



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

SSLC Meeting Summary & Action Plan

DATE: Monday 18.02.2020, 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: Will Spiring (WS), Tom Schindler (TS), Fiona Whelan (FW)
3rd Year Reps: Andreas Andreou (AA), Charalambos Hadjicharalambous (CH), Leila Alaroush (LA), Mahmood Salih (MS)
4th Year Reps: Mahima Bhatt (MB)
5th year Reps: Hamish Clark (HC)
PA reps: -
ID rep: Evridiki Giorgaki (EG)
Malta: Ehsan

<u>Item</u>	<u>Summary</u>	<u>Action</u>	<u>Responsibility</u>
Apologies	LC Magorrian, Benita Morrissey, Dan Burke, Guru Amirthalingam, Aneesa Baig, Tom Longbottom, Jack Juckes, Mahima Bhatt, Greg Michael		
Students chair minutes	Careers fair - Explained progress in fair organization, which colleges	- Continue planning (AM, AA)	

	<p>will be attending, speakers, etc</p> <ul style="list-style-type: none"> - Explained PG involvement, in which students will be able to connect with PhD students as an opportunity for research involvement - Explained problem with CCF funding - Malta reps: would like to have the FPAS lectures send to them once the fair takes place 		
Year 3 working groups	-		
Year 4 working groups	-	-	
Year 5 working groups	<p>ACC/Surg and EM/GIM lecture days</p> <ul style="list-style-type: none"> - Currently there are 2 lecture days on the beginning of these modules – students are concerned that they take up too much time of the placement block. Asked if it's possible to deliver all the lectures in the beginning of the year so that students spend all of the allocated time on placement for each module. In addition, course reps mentioned that some lectures can be improved by being more interactive (gave an example of an interactive anesthetic session which received positive feedback from students) - WS: Believes that it's beneficial for having a series of lectures at the beginning of each module instead of having them all at once at the beginning of the year. Statistics from captured lectures suggest that students don't watch them until finals <p>DATE/BBN week</p> <ul style="list-style-type: none"> - Course reps: Have it at the start of the SSC 5-week block instead of the end, because the teaching of that can be useful in their placement 		

	<ul style="list-style-type: none"> - WS: feed-in in the curriculum review. Understands the importance of that teaching, and that it should be integrated in the curriculum instead of being an SSC - TS: The DATE/BBN week was earlier in the academic year before (a few years ago), and moved to the end (possibly due to student feedback?) <p>Letters with PubMed IDs for FPAS points</p> <ul style="list-style-type: none"> - 2 FPAS points can be gained by sending a PubMed indexed editorial letter instead of carrying out original research. Some course reps are wondering if this is fair, considering how much work does into producing original and quality research. Final year course reps wonder whether this should this be promoted by the university, so that more students are made aware of this method of gaining FPAS points. - WS: the current rules for the FPAS application is that you get points for having publications (not research) and in order to count they have to be indexed in PubMed – i.e. will only count if it’s indexed in PubMed, i.e. letters published in journals (e.g. adding your own research findings in an already published paper). The system changes very frequently for the university to ‘teach’ medical students what they have to do in order to get more FPAS points – understands the importance of teaching students how to fill in application correctly, however. - SC: academic writing in QM is very useful and should be used much more, as they support people with their masters and PhDs. 		
MAC			
MEC			

Student support meeting	-		
Student office items	-		
General academic items	<p>Student academic and pastoral support communications</p> <ul style="list-style-type: none"> - FW: talked about the methods they disseminate information to students regarding student support and asked what the best way is of disseminating information to students on this matter. - Ideas explored include: <ul style="list-style-type: none"> o Student academic and pastoral support newsletter send via email o Student academic and pastoral support updates via social media - AM: email and social media are the two main methods that we should focus on. Course reps can help in the dissemination of information through social media - Course reps mentioned that students generally find it very hard to find information and contact details regarding student support. Having a separate page dedicated to student support with clear instructions can be helpful - Course reps also proposed utilizing QR codes on posters around campus for immediate access - It was decided that the best way of disseminating information is to: send it to course reps & SSLC chairs and then they will subsequently inform students via email and social media. The Student support office can also create a short newsletter at the start of each term to highlight important contact details and services - EG: now that she is intercalating at QM realizes that QM students are better supported than Barts students - FW: appreciates that students are not aware of their 	<ul style="list-style-type: none"> - Encourage tutors to contact students - Make an accessible platform via qmplus or send the communications to the course reps and SSLC chairs who can then distribute to students (FW, AM, AA) - DB to send a more guided and updated SSLC attendees list to AM 	

	<p>first points of contact. Will need to work on this.</p> <ul style="list-style-type: none">- A way of making students feel more supported is to encourage tutors to contact students early in the academic year and maintain contact with them <p>SSLC membership</p> <ul style="list-style-type: none">- The SSLC invitation list is huge – needs to be amended and include only the relevant people- What are the student priorities on who they want to invite?<ul style="list-style-type: none">o Generally, the students feel that we should invite anyone who has the power to take action or make a decision after a suggestion/complaint has been raised.o It was the general consensus that we should invite the head of years (3 to 5) and only invite module leads if there are relevant agenda items. If head of years cannot attend, they can assign a module lead to attend instead.o Students feel that there should be representation from all years <p>O+G logbook update</p> <ul style="list-style-type: none">- Benita is meeting with one of the O+G leads tomorrow and she will get in touch with Tom after that <p>Declarations and disclosure update</p> <ul style="list-style-type: none">- Had a meeting with the GMC – changing the format of the declarations and disclosure form. The new questions will be released on the 21st of March and the aim is to make them more direct and easier to answer- The school will provide the students with an answer as soon as the new questions are released.- This means that there will be a slight delay in Year 3		
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	<p>and 4 declarations and disclosure forms, but Dan will update us when there is more information.</p> <ul style="list-style-type: none"> - General advice is to disclose if in doubt 		
Malta items	<p>Intercalated degrees</p> <ul style="list-style-type: none"> - Malta students felt that there was not enough support (e.g. didn't know word limit) when it came to intercalated degree applications. - They were unsure who to contact for questions, and this created some confusion near the deadline. 	GM to contact them with information	
Library items	-		
Intercalated items	-	-	
Other items	-		

End of meeting