



**Barts and The London  
Student Staff Liaison Committee  
2019-20**

**SSLC Meeting Summary & Action Plan**

**DATE:** Wednesday 01.04.2020, 1.30pm-2.30pm  
**VENUE:** Microsoft Teams online meeting

**PRESENT:**

Staff Chair: Siobhan Cooke (SC)  
Student Co-Chairs – Artemis Mantzavinou (AM) & Andreas Andreou (AA)  
Secretariat: Andreas Andreou (AA)  
Staff: Anthony Warrens (AW), Casey Shortall (CS), Dan Burke (DB), Ehsan, Fiona Whelan (FW), GL Michael (GM), Benita Morrissey (BM), Lucy Power (LP), Robert Sprott (RS), Sandra Nicholson (SN), Shahrar Ali (SA), Tom Schindler (TS), Nimesh Patel (NP), Dan Burke (DB)  
3<sup>rd</sup> Year Reps: Andreas Andreou (AA), Aneesa Baig (AB), Charalambos Hadjiharalambous (CH), Leila Alaroush (LA), Mahmood Salih (MS),  
4<sup>th</sup> Year Reps: Tom Longbottom (TL), Janani Ragavan (JR), Mahima Bhatt (MB), Rachel Bucton-Hopley (RBH)  
5th year Reps: Rakin Choudhury (RC), Hamish Clark (HC), Halima Okewole (HO), Laurence Gardner (LG), Umamah Tarvala (UT)  
Megan Annetts (MA)  
PA reps: -  
ID rep: Guru  
Malta: Ehsan Gauher, Angie Anifalaje (AA), Marie-Sophie Gomm

<u>Item</u>	<u>Summary</u>	<u>Action</u>	<u>Responsibility</u>
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Apologies	Jack Jukes		
Students chair minutes	<p><b>EPM calculation effects</b></p> <p>AM: For Y3, a lot of students are wondering how the exams in September will be weighted, i.e. if they still count for 30%</p> <p>AA: Students worried that without osces, the results won't be representative of their knowledge, as their clinical competencies might not be assessed.</p> <ul style="list-style-type: none"> <li>- NP: The September exams will count towards 30% of EPM calculations. Weighting will stay as it was decided in the beginning of the year since any readjustments would to add more pressure in year 4, which is already a very hard year.</li> </ul> <p>AM: Y3 Qn – Paper A clarification: will the ICA count?</p> <ul style="list-style-type: none"> <li>- NP: It will be recommended to the Year 3 exam board in particular that paper A should not be included in the calculations of merits/distinctions, and papers B, C and E will be used only, since students have completed their SSCs.</li> <li>- NP: All assessments delivered measure clinical practice, it's not just the OSCEs. SBAs measure synthesis and application of clinical knowledge as well. The school is aware that there is no right or wrong solution, but a decision needs to be made, nevertheless.</li> </ul> <p><b>Intercalations</b></p> <p>Are intercalations going through, and when will students find out the outcome of their application?</p> <ul style="list-style-type: none"> <li>- GM: trying to inform everyone by Easter. Hopefully by the end of next week they will be able to tell everyone about offers. Waiting information about progression, so if students are able to progress, they will be able to progress to an intercalation.</li> </ul> <p>For malta students: will they have to sit the September exams in Malta and then come back to do their degree?</p>		

