

**Staff Student Liaison Group (Years 3, 5 & 6)**

**Minutes of Meeting held on 7 October 2020**

**Present:** Mr Muntaha Naeem (ICSMSU President) (Chair), Professor Amir Sam (Head of Imperial College School of Medicine & Director of Assessment), Mr Martin Lupton (Vice-Dean (Education)), Rachel Kwok (Academic Chair), Conor Wisentaner (Academic Officer (Years 3, 5 and 6)), Natania Varshney (Welfare Chair), Mabel Prendergast (Vice Chair for Wellbeing Reps), Hamza Ikhlaq (Year 3 Wellbeing Representative), Alisha Chamba (Year 5 Wellbeing Representative), Siddharth Basetti (Year 6 Wellbeing Representative), Roma Thakker (Year 3 Representative), Salma Khan (Year 3 Representative), Andrea Perez Navarro (Year 3 Representative), Vasiliki Kalogianni (Year 5 Representative), Rami Abbass (Year 6 Representative), Emily Miles (Year 6 Representative), Aditi Reddy (Year 6 Representative), Dr Niamh Martin (Head of Year 6), Dr Ali Dhankot (Head of Year 5), Dr Omid Halse (Head of Year 3), Dr Christopher-James Harvey (Phase 1 Head of Academic Tutoring), Dr Graeme Wilson (Year 5 Senior Tutor), Mr Chris Harris (Head of Programme Management), Ms Fran Bertolini (Student Services Manager), Ms Dorrit Pollard-Davey (Communications Manager), Mr Jitender Yadav (Programme Manager (Clinical)), Mr Matthew Shotliff (Programme Officer (Years 3 & 5)), Ms Toyosi Johnson (Programme Administrator (Year 5)), Mr Nick Taylor (Programme Administrator (Year 6)), Miss Mary Weathers (Programme Administrator (Electives & Careers) (Secretary), Ms Trish Brown (Head of School of Medicine Secretariat), Ms Georgina Wildman (Library Manager & Liaison Librarian), Dr Sonia Kumar (Director of Undergraduate Primary Care Education), Dr Arti Maini (Deputy Director of Undergraduate Primary Care), Dr Nina Dutta (MICA Course Lead)

**Apologies:** Dr James Jensen-Martin (Director of Quality and Student Experience), Dr Chioma Izzi-Engbeaya (Academic Lead for Implementation of the BMA Charter Against Racial Harassment in Medical Schools), Hector Sinzinkayo Iradukunda (Year 5 Representative)

<b>1. Welcome and Apologies for Absence</b>	
REPORTED:	The Chair welcomed everyone to the meeting. He hoped the SSLG meetings could be a forum for discussion and change. The SSLG meetings should give students the opportunity to share ideas, gain insight and hear proposals. The Chair asked the group to work together to make the student experience at ICSM as good as possible.  Apologies had been received from Dr James Jensen-Martin, Dr Chioma Izzi-Engbeaya and Hector Sinzinkayo Iradukunda.
<b>2. Introductions</b>	
REPORTED:	The Chair asked members to introduce themselves the first time they spoke in the meeting, due to the difficulty of making introductions virtually.
<b>3. Terms of Reference and Membership</b>	
CONSIDERED:	<b>SSLG3562021-01: Terms of Reference and Membership</b>
REPORTED:	<p><b>3.1.</b> The Head of the School of Medicine Secretariat asked for herself and Dr Chioma Izzi-Engbeaya to be moved from the 'Additional attendees' section and to be listed against their roles.</p> <p><b>3.2.</b> Professor Amir Sam asked for his role to be corrected to Head of Imperial College School of Medicine.</p> <p><b>3.3.</b> Requested changes were agreed by the group.</p> <p><b>3.4.</b> After the meeting, it was clarified that Tom Conway should be removed from the membership list.</p>
<b>4. Minutes of the Year 3 SSLG Meeting Held on 15 April 2020</b>	
CONSIDERED:	<b>SSLG3562021-02: Minutes of Year 3 SSLG Meeting held on 15 April 2020</b>

