



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

SSLC Meeting Summary & Action Plan

DATE: Monday 09.12.19, 17.30-18.30
VENUE: Room 2.35, Garrod Building, Whitechapel

PRESENT:

Staff Chair: Siobhan Cooke (SC)
Student Co-Chairs – Artemis Mantzavinou (AM) & Andreas Andreou (AA)
Secretariat: Andreas Andreou (AA)
Staff: Anthony Warrens (AW) (skype), Nimesh Patel (NP) (skype), Dan Burke (DB), Lynne Magorrian (LM), Paula Funnel (PF), Anita Berlin (AB), Benetta Morrissey (BM)
3rd Year Reps: Andreas Andreou (AA), Aneesa Baig (AB), Mahmood Salih (MS), Ali Abo-Ragheef (AR)
4th Year Reps: Janani Ragavan (JR), Tom Longbottom (TL), Mahima Bhatt (MB),
5th year Reps: Rakin Chowdhury (RC), Hamish Clark (HC), Laurence Gardner (LG)
PA reps:
ID rep: Evridiki Giorgaki (EG)
Malta: Ehsan
Extra: Megan Annetts (MA)

SSLC#2 cancelled due to the UCU strike.

<u>Item</u>	<u>Summary</u>	<u>Action</u>	<u>Responsibility</u>
Apologies	EM Alstead, Greg J Michael, Leila Alaroush, Charalambos Hadjicharalambous, Guru Nitheesh Kumar Amirthalingam, Jo Brown		

<p>Students chair minutes</p>	<p>EPM survey discussion:</p> <ul style="list-style-type: none"> - AM: presented the results of the further analysis that was done. All year groups prefer a weighted system; however, only years 1 – 3 would like the changes to be implemented now for all current cohorts. Although the overall consensus is for the changes to follow the pattern of option 2, the distinction is not as clear in all year groups. - DB: Although he appreciates that a majority of students would prefer a weighted system, if students are not clear of what option they would like, then there shouldn't be a change at all - TL: Believes that having an extra survey might not yield that the results we are hoping, since we already have enough responses. Option 2 seems to be the one the majority prefer, but since it's not clear if they want it to be implemented now, then it should be implemented for the new cohort beginning next year - AM: Host an open forum to update students as there are a lot of questions regarding this matter. Ideally have a member of staff who can answer these questions - HC: Might seem unfair to change if for current year groups, as the students have already worked hard to achieve their results based on the current weighting system - AM: Maybe implement it for years 1 and 2 and not years 3 and 4 - Year 3 Course Reps: the majority of the attending year 3 course reps agree that if the majority of year 3 students (as indicated by the survey) want change in the EPM calculations now, then this should happen - Malta: general consensus is that people prefer the 	<p>EPM:</p> <ul style="list-style-type: none"> - AM and AA to have a meeting with MA in order to discuss with her and decide on how to present the matter to MAC. The general consensus is that the majority would like to have a weighted system, with option 2 being the most popular - An email should be sent to all the students once a decision has been made, so that they are briefed and kept up to date. <p>Careers fair:</p> <ul style="list-style-type: none"> - AA and AM continue with the organization of the careers fair as proposed 	<p>EPM: AM, AA, MA</p> <p>Careers fair: AM, AA</p>
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	<p>weighting system, but unclear of which system is preferable. An email could help clear things out.</p> <p>Careers fair:</p> <ul style="list-style-type: none"> - AM explained the general structure of the careers fair and the implementation of an intercalated degrees stall. Proposed date on end of Jan - Can possibly collaborate with Malta to have something similar there as well 		
Year 3 working groups	<p>Malta: CSP module list of lectures</p> <ul style="list-style-type: none"> - Malta Reps: Malta students had 6 extra lectures to cover that were not taught during the CSP week - Malta Reps: possibly create a list of lectures for CSP per module 	<p>Malta: CSP module list of lectures</p> <ul style="list-style-type: none"> - Malta course reps to send an email to the year leader and CSP module lead asking about clarifications on lectures list 	
Year 4 working groups	<p>PSA:</p> <ul style="list-style-type: none"> - Y4 Reps: There is a lack of teaching around the PSA exam. Students ask to have some actual teaching in addition to the online modules that are already provided to them. - Y4 Reps: Year 4 students just had a mock PSA exam, which a lot of them failed and are quite concerned about passing the actual exam which is in Year 5 - NP: Students are given advice from early on to download and familiarize themselves with the BNF application. In addition, there is a 100% pass rate in the PSA exam for year 5. There is sufficient teaching for the PSA exam in year 5. - BM & AB: reinforced the idea of downloading and familiarizing ourselves with the BNF mobile 	<p>PSA:</p> <ul style="list-style-type: none"> - Send an email to year 4 students reassuring them that there is sufficient teaching in year 5 <p>GP placement:</p> <ul style="list-style-type: none"> - ? <p>O&G lectures:</p> <ul style="list-style-type: none"> - AB: Reassured that the curriculum the lecturers follow is correct and in line with what Barts 	