	<ul style="list-style-type: none"> <li>- GM: will check with NP and get back to that.</li> </ul>		
Year 3 working groups	<p><b>Year 3 first ICA</b></p> <p>AA: Will the first ICA be used to assess if students will be able to progress in year 4?</p> <ul style="list-style-type: none"> <li>- NP: difficult to use ICA to assess whether students can progress. Difficult to make an interpretation on a single ICA – will be using collective data: SSC data, previous assessment data, logbook comments from consultants.</li> </ul> <p><b>End of year assessment</b></p> <p>CH: What raw mark will be used in terms of calculating the EPM if someone fails September exams but at the same time progresses to year 4?</p> <ul style="list-style-type: none"> <li>- NP: This is a decision that needs to be discussed internally, whether students who get for example 40% in September, will automatically get 50% as a second sit.</li> </ul> <p>Will discuss in MAC if poor performing students will be able to sit the September exams</p> <p>RC: Can intercalating students sit the exam the year after?</p> <ul style="list-style-type: none"> <li>- No answer to that as it needs to be discussed, but most probably not</li> </ul> <p><b>End of year assessment dates</b></p> <ul style="list-style-type: none"> <li>- This is on agenda of MAC meeting which is on upcoming Monday. The priority will be on year 4. Limiting factor will be availability of venues and coordinating 4 year groups in taking assessments within a few weeks range.</li> </ul> <p><b>SSC results</b></p> <p>When will students receive results?</p> <ul style="list-style-type: none"> <li>- NP: 30 outstanding SSC3a – keen to get clinicians who are self-isolating to mark these outstanding SSCs. Hopes to get them out before exam boards. SSC3b marked internally by communication skills tutors. Aim: release results as soon as possible</li> </ul> <p><b>Logbooks</b></p>	<ul style="list-style-type: none"> <li>- Raise in MAC if poorly performing students will be able to sit the September exams and if these exams can act as summative instead of formative (AM)</li> <li>- Ask student fees office on potential reimbursement of fees and how to proceed on that (AM)</li> </ul>	

	<p>AM: some students didn't get a chance to complete logbooks – will this affect their ability to progress?</p> <ul style="list-style-type: none"> <li>- NP: these students should email student office, and make the school aware of that, and let them know what is still outstanding. Then a decision will be made whether they can let it go or need to complete it</li> </ul> <p><b>School fees reimbursement</b></p> <ul style="list-style-type: none"> <li>- Not a medical school decision. University stance: since we are still registered students, the university is still open, and teaching is still delivered in online format, fees still need to be paid. However, if students are struggling to pay fees, they can give them an extension. Best contact is fees office.</li> <li>- Barts Student Support office can provide support to students who are in significant financial hardship given the current circumstances – advised to contact them directly.</li> </ul>		
<p>Year 4 working groups</p>	<p><b>Clinical skills</b> Will there be a possibility to have extra teaching to make up for lost placement time next year?</p> <ul style="list-style-type: none"> <li>- SC: this is something that can be accommodated in community care, if the skill is appropriate for that</li> </ul> <p><b>Missed clinical placements, logbooks and OSCEs effects</b></p> <ul style="list-style-type: none"> <li>- SN: since students are progressing to year 5 without completing all year 4 components, they will have to make up for the lost time and complete their logbooks</li> </ul> <p>TL: if Y5 are doing Y4 placements, will that not cause capacity issues?</p> <ul style="list-style-type: none"> <li>- SN: potentially yes, but the school will need some flexibility from placements, and also review logbooks and slim them down to ensure that all students complete them</li> <li>- MA: in discussion on whether students will be able to log in volunteering hours in their logbooks requirements.</li> <li>- NP: In Barts (and unlike many other medical schools),</li> </ul>	<ul style="list-style-type: none"> <li>- <b>SSC4:</b> MA has tried to cancel SSC4. The university has postponed the deadline by 2 weeks and has advised if one cannot get hold of their supervisor to get re-allocated one internally.</li> </ul>	