REPORTED:	No corrections or queries were raised.
<b>5. Minutes of the Year 5 SSLG Meeting Held on 15 April 2020</b>	
CONSIDERED	<b>SSLG3562021-03: Minutes of Year 5 SSLG Meeting held on 15 April 2020</b>
REPORTED:	No corrections or queries were raised.
<b>6. Matters Arising – Year 3 SSLG</b>	
REPORTED:	<p><b>6.1. Item 5.8: Programme Officer (Years 3 &amp; 5) to look into whether the formative assessments with a deadline of 17 April could be shared after feedback had been provided to students who submitted the assessment by the deadline</b> This item had been completed. Answers and feedback had been made available via Blackboard. It was noted that the team were in the process of developing a program of feedback for Year 3 assessments.</p> <p><b>ACTION: Programme Officer (Years 3 &amp; 5) to contact Year 3 Reps in the next few days to arrange a meeting re: feedback for assessments with Head of Year 3 Assessment</b></p> <p>The Head of Imperial College School of Medicine pointed out that the School had been developing lots of tools for feedback, including Capsule cases, SCRIPT modules and monthly prescribing questions. These tools would be provided in addition to what would normally be delivered.</p>
<b>7. Matters Arising – Year 5 SSLG</b>	
REPORTED:	<p><b>7.1. Item 3: Director of Quality &amp; Student Experience to share the notes from the meeting to discuss timings of the Year 5 Pathology exam</b> This item had been completed. The Head of Year 5 updated the group on behalf of the Director of Quality &amp; Student Experience. It was not possible to change the timing of the Year 5 Pathology exam, but the Year 5 team are mindful of long gap between Pathology course and the exam and would make further resources available.</p> <p><b>7.2. Item 5.8: FEO Year 5 team to circulate information about mitigating circumstances applications</b> This item had been completed. Information had been included in 2019/20 student bulletins.</p> <p><b>7.3. Item 5.11: Head of Year 5 to speak to Psychiatry Course Lead about providing additional support for students who missed the Psychiatry placement</b> This item had been completed. Psychiatry tutorials were arranged for Year 5 students who had missed Psychiatry placements. Year 5 exams had been completed and good results were seen.</p> <p><b>7.4. Item 5:13: Head of School of Medicine Secretariat to look into methods of communication</b> This item had been completed. The decision by the School was that bulletins should remain the definitive means of communication between the School and students and to disrupt this would be detrimental to school communications. The college push notification text system should be reserved for emergencies e.g. a terrorist situation requiring evacuation of campus. The School did not want to detract from the seriousness of the push notifications. The privacy notice issued to students upon enrolment also didn't include provision to issue push notifications on a regular basis. Additional items sent by email, separate to email bulletins, should be kept to a minimum.</p> <p><b>7.5. Item 6.1: Head of Medicine Secretariat to discuss wellbeing content with Year 5 Senior Tutor &amp; Welfare Team</b> This item had been completed- additional Welfare sessions were arranged. The Head of School of Medicine Secretariat invited student feedback on the sessions. The Welfare team had been looking into how best to support students with expected anxieties about returning to campus.</p> <p><b>7.6. Item 6.3: FEO Year 5 team to include information about volunteering in the next email bulletin</b> This item had been completed. Students had engaged well with volunteering opportunities.</p>

**8. The impact of virtual learning on library conditions**

## REPORTED:

- 8.1.** Changes in library conditions had been introduced. Students using the library should wear masks at all times, and no group study could be permitted. Social distancing should be maintained in study spaces. Students should avoid handling books when browsing and books entered quarantine for 3 days after being handled. The library had been operating shorter opening hours and no staffed evening services.
- 8.2.** Library Services had offered services online where possible. Many new e-books had been purchased and online training had been made available.
- 8.3.** The Library Manager & Liaison Librarian wanted to know what usage students were expecting, as the Library could not host large numbers of students participating in online teaching, as large parts of the library had been blocked off. She asked whether the Library should look into creating spaces where students could listen to recorded lectures, or take calls etc.
- 8.4.** The Head of Programme Management asked students who were struggling to find a suitable space to undertake virtual learning to get in touch with the FEO. The School could offer support to students with no alternative study space, but the space available was extremely limited and the number of students that could be on campus at any one time was also limited.
- 8.5.** The Vice Chair for Wellbeing Reps felt many students had been using firm spaces e.g. library or common space and on Wednesdays had been studying at home. She also reported that students had been unsure about whether they were permitted to come to the library. The Library Manager & Liaison Librarian replied that Library Services don't want to deter students who have a genuine need, but students should avoid coming to campus unless necessary.