	<p>application, as it is a very useful tool for medical students and healthcare professionals</p> <p>GP placement:</p> <ul style="list-style-type: none"> - TL: Same students who had GP placement the week before the past ICA, have GP placement the week before the next ICA. This means that some students have a busier week prior to their ICA, possibly hindering their revision - AB: Not reasonable for students to take time off before exams, since being in the ward is a learning process on itself. <p>Extra on GP placements:</p> <ul style="list-style-type: none"> - AB: had to make some changes at short notice because GP surgeries dropping out. Apologizes for that and says that students have been very understanding. - AB: Next year there will be a 4-weeks GP block (run throughout the year) as an entire module with its own logbook, so that students can make most of GP. This is because students complain that having GP integrated in the other modules puts restrictions on what kind of patients they can clerk. <p>O&G lectures:</p> <ul style="list-style-type: none"> - HC: Intro lecture said that they use RCOG curriculum instead of the Barts Curriculum. Is the information contained in those lectures in line with what we are expected to know? <p>Q review system:</p> <ul style="list-style-type: none"> - MB: Lectures not recorded in rooms in which Q Recording is available (e.g. locomotor, O&G) - GH lectures were recorded but recordings (or lectures) are not available online - AB: She is very disappointed with the number of 	<p>expects students to learn</p> <p>Q review system:</p> <ul style="list-style-type: none"> - LM: will chase this up - AB: clear the confusion on where to find the GH lectures 	
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	<p>students who actually attended the lectures (about 60 students attended out of a total of approx. 300 students). She proposes that GH should ideally have online lectures and then workshops in which attendance should be monitored</p>		
<p>Year 5 working groups</p>	<p>Vaccine issue:</p> <ul style="list-style-type: none"> - HC: Students have been told that they can't go on placement unless their vaccine status is confirmed, and students are concerned that this will affect their ability to pass, as they are missing out on attendance. Even people who are fully vaccinated were told that their vaccine status is unconfirmed, and this has created a lot of confusion. Some students have not been emailed as well. - AW: Fully understands and appreciates the issue. The university recognizes that this is an ongoing problem that needs to be solved as soon as possible, as it is the university's fault. The main issue is with one trust (Barts Health) which said that it was inappropriate for students to be attached to their wards if they were not properly immunized. Although occupational health have reassured them that the risk is very small, and students could potentially stay on placement despite their vaccination status, the trust refused that and does not want students to attend without firstly confirming their vaccination status (as they have the right to do this). There is a plan on vaccinating all students as soon as possible (ideally before they start clinical placement). Priority goes to the students starting their placement at end of January and the rest will hopefully get their vaccines by February. In addition, although he understands that it is the university's fault up to a point, students can't pass a 	<p>Vaccine issue:</p> <ul style="list-style-type: none"> - AW works with the university to resolve this issue as soon as possible. Priority goes to the students who start their clinical placement in end of January. However, he cannot give a clear date on when the students will be able to go back on placement. Will update us as soon as possible once things are clearer. - Occupational Health will ensure that the location of their emergency clinics is better communicated to students in the future 	

	<p>module without satisfactory attendance. However, the university will try and offer alternative dates to students if they have missed a lot of days on placement, to ensure that their attendance is satisfactory and that they can pass the module.</p> <ul style="list-style-type: none"> - MA: There was some confusion about the extra appointments' place, as students were told to go at Whitechapel, but the clinic was at Mile End. Try and make it clearer for the future appointments. <ul style="list-style-type: none"> o AW: Extra clinic changed location on the last minute. Will try and communicate location more effectively next time - TS: Consultants have been contacted regarding this issue, and were asked by the university to raise any concerns regarding attendance etc. <p>SSLC survey:</p> <ul style="list-style-type: none"> - RC: This is a survey for students to make comments or feedback. There haven't been a lot of replies yet; will update us if students complete the survey. 		
MAC			
MEC			
Student support meeting			
Student office items			
General academic items			

Library items			
Intercalated items	<p>ID Cards not working:</p> <ul style="list-style-type: none"> - EG: People don't have access in the buildings anymore. Is it an issue with the cards, or the card readers? - MA: this is a known issue, as it is affecting a number of students. In the case of the BLSA building, the card reader on the wall has not been updated. - EG is unsure if this issue has to do with the BLSA building only or other university buildings as well <p>Revision of course structure of iBSc Neuro:</p> <ul style="list-style-type: none"> - Discuss with Greg Michael directly 	<p>ID Cards not working:</p> <ul style="list-style-type: none"> - MA: If it's the BLSA building, knock on the door on the side of the BLSA reception and they will get led in - MA: If the issues is with university buildings, students should e-mail the course coordinator so that the security system can be updated. 	
Other items	<p>JISC notifications as high priority:</p> <ul style="list-style-type: none"> - No students complained about it - Still goes in 'other section' and not 'focused section' - Explore an option of turning off focused inbox - Keep the title simpler <p>Director's office got broken into at Friday night/Saturday morning, and it's a key-card access only</p> <ul style="list-style-type: none"> - Students are advised to keep their belongings with them at all time 		

End of meeting