	<p>students have both an SSC5a and elective. So, if they have to sacrifice SSC5a in order to meet the requirements of the degree (in terms of gaining competencies from missed placements), and complete the outstanding year 4 requirements, then that is a reasonable thing to do. In terms of using the volunteering to cover the logbook, this is quite tricky as a lot of physicians will be very busy on the wards to supervise students and sign them off on all the competencies that are required for the MBBS award. Deadline to complete logbook extended to March. This means students may be able to use other placement time in Year 5 (e.g. community care placement) to complete logbooks and so SSC5a may not need to be used entirely for that purpose.</p> <ul style="list-style-type: none"><li>- SC: hopefully there will be more activities for students to get involved in after the peak of covid-19, so extending to March is a good idea</li></ul> <p>TL: what the Y5 OSCE might look like if its merged with Y4, and whether there will be a formative osce on September.</p> <ul style="list-style-type: none"><li>- NP: there is a formative osce in place already on community care. Considering the final year osce structure, although the university has not decided on the form yet (keen to reduce the number of stations, and reduce the way it's logistically run – in terms of running on an entire week), there are ways to integrate various other skills in final year osce that have not been assessed before in finals (e.g. this year there was a fundoscopy, which was never a station for final year before). Since Barts has a spiral curriculum, anything can come up, e.g. a dementia patient come to community care, or a child in A&amp;E. This change is also to prepare students on the MLA, which the school has no control over.</li></ul> <p><b>SSC4</b></p>		
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	<p>TL: we are grateful that the school has extended the deadline however were wondering if you have any sense of whether this is enough? Are there a lot of students who now don't have supervisors or have been affected significantly by this in terms of their projects?</p> <ul style="list-style-type: none"><li>- NP: at the moment, there is no evidence to suggest that a further extension to the 2 weeks is needed, but if there are individual students who cannot contact their tutor or there is something else wrong, then the school will consider extending the deadline for individual students if deemed necessary. So far only had a couple of students get in touch with issues with supervisors and the school is able to re-allocate supervisors internally.</li></ul> <p><b>End of year assessments and deciles</b></p> <p>TL: year 4 won't be counting in the deciles and people are unhappy about that, since they have already done 2 ICAs. Is there scope for ICAs to be used for EPM?</p> <ul style="list-style-type: none"><li>- NP: ICAs are not standardized in the same way as end-of-year exams. Some students don't have 2 ICAs and that disadvantages them as well. So, they have to consider the options that benefit everyone and not include ICAs in EPM calculations</li></ul> <p>TL: why can't the September formative exam be used for the decile FPAS calculations? Understands that the exams might be too late for submission to UK FPO, but considering the circumstances, can an exception be made?</p> <ul style="list-style-type: none"><li>- NM: Y4 exams in September are past the deadline, since the ranking is calculated before year 5 and at the last week of August the data is send to FPAS. However, Dr Patel will email UK FPO and outline the issue, and ask if that deadline can be extended to the middle of September, and include the Paper B and Paper C data, considering that some other medical schools are also doing late September exams. He is</li></ul>		
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	<p>aware that Leicester has their end-of-year exams in October and UK FPO allows them to submit data late.</p> <p><b>Intercalating students</b>  Students who are intercalating now or next year – will this affect them?</p> <ul style="list-style-type: none"> <li>- NP: needs to look at the data (any particular advantage/disadvantage). Cannot answer at the moment.</li> </ul>		
<p>Year 5 working groups</p>	<p><b>Summer sits</b>  What kind of support will be available for papers B and D remediate exams, in terms of preparing for them (as people will be working from home) since preparing for exams is difficult especially if they are isolating?</p> <ul style="list-style-type: none"> <li>- FW: there are 3 Y5 senior tutors (academic year tutors), whose clinical responsibilities might have to come first at this point. They will send an email to all students who need to resit and will update them on the situation. Will also email senior tutors from Y1-4 for extra help. The student support office remains open and will ensure meetings are made available to all students who need them.</li> <li>- SC: has been in contact with a number of Y5 who have failed already</li> </ul> <p>RC: are question banks a good method of revision considering the lost opportunities from not being able to attend clinical placements now?</p> <ul style="list-style-type: none"> <li>- NP: Question banks like passmed and pastest advocated for paper 5B, although paper 5B is about applying your knowledge, and q-banks are about testing your knowledge (so there is that limitation).</li> </ul> <p>RC: what will the paper D format of remediation look like?</p> <ul style="list-style-type: none"> <li>- NP: virtual osce model to facilitate the remediation package that is delivered to the students who will be sitting the osce. It should be no different to a normal osce other than the virtual component. Full details of the format will</li> </ul>	<ul style="list-style-type: none"> <li>- Raise in MAC to reveal OSCE stations to students a few days in advance – RC to write a statement, AM to raise it</li> <li>- Raise in MAC to not use webcam/screens here for summer sit students – UT to write a statement, AM to raise it</li> </ul>	