**ACTION: The Library Manager & Liaison Librarian to provide further information about library regulations for FEO bulletins**

- 8.6.** Year 5 students had also reported difficulty finding space to participate in virtual activities. West Middlesex Hospital had provided dedicated space for study, but other sites had not been able to do this.
- 8.7.** The Academic Chair asked whether a list of available study spaces at each Trust site could be made available. She suggested this be included in start of placement induction.
- 8.8.** The Head of Programme Management referred students to the college [Visiting campuses safely guidance](#) and reminded students that the expectation is that students would undertake remote teaching at home.

**ACTION: FEO Years 3, 5 and 6 teams to add 'Visiting campuses safely' guidance to bulletins for Years 3, 5 & 6**

- 8.9.** It was queried whether PCs that were not in use due to social distancing could be moved elsewhere so they could be used. The Library Manager & Liaison Librarian was unsure whether there would be the infrastructure in place (e.g. network connections) to allow movement of PCs and pointed out this would reduce non-PC study space, but would raise this with her manager.

**ACTION: Library Manager & Liaison Librarian to investigate whether out of use PCs could be moved to a location where they could be used by students**

- 8.10.** The Library Manager & Liaison Librarian asked whether students would be happy with a 'loud room' in each library, where students could participate in virtual teaching, join meetings etc. Students felt this would be useful as long as appropriate health and safety measures were taken e.g. cleaning materials should be provided.

**ACTION: Library Manager & Liaison Librarian to look into whether a 'loud room' could be set up in each library**

	<p><b>8.11.</b> It was queried whether a small number of dedicated PCs for printing could be made available, as there had been a long wait for printing because of the reduced number of PCs in use. The Library Manager &amp; Liaison Librarian will raise this issue and also recommended that students ask desk staff if they need to print documents.</p> <p><b>ACTION: Library Manager &amp; Liaison Librarian to investigate setting up dedicated PCs for printing in each library</b></p> <p><b>8.12.</b> The Head of Imperial College School of Medicine wanted to make students aware there could be competing demands for space and limited resources. Therefore, it may not be possible for the School to accommodate student activities that have taken place in previous years e.g. peer-to-peer teaching and mock OSCE sessions.</p>
<p><b>9. Year 3 Student Feedback</b></p>	
<p>REPORTED:</p>	<p><b>9.1.</b> The Year 3 Representatives had been appointed on Sunday 4 October, so had not had the opportunity to collate feedback formally.</p> <p><b>9.2.</b> Students had provided positive feedback on the digital training package and the usefulness of the content. However, they had pointed out the difficulty of finding digital content, as resources were arranged in different areas of Blackboard. The Head of Year 3 confirmed that the digital resources were in the process of transition and the team would look into making content more easily accessible. Key areas would be signposted in the bulletin in the week commencing 12 October.</p> <p><b>ACTION: FEO Year 3 team to re-organise digital learning content on Blackboard and to include quick links to resources in the email bulletin in week commencing 12 October.</b></p> <p><b>9.3.</b> It was confirmed that information about Year 3 central teaching would be included in bulletins and added to Blackboard. Emails had recently been sent to Year 3 students about central teaching, but this had been due to unforeseen circumstances.</p> <p><b>9.4.</b> Year 3 representatives raised confusion about the number of Clinical Learning Encounter and Reflection (CLEAR) forms that needed to be completed. The Head of Year 3 confirmed 2 CLEAR forms should be completed per placement.</p> <p><b>9.5.</b> Concerns had been raised around PPE- rules had been enforced by some wards but not others. Students on Anaesthetics had reported a lack of PPE. Students were also unsure about protocol if Consultants were not wearing PPE. It was noted that PPE guidance was national and that healthcare professionals should be adhering to the rules. It was reiterated that if students were seeing patients with unknown COVID-19 status, a visor, face covering, plastic apron and gloves should be worn.</p>
<p><b>10. Year 5 Student Feedback</b></p>	
<p>CONSIDERED</p>	<p><b>SSLG3562021-04: Year 5 Student Feedback Report</b></p>
<p>REPORTED:</p>	<p><b>10.1.</b> The Year 5 Representatives thanked the Head of Year 5 for taking the time to discuss student feedback before the Staff-Student Liaison Group. They also thanked the FEO for their efforts and voiced their appreciation of the newly introduced digital learning.</p> <p><b>10.2.</b> Year 5 students had also reported site staff not following PPE rules and not feeling comfortable to raise this.</p> <p><b>10.3.</b> Students had also reported being turned away from placements, because the clinic was being run remotely and the Consultant felt students wouldn't benefit from attending or because of room size restrictions. The Head of Imperial College School of Medicine and Head of Year urged students who had been turned away from placements to contact the Head of Year 5 and the Director of Quality and Student Experience, providing exact details of the placement and staff member concerned, so this could be raised with the Trust team.</p>

