Imperial College London

School of Medicine
Faculty Education Office

Phase 2 (BSc) Student Staff Liaison Group

Day & Date: Wednesday 18th November 2020
Start Time: 14:00
Location: MS Teams

	Agenda item	Lead	Paper
1.	Welcome & Apologies for Absence	Chair	
2.	Phase 2 (BSc) SSLG Terms of Reference	Chair	SSLG-BSc20-21 01
3.	Unconfirmed Minutes of the last Phase 2 (BSc) SSLG	Chair	SSLG-BSc20-21 02
4.	Phase 2 (BSc) Wellbeing Report	ICSMSU Vice Chair for Wellbeing Representatives	SSLG-BSc20-21 03
5.	Phase 2 (BSc) Pathway Student Rep. Reports	Academic Officer for BSc and Academic Year Representatives	
	• Anaesthesia and Critical Care		SSLG-BSc20-21 04
	• Cancer Frontiers		SSLG-BSc20-21 05
	• Cardiovascular Sciences		SSLG-BSc20-21 06
	• Endocrinology		SSLG-BSc20-21 07
	• Gastroenterology and Hepatology		SSLG-BSc20-21 08
	• Global Health		SSLG-BSc20-21 09
	• Haematology		SSLG-BSc20-21 10
	• Humanities, Philosophy and Law		SSLG-BSc20-21 11
	• Immunity and Infection		SSLG-BSc20-21 12
	• Neuroscience and Mental Health		SSLG-BSc20-21 13
	• Pharmacology		SSLG-BSc20-21 14
	• Remote Medicine		SSLG-BSc20-21 15
	• Reproductive and Developmental Sciences		SSLG-BSc20-21 16
	• Surgical Design, Technology and Innovation		SSLG-BSc20-21 17
	• Translational Respiratory Medicine		SSLG-BSc20-21 18
6.	Change to BSc Humanities, Philosophy and Law assignment weightings	Giskin Day	SSLG-BSc20-21 19
7.	Update on progress to adopt the BMA Charter to address racism in medical education	Dr Chioma Izzi-Engbeaya and Trish Brown	SSLG-BSc20-21 20
8.	Any other business	Chair	
9.	Date of next meeting: 2pm Wednesday 24th February		

SSLG-BSc20-21 01

Phase 2 (BSc) SSLG Terms of Reference and Membership 2020-21

The Student Staff Liaison Groups report to the Education Board (UG Medicine) and are chaired by representatives from the ICSM Student Union. The role of these groups is to provide a forum for consideration of academic and non-academic issues raised by staff and/or students regarding the BSc programmes.

The Group's specific responsibilities include:

1. To consider academic and non-academic issues and problems raised by student and/or staff concerning the relevant years of the course, to identify possible solutions and oversee remedial action, referring matters to the relevant Education Committee where appropriate.
2. To receive and respond to teaching evaluations as part of the quality assurance procedures.

Distribution list

ICSMSU President (Chair)	Muntaha Naeem
ICSMSU BSc Academic Officer ICSMSU Deputy President ICSMSU Welfare Officer ICSMSU Vice Chair of Wellbeing ICSMSU BSc Wellbeing Officer ICSMSU Academic Chair	Rahul Penumaka Nicole George Tania Varshney Mabel Prendergast TBC Rachel Kwok
BSc Pathway Reps	
Anaesthesia and Critical Care Cancer Frontiers Cardiovascular Sciences Endocrinology Gastroenterology & Hepatology Global Health Haematology Humanities Philosophy and Law Immunity & Infection Neuroscience & Mental Health Pharmacology Remote Medicine	Hetty Breed Toby Thomas Ambreen Muhammed Harry Stikas Nikhil Vanukuru Rabiah Neerahoo Iason Pastroudis Schery Hashmi Abi Mahendran Robert Ingram Roshni Patel Emily Hall Dhanya Mahadevan Ingrid Bekono-Nessah Olivia Dupere Ecem Mimoglu Alex Wright Hanya Irfan Rahul Senan Alexander Conway Charis Eleftheriou Katya Qiao William Wallace Ameya Mhaisalkar Emer Mulholland

Reproductive and Developmental Science	Ursula Pendower Graciaa Singhal
Surgical Design, Technology and Innovation	Shubham Gupta Daniella Soussi
Translational Respiratory Medicine	Robert Good Lorenzo Verani
Phase 2 (BSc) Staff Members:	
Director of Undergraduate Science and Head of Year 4	Professor Alison McGregor
Head of Year 4 Assessment	Dr Fiona Culley
Programme Officer (BScs)	Nicole Barnes
Programme Administrator (BScs)	Carly Line
Phase 2 Senior Welfare Tutor	Dr Roshni Patel
Phase 2 (BSc) Course Directors & Administrators:	
Anaesthesia and Critical Care	Dr Mike Wilson Helen Bell
Cancer Frontiers	Professor Bob Brown Demi Corr
Cardiovascular Science	Dr Fu Siong Ng Uzma Chaudhary
Endocrinology	Professor Kevin Murphy Olive Thomas
Gastroenterology & Hepatology	Professor Julian Marchesi Claire Wade
Global Health	Dr Mariam Sbaiti Dr Richard Pinder
Haematology	Dr Letizia Foroni Celeste Miles
Humanities, Philosophy and Law	Dr Giskin Day [Carly Line]
Immunity & Infection	Professor Steve Ley [Celeste Miles]
Neuroscience & Mental Health	Dr Magdalena Sastre [Ms Olive Thomas]
Pharmacology	[Dr Chris John] [Olive Thomas]
Remote Medicine	Andrew Smith Lizzie Lomer
Reproductive and Developmental Science	Dr Mark Sullivan [Claire Wade]
Surgical Design, Technology and Innovation	Jamie Murphy Alex Marsh
Translational Respiratory Medicine	Professor Louise Donnelly Sarah Fort
FEO Staff Members:	
Head of Imperial College School of Medicine	Dr Amir Sam
Director of Teaching	Professor Karim Meeran
Head of Curriculum & Assessment Development	TBC
Director of Quality and Student Experience	Dr James Jensen Martin
Head of Programme Management	Vanessa Powell
Head of Programme Management	Chris Harris
Deputy Head of Programme Management	Janette Shiel

Head of School of Medicine Secretariat	Trisha Brown
Head of Academic Tutoring	Dr Sandra Newton
Timetabling and Room Booking Manager	Robson dos Santos
Programme Manager (BScs)	Alyeisha Joseph
E-Learning Strategy & Development Manager	Lisa Carrier
Teaching Facilities Manager	Rebecca Sie
Student Services Manager	Fran Bertolini
Medicine Liaison Librarian	Rebecca Jones
Communications Manager	Dorrit Pollard-Davey
BSc Teaching Fellow	Dr Prabha Parthasarathy
BSc Teaching Fellow	Dr Mark Perry
BSc Teaching Fellow	Dr Joana Dos Santos
BSc Teaching Fellow	Dr Linda van Keimpema
BSc Teaching Fellow	Dr Soban Sadiq
BSc Teaching Fellow	Dr Katie Addy
Strategic Lead for Medical Education Transformation	Dr Ana Baptista

SSLG-BSc 20-21 02

Minutes of Meeting held on Wednesday 22nd April 2020

Present: Ben Russell (Chair), Aida Abdelwahed, Amer Al-Balah, Caitlin Baggaley, Ana Baptista, Nicole Barnes (minutes), Fran Bertolini, Josh Blacker, Bob Brown, Trish Brown, Uzma Chaudhary, Alexander Coombs, Fiona Culley, Giskin Day, Louise Donnelly, Joana Dos Santos, Lillian Dummer, Aleks Duvnjak, Letizia Foroni, Sarah Fort, Marianne Gazet, Omar Ghandour, Chris Harris, Waseem Hasan, Jack Hall, Nidhish Jeyin, Chris John, Rebecca Jones, Alyeisha Joseph, Jamil Kabbani, Vasiliki Kalogianni, Shahid Khan, Carly Line, Yasamin Mahmoudzadeh, Hannah Mallon, Alison McGregor, Celeste Miles, Kevin Murphy, Danielle Oliveira, Ioannis Panselinas, Prabha Parthasarathy, Tamlyn Peel, Mark Perry, Richu Philip, Richard Pinder, Dorrit Pollard-Davey, Amar Rai, Freya Rhodes, Sohag Saleh, Amir Sam, Magdalena Sastre, Mariam Sbaiti, Nathaniel Shatwell, Febisayo Sidiku, Andrew Smith, Cesare Terracciano, Olive Thomas, Carmen Traseira, Tania Usman, Natania Varshney, Riccardo Williams, Mike Wilson

Apologies: Mark Sullivan

1. Welcome and apologies for absence	
	1.1 The Chair thanked members for attending and noted apologies for absence.
2. Minutes of the last meeting	
CONSIDERED:	**BSc-SSLG 19-20 01**
AGREED:	2.1 That the minutes of the meeting held on Wednesday 26th February be confirmed.
NOTED:	2.2 Actions 4.9 and 5.8 were in progress. 2.3 The consultation about the St Mary's Campus is ongoing so students were encouraged to continue to send feedback.
3. Library Report	
CONSIDERED:	**BSc-SSLG 19-20 02**
REPORTED:	3.1 Students were reminded about the library's online literature searching tutorial. 3.2 It was noted that the library sessions on literature reviews for modules 2 and 3 had not been well attended. 3.3 Staff and students were asked to let the Library know what help they would like with Modules 2 and 3 next year and also send feedback on the Medical Masterclasses. **ACTION: Staff and students to send feedback to the Library on Medical masterclasses and support that would be helpful for modules 2 and 3 next year.**
DISCUSSED:	3.4 SPSS guidance is available in the BSc Research Skills page and can be covered in the Consolidation Week masterclasses going forwards. 3.5 Students suggested that the library sessions in point 3.2 be pitched as 'literature review tips' in future.

