSMU</p>
6.4	AGREED:	<p>a) that students agreed that the PMSA in the Spring term would be replaced by an on line test from 2012/13. Action: LCRS Theme Leader</p>
7		Attendance and Behaviour
	NOTED:	<p>a) that attendance had been variable over the year and Year 1 particularly poor recently.</p>

		b) that problems with students wearing the wrong footwear in the anatomy dissection room was raised again.
8		Quality
	NOTED:	<p>a) that the rate of return overall for Years 1 and 2 SOLE was 38% which was disappointing.</p> <p>b) that students preferred the current system of it being rolled out in blocks and not for the whole course.</p> <p>c) that students wished to know if the FEO planned to offer prizes for SOLE completion, as on occasion College-wide SOLE offer iPads. QAE Manager noted that there were no plans to do this.</p> <p>d) that staff would be encouraged to remind students to update SOLE at the end of lectures</p> <p>Action: Curriculum Administrator to remind Course Leaders to tell their staff</p>
9		Welfare
	NOTED:	<p>a) that the Senior Tutor reported that many students had been offered support over the year.</p> <p>b) that all timetabled personal tutor sessions had been completed</p> <p>c) that students are to be reminded that official requests for information and notifications, would be made via their College email accounts; students who fail to respond to such emails will have a note attached to their student file as this was a professionalism issue.</p>
10		Library
		<p>a) that the library at South Kensington campus will continue 24hr opening over the Summer break</p> <p>b) that Charing Cross library will open 10:00 – 17:00 (Bank Holidays).</p> <p>c) that all libraries will be closed on 19 July for staff training</p> <p>d) that the library at St Mary's campus will be undergoing refurbishment over the Summer of 2013</p>
11		Any Other Business
	<p>NOTED:</p> <p>AGREED:</p>	<p>a) that from 2012 -13 onwards, the course leader has agreed that PBL tutors will give verbal feedback on the formative PBL case.</p> <p>b) that Co-curricular teaching would be introduced to Years 1 and 2 students in 2012-13, and that this may become compulsory in 2013-14. Students wished to see some evidence that medical students would benefit from this teaching since some of it already forms part of the medicine course.</p> <p>c) that students would like humanities teaching to be offered at Charing Cross campus since they were sometimes unable to attend South Kensington lunchtime sessions due to timetabling issues.</p> <p>d) that the RAG Chair raised the issue of moving RAG week and the RAG Dash to earlier in the year [paper SSLG1,21112-13].. It was agreed subject to timetabling issue being resolved and that the proposed dates not clashing with RAG events at other London medical schools this would be considered for 2013/14.</p> <p>Action: Curriculum Administrator Years 1 & 2 and Learning Resources to discuss further with Rag Chair</p> <p>e) that the FEO run Drop-in Sessions needed to be advertised more widely as most students seemed unaware of existence. It was suggested that on the day of each session, lecturers be asked to remind students that a session will take place that day and also</p>

	NOTED:	that they be flagged in the mitigating circumstances email notifications posted by the Exams team Action: Curriculum Administrator Years 1 & 2 f) that Mr Shiv Vohra will become the new ICSMSU President; Thanks to all the academic representatives for all their hard work throughout the year and to Suzie Rayner as outgoing President.
12		Date of Meetings 2012/13
		Wednesday 21 st November 2012, Wednesday 13 th March 2013, Wednesday 29 th May 2013 – at 3pm in Room 128, SAFB at South Kensington Campus

Meeting Closed at:16.55

SR/ADC/JW
June 2012

To: Staff Student Liaison Group (Years 1 & 2)
Date: Wednesday 21st November 2012

Presented by: Year 2 Representatives
Written by: Year 2 Representatives

Autumn Term Student Feedback

1. Introduction

The feedback gathered by the Year 1 and Year 2 student reps from liaising with their peers during the Autumn term is highlighted below

2. Recommendations

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

3. Year 2 Feedback

Endocrinology

- Students really appreciated the course structure – lecture followed by a small group tutorial – based on the contents of the lecture.
- Students appreciated Dr S. Amir's small group tutorials, particularly as he structured it so that no prior knowledge was needed to understand, follow, and participate in the tutorial. If possible, one of Dr S. Amir's tutorials should be recorded to give other tutors ideas.
- Students appreciated the clarity of Professor Meeran's lecture slides. They felt it was easily understood, and little time was spent deciphering the slides, so the focus could be on understanding and memorising the content. They feel that other lecturers, both on the endocrinology course, and in other subject areas can improve the quality of their lecture slides so that sufficient information is provided to adequately and efficiently understand the content.
- Students have requested a hand-out of answers placed on the intranet – similar to what is done in neurology sessions as it was difficult to write down the correct answers in a comprehensive manner.
- Some lectures repeated material taught last year, which students did not feel was necessary as the lecturers could have advised students to revise the lectures from last year.