	<p>The Head of Year 5 had contacted Course Leads to ask them to remind Firm Leads that students should be included in clinical activities.</p> <p><b>10.4.</b> Students had asked about the implications of going home for the Christmas vacation and being required to self-isolate afterwards. The Head of Year 6 confirmed that students self-isolating could participate in virtual clinics from home, with the explicit permission of their placement provider. The Head of Year 5 pointed out that the end-of-firm appraisal should be really a meaningful educational discussion and so further investigation was needed on how this could be done remotely.</p> <p><b>10.5.</b> It was queried when iPad hand-out would take place.</p> <p><b>ACTION: Year 5 team to add information on iPad hand-out to email bulletin once available</b></p>
<p><b>11. Year 6 Student Feedback</b></p>	
<p>CONSIDERED:</p>	<p><b>SSLG3562021-05: Year 6 Student Feedback Report</b></p>
<p>REPORTED:</p>	<p><b>11.1.</b> Virtual teaching had moved to midday every Thursday at the request of students.</p> <p><b>11.2.</b> Positive feedback had been received about the Emergency Medicine placement.</p> <p><b>11.3.</b> The Year 6 Representatives asked if it would be possible for 1 week of the Senior Medicine and Senior Surgery placements to be a dedicated acute week. It was noted that some sites (e.g. Hammersmith) don't have acute facilities so further consideration would be needed about how this could be arranged. It would not be possible to introduce changes this academic year, but this request would be considered for future years. The Head of Year 6 had asked the module development lead for Senior Surgery to investigate how an acute Surgery week would work best, considering the best working hours etc. The Head of Year 6 also asked for further feedback about what works well for Senior Medicine and Senior Surgery placements.</p> <p><b>ACTION: FEO Year 6 team to look at what each site had been delivering for Senior Medicine and Senior Surgery</b></p> <p><b>11.4.</b> Rami Abbass (Year 6 Representative) suggested that students be given an on-call junior point of contact (e.g. F2 or SHO) for acute weeks.</p> <p><b>11.5.</b> Students has asked whether they could remain at their Senior Medicine placement for Renal Week, as only 1 day of the dedicated Renal Week had been clinical practice. The Head of Year 6 reported that Renal wards had been severely affected by COVID-19, so a lot of Renal teaching had been delivered remotely. The Renal team at Hammersmith Hospital had been looking into increasing clinical exposure and had concerns about students missing important virtual teaching. The Head of Year 6 asked for the Renal team to be given the opportunity to implement changes over the next 4-week placement block and provide feedback on whether there had been an improvement.</p> <p><b>ACTION: Year 6 Representatives to collate feedback from students about Renal week and feed this back to the Head of Year 6</b></p> <p><b>11.6.</b> It was raised that some students were nervous about patient contact with renal patients as the COVID-19 mortality risk for these patients was very high, which had been pointed out to students at induction. The Head of Year 6 Dr Martin agreed to speak to the Renal Course Lead about this.</p> <p><b>ACTION: Head of Year 6 to speak to Renal Course Lead about induction</b></p> <p><b>11.7.</b> The Head of Imperial College School of Medicine mentioned that one of the positive aspects of the outbreak had been that nationally students were viewed by hospital staff as an integral part of the team and students should feel empowered to consider themselves as such. Students should also feel they can ask Consultants for a mid-placement review.</p>