	<p>be communicated within the next weeks, as the university wants to get all the details right first and work everything out. They are considering using actors for the communication skills, but there will be other processes made for the practical aspects. Students will be asked structured questions from two examiners and might have to talk through procedures. Students won't be doing anything practical.</p> <p>HC: some students would like the osce stations to be released on a short time period before the osces</p> <ul style="list-style-type: none"> <li>- NP: will consider this internally and let the students know what the decision will be.</li> </ul> <p>What will the paper 5B format be like?</p> <ul style="list-style-type: none"> <li>- Paper B format: 150 qns in 3 hrs, invigilated online (each student will have his/her own invigilator – share screen and camera)</li> </ul> <p>HC: students were frustrated that the osces went ahead anyways considering the covid-19 pandemic.</p> <ul style="list-style-type: none"> <li>- NP: acknowledged this but reassured that this decision was for the best. This was decided internally and managed to graduate 250 students quite fast for the NHS to become FY1 doctors.</li> </ul> <p><b>Failing and remediation</b></p> <ul style="list-style-type: none"> <li>- NP: every student that fails a second sit is not deregistered automatically. Every student is considered individually and discussed at the exam board. However, any third sit would take place in March 2021. Students who failed paper B will get a breakdown for where they have got lower marks – this will be released in the near future. It is recommended to then discuss this with the senior tutor to determine an appropriate plan to address areas of weakness going forward.</li> <li>- SN: Every student circumstances are considered on an</li> </ul>		
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	<p>individual basis if they fail a second sit</p> <ul style="list-style-type: none"> <li>- NP: Students who received letter regarding ILS and progression, they should contact Tom Schindler.</li> </ul> <p>RC: a student had a negative phone experience with a member of staff, what is the pastoral support available to students?</p> <ul style="list-style-type: none"> <li>- Fiona: no shortage of staff, students can speak to someone on the same day. It's disappointing that the student had that experience, but can send this feedback to callers and let them know that their tone might not be entirely appropriate. Pastoral support will also start sending a newsletter hopefully by next week regarding what services are available by them (within medical school and QM)</li> <li>- SB: recognizes that situation and spoke to that student.</li> </ul> <p><b>MBBS award and Graduation</b></p> <p>RC: can students call themselves doctors before graduation?</p> <ul style="list-style-type: none"> <li>- SN: the title is usually used only after graduation since GMC registration is required for one to be able to practice as a doctor. However, graduation is not going to happen this year due to the COVID-19 circumstances, it is suggested to wait until GMC registration to use the title.</li> <li>- The Degrees Exam Board usually confirms degrees in late June but as elective is no longer a requirement for passing, this only applies to summer sit students.</li> <li>- Outcome for Graduates still requires medical students to complete elements such as ILS training before qualifying as doctors. Therefore, the medical school will not graduate someone who has yet to complete ILS, etc. Please contact Tom Schindler if you are in this position.</li> </ul> <p>RC: graduation dates?</p> <ul style="list-style-type: none"> <li>- MA: Discussing new dates with St Paul's, ideally a time towards the later end of the first FY1 rotation. QM</li> </ul>		
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	<p>graduation re-scheduled for November. Will try to have both events on same date but this might be difficult considering the logistic issues</p> <p><b>NHS FiY1</b></p> <p>HS: Y5 will be allocated on their programs on Thursday. They need to apply for registration with the GMC, but they are unable to.</p> <ul style="list-style-type: none"><li>- NP: still working with GMC, to transfer the information of students who passed the MBBS to GMC. Once the GMC accepts the school to upload the data, the school will go on and do this immediately. This will enable students to register in the near future.</li><li>- DB: Everyone who passed can already see that their award is completed, so now it's just a matter of uploading this information to the GMC database.</li><li>- UKFPO will open application portal in the near future for the FiY1 post. More information on this will be communicated to final year students from the UKFPO ASAP and by the end of the week commencing 30th March 2020</li><li>- Students will have the option of doing the FiY1 programme either in a hospital associated with Barts or at the hospital you have been allocated to for their FY1 programme. It will be on an opt-in basis.</li><li>- Students who are already volunteering will apply through the same national programme</li></ul> <p>HC: will there be PPE for intern FY1s</p> <ul style="list-style-type: none"><li>- DB: cannot provide information on this and it is trust specific.</li><li>- MA: the trusts are trying to follow national guidelines for everyone, so yes students should have the necessary PPE</li></ul> <p>HC: will there be accommodation offers?</p> <ul style="list-style-type: none"><li>- MA: regarding accommodation, they secured one of the QM accommodation residences (Feilden House, capacity of 200 beds), that have en-suit facilities and are in compliance</li></ul>		
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	<p>with the covid-19 requirements.</p> <p>HO: if students go to their allocated foundation program, will they still get support from the school?</p> <ul style="list-style-type: none"> <li>- SC: The school can still offer support to students a year after their graduation until the end of FY1 year, unless they are specific trust issues that cannot be resolved by the university</li> <li>- SN: there is shared responsibility from the school and the trust.</li> </ul> <p><b>Library</b></p> <p>Do students need to worry about their library book loans as they cannot physically return them</p> <ul style="list-style-type: none"> <li>- MA: not really as they cannot return them right now but please contact the library at <a href="mailto:library@qmul.ac.uk">library@qmul.ac.uk</a> or SMD Librarian, Paula Funnell if this is relevant to you and they should be able to ensure that you are not charged for any books. As of 16<sup>th</sup> March all fines have been waived and no further fines will be accrued during the closure period. See <a href="https://www.library.qmul.ac.uk/using-the-library/library-services-during-covid-19/">https://www.library.qmul.ac.uk/using-the-library/library-services-during-covid-19/</a> for more details.</li> </ul> <p><b>Nightingale</b></p> <p>Rakin: Can students volunteer there?</p> <ul style="list-style-type: none"> <li>- MA: this is a novel hospital, and we will be doing pilots and have some form of rotation system. There has been a lot of interest regarding Nightingale but need to work out the number of students who will be required.</li> </ul> <p><b>Volunteering</b></p> <p>SB: is there a maximum number of hours students can volunteer?</p> <ul style="list-style-type: none"> <li>- MA: Y1&amp;2: for 4 hrs up to 4 days weeks; Y3,4,5 and PA students: 6-8 hrs for 4 days a week</li> <li>- Trusts issuing HCA's so students no longer volunteers but employs, so hours might change.</li> <li>- AW: some trusts find 8hr shifts very restricting, so have to</li> </ul>		
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	<p>be flexible with these things – maybe 12hrs 3 days a week instead</p> <p><b>Preparation for practice week</b></p> <ul style="list-style-type: none"> <li>- We forgot to mention this. We sent a follow-up email to confirm. Dr Spiring replied and suggested we see where we are by the end of April, beginning of May as to if anything is necessary (if it is, most likely will be in digital online form).</li> </ul>		
MAC	-		
MEC	-		
Student support meeting	-		
Student office items	-		
General academic items	-	-	
Malta items	<p><b>Declarations and disclosure</b></p> <ul style="list-style-type: none"> <li>- Malta students have not received any information on that</li> <li>- DB: Will launch form on Monday. Was hoping to inform year 1 students on what declarations and disclosure is in lecture but this is obviously not feasible right now given the current circumstances.</li> </ul> <p><b>Exams</b></p> <p>What is meant by ‘very poor performance’? is there a specific cut off?</p>		