Pharmacology

- Lectures were generally well received and students appreciated the tutorials, which solidified their knowledge.
- Students did not like that pharmacology was spaced out in the timetable with an almost a two week gap in between sessions. Things were forgotten so knowledge was difficult to build upon.

Neuroscience and Mental Health

- Students have suggested the neuroanatomy sessions in the MDL rooms be modified so that students get more out of the sessions. They feel that they could be labelling diagrams at home. A suggestion is to integrate that session into the anatomy course so students can see a live sample while they learn.
- Students have found some of the lectures highly informative, but when it came to revision, some of the slides were lacking in content. A five minute explanation may have been given for a single slide in the lecture, but nothing was on the slides. It is quite difficult for students to write down everything in the short time so they have suggested that a small reminder in the corner of an ambiguous slide, referencing the page in the course guide could be included

Anatomy of the Head and Neck

- The anatomy videos on the intranet have been a very popular. Some have suggested uploading them to wider platforms such as YouTube to make them more accessible
- Year 2 living anatomy sessions were found to be better than in year 1. There appears to be a greater structure and students feel that their time is better spent.
- Regarding the demonstrators/helpers in both living anatomy and dissection, some students have commented that they come in varieties, and would like greater quality control to ensure that only capable and enthusiastic volunteers are chosen.

MCD

- Students have found MCD to be generally well organised
- Many have commented on the volume of content in the MCD slides. Students are unsure as to what specific numerical figures to memorise. It would be appreciated if the lecturer makes a note addressing this in the corner of the slide.
- Students enquired about the lack of MCD tutorials. They feel it would be an excellent addition to help solidify concepts in their minds.

Science and Patient

- Students have said that they've struggled with grasping the aims and learning points of this course.
- Many students were unaware of the paper review letter assignment early, which was mentioned in a lecture. It would be appreciated if there was a clear document/calendar of important assignment deadlines

PBL

- PBL has received mixed reactions. Some find it did not add to their learning, others appreciate the general medical knowledge learnt and others find the main benefit in developing skills such as team work and presenting.
- However it is universally agreed that 4 cases = 8 sessions is more than enough for year 2.
- Some have suggested that if there is free time available in the timetable, sessions can be combined to have a double session, giving students a day off for much needed private study.
- The intention of the e-portfolio feedback system is not well understood by many. Students feel that there are more convenient methods to provide feedback.

Intranet

- Students have complained about lecture slides not being up before the lecture. Many in our year make their notes using the notes section of Microsoft Powerpoint. This allows them to synchronise their notes with the corresponding lecture slide. Though people feel particularly strongly about this regarding the NMH course, this request

applies to all courses. It is the single biggest point of complaint that we have received since becoming Year Representatives.

- There have been some issues and mix-up with the electronic timetabling system.

Blackboard

- Students are unaware whether course leaders or lecturers monitor blackboard discussions. They feel that if they knew a professional would be there to answer their queries, they would be more willing to participate.
- Students have commented that some questions on blackboard are outdated, covering objectives that are no longer in the course. They would like a review of the questions on the platform to match the current course.
- In addition they would like questions to be more representative of what they would likely face in the exam. They felt the questions provided a false sense of security about the standard of exams. Many came to find that the actual exam was more difficult.

SOLE

- Students have mentioned how it is difficult to match the name of the lecturer with their memory of the lecturer. They have suggested providing an image of the lecturer on SOLE alongside their name.
- Students have also commented that they would like SOLE to be opened after each lecture so students can comment accurately on the quality of a lecture, while it is fresh in their minds.
- In addition, they have requested forms for each lecture/lecturer, rather than a week's worth of SOLE in the same form.
- They suggested that a link of the SOLE page be provided next to the lecture slides on the intranet or next to the session on the timetable to facilitate giving feedback.