4. BSc Pathway Student Rep Reports	
REPORTED:	**4.1** Students would like to know how the COVID-19 Safety Net Policy will apply to the BSc. **4.2** Students had concerns about the time taken for the project guidance to be updated following lockdown and requested a deadline extension for the project write-up.
DISCUSSED:	**4.3** The Head of Year, Alison McGregor, explained that the BSc Safety Net Policy was going through an approval process with Registry. It was agreed that this information would be sent students. **ACTION: FEO Communications Team to send an email update to students regarding the Safety Net Policy.** **4.4** Project changes due to COVID-19 had to go through an approval process, which meant that the updated project write up guidance was shared with students 2 weeks after lockdown began. Despite the delay, students still entered the write up phase of their project earlier than they would under normal circumstances. An extension on these grounds would therefore not be permitted.
CONSIDERED:	**SSLG-BSc 19-20 03 - SSLG-BSc 19-20 12**
NOTED:	**4.5** Many points in the student rep reports had already been covered in the meeting or had been resolved in discussion with the Course Director. **4.6** Students on many BSc pathways thanked their Course Director and Module Lead for keeping in contact with them during lockdown and providing support. **BSc Project Support** **4.7** Students requiring more help with statistics were advised to look at the BSc Research Skills page on Blackboard Learn and inform the BSc Teaching Fellow, Dr Joana dos Santos, if the required information was not available. **4.8** Students on some BSc pathways felt that the Project Support Sessions were too general. Professor McGregor advised students to send feedback to the BSc Teaching Fellows. **ACTION: Students to send feedback on the BSc Project Support Sessions to Dr Prabha Parthasarathy and Dr Mark Perry.** **Impact of COVID-19 on BSc Projects** **4.9** Students were advised not to avoid contacting their supervisors for fear of disturbing them at a busy time. **4.10** Some students were reluctant to comment on lack of supervision due to COVID on their project cover sheet, which is signed by the supervisor. It was noted that any concerns should be raised with their Course Director or Module Lead. If these could not be resolved, the Head of Year and Head of Assessment should be consulted. **4.11** It was agreed that, where the project supervisor was unavailable to sign a student's project cover sheet, this could be done by the Course Director. **4.12** Students reported that a link to College COVID-19 guidance would be helpful as they were receiving high volumes of emails. **ACTION: BSc Programme Officer to add link to College COVID guidance to BSc Medlearn page.**

	BSc Project Oral Presentation **4.13**Students experiencing technical issues during the oral presentation should be allowed to stop and try to present later in the session. If issues persist and affect the presentation, the student should apply for mitigating circumstances. **4.14**It was noted that all students should be allowed to give a mock presentation to get used to remote presenting and the technology that they would use. **4.15**It is possible for the Course Administrator to load the presentation slides on behalf of a student. This could help a student experiencing connectivity issues. **Volunteering in Hospitals** **4.16**Students were reminded that volunteering cannot be used as reason for mitigation and should not take priority over BSc work.
5 Wellbeing Report	
CONSIDERED:	**SSLG-BSc 19-20 13**
DISCUSSED:	**5.1** Students aren't always reaching out to course leads because they feel that they are too busy. Course Leads replied that students should always reach out and they would make time to respond. **5.2** Standardised communication around project guidance for students and supervisors was requested. It was noted that Dr Ana Baptista, the Strategic Lead for Medical Education Transformation has been working on this so would find student comments useful. It was agreed that the BSc Wellbeing Officer would send Dr Baptista the results of his student survey. **ACTION: BSc Wellbeing Officer to share his student survey results with Dr Ana Baptista.** **5.3** A request was made for a second BSc Project cover sheet that would not be seen by supervisors. Professor McGregor explained that the cover sheet should just cover logistical problems. Issues between a student and their supervisor should be dealt with by the Course or Module Lead.
6 Accepting Dental Students on BSc Pathways	
CONSIDERED:	**SSLG-BSc 19-20 14**
NOTED:	**6.1** The group approved the proposal to allow external dental students to apply for BSc pathways from 2020-21 onwards.
7 Intercalation for non-UK students	
CONSIDERED:	**SSLG-BSc19-20 15**
NOTED:	**7.1** The FEO Business and Educational Developments Team presented the proposal for students from overseas partner institutions to join BSc pathways from 2021-22. **7.2** This would not affect the number of spaces available for internal MBBS students.
AGREED:	**7.3** The group approved the proposal to allow non-UK students from partner institutions to join the BSc.
8 Any Other Business	
NOTED:	**8.1** The Head of the School of Medicine thanked all attendees for their hard work in the 2019-20 academic year.

	8.2 The Chair thanked student reps for making a difference and thanked staff for taking feedback on board.
9 Date of the next meeting – Wednesday 18th November 2020	

Imperial College London

School of Medicine
Faculty Education Office

SSLG-BSc20-21 03

Presented by: Mabel Prendergast, Welfare Vice Chair of Representatives
Written by: Mabel Prendergast, Welfare Vice Chair of Representatives

Wellbeing Report

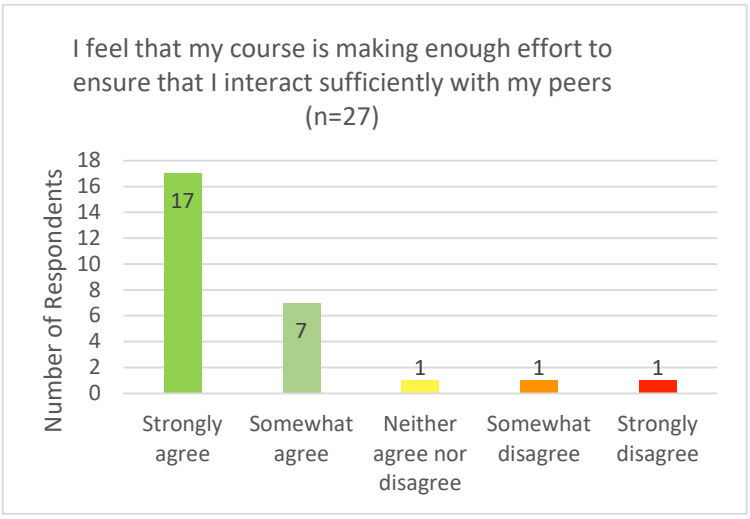
Feedback collection Information:

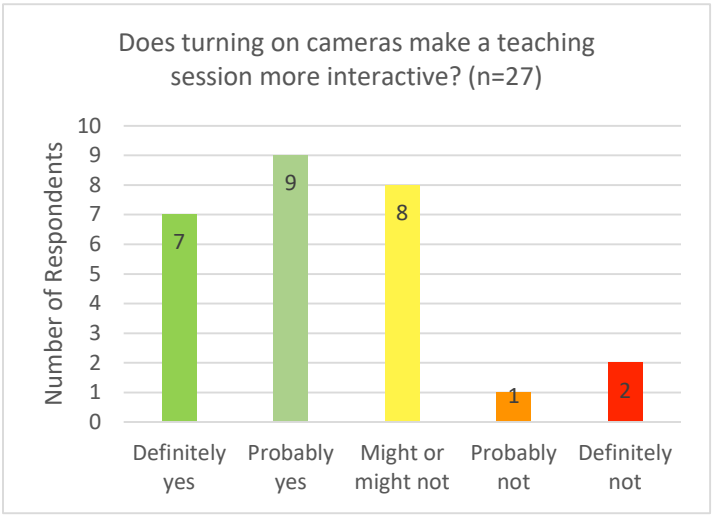
- Total **survey** respondents: 27
- Survey opened on 2nd November and closed on 5th November
- Focus group *(held on the 28th October)*

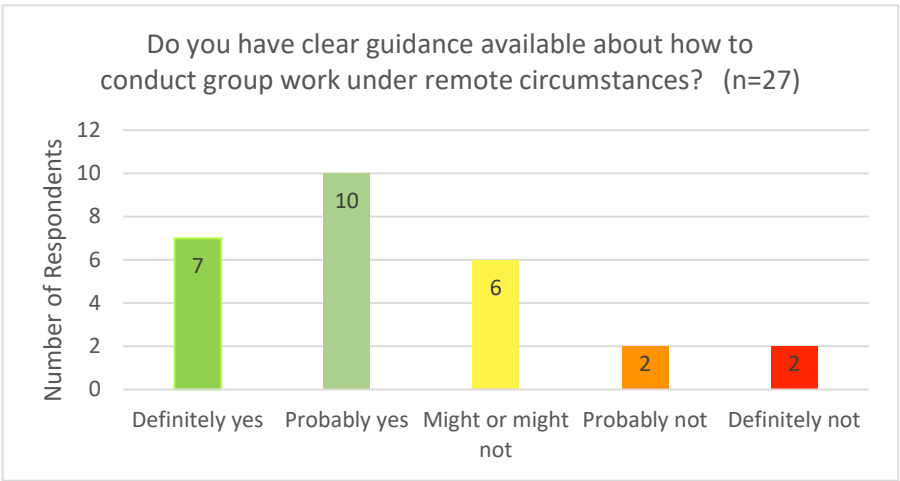
Areas of focus:

- Online-learning
- Feedback
- Teaching arrangements for next term
- Face-face week

Focus 1 – Online Learning







Qualitative Feedback

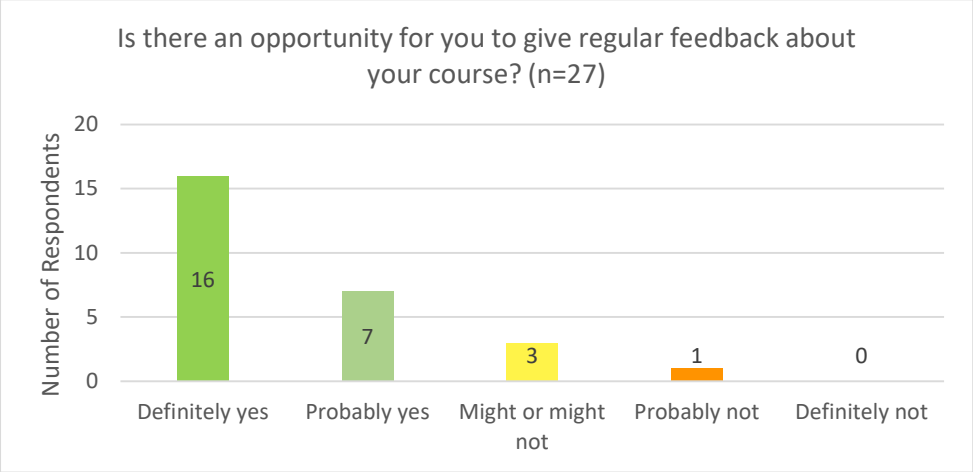
Group work

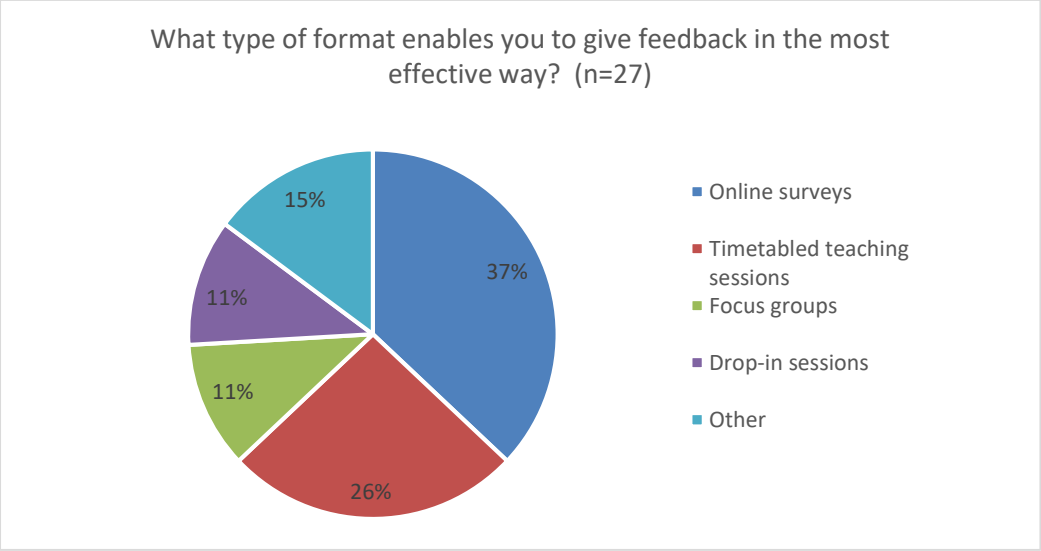
- Is it permissible to meet with groups within the library?
- More guidance on how to successfully communicate and work within a team, especially under these circumstances
- There should be more group work that comes under timetabled teaching

Action Points

- Provide guidance for course instructors to continue encouraging students to turn on their cameras
- Provide specific guidance about how group work can be carried out in a remote setting.
- Facilitate more group work under timetabled teaching

Focus 2 – Feedback





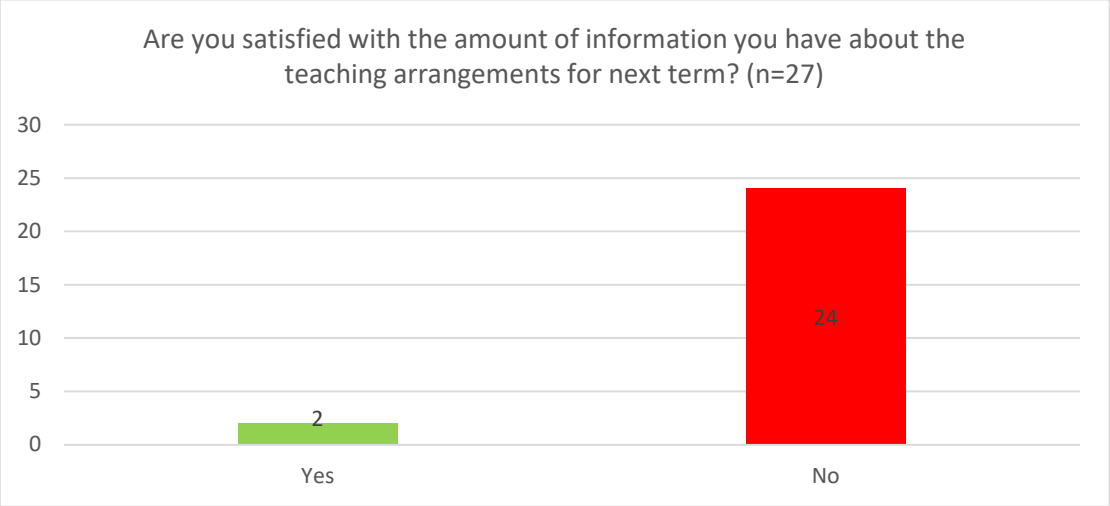
Qualitative Feedback

- Mentimeter and anonymised padlets are also very accessible and useful modes of feedback
- Drop-in sessions for feedback should be made more interactive

Action Points

- Continue incorporating continuous feedback into the course through online surveys, mentimeter, anonymised padlets and timetabled teaching sessions
- Consider incorporating more interactive elements into feedback sessions

Focus 3 – Teaching Arrangements for Next Term



Qualitative Feedback

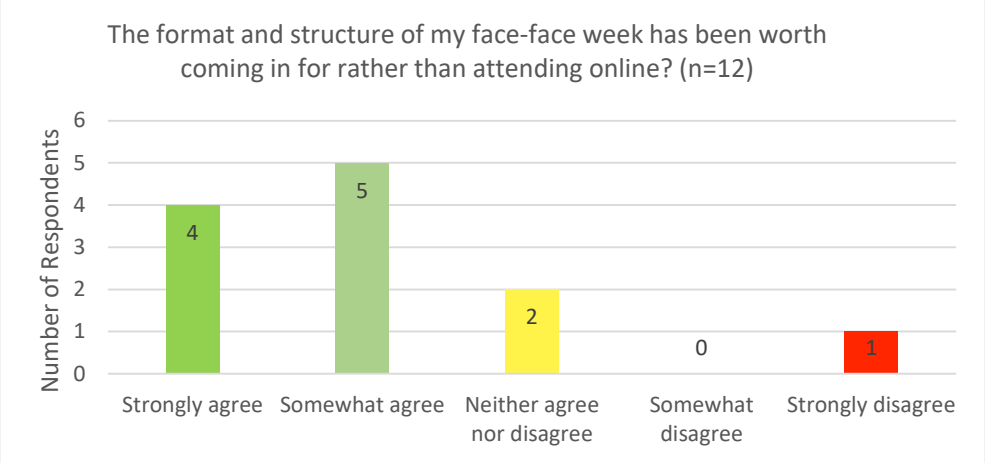
What information would you like to receive about teaching next term?

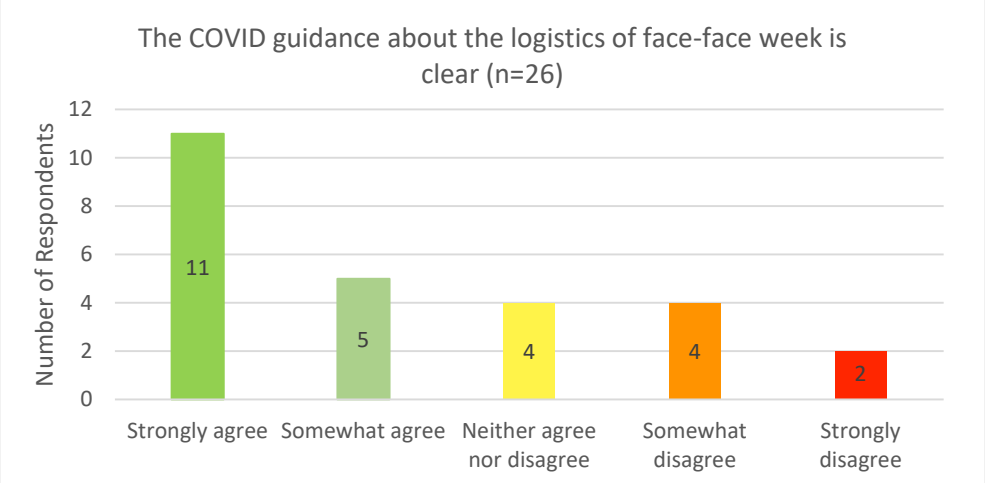
- Timetable
- How is group work going to be carried out? How will it be ensured that groups are meeting up regularly?
- Online learning impacting group assessments
- How much of teaching will be online?
- Importance of students needing to find accommodation

Action Points

- Send out an email on arrangements for next term which specifically refers to students needing to find accommodation, group assessments and how much of the course is predicted to be online
- *See group work action point from Online Learning

Focus 4 – Face-to-face Week





Qualitative Feedback

What aspects of COVID guidance for face-face week are unclear?

