



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

SSLC#8 Meeting Summary & Action Plan

DATE: Tuesday 12.05.2020, 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: Bruce Kidd (BK), Nimesh Patel (NP), Benita Morrissey (BM), Catherine Santucci (CS),
Dason Evans (DE), Shahrar Ali (SA), Fiona Whelan (FW), Paula Funnel (PF), CA Molyneux
(CM), Dan Burke (DB), GJ Michael (GM), LC Magorrian (LM), Robert Sprott (RS), Robert
Spiring (RSp)
3rd Year Reps: Aneesa Baig (AB), Charalambos Hadjicharalambous (CH), Tom Schindler
(TS) Casey Shortall (CS)
4th Year Reps: Jack Jukes (JJ), Mahima Bhatt (MB), Tom Longbottom (TL)
5th year Reps: Rakin Chowdhury (RC), Halima Okewole (HO)
BLSA: Megan Annetts (MA)
PA reps: -
ID rep: -
Malta: Angie Anifalaje (AAn), Marie-Soph Gomm (MG), Ehsan Gauher (EG)

<u>Item</u>	<u>Summary</u>	<u>Action</u>	<u>Responsibility</u>
Apologies	EM Alstead, Laurence Gardner, Hamish Clark,		

<p>Students chair minutes</p>	<p>EPM calculation effects</p> <ul style="list-style-type: none"> - NP: UKFPO has confirmed that the deadline to submit finalized deciles has been extended to December. In essence, medical schools can submit provisional deciles in August/September, and then submit final deciles in December. How individual year deciles will be used to calculate the overall deciles rests to the individual school - AM: This means that the school has the flexibility to decide on how to use September exams - NP: This matter also needs to be discussed at MAC, using information of what other medical schools are also doing. Therefore, the school will be able to take a decision that is similar to other medical schools, so that Barts finalists will not be disadvantaged in any way. Carrying out a student survey will not give any direction and just add confusion, thus best way is to let the school propose a method of calculation that is in line with what other medical schools are doing. This process shouldn't take long and students will know soon what the decision is. - Course reps find this reasonable and have no objection <p>Updates for calendar invites for year 3 teaching + application to all years</p> <ul style="list-style-type: none"> - AM: Currently in progress of updating the calendar invites with Dan. 		
<p>Year 3 working groups</p>	<p>Missed logbooks completion and arrangement of missed placements</p> <ul style="list-style-type: none"> - MCC is meeting tomorrow, and a proposal is put forward of how the logbooks will look for years 4 and 5 and how to make up for missed placements - The focus/priority is currently year 5 logbooks, as this 	<p>Missed logbooks completion and arrangement of missed placements</p> <ul style="list-style-type: none"> - Wait for MCC <p>Logbooks assessment for progression</p>	

	<p>decision will subsequently determine how year 4 and 3 placements and logbooks will be structured</p> <ul style="list-style-type: none"> - The missed placements become summative for next year, thus students will need to complete the missed placements during their medical course. - On a question regarding students who are intercalating next year and will return in year 4 in two years, the same rules will apply: they will need to have completed the missed placements at some point during their medical degree - MALTA: <ul style="list-style-type: none"> o NP: Will depend on what clinical placements are available for Malta students, as there are different guidelines. In the UK medical students are considered essential workers, hence will likely start placements in September; however, in Malta this may be different. o CM: Maltese government is allowing year 5 medical students to complete their placements. According to the Maltese Ministry of Health, it looks like Barts medical students will be able to return to their placements earlier than students based in the UK. <p>Logbooks assessment for progression</p> <ul style="list-style-type: none"> - Will students need to complete the year 3 logbook or just a modified year 4 logbook for the missed placement? - NP and CM: this has not been decided yet, will let students know as soon as possible. - BK: MCC tomorrow will review how the third logbook will be modified to incorporate clinical material that is missed (same for year 4 as well) 	<ul style="list-style-type: none"> - Wait for MCC 	
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<p>Year 4 working groups</p>	<p>Year 4 logbooks</p> <ul style="list-style-type: none"> - TL: Is it possible for people who are working/volunteering in hospital right now to complete their logbooks using this work? <ul style="list-style-type: none"> o BK: Students should be exposed to have equal opportunities for their logbook completion, and using volunteering to complete logbooks might create a disadvantage for students who are not doing so. Appreciates the importance of volunteering in their future as doctors, but cannot use it for logbooks. Will bring this for discussion in other meetings, but the answer will probably be no. - JJ: Some modules asked students to submit virtual logbooks after the end of the virtual placement. Are completed logbooks required for progression for this term? <ul style="list-style-type: none"> o BK: it's not compulsory to do that, but module leads are looking for logbooks to understand the progression of students – but logbooks this term will not be summatively assessed, as the material will be tested next year. <p>QMUL ethics</p> <ul style="list-style-type: none"> - TL: has not heard back from QMUL ethics regarding his dissertation project. Is this something that other students are experiencing? <ul style="list-style-type: none"> o NP: talked with ethics regarding Tom's project but no update. o No other students seem to have problems with QMUL ethics <p>Year 4 discussed updates</p>		
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	<ul style="list-style-type: none"> - IPE reports normally need to be completed in term three, but since clinical placements are now cancelled, when will this assessment be required for completion? <ul style="list-style-type: none"> o NP: Dr Wolf working on completing a modification of the IPE report, and less emphasis will be given at the moment. Students will have to complete part of it this year and part of it next year o BK: Highlights importance of the IPE assessment, since it's a requirement of the GMC and appreciates that it has to be modified because of the current situation - SC: will students be able to use work from past terms (1 and 2) for the IPE report? <ul style="list-style-type: none"> o BK: Yes, the school will be flexible - On IPE: Will get back to the students as soon as possible – will work on it this week 		
Year 5 working groups	<p>Clinical skills suits Room Bookings</p> <ul style="list-style-type: none"> - RC: Robin Brook is overbooked when exams are approaching. With the growing number of students, there are concerns of not having enough rooms – talked with a clinical skills lead for looking at using clinical skills rooms at the other associated hospitals. <ul style="list-style-type: none"> o RS: working at utilizing trust clinical skills rooms more. There is good input from med ed managers in the year 5 working group, can be discussed there o DE: Prof Graham Easton would be a good person to contact about that <p>Releasing OSCE Stations Early Update</p> <ul style="list-style-type: none"> - NP: planning a response for students, and will get that 		

