



**Barts and The London
Student Staff Liaison Committee
2020-2021**

JSSLC Meeting Minutes

[AGENDA ITEM SUBMISSION LINK](#)

DATE	<i>18/02/2021</i>
VENUE	<i>ONLINE - MS TEAMS</i>
STAFF CHAIR	<i>DR. PAULA VICKERTON</i>
STUDENT CO-CHAIR	<i>JAMES TAVNER</i>
STAFF PRESENT	<i>NIMESH PATEL, LESLEY ROBSON, SANDRA NICHOLSON, NYREE MYATT, KRISIN BRAUN, DAN BURKE, PAULA FUNNELL, PING YIP, MARIA HAYFRON-BENJAMIN, WENDY LOWE, ADINA MICHEAL-TITUS, NANDINI HAYES, CHRISTINE SOFIANOS, XUENONG BAO, PAULA VICKERTON, HASAN RIZVI, JEAN MARIE DELALANDE, RACHEL ASHWORTH, HASAN RIZVI</i>
STUDENT REPS PRESENT	<i>BLSA: MAT ROBATHAN 1ST YEAR : DANIEL SIMMONDS, DAI LIN GOH, KAVI THOBHANI, DANIELA REYES, SUBANA KHALID 2ND YEAR: HASSAN NAIMA, JAMES TAVNER, TAMARA ENTHOVEN, NICOLE MOULAND, JESSICA BURNETT GEP: EMILY WOODROOFE, EMMANUEL VERIGOS</i>

1: Apologies:	
	Yassar Malik and Saneeah Khan
2. Minutes of previous meeting	
	Approved by all attending members
3.Actions of previous meeting	
	1 – JT and MR still working on 2-4 - done

Item	Summary	Action	Responsibility
4.Chair items			
	n/a	n/a	n/a
5.Staff items			
5a	<p>DB: Used to be about professionalism, new changes are proposed. Changes include health questions.</p> <p>JT Feedback around first two Qs is they are confusing or could be optional.</p> <p>DB They are directly GMC questions. University need to provide the list of names that have declared things previously.</p> <p>MR Raises what this will be used for and asks for clarity in the questions.</p> <p>DB Telling the university doesn't necessarily equal telling the GMC and stresses that these questions are not for punishing and only he will see the data.</p> <p>EW: asks how is this different to the information declared to OH.</p>	Redrafting of the document for next meeting	DB

	<p>DB: The questions are malleable and wants students to be familiar with the declaration process, and stresses that health conditions don't warrant deregistration. Two main points of this document is see that if 1) if students have a medical health condition and 2) direct them to support</p>		
5b	<p>MHB BLS is now a webinar. Students have to book in to a face-to-face session with mannequins. Urges reps to encourage Y1 and GEP students to sign up. Next academic year there will have f2f placements for year 2s, but not year 1s. Volunteers needed for feedback on GP2 as well as festival of education. MR Asked if course reps are involved in the feedback SN/JT/MR Praise the efforts of MHB and her colleagues. MHB Confirms GP2 will be 6 full days again next year</p>		
6. Year 1 Rep items			
6a	<p>DS Mostly positive feedback. DR reinforces this, but says that the exam would've been more spread out. NP FunMed content was intentionally reduced to increase the variety of questions. Balance of questions across the modules. NH: First progress test had more FunMed content to get students used to it. NP Some students across the school fill out only those questions that they know and that some students need to take these exams more seriously.</p>		
6b	<p>LR: Y2 plan was approved yesterday so just needs to be signed off by the Dean. Block timetable will be distributed soon. Year 2 will begin two weeks early and will have a two week integrated teaching block after CR for clinical skills. Year 2 will start on September 5th</p>		

	DB: Entire block timetable will be ready by Tuesday 23 rd at the latest.		
7. Year 2 Rep Items			
7a	<p>LR: All marking has now been done and now needs moderated.</p> <p>NP: stated that results will be released tomorrow.</p> <p>HN: asks about extension for the deadline</p> <p>NP: No extension as feedback would not have interrupted planning or first draft</p>		
7b	<p>NM: Year 2 students questions about what PBL tutor style should be like.</p> <p>LR: suggests that these should be student lead sessions and role of the facilitator is to enable the correct questions to be asked. Online PBLs have polarised and magnified issues with the session.</p> <p>NH: offers for the specific issues to be passed on to her directly for a resolution.</p> <p>NM: Asks that PBL be a two way street: just as students are asked to engage, staff should be asked to engage.</p> <p>LR: suggests that without student feedback, the staff cannot know how the PBL tutors are (via JISC)</p>		
8. GEP Rep Items			
8a	<p>EV: Lectures are not evenly distributed, some weeks are too crammed and others are not.</p> <p>JMD: An oversight on his part as was trying to base it on weekly themes. Difficulties to go back to the recording clinicians since they record in advance. Sincerely expresses his apologies and that fully acknowledges the overrunning of the lectures.</p> <p>WL: Asks whether students would prefer bare lectures or extra details to which</p>		

	<p>EW: An issue of extra time. Recommended for a distinction to be made of what is key knowledge and extra.</p> <p>JMD: Usually covered in weekly reviews and that a good lecturer draws a distinction between the two.</p>		
9.AOB			
9a	<p>DS: SSC1b - structure and when this information will be communicated.</p> <p>NP: says that the info is sent out two weeks before the beginning of the SSC with clear communication about how the SSC1b will work by individual tutors. Structure is one week either side of easter holiday</p>		