- Entering and exiting lecture theatres
- What to do at lunch times
- The exact locations of lectures
- A general list of dos and don'ts

Action points

- Create a clear information sheet on the dos and don'ts of face-to-face week which elaborates on entering/exiting lecture theatres and lunch times
- Ensure that each course provides clear instructions on where teaching will be taking place

SSLG-BSc20-21 04

Presented by: Tobias Thomas and Hetty Breed
Written by: Tobias Thomas and Hetty Breed

BSc Anaesthesia and Critical Care Student Rep Report

1. Introduction

We collected feedback from students on our pathway through Google Forms and a virtual coffee morning discussion using Microsoft Teams.

2. Approaches to teaching and learning that are well received

Course Administration and Timetabling:
- Students noted that the 10am starts have worked well for them.

Pre-Session Materials:
- Pre-recorded videos/lectures are the most useful - can be paused for note taking and are the most engaging.
- Pre-session group tasks have been well received, proving both enjoyable and intellectually stimulating.

Live Sessions:
- Interactive lectures using a combination of videos, group tasks and quizzes have been received more positively than more traditional approaches.
- Group tasks have been very useful for engaging and involving students in live sessions.

3. Approaches to teaching and learning that could be improved

Pre-Session Materials:
- Interestingly, sessions with no pre-session materials or with too much for the allocated time period have been the least useful.
- Adequate warning/notice to complete group tasks is needed for students to get the most out of them.

Live Sessions
- Feedback clearly highlighted the challenges of long lectures (1 hour+) on focus and concentration. Breaks and interactive content improved these sessions but did not resolve the issues faced in entirety.

4. Assessment and Feedback

ICA 1 (Letter to Editor):
- Formative group task was extremely beneficial.
- Early mentions of the ICA have been very well received to reduce anxiety surrounding assessment – Dr Wilson has been really helpful in addressing any concerns

5. Any other points raised by students on your pathway

Welfare:

- Personal Tutors- It has been noted that some students have never met with their personal tutors or been contacted by them. Some students also do not feel that their personal tutor is well placed to offer welfare support and advice. We have been asked to find out what training personal tutors receive.
- External Students – Our external peers have highlighted that the welfare support from the School, in ensuring that they have settled into Imperial/are coping well so far, has been significantly below what they had expected and would have liked. BSc buddies on the same course would have been really beneficial also, rather than on a different BSc pathway.

External Students:

- The external students felt that a more in depth induction for external students would have been really useful. Perhaps separate to the general induction morning where more information about how things run and who to contact at imperial for example, would have been really useful.

Reynolds Building:

- Major improvement work is needed. Currently, students do not feel that the School's Charing Cross campus is reflective of the reputation of Imperial as a world leading university. In particular, it has been highlighted that the welfare provisions are significantly worse than at other medical schools and it has been suggested that a designated welfare space/area with a quiet room and signposting information would be beneficial.

Module 2:

- After the announcement of module 2 being delivered remotely we would like to find out whether there will be any scope for small group meetings (covid dependent) as some students worry about completing our literature review online. And in terms of student mental health retaining as many face-to-face sessions as possible would be extremely beneficial.

SSLG-BSc20-21 05

Presented by: Chalampos-Vlasios (Harry) Stikas and Nikhil Vanukuru
Written by: Ambreen Muhammed, Harry Stikas, Nikhil Vanukuru

BSc Cancer Frontiers Student Rep Report

1. Introduction

So far the class seems to be enthusiastic and willing to engage with the course, and the lecturers and course leads easily match this positive attitude despite limited contact etc. Course organisation has been a consistently raised issue however, from the mundane sharing of links and resources in a timely manner, to the design of the course itself and the order in which we are taught things (if we are taught them at all).

2. Approaches to teaching and learning that are well received

1. Lectures are on interesting, engaging and relevant topics; we are getting what we came for
2. Lecturers are all experts in their fields
3. Course leads are very supportive and invested in our doing well
4. Being assigned to a consistent small group allowed people to get to know their peers and work together effectively
5. Lectures, workshops, and Q&A sessions were (mostly) well-organised and helpful, and a 9:30 start is…conducive to a student lifestyle
6. Recording lectures is helpful
7. Regular quizzes keep people engaged with the content

3. Approaches to teaching and learning that could be improved

1. Blackboard and Teams/ Outlook timetable incongruity – lecture session scheduling conflicts between the two media create confusion and students would like a more streamlined approach (have timetable on one platform which is the one to follow over the others when conflicts arise)
2. Scheduled lecture runtime (timetabled and real) – students feel sessions longer than ninety minutes are too hard to follow especially over Teams and would prefer to have a break session timetabled if necessary. Furthermore, lecture timetabled runtimes are often much longer than real runtimes and thus students feel that they cannot make most efficient use of their time.
3. Lack of pre-sessional material – Students feel that pre-sessional material for lectures are necessary to understand live lectures more. Many lectures lack pre-reading and students find it a bit difficult to follow the live lecture pacing. Some of the content is considered too ‘deep’ and thus many students feel that they would benefit from having access to prior material before every lecture. Material is also often not uploaded a standard time before the planned lectures and students would prefer whenever possible, material to be made available seven days before the lecture.
4. Statistics pre-recorded material – Students believe that statistics content is better suited as pre-recorded material supplemented by online resources instead of live lectures. It is asked to have the material available earlier in the course.
5. Lack of research skills resources – Students feel unprepared in terms of acquiring the necessary research skills in order to tackle assessments but also research

endeavours beyond the BSc Year. Pre-BSc research skills course is considered lacking and rudimentary in nature. Students would appreciate a more thorough overview of different study designs, principles of good analysis of papers and better guidance that is stratified for students with different background knowledge.

4. Assessment and Feedback

1. Nice that we got the assignment early
2. More clarity - we were given conflicting information by different members of staff e.g. reflection, word count, references
3. More support in the skills required - the assessment was set without much guidance and the drop-in session is too close to the briefing - questions tend to arise later
4. Assessment brief - there was no signposting for this. It was found very late by some students and the most recent one still hasn't been uploaded.
5. Providing more examples - this is the first time a lot of students have done research tasks so would be nice to see some examples both good and those that could be done better

5. Any other points raised by students on your pathway

There was a noticeable drop in organisation and robustness of the timetabling system after the first two weeks of the course; emergence of the issues above, lack of prereading material, difficulty accessing lectures, confusing timings etc.

Quizzes were a hit, people enjoy a bit of healthy competition to keep them engaged, and students were keen on more both within lectures and at the end of each week. Coffee club and catch-up sessions were also useful to provide direct, face-to-face feedback to course leads. People have a lot to say about the way the course is being run, and are happy to discuss it given the opportunity.

SSLG-BSc20-21 06

Presented by: Iason-Alexandros Pastroudis
Written by: Iason-Alexandros Pastroudis, Rabiah Neerahoo

BSc Cardiovascular Sciences Student Rep Report

1. Introduction

For this report to be made, we generated a form using google forms. We tried to include open ended questions so that we receive as much qualitative information as possible. We received many course-specific comments that we shall be discussing with our course director soon.

The views presented in this report do not necessarily agree with the views of the student-representatives.

2. Approaches to teaching and learning that are well received

Overall, the majority of our colleagues thought that the aspect of the course that has gone particularly well so far is the lectures. They commented on the good range of teaching and interaction via mentimeter quizzes. The debates also seem to have been particularly well received, with many students bringing them up mentioning that it was a very intriguing way of learning. Finally, being at middle of our face-to-face teaching week, it seems that everyone has been particularly excited to finally meet each other, and practical sessions have been particularly popular among our cohort. A comment was made specifically regarding the ECHO practical, in which we used a handheld ultrasound device, that more such resources (visual) should be included.

3. Approaches to teaching and learning that could be improved

Regarding improvements, most of the comments I believe are about single lectures and do not alter the overall impression that the students have of the course. More specifically, they call for more interaction in very few lectures that seemed to just be reading off from the slides. Debates, that as I mentioned were actually quite popular came up in this part again. The comment made asks for more time between debates and presentations so that students have more time to go over all the resources that they seem to find really interesting. On the same note, a common request was that, if a lecturer plans to assign pre-reading, it would be great if they can upload it on blackboard a day in advance and not last minute, again to give the students the time to prepare it.

4. Assessment and Feedback

Regarding assessments, students seem to feel that they are quite crammed and would like more time between them. They also call for more detailed instructions and feedback. For example, one student mentioned the inclusion of examples for previous years were specific points are made as to what to avoid or what to include.

They would also like more detailed feedback. They felt that feedback session did not include specific comments about their writing. They would like marks to be generated for

formative assessments. They found the formative assessment helpful, but again would appreciate more detailed feedback.