	<p>out soon. At the moment the priority is organizing the virtual OSCE. However, for this OSCE, the school will not be releasing OSCE station titles.</p> <p>Mock/Trial Run for Summer Sits</p> <ul style="list-style-type: none"> - RC: A lot of students asked if it's possible to do a mock so that they are aware of what will be involved. - NP: A mock is being developed and details will be released to students soon. The mock will be a realistic simulation of what students should expect on the day of the exam <p>NSS and JISC</p> <ul style="list-style-type: none"> - Questions on how to improve feedback received from students - SC emphasized the importance of having feedback especially now, that the method of teaching has changed dramatically. In order to be changes, the school needs to receive feedback through JISC. - If students missed out some feedback when filling the NSS, where should they direct their feedback now? <ul style="list-style-type: none"> o LM: The school can re-open surveys if students feel that there is more feedback from students - Feedback from course reps suggests that having feedback right after individual lectures or activities rather than at the end of the entire module can be more useful. <p>PFP lecture week</p> <ul style="list-style-type: none"> - RS: will running a one-off webinar in the place that the PFP lecture week be helpful? Will students engage? <ul style="list-style-type: none"> o RC&AA: depends on individual students' programs, can have a poll in the fb group and let the school know. 		
MAC	-		

MEC	-		
Student support meeting	-		
Student office items	-		
General academic items	-	-	
Malta items	<p>SSC feedback deadlines</p> <ul style="list-style-type: none"> - Malta students query regarding releasing SSC grades to them earlier if London has delays. - NP: Internal moderation of all grades happens first together (both London and Malta) once they've all come in. There is no way of encouraging clinicians in marking work early, especially during this situation in which they are more strained. Hence, cannot release results to Malta students earlier than London students 		
PA items	-		
Library items	-		
Intercalated items	-	-	
Other items	<p>Education feedback survey: Any improvements/suggestions on the survey?</p> <ul style="list-style-type: none"> - JJ: Possibility of easier to read format instead of having everything in excel boxes 		

	<ul style="list-style-type: none"> ○ SA: can ask quality team for help and make it more readable – this is not feasible since it’s a student run survey ○ DB: proposed idea of running mail-merge on excel spreadsheets and convert it into a word document instead. Happy to help if course reps are happy to share the information with Dan (who is a member of staff) <p>ICA engagement</p> <ul style="list-style-type: none"> - Year 3: 96% engagement - Year 2: 55% engagement - Year 1: 91% engagement - NP: if students are happy to receive the feedback this way, the school can do so for formative assessments <p>Declarations & Disclosures</p> <ul style="list-style-type: none"> - Year 3 declarations have been closed, and all have been dismissed - Years 2,3 and 4 to complete questionnaires in October instead of later in the year as of the new academic year - Year 5 declarations & disclosures will be completed in September because of the UKFPO deadline - No student who intercalates will be asked to fill in a form 		
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End of meeting