	<ul style="list-style-type: none"> <li>- NP: Year 3 ICA cannot be used to determine very poor performance, so they would look at the feedback received from logbooks, if there was any cause for concern raised. Don't want students to start year 4 in deficit of knowledge, as year 4 is the hardest year in medical school.</li> </ul> <p>How will students be made aware if they are not considered to be automatically progressed to 4<sup>th</sup> year?</p> <ul style="list-style-type: none"> <li>- NP: a student will already know if there are concerns regarding professional capability, as they would have been emailed by Dan Burke. Expects 99-99.5% of students to progress</li> </ul> <p><b>Format of formative ICA</b></p> <ul style="list-style-type: none"> <li>- NP: time limit, can go back-and-forth, will be able to taken between a time window. Results will be emailed after and ICAs will be made available to all students. These ICAs are in place to ensure that you gain the knowledge that is required after the rotation.</li> </ul> <p><b>Data interpretation</b></p> <ul style="list-style-type: none"> <li>- NP: practice paper will be made available soon</li> </ul>		
PA items	-		
Library items	-		
Intercalated items	<ul style="list-style-type: none"> <li>- Intercalations applications results should be emailed to all students by next week, before Easter according to GM</li> </ul>		
Other items	<p><b>Declarations and disclosures</b></p> <ul style="list-style-type: none"> <li>- DB: Y3 and Y4 window for submitting declaration is now open. 45% of year has already done this. Internal deadline on April 13<sup>th</sup>, please ask students to submit this as soon as possible</li> </ul>		

	<b>QMUL email accounts</b> <ul style="list-style-type: none"><li>- DB: They will remain active until at least August 2020. An alert will be sent by the server that the account is due to be deleted ahead of its deletion.</li></ul>		
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End of meeting