5. Any other points raised by students on your pathway

N/A

SSLG-BSc20-21 07

Presented by: Abi Mahendran
Written by: Abi Mahendran, Durreshahwar Hashmi

BSc Endocrinology Student Rep Report

1. Introduction

Much of the feedback we received from students on Endocrinology BSc was very positive – the content was interesting, lecturers were passionate and engaging and the workload was not too tough. However, students did suggest a few suggestions to improve the teaching, including increased use of interactive applications (e.g. menti) and being given a better idea of what we are meant to take from each lecture, since lectures for the most part were not taught in a way that was directly applicable to our ICAs. The course reps have met with the course leads and discussed all the feedback we received, on Monday 2nd November 2020.

2. Approaches to teaching and learning that are well received

From the feedback received, techniques which enable interaction have been well received, including the use of mentimeter throughout lectures. Another well received method employed has been questions asked throughout the lecture which allows discussion of answers amongst students within their groups. Use of LAMS and team-based learning was also well-received.

Students, for the most part, found lecture content interesting, especially since much of our teaching focused on currently relevant and cutting-edge research.

3. Approaches to teaching and learning that could be improved

Students have suggested increasing interactions within lectures. The teaching techniques that students responded particularly well to, such as mentimeter, were probably not used enough. One way which this could be achieved is increasing the use of mentimeter and question-based discussions within groups, especially by external lecturers.

4. Assessment and Feedback

For our first in course assessment (ICA 1) we were given 7 days to complete it. As this is still being marked, feedback has not been received yet.

In terms of the support we received for this assessment, we had a masterclass in week 1 (our in-person week), in which we had 2 hours to prepare and present on a paper. Students felt that we were inadequately briefed and not given enough time to work on this masterclass. Thus, we felt that it was not very useful as a support tool. Students felt that some mock half-way through the teaching block (as opposed to right at the start) would have been more useful.

Students engaged with the Q&A session at the start of our consolidation week, which we hope will return for our next ICA.

5. Any other points raised by students on your pathway

One point which has been raised by students is having a question bank where students can send anonymous questions to course leads as some students don't feel confident to ask specific questions openly.

With a second lockdown in place, there was a question regarding mental health support for students doing their ICA at home. Perhaps more signposting of student support services would be beneficial.

SSLG-BSc20-21 08

Presented by: Robert Ingram and Roshni Patel
Written by: Robert Ingram and Roshni Patel

BSc Gastroenterology and Hepatology Student Rep Report

1. Introduction

Feedback has been generally positive; everyone is enjoying the group dynamics and teams has not been an insurmountable barrier to socialisation, particularly as most students are happy to have their webcams on during lectures and many lecturers are very enthusiastic and keen to teach/answer questions. Use of quizzes and alternative lecture styles has been well received. Criticism has primarily stemmed from handling of in-course assessments, particularly regarding a lack of clear guidance and delay in answering questions relating to the summative.

2. Approaches to teaching and learning that are well received

The use of interactive lecture aids have been positively received, particularly Menti quizzes (following a pre-learning session covering the content being quizzed) and Padlets (students are able to ask questions anonymously in advance of lectures and have them answered by the lecturer in a format that everyone can see).

Additionally, the use of pre-learning generally seems to be welcome, particularly for more difficult topics whereby more time is needed to cover the content at a slower pace. Having this content delivered as pre-learning allows students to tailor what speed they watch at, how often they rewind to re-listen to content and how long they wish to spend on pre-learning overall.

Students further appreciate slides being made available in advance of lectures, to enable review of the slides beforehand and to allow note-taking during the lecture. We have found that this helps to keep students engaged throughout the session.

3. Approaches to teaching and learning that could be improved

To encourage student engagement and to promote interaction with peers, we feel it would be beneficial to have more group work during lectures, to facilitate discussion and sharing of ideas. Having had one lecture delivered as a flipped classroom in Block 1, it was very well-received and students would appreciate more teaching in this style.

To accompany this, mixing the groups we were allocated to in Block 1 would enable students to meet other members in the BSc which would be particularly welcome in the current environment whereby we cannot meet in person.

Due to lectures being online, students have noticed that it is harder to maintain focus during lectures that are significantly beyond an hour, particularly without regular breaks in between. It may, therefore, be helpful to have this implemented in future, to allow students to gain more from live teaching sessions.

Handouts or questions to be answered at the end so students know which parts in particular to pay attention to has been suggested.

4. Assessment and Feedback

The assessments were a particular focus of feedback, students felt that there was not enough detail for the first summative ICA 'letter to the editor/commentary' on what was expected of us specific to our course until too late in the process. This led to a lot of stress amongst students when trying to clarify what was expected of us for this assignment. We so far have not received any feedback for our summative ICA.

Although formative assessments are well received as good ways to practise, the lack of guidance even when asked for clarity, is more stressful for some students than the assessment is worth. More detailed feedback or just a few pointers to improve on from the formative would be good, we were given a score but no written or personal comments. Some viewed formatives to have little value unless feedback is given.

5. Any other points raised by students on your pathway

It would have been useful to have optional pre reading as a lot of the material introduced in the first week was generalist and would have been useful to prep for the course before we started getting lectures and ICAs which we wanted to focus on.

Furthermore, having regular journal club sessions would be very beneficial to the students as it would help us in practising and refining key skills which are going to be tested this year and beyond.

SSLG-BSc20-21 09

Presented by: Dhanya Mahadevan & Emily Hall
Written by: Dhanya Mahadevan & Emily Hall

BSc Global Health Student Rep Report

1. Introduction

The Global Health cohort seem overall pleased with how the online format for teaching is working. They have made suggestions for altering how much of each styles of teaching they but are appreciative of how accommodating and responsive the course leads are and this is reflected through their enjoyment of the course as a whole.

2. Approaches to teaching and learning that are well received

The majority of the cohort are enjoying the content, finding the online platforms easy to use and appreciate learning from external speakers who are experts in their fields. Live lectures are seen as more engaging and easier to learn from. The amount of pre-sessional work being set is manageable and helps in understanding content.

3. Approaches to teaching and learning that could be improved

Although students enjoy the discussions group work allows for, they feel there is perhaps too much group work; students find having to present after group work all the time quite tedious and would prefer to sometimes have that space for discussion rather than rushing to create a presentation. Live lectures have received extremely positive feedback however the cohort feels they are not frequent enough.

4. Assessment and Feedback

The cohort feels that more guidance is required for the mock assessments including individual attempts and individual feedback. Students would prefer if summative assessment deadlines were closer to the end of their consolidation week rather than the Wednesday.

5. Any other points raised by students on your pathway

n/a

SSLG-BSc20-21 10

Presented by: Olivia Dupere
Written by: Olivia Dupere

BSc Haematology Student Rep Report

1. Introduction

Feedback from the course has been generally very positive, a couple of people were nervous going into this year about the prospect of virtual learning, but we are all very satisfied by the format – especially in the context of small group learning it works very well.

2. Approaches to teaching and learning that are well received

The fact that there are only 3 of us present on our course means that all the teaching that we receive can be very personalised. Students have particularly enjoyed the opportunity to present case studies/journal articles selected by the tutor, followed by questions and discussion. This way of teaching allows everyone to be very involved and to receive lots of useful feedback.

Our BSc seems to have a very large proportion of live teaching sessions. The general format is 2 extended (2-3 hour) live sessions per day with a small amount of pre-reading required for each session. This has been found to be a very positive thing, as it really helps us to engage with the material in a way similar to if it had been delivered in person. I'm not sure if this is similar to other BSc pathways but for us this has worked really well/

3. Approaches to teaching and learning that could be improved

The biggest barrier students have found to learning has actually been technical. There have been times where poor WiFi (either on students or lecturer's side) has impaired the sound quality to the point it is difficult to follow the lecture. This is mostly out of anyone's control, but there was a suggestion to have a better system for reporting these issues (eg. on the chat) as especially there are only small groups, technical issues can come across as disengagement.

4. Assessment and Feedback

We have so far submitted one summative assessment. It was felt there was adequate time to prepare and submit this (we were given a week with no live teaching to dedicate to it).

We had a formative session which gave us examples of other papers and suggested a structure for us to follow in our own writing. The task was difficult as it was a new style of writing for most people, but we felt there was a good amount of support offered to help us with this.

We have not yet received feedback on this assignment, but as it was only submitted a week ago this is completely expected! There was a one-to-one feedback session held over teams that was very helpful. This took place 2 weeks into the course, giving us a chance to get constructive feedback and to raise any issues we may have.

SSLG-BSc20-21 11

Presented by: Ecem Mimoglu
Written by: Alexandra Wright

BSc Medical Humanities, Philosophy and Law Student Rep Report

1. Introduction

This report is based on feedback from an online survey, which received responses from 11 of 21 students (52.4%). Questions were free-text and based on the structure of this report. Students identified many aspects of the course they found helpful, as well as highlighting and elaborating on elements they wished to be improved. These are detailed below. Many aspects have already been discussed with the course lead, and we plan to contact her regarding other course-specific issues that have arisen, which are not covered here.

2. Approaches to teaching and learning that are well received

Positive feedback was received about a number of elements of the teaching. Class discussions and small-group work are particularly well-received. Students have appreciated the opportunities for independent learning and thinking that preparatory reading and group tasks provide. The group have also noted the value of working through PowerPoints, receiving handouts and key point summaries as a means to complement & consolidate learning. Overall, the element of balance during teaching sessions was well-received.

