

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

Wednesday 3 February 2021 14:00 – 16.00

*The meeting will be held virtually via Microsoft Teams*

**Agenda**

	<b><u>Agenda item</u></b>	<b><u>Lead</u></b>	<b><u>Paper</u></b>
1.	<b>Welcome &amp; Apologies for Absence</b>	Chair	N/A
2.	<b>Updated Terms of Reference – To Note</b>	Chair	SSLG3562021-01
3.	<b>Minutes of the Year 3, 5 &amp; 6 SSLG Meeting Held on 7 October 2020</b>	Chair	SSLG3562021-08
4.	<b>Matters Arising</b>		
4.1.	Item 6.1: Programme Officer (Years 3 & 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.	Programme Officer (Years 3 & 5)	SSLG3562021-08
4.2.	Item 8.5: The Library Manager & Liaison Librarian to provide further information about library regulations for FEO bulletins.	Library Manager & Liaison Librarian	SSLG3562021-08
4.3.	Item 8.8: FEO Years 3, 5 and 6 teams to add 'Visiting campuses safely' guidance to bulletins for Years 3, 5 & 6.	FEO Year 3, 5 & 6 teams	SSLG3562021-08
4.4.	Item 8.9: Library Manager & Liaison Librarian to investigate whether out of use PCs could be moved to a location where they could be used by students.	Library Manager & Liaison Librarian	SSLG3562021-08
4.5.	Item 8.10: Library Manager & Liaison Librarian to look into whether a 'loud room' could be set up in each library.	Library Manager & Liaison Librarian	SSLG3562021-08
4.6.	Item 8.11: Library Manager & Liaison Librarian to investigate setting up dedicated PCs for printing in each library.	Library Manager & Liaison Librarian	SSLG3562021-08
4.7.	Item 9.2: 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.	FEO Year 3 team	SSLG3562021-08
4.8.	Item 10.5: Year 5 team to add information on iPad hand-out to email bulletin once available	FEO Year 5 team	SSLG3562021-08
4.9.	Item 11.3: FEO Year 6 team to look at what each site had been delivering for Senior Medicine and Senior Surgery.	FEO Year 6 team	SSLG3562021-08
4.10.	Item 11.5: Year 6 Representatives to collate feedback from students about Renal week and feed this back to the Head of Year 6.	Year 6 Representatives	SSLG3562021-08
4.11.	Item 11.6: Head of Year 6 to speak to Renal Course Lead about induction.	FEO Year 6 team	SSLG3562021-08

4.12.	Item 11.8: FEO Year 6 team to add Clinical skills videos produced by Jo Jones to email bulletin on Monday 12 October.	FEO Year 6 team	SSLG3562021-08
4.13.	Item 11.9: FEO Year 6 team to speak to Director of Clinical Studies at Hammersmith Hospital about MRN testing.	FEO Year 6 team	SSLG3562021-08
4.14.	Item 12.2: FEO Years 3, 5 and 6 teams to re-issue self-isolation information.	FEO Year 3, 5 & 6 teams	SSLG3562021-08
4.15.	Item 12.7: FEO Welfare team to include hardship fund information in Academic Tutor bulletin.	FEO Welfare team	SSLG3562021-08
4.16.	Item 12.8: Wellbeing Representatives to arrange a meeting with the Phase 1 & Phase 3 Heads of Academic Tutoring and Student Services Manager to discuss Teaching Fellow engagement with welfare matters.	Wellbeing Representatives	SSLG3562021-08
4.17.	Item 12.9: Phase 1 Head of Academic Tutoring to keep Wellbeing Representatives updated about the development of Schwartz Rounds.	Phase 1 Head of Academic Tutoring	SSLG3562021-08
5.	<b>Year 3</b> Student Feedback	Year 3 Reps	N/A
6.	<b>Year 5</b> Student Feedback	Year 5 Reps	SSLG3562021-09
7.	<b>Year 6</b> Student Feedback	Year 6 Reps	N/A
8.	<b>Wellbeing Report</b>	Welfare Chair & Vice-Chair for Wellbeing Reps	SSLG3562021-10
9.	<b>Curriculum Review</b>	Chair	N/A
10.	<b>Any other business</b>		
11.	<b>Date of Next Meeting</b> Wednesday 14 April 2021, 14.00 – 16.00, Microsoft Teams		

**To:** Staff Student Liaison Group (Years 3, 5 & 6)  
**Date:** Wednesday 07 October 2020

**Presented by:** Mr Muntaha Naeem (Chair)  
**Written by:** Miss Mary Weathers (Secretary)

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**Terms of Reference and Membership**

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**1. Introduction**

Each committee/Group is required, at the first meeting of the academic year, to approve its Terms of Reference and Membership for the year.

**2. Recommendations**

The committee is invited to:

- i. Consider and approve the Terms of Reference and Membership for the Staff Student Liaison Group (Years 3, 5 & 6) for the 2020-21 academic year.

**3. Terms of Reference and Membership**

Please see Appendix 1.

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

### Terms of Reference and Membership

The Staff Student Liaison Groups report to the relevant Education Board 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 6-year and 5-year 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 Board where appropriate.
- 2 To receive and respond to teaching evaluations as part of the quality management process.

### Distribution list

Role	Name
President ICSMSU ( <i>Chair</i> )	Mr Muntaha Naeem
Head of Imperial College School of Medicine Director of Assessment	Professor Amir Sam
Deputy President (ICSMSU)	Nicole George
Academic Chair (ICSMSU)	Rachel Kwok
Academic Officer (Years 3, 5 and 6) (ICSMSU)	Conor Wisentaner
Welfare Chair (ICSMSU)	Natania Varshney
Vice Chair for Wellbeing Reps (ICSMSU)	Mabel Prendergast
Year 3 Wellbeing Representative (ICSMSU)	Hamza Ikhlaq
Year 5 Wellbeing Representative (ICSMSU)	Alisha Chamba
Year 6 Wellbeing Representative (ICSMSU)	Siddharth Basetti
Year 3 Reps (ICSMSU)	Roma Thakker Salma Khan Andrea Perez Navarro
Year 5 Reps (ICSMSU)	Vasiliki Kalogianni Carmen Traseira Pedraz Hector Sinzinkayo Iradukunda
Year 6 Reps (ICSMSU)	Rami Abbass Emily Miles Aditi Reddy
Director of Assessment	Professor Amir Sam
Head of Year 6 Assessment	Dr Anjali Amin
Head of Year 5 Assessment	Dr Andrew Greenland
Head of Year 3 Assessment	Mr Alex Liddle
Head of Year 6	Dr Niamh Martin
Head of Year 5	Dr Ali Dhankot
Head of Year 3	Dr Omid Halse

Director of Teaching	Professor Karim Meeran
Director of Quality and Student Experience	Dr James Jensen-Martin
FOCP Course Lead	Dr Elizabeth Muir
Electives Director	Mr Gareth G. Jones
Phase 1 Head of Academic Tutoring	Dr Christopher-James Harvey
Phase 3 Head of Academic Tutoring