	<p><b>11.8.</b> Students felt they had forgotten some of their clinical skills and asked if there were any refresher videos that could be added to Blackboard.</p> <p><b>ACTION: FEO Year 6 team to add Clinical skills videos produced by Jo Jones to email bulletin on Monday 12 October.</b></p> <p><b>11.9.</b> Students had asked if students could be given an MRN at the beginning of the year. The Head of Year 6 felt that COVID-19 testing needed to be more consistent.</p> <p><b>ACTION: FEO Year 6 team to speak to Director of Clinical Studies at Hammersmith Hospital about</b></p> <p><b>11.10.</b> Students had queried how they could raise concerns. The Head of School of Medicine Secretariat confirmed the raising concerns process had been worked on and had gone through two rounds of feedback with the ICSMSU President. Two focus groups had been planned in the week commencing 12 October, to look at how the BMA charter should be included in the raising concerns process. Once student consultation was complete, the raising concerns process would be finalised and communicated to students.</p> <p><b>11.11.</b> It was queried where students should be referred to before the new raising concerns process was finalised. It was noted that information on how to do this was available on <a href="#">MedLearn</a> and students could also get in touch with the Head of School of Medicine Secretariat, their Head of Year or their Academic Tutor. The Head of School of Medicine Secretariat asked students who would like to talk about how the new process would work to get in touch with her.</p>
<b>12. Wellbeing Report</b>	
CONSIDERED:	<b>SSLG3562021-06: Welfare Report</b>
REPORTED:	<p><b>12.1.</b> The Wellbeing Representatives had recognised trends between clinical years so had decided to conduct one survey for Years 3, 5 and 6. The Representatives presented finding from paper SSLG3562021-06.</p> <p><b>12.2.</b> Students had reported uncertainty about the self-isolating guidelines. The Head of Programme Management referred the group to the communication issued previously and asked students to get in touch if there were areas that were unclear.</p> <p><b>ACTION: FEO Years 3, 5 and 6 teams to re-issue self-isolation information</b></p> <p><b>12.3.</b> The Head of School of Medicine Secretariat urged students to follow the self-isolation rules and reminded students of the disciplinary procedures if students breached the guidelines. The Year 5 Senior Tutor reminded the group that it is a legal requirement to self-isolate where necessary, so the rules applied to every person in England.</p> <p><b>12.4.</b> The Head of Programme Management asked all student representatives to help get the message out to students that the bulletins contain really important information so should be read.</p> <p><b>12.5.</b> The Year 6 Wellbeing Representative raised a specific case of a Graduate-Entry student who lived with medically vulnerable grandparents and was unable to afford alternative accommodation. The Head of School of Medicine Secretariat and Student Services Manager asked that the student, and other students in a similar position, contact the FEO Welfare team. The Year 5 Senior Tutor also mentioned there could be a misperception of the risk of becoming infected with COVID-19 and transmitting this to family members. Students should take precautions to reduce risks e.g. maintaining distance from family member, changing clothes when arriving back at home.</p> <p><b>12.6.</b> It was queried whether scrubs could be provided to students. It was confirmed that the provision of scrubs is the responsibility of the Trust. It was noted that although Trusts have a large supply of scrubs, these would only be provided in areas the Trust deemed it necessary to wear them. Scrubs wouldn't be given out for clinics.</p> <p><b>12.7.</b> It was noted that increased hardship funding had been made available, so students should get in touch with FEO Welfare if they were struggling to meet additional expenses that</p>