Issues that were brought to the course lead's attention during the first week were confusion over methods to engage in class discussion (chat, raise hands or unmute), as well as inadequate breaks during sessions. These issues were addressed very quickly and communicated to both teaching staff and us. Students are generally much happier with the agreed methods to engage in discussion, and although some teaching sessions incorporate enough breaks, there were still significant inconsistencies as highlighted in the feedback (see next section). We appreciate the course lead's continual efforts to remedy this issue, as well as her openness to students' feedback.

3. Approaches to teaching and learning that could be improved

One consistent theme throughout the feedback was the issue of sufficient breaks during teaching. A prefer clear structure with breaks scheduled from the outset tends to be most helpful for students; 10-15 minutes' break per 45-50 minutes of teaching appears most sustainable for maintaining concentration during longer sessions, especially as these involve significant time spent looking at screens. Additionally, many students have reported difficulties combining Microsoft Teams with other online software during sessions, for example Miro which can cause significant computer lag times & crashes, detracting from students' learning experience. Many have expressed a preference for alternative modes of interaction, for example discussion over Teams.

Group work appeared to be more contentious; the feedback included preferences for both more & less group work. Some have also asked for opportunities to work with others outside of their tutor groups; while we appreciate the technological difficulties this may present, further exploration of this as an option for some teaching sessionsmay have significant benefits for the group. There are sometimes miscommunications over expectations for group work and presentations, and students have expressed frustration over the limited time to cover such expansive work. We appreciate that this is difficult to govern in-person, let alone online, however perhaps more consideration of the specificity of group work instructions could minimise such issues.

Although most issues regarding participation in class discussion have addressed, one that was highlighted in this feedback was the tendency to occasionally call on specific students to answer questions when they did not have their virtual hand raised. Generally, inviting voluntary contributions from the class has been better received.

Other issues regarding inconsistencies over quantity of preparatory work and specific content aspects will be discussed directly with our course lead.

4. Assessment and Feedback

At the time of writing, the group has completed one formative Visual Culture assessment, and is preparing for the first summative Care Opinion Narrative assessment. As the first assignment was due less than two weeks ago, no feedback has as yet been given.

The clear guidance and time allowed for the formative assessment was well-received, as well as the targeted assessment workshop. Students also appreciated the comprehensive suggested reading list and multiple opportunities to practice the required skills in teaching sessions and ask questions. Generally, the group felt well-supported in completing this assessment.

The first summative assessment, “Care Opinion Narrative”, will be due on Friday 20th November, and after one workshop session some students expressed concerns over the vague nature of the guidance, specifically relating to topics and formatting of the essay. However, it should be noted that there is to be a specific assessment workshop for this assignment on the 6th November, which will be a good opportunity for the group to seek clarification on the expectations for this assessment.

5. Any other points raised by students on your pathway

Due to the significant quantities of online learning throughout the BSc pathways this year, it is possible that many aspects highlighted here would relate to other BSc courses as well, specifically relating to breaks and group discussions.

SSLG-BSc20-21 12

Presented by: Rahul Senan and Hanya Irfan
Written by: Rahul Senan and Hanya Irfan

Immunity and Infection Student Rep Report

1. Introduction

Overall, the BSc has been well organised, and staff have been supportive. The main complaints raised regarded the Mini research project and the data interpretation.

2. Approaches to teaching and learning that are well received

- Weeks 1 through 5 were well organised, with clear instruction on pre-work, and during live sessions
- Group work:
- helps consolidate and understanding topics covered during the sessions.
- Good to familiarise yourself with colleagues, especially in the context of covid restrictions.
- It encourages integration with people you have no met before, including external students
- Students feel generally supported pastorally. Students find faculty approachable and friendly.

3. Approaches to teaching and learning that could be improved

- It would be better if techniques or ideas were explained ahead of being assigned papers to critique when the students did not know about basic concepts like *flow cytometry* and *Cre-Lox*
- Pre-session workload for week 6 was too much. Pre-session has too many tasks that were not clearly indicated on blackboard (6.6)
- 6.5 pre-session material was not made available before the start of the week, and does not allow for ample time to prepare

Group work:

- Difficult to coordinate, especially when there are multiple groups during a week. It would be better if group work was kept to one group per week.
- Group work is not a substitute for teaching in a live session. Less time for presentation and more time for direct teaching would be more useful. If group work represents the majority of teaching, the lecturer should summarise the key teaching points as difficult to concentrate when entirely student-led

Mini Research Project:

- Pre-session work was not timetabled beforehand. Furthermore, there was too much work set for small time frame from (from Tuesday to Thursday)
- Lack of communication with FEO and no member of faculty present during Tutorial to answer questions of Research Project Lead or students
- No access to materials ahead of tutorial or lack of signposting if they were made available. Nor group allocation or clear week schedule or breakdown of tasks

- Inconsistency between BSc streams on time given for write ups, assessment expectations (eg. Lab book) and guidance (lab work/technique, project direction, computer skills etc).

4. Assessment and Feedback

Class was generally satisfied with having a formative before summative assessments.

Commentary:

- Most students felt prepared for the commentary formative. The three session over three weeks was a good way to prepare.
- Feedback was very useful and thorough, however they would like a grading system more relevant to the scoring used this year

Presentation:

- There wasn't sufficient guidance on the content or depth of the presentation. It would be more useful for the assignment to better reflect the nature of the summative.
- Generally, students felt well prepared.
- Feedback was useful and thorough.

5. Any other points raised by students on your pathway

Some students were not clear on the pastoral system at imperial, especially external intercalated students.

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Presented by: Alexander Conway, Charis Eleftheriou
Written by: Alexander Conway, Charis Eleftheriou

BSc Neuroscience and Mental Health Student Rep Report

1. Introduction

We received a feedback response of 24 out of the 30 students so we feel that this is a representative look at the cohort. Most students were satisfied with the lecture-to-lecture running of the course as well as the excellent organisation of the course and online resources. However, the ICA1 gave the most comments for improvement.

2. Approaches to teaching and learning that are well received

- Sessions: Most students believe that the way the sessions were structured in Block 1 and 2 was very appropriate (2-3 sessions per day, 1 hour each session, 30-minute break in between sessions).
- Pre-reading: Most students learn better by answering questions, watching videos, and going through the lecture slides when preparing for the sessions as opposed to reading papers.
- Group work and participation in lectures: Half of the students enjoy the level of group work which consists of 1-2 presentations per week. Students prefer it if the lecturer provides them with opportunities to voluntarily answer questions instead of questioning them directly.
- Course organisation: The majority of students find the course well organised with different channels for the different blocks on Teams and with a clear layout of the lectures and pre-reading required (including deadlines for assignments) for each session on Blackboard. Presence of either the strategic teaching fellow/course administrator/course director during each lecture allows it to run smoothly as they support the lecturer and troubleshoot any technical issues that arise as well as make sure that the sessions are being recorded and that the lectures don't overrun. Coffee mornings with the stuff are well received by students as they provide an informal environment in which they can discuss any concerns or expectations they have regarding the course. The students would like them to continue in between the lectures.

3. Approaches to teaching and learning that could be improved

- Sessions: Students have brought up that for some sessions (especially the ones that involve group work) 1 hour per session is not enough, leading to the lecturer having to rush through the content and only cover the very basics. It would be preferable to organise longer sessions when group work/presentations are assigned as part of the pre-reading. Additionally, some students would want the lecturers to mention the learning objectives at the start of their presentation, even though we are not being assessed on them this year.
- Pre-reading: 42% of the students find the pre-reading to need a lot of time and to require too much work as very frequently we are being assigned with lengthy reviews to go through. Only 6 out of the 24 students prefer reading papers to prepare for the sessions. A few students have also mentioned that they would like the pre-reading material to help them develop research skills for example by focusing on how to critically evaluate papers. Additionally, since 14 out of the 24 students prefer going

the lecture sides before the lecture, it would be a good idea to make sure that the slides are uploaded on blackboard before each session, so that the students have time to go through them.

- Group work: 38% of the students prefer less group work as 54% of them believe that not everybody contributes fairly to the group tasks. They expressed that the different responsibilities each of them has outside of the university do not allow them to collaborate effectively and that some people do not engage or participate at all in group projects. They have suggested that it would be of benefit to frequently change the people in each group as this will allow them to work with new people in each project.

4. Assessment and Feedback

- Timing - Most students found that the timing provided for the ICA1 of 10 days was adequate to complete it. 1/4 thought that the time was too long.
- In terms of when the ICA1 was performed, 83% of the cohort would have preferred the ICA1 to have not been in October, with 46% wanting it to have been in November. This was because students wanted to have a trial formative or an assessment with less weighting first to see what was expected.
- Content and weighting - Students thought that the subject matter of the ICA1 was adequately challenging, not being too difficult or too easy. However, they thought that the general weighting of the ICA1(21% of the year) was quite inappropriate and also thought that the 15% of the whole ICA1 of statistics was not representative of the assessment aims of being a data handling one.
- Guidance - The greatest dissatisfaction among students with the ICA1 came from the guidance. They felt that too much guidance was spent on the methods because this was not the main focus of this data analysis ICA and because they didn't get a chance to do the experiment in person. Furthermore, some students raised concerns that they received conflicting information in the small group teaching sessions leading to some students not including the "methods" section in their reports.
- Another issue that came up was statistics. Students felt that they did not know how to analyse the data given and wanted more guidance with completing the statistics such as small group teaching on specifics, however we understand the independence and flexibility the faculty wanted to give students in the ICA to do their own statistical tests. The general BSc has released some research skills online courses on blackboard, but students were frustrated because the statistics module had not been released before the ICA was released. The statistics module was released 48 hours before the ICA deadline and by that point students had already finished their statistics and formatting so it wasn't helpful at that point and we think that echoes the timing of it to have been later in Term 1 as then students could have covered the content in these modules.
- There was also lots of confusion in what software students needed to use in the report, with some using software that was freely available with Imperial login but that no one else was aware of.
- Students were understandably worried whilst writing the report because of its high weighting and requested more writing guidance.
- Marking and mark schemes – Most of the students knew where to find the mark scheme and were aware of what they were being marked on, however some students said that they didn't know and found some of the mark scheme points ambiguous. We would suggest that before any assessment it would be worth reminding everyone of where to find the mark schemes and maybe going through it in order to explain any ambiguities.