Personal Tutor

- It has been suggested that personal tutors provide careers advice. Students are interested what marks they should be attaining and what activities they should be participating in to secure the career path of their choice.

Exams

- Students greatly appreciate the weekend between exams. However, they are concerned at the lack of time between exams and many would like a day between the LCRS exams for recovery.
- International students have complained that they would like their considerations taken into account when it comes to exam results. If they were to fail, it would mean planning their journey, and accommodation at short notice while preparing for the resit. They have suggested that the university provide temporary accommodation were they to need it. They have also suggested their exam results be provided earlier.
- Various ideas have been suggested how to improve exam feedback. An increasingly popular idea was to have a feedback session under supervision, where one would be allowed to look over his or her paper for an hour or so, to truly gauge where they went wrong.
- Students have complained about the lack of clarity over the PBL exam and feedback. They have recommended a clear outline of the PBL exam and the contributions of each individual component.

Other

- Many students have expressed great interest in receiving Year 3 allocations before the summer of year 3 to help them plan accommodation for the year.

- Students have expressed concern over 30 minute breaks. They feel it is difficult to make productive use of this time and have suggested shorter, 10 minute breaks.
- It would greatly be appreciated if Imperial could invest in a new portable microphone system. The portable microphone produces distorted sound and requires extra concentration to focus. There have been no complaints over the quality of the fixed microphones, however it has been suggested that they be extended so the lecturer does not have to lean forward into the mic, or stand in an uncomfortable position to deliver the lecture.
- Students have raised concerns about the quality of lectures. On more than one occasion this year a lecturer has been called in who does not have a clear understanding of the slides to be presented. Students would like some pressure on lecturers to maintain high standards of teaching.
- Video tutorials – We are aware that recording of lectures has begun. Another way to improve the quality of learning and something that will generate a huge positive reaction is to introduce video tutorials, where lecturers explain a particular topic they are passionate about, or an explanation of a particularly challenging concept taught in their lecture.
- Lethal staples! Students have complained about getting cut too often from protruding staples in the course guides and have suggested using treasury tags or plastic binders

To: Student Staff Liaison Group (Years 1 & 2)

Date: Wednesday 21st November 2012

Presented by: Year 1 Representatives

Written by: Year 1 Representatives

Autumn Term Student Feedback

1. Introduction

Below is feedback gathered by the Year 1 Reps (Melanie Coates, Ju-Hyoung Yoo, Daniel Christmas, Kavian Kulasabanathan) from liaising with their peers during the Autumn term.

2. Recommendations

The committee is invited to consider the following points and proposals that have been set out by the student body.

3. Year 1 Feedback

SOLE

- Turnout for the SOLE session was fine, although would've like to see more people there.
- Students would've like pictures of staff members on the SOLE website to help them remember each person better.

MCD

- Students like the fact that lecturers were some of the leaders in their fields and appreciated the quality of teaching.
- However, they would like clearer and more comprehensive slides. Dr Pease's lecture slides contained all the information needed as well as listing when each learning objective was being covered. Having this as a standard for lecture slides would be very valuable.
- Lecture quizzes are only available for a limited amount of time. Some students may find it more useful to revise at a later date (ie when these tests are no longer available)

Society and Health

- Society and Health lacks clarity in its learning objectives. Many students feel the objectives and how the course is assessed is unclear.

Clinical communications

- Generally well received. However students felt that having practical clinicians supplementing the course would further improve the course.

Lecture theatre

- It was suggested that when LT1 is in use, we use a split screen system, where the previous slide was displayed on the left and the current slide on the right, allowing students to keep up with the lecturer.
- Several lectures have been given where the audio quality or volume has not been sufficient. Could louder lectures be implemented without causing microphone feedback.

Assessments

- Clear definitions of formative and summative assessments and the roles they play in the course. Also how each module of the course (i.e. MCD, S&H etc...) contributes to the overall assessment.

Non course related issues

- Several students have asked that clearly labelled lactose free and vegan food options be made available in the SAF café.
- Transport to and from CX as well as the transport costs for non SK houses aren't subsidised. Is there any schemes students can be put under other than a student oyster that could reduce transport costs?