	<p>have arisen due to the outbreak e.g. undertaking laundry more often or needing more clothes.</p> <p><b>ACTION: FEO Welfare team to include hardship fund information in Academic Tutor bulletin.</b></p> <p><b>12.8.</b> The importance of informing Teaching Fellows about Welfare processes and points of referral was discussed. The Phase 1 Head of Academic Tutoring mentioned that Teaching Fellows should feed into the Academic Tutoring system. The Phase 1 Head of Academic Tutoring would like to be involved in any discussions that the Welfare team and Wellbeing Representatives have about this matter.</p> <p><b>ACTION: Wellbeing Representatives to arrange a meeting with the Phase 1 &amp; Phase 3 Heads of Academic Tutoring and Student Services Manager to discuss Teaching Fellow engagement with welfare matters.</b></p> <p><b>12.9.</b> Students had asked whether Schwartz Rounds could be made optional. Wellbeing Representatives requested that a clearer explanation of Schwartz Rounds be given as there had been some anxiety about these sessions. It was noted that Schwartz Rounds would be developed further, and the Phase 1 Head of Academic Tutoring would keep Wellbeing Representatives informed of the progress.</p> <p><b>ACTION: Phase 1 Head of Academic Tutoring to keep Wellbeing Representatives updated about the development of Schwartz Rounds.</b></p> <p><b>12.10.</b> Bullying and antisocial behaviour on the wards had been reported by students, often a senior members of the healthcare team had been involved, which highlighted the need for the raising concerns process to be clarified. It was noted that Academic Tutors have discussions with their tutees about bullying and harassment to students from the first stages of the course and would continue to address the issues of bullying and harassment in their work with students.</p>
<b>13. Actions taken to implement the BMA Charter</b>	
CONSIDERED:	<b>SSLG3562021-07: BMA Charter Adoption Update</b>
REPORTED:	<p><b>13.1.</b> The BMA charter was released in February and work on understanding the implications of the charter had been ongoing since then. The School's practices had been audited against the requirements of the charter and in some areas further work was required.</p> <p><b>13.2.</b> The Head of School of Medicine Secretariat and the Academic Lead for Implementation of the BMA Charter Against Racial Harassment in Medical Schools were in the process of setting up task groups that included student representation and BMA representatives.</p> <p><b>13.3.</b> The raising concerns process formed part of the BMA charter as well as being a GMC requirement. The BMA charter also asked medical schools to set up a mechanism for students to report anonymously and the team had been looking into how these could be set up.</p> <p><b>13.4.</b> The focus group would work on setting out an action plan before January 2021. It was confirmed that the action plan would be a public document which would be published online once available.</p> <p><b>13.5.</b> The Head of School of Medicine Secretariat encouraged students to attend the BMA charter focus groups that had been arranged.</p>
<b>14. Any Other Business</b>	
REPORTED:	<p><b>14.1.</b> The Academic Officer (Years 3, 5 and 6) again raised the issue of students returning home for Christmas vacation. It was noted that UK government and Public Health England guidelines and regulations had been changing regularly, and college guidance was issued in line with this guidance.</p> <p><b>14.2.</b> It was queried how there could be greater transparency about issues discussed at the Staff Student Liaison Group (SSLG). The Chair queried whether the minutes and recording of the meeting could be released. It was confirmed that SSLG minutes formed</p>

part of the School governance and could be shared, but this should be done after the minutes had been ratified. It would not be appropriate for recordings to be shared.

- 14.3.** The Head of Programme Management stated the School were keen to highlight where changes had been implemented as a result of student feedback and could use the email bulletins to raise awareness of these changes in future. The Head of Imperial College School of Medicine pointed out that the School had listened to students' views about the implementation of the BMA charter and the introduction of plenary sessions, formative exams and mid-placement reviews were all a direct result of student feedback.

**15. Date of the next meeting**

REPORTED: Wednesday 3 February 2020, 14.00 – 16.00, Microsoft Teams