5. Any other points raised by students on your pathway

A lot of people mentioned that they were very happy with Linda, the strategic teaching fellow, and loved having her present in each session to help the lecturers and solve any problems on-the-spot.

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Presented by: Katya Qiao and William Wallace
Written by: Katya Qiao and William Wallace

BSc Pharmacology Student Rep Report

1. Introduction

The Pharmacology BSc has been well received by the students. Feedback has been mostly positive with most students saying that they enjoy the pathway and are satisfied with the clear guidance and feedback from the course leads.

2. Approaches to teaching and learning that are well received

All the responses mentioned how much they liked the fact that the blocked teaching was very interactive (team tasks in breakout rooms). The students mentioned how they preferred this to standard lectures and that this gave them the opportunity to apply their knowledge and practise their research skills. As well as this, most responses mentioned that the guidance for ICAs was very good and that the feedback given for the formatives were extremely helpful; this was done in the form of a video to clearly go through each submission and highlighted places to improve for the actual summative ICA.

3. Approaches to teaching and learning that could be improved

The most common point which was raised (80% of responses) was that pre-reading was released rather late. Most students suggested that they would prefer for pre-reading to be released the evening before the lecture as this would give them more time to consolidate their learning in preparation for the session.
One person mentioned that they would like some more direction before starting the team tasks because some of the synthesis tasks were quite difficult. Another person also mentioned that they would like to see more pharmacology case studies with the team tasks.
All issues which were raised have now been resolved.

4. Assessment and Feedback

The feedback from the students about how they felt about the guidance given for the assessments were mixed. About half the students thought that the guidance given was very clear; the other half mentioned that they would have liked a little bit more guidance, especially since the critical editorial was different to almost all other pathways and different to the editorials found online.
However, all students felt that communication with the course leads was very clear and all students said that the feedback given for the formative was excellent.

5. Any other points raised by students on your pathway

The main concern raised in this section is the lack of social interaction due to COVID-19. There is little opportunity for socialising with other students due to the current situation.

Apart from this, students are generally happy with the high-quality teaching delivered with the Pharmacology BSc.

SSLG-BSc20-21 15

Presented by: Ameya Mhaisalkar, Emer Mulholland
Written by: Ameya Mhaisalkar, Emer Mulholland

BSc Remote Medicine Student Rep Report

1. Introduction

Students find the content to be very interesting and exciting. Most students are comfortable with the academic level that the content is placed at and find it to be sufficiently engaging.

Approaches to teaching and learning that are well received

The use of TBLs have been well received with many students indicating interest in more TBL sessions. PBL sessions have likewise had positive reception but there is definitely more interest towards having more TBL sessions.

2. Approaches to teaching and learning that could be improved

More guidance can be given on journal club presentations and what is the suggested way to present an academic paper. Students found some of the journal club material and pre-reading to be a little challenging as well so perhaps the difficulty level can be tapered.

3. Assessment and Feedback

The idea of having a formative before a summative was very well received in terms of preparing one for the summative. Sufficient time was allocated for the completion of the formative task and overall students were satisfied with the expectations of the formative assessment.

4. Any other points raised by students on your pathway

Students have reacted positively to a multi-mode interactive teaching method as opposed to just didactic learning.

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Presented by: Ursula Pendower and Graciaa Singhal
Written by: Graciaa Singhal and Ursula Pendower

BSc Reproductive and Developmental Sciences Student Rep Report

1. Introduction

We asked for feedback from students via a mixture of multiple choice questions and free text questions. Multiple choice answer options were Excellent, Good, Satisfactory, Fair and Poor. All 13 students on the BSc pathway filled out the feedback form. We split the sections of the form into Teaching Feedback, Assessments Feedback, Virtual Learning Feedback, On-campus Feedback and an opportunity to provide thoughts on how to improve the course. At the time of the feedback we had had our on-campus week and had submitted the first assessment. The second assessment had not been released yet.

Overall, the feedback received gives the impression that the students have really enjoyed the content, organisation and delivery of lectures and have had a positive experience doing this BSc year so far. Students miss being able to interact with their coursemates in person, which would help with running certain group tasks more smoothly, but understand this cannot be controlled given the current circumstances.

2. Approaches to teaching and learning that are well received

For teaching feedback, the multiple choice questions we created asked students to rate the quality of teaching, engagement of teaching, variety of teaching, organisation of the course, relevance and interactivity of the lectures. The overall responses were: 14% as Excellent, 49% as Very Good, 26% as satisfactory, 10% as Fair and 1% as poor.

The areas that seemed to work particularly well were the quality of teaching and relevance of lectures.

Upon elaboration, students commented that having pre-recorded lectures uploaded on blackboard for content that does not necessarily require much engagement was helpful. This allowed students to watch these lectures in their own time but also comment on any queries they had using Padlet. Students also commented that the lecturers have done a good job adapting to delivering virtual lectures over teams and no major technical issues have occurred yet.

We also gathered feedback on the on-campus teaching week by asking about relevance of the face-to-face teaching, course organisation and if sufficient health & safety precautions were undertaken. Overall, the responses were: 33% as Excellent, 33% as Very Good, 26% as Satisfactory, 8% as Poor.

The main aspect that was well received was being able to meet and interact with coursemates in person, as well as the week being well organised and enjoyable.

3. Approaches to teaching and learning that could be improved

Although most students agreed that the quality of teaching and organisation of course have been very good, there was some written feedback on both the teaching and on-campus week that could be improved.

There was a repeated consensus amongst the group for more interactivity being needed during lectures, especially through active forms of testing knowledge, for example by using mentimeter. Since questions would be anonymous using this platform, some students expressed that they would feel more comfortable and more likely to raise their queries. Students also expressed that they would find case studies in lectures to be useful.

During our on-campus teaching week, we spent one afternoon undertaking a PCR activity. Some students felt that this felt very rushed and clear instructions for the task were not given. Also, during the on-campus week we took a group work task on the Genome Database but this was not well received overall. Students felt this session was rushed and was not enjoyable for that reason. The session also required a lot of collaboration work and was hence scheduled during the on-campus week. Despite this, the lecturers decided to deliver this session remotely which made it more difficult to work in groups.

Students also found that the timetables and lecture slides were not always uploaded to the blackboard in a timely manner. This feedback was given to the course director and has now been resolved.

4. Assessment and Feedback

46% of the group described the support provided for assessments as Excellent or Good, 31% described it as Satisfactory and 23% as Fair. 23% of the group described their feelings of preparedness for the assessment as Good, 54% as Satisfactory and 23% as Fair.

Further feedback revealed many students were grateful for the opportunities to ask questions at regular Q&A sessions, but many felt unprepared for the first assessment specifically and would have preferred a session devoted to explaining this and being able to go through some examples as a group. Journal Club sessions were helpful preparation for this assessment. Some external students felt they were less prepared for the assessment in terms of Imperial's style of writing and formatting ICAs than the internal students. Students requested more detailed guidance for the next ICA (Data Interpretation).

At the time of this report we had not received feedback for the first assessment but were still within the 2 week window for giving feedback so cannot yet comment on speed of receiving feedback. No formative assessment was given for the first ICA but a formative draft of a small section of the second ICA has been given.

5. Any other points raised by students on your pathway

Students have pointed out that not all teaching sessions lend themselves to interactivity, but interactive activities that have been enjoyed by the group include group discussion of ethics cases, clinical case studies, TBL and group discussion of papers. It was requested that timetables and lecture slides be released earlier in advance, which the course leads have kindly done.

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Presented by: Shubham Gupta, Daniella Soussi
Written by: Shubham Gupta, Daniella Soussi

BSc Surgical Design Technology and Innovation Student Rep Report

1. Introduction

Students really enjoyed the small group discussions with multiple facilitators in breakout rooms as well as the formative feedback and pastoral sessions with module leads. They also liked the interactive nature of the course including the use of mentimeter and workshops. At first, students found the long days with less consistent breaks a little tiring, however this was quickly rectified by talking to the course leads and administrators. Though the formative feedback was found to be very useful, some students felt the feedback sessions were too brief.

2. Approaches to teaching and learning that are well received

Students really enjoyed the small group discussions with multiple facilitators in breakout rooms as well as the interactive nature of the course. They also liked the formative feedback and having a 1-1 pastoral session with module leads.

3. Approaches to teaching and learning that could be improved

Students found that some days were quite tiring as a lot of content was fitted into one day. Spacing it out over a couple of days and having more frequent breaks are suggestions we received. (The issue of having more breaks was quickly rectified by course leads and administrators). Students found that days involving critical appraisal of multiple papers (such as 3-5) were sometimes difficult to maintain concentration for and spreading this content over a couple of days with 10-15 minute breaks could help this. Some students think that incorporating compulsory team-building sessions and ensuring that all students answer questions by actively choosing them could further help online learning.

4. Assessment and Feedback

Students liked the use of a letter to the editor assessment as it tested previously developed skills in critical appraisal which have been developing from the course. Having a formative assessment as well as being asked by course leads to choose an article for the summative assessments one-two weeks in advance was found to be very helpful. Students found the additional 1-1 feedback sessions on formative assessments was useful in asking questions about the assessment and gaining actionable personalised feedback. Students felt they were given sufficient advance notice regarding the first assessment and found the consolidation week to also be very beneficial. All course leads and administrators were readily available and helpful, especially with any questions students had about the course and assessments.

For the formative feedback, if students were given slightly more feedback with regards to content or an approximate grading for their work as opposed to primarily focussing on

the structure, this could help students further improve their letters for their summative assessments. Potential improvements for summative assessment included a more detailed guidance document regarding the number of references allowed. This was not highlighted in the brief and was different to the guidelines of other BScs, so there was some ambiguity as to how many references to include. However, emailing the assessment lead helped clarify this.

5. Any other points raised by students on your pathway

n/a

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Presented by: Lorenzo Verani
Written by: Robert Good

BSc Transitional Respiratory Medicine Student Rep Report

1. Introduction

Students have been broadly enjoying the structure and style of the course so far, and we feel like our module leads are active in taking on board feedback and making alterations to the course.

2. Approaches to teaching and learning that are well received

Students particularly liked when there was a short introduction lecture as pre-sessional work, followed by more of a discussion interactive face to face session, rather than another lecture given in the face to face.

3. Approaches to teaching and learning that could be improved

Our course is very lecture based having more interactive sessions could be useful. Whilst these very scientific lectures are interesting and are important to enrich our learning, we would like to see more teaching on how to read, carry out, analyse, and critique research. In our course at the end of every week we have a quiz to test our knowledge. It is not very useful because it provides snapshots of what we learned. These face to face sessions could be more in a more produc5ve way such as journal clubs or research skills.

4. Assessment and Feedback

A formative in the style of the first ICA would have been very useful and taken a large amount of stress felt by the students off that task. Feedback on the first journal club was very minimal but this is something already raised to the module leads.

5. Any other points raised by students on your pathway

- Earlier timetable and pre-reading release.
- The pre-BSc course was well received, in particular the discussion between expert reviewing a paper was very useful.

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Presented by: Giskin Day
Written by: Giskin Day

Change to BSc Humanities, Philosophy and Law assignment weightings

SECTION A: GENERAL DETAILS	
Title of Proposal	BSc in Medical Sciences with Humanities, Philosophy & Law: change to weightings of assignments
Name and role of Proposer(s)	Giskin Day, Pathway Lead
Year(s) of programme	Year 4
Site(s) delivered on	South Kensington & Charing Cross
Date of proposed implementation *e.g. academic year 2020/21*	2021/22
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	N/A
Description of proposed change(s) *Including:* 1. *A brief outline of current teaching* 2. *An explanation of and reasons for proposed change(s)* 3. *The consequences of not making the proposed change(s)*	
N/A	
For changes involving the introduction of e-learning: **Does this replace face-to-face teaching?** **If so, what does it replace? If not, please provide information on how the e-learning will be embedded in the course and how much time students will be required to spend on them.**	
N/A	
CHANGES TO EXAMINATIONS OR ASSESSMENT	
What are the current arrangements for assessment?	Currently, the assignments in Module 1 are weighted as follows:

Assessment	Weighting in Module	Weighting in Year
Philosophy Essay	17.5%	5.25%

	Law Essay: 17.5% / 5.25% Podcast: 15% / 4.5% Visual Narrative: 50% / 15%
What are the proposed new/replacement arrangements for assessment?	

Assessment	Weighting in Module	Weighting in Year
Philosophy Essay	25%	7.5%
Law Essay	25%	7.5%
Podcast	25%	7.5%
Visual Narrative	25%	7.5%

SECTION C: IMPLICATIONS OF CHANGES

Who has been consulted about the proposed change(s)?

e.g. Students, Head of Year, Theme Leaders, Course Leaders, SID Manager, Directors of Clinical Studies, Site Coordinators

Students (2019–20), Student reps, Head of BSc Assessment, Head of BSc and Module leaders.

Explain how the proposal has been modified as a result of the consultation

This is a student-initiated request for modification that is strongly supported by staff. It was felt that the assignments in module 1 required a similar amount of intellectual input, skills development, background research and execution effort. Students felt the assignments were well balanced in that they required a similar investment in time and effort and considered that the weighting should better reflect this. In particular it was felt that the essays were under weighted and the visual narrative was over weighted.

Please provide details of any modifications to the learning outcomes

No modifications are required.

Please provide details of any additional resources required

e.g.: staff time, teaching space, IT or laboratory equipment, running costs etc. (Imperial or NHS). Any additional central resources must be agreed with the Head of Learning Resources

No additional resources are required.

SECTION E: Other Comments or supporting information.

Please include details of any impact on other areas of the course

There are no impacts on other areas of the course.

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Presented by: Chioma Izzi-Engbeaya and Trish Brown
Written by: Trish Brown & Chioma Izzi-Engbeaya

Update on progress to adopt the BMA Charter to address racism in Medical Education

1. Introduction

In February 2020, the BMA released a Charter which aims to prevent and address racial harassment in Medical Schools. The BMA also acknowledge the relevance and applicability of the charter to dealing with other forms of harassment.

In response to a request by the Faculty Dean for the Faculty of Medicine to review the implications of implementing the charter. The conclusions of this review were as follows:

- There is widespread agreement that the charter should be implemented.
- The School and College does not currently meet the requirements of the Charter.
- The College does have a number of policies and procedures which include reference to addressing racial harassment. However, the lack of formal complaints, anecdotal evidence from student focus groups and ICSMSU student survey data on incidents related to racial harassment indicates that the wording and approach taken do not encourage students from Black, Asian and ethnic minorities to come forward with their complaints.
- A number of initiatives are currently underway and due for implementation which will contribute to the aims of the charter (Report & Support, School of Medicine Raising Concerns, additional EDI training).

A paper was submitted to the School Board in July 2020 where it was agreed that the School work to implement the charter as soon as reasonably practical. This included the appointment of an academic lead to implement the charter. The School shortly announced that Dr Chioma Izzi-Engbeaya was to take up this post effective from the 1st August, 2020.

2. The BMA Charter

The BMA charter has a number of key themes which are supported by more specific actions to address the identified areas. Adoption of the Charter will require the School to implement measures and processes to achieve the following:

- **Supporting individuals to speak out**
  - We will put in place a code of conduct which includes specific reference to racial harassment.
  - We will ensure access to trained, confidential contacts who are sensitive to the needs of ethnic minority students.
  - We will provide guidance and training on how to challenge behaviours, being an ally and active bystanders.
  - We will monitor and regularly evaluate the scale of the problem and progress made in addressing it.
- **Ensuring robust processes for reporting and handling complaints**

- We will include options for anonymous reporting and reporting harassment at school and on work placements.
- We will review existing complaints procedures against good practice and make any necessary improvements.
- We will keep students informed about our actions in response to racial harassment complaints.

- **Mainstreaming equality, diversity & inclusion across the learning environments**
  - We will embed Equality, Diversity and Inclusion (EDI) in medical school values and engage with medical students from ethnic minority backgrounds and staff in action to change culture.
  - We will ensure effective EDI training and education is provided which is tailored to the needs of medical students and staff.
  - We will actively engage in processes and efforts to widen the diversity of academic staff.
- **Addressing racial harassment on work placements**
  - We will set clear expectations of placement providers to tackle racial harassment, micro-aggressions and discriminatory behaviour and we will monitor and actively address any issues.
  - We will provide guidance to medical students about what to do if patients are racist or abusive. This will include how to report an incident of racial harassment while on placement.

3. Actions taken by the School

- On the 7th October, the School, via the official Twitter account formally announced our intention to the BMA to adopt the Charter.
- Our focus for the remainder of this year is to publish a public action plan to demonstrate progress to implement the requirements.
  - In support of this, we are collating evidence to demonstrate where action has been taken to implement the requirements of the Charter
- A Task and Finish Group, chaired by Dr Izzi-Engbeaya has been established to oversee the development of the action plan and implementation of the Charter. This group has representation from ICSMSU and the BMA and will also include a lay-panel member.
- The development of the Raising Concerns policy and process has been reviewed against the requirements of the Charter to make it clear that it can be used to address racial harassment and discrimination in the clinical environment.
- Reviewed the detail of the charter and identified actions to address the requirements of the charter. These are currently being prioritised.
  - The actions to implement an anonymous reporting process so that we can better understand the scale of the issue is seen as a key initial element of implementation.
- The Charter adoption has been discussed centrally with agreement and support given by the Assistant Provost for Equality, Diversity and Inclusivity and is seen as model project which could be adopted cross-college if it is successful.
- A series of focus groups, led by Dr Izzi-Engbeaya, to listen to students views on the Charter and actions the school can take are currently being scheduled. Student participation in this will be critical to inform and support implementation of the Charter.

4. Recommendations

The committee is invited to note for information. All SSLGs will have an update on progress made by this Charter and the actions of the Task & Finish Group. Student representatives are encouraged to disseminate actions taken by the school and recommend that students attend and participate in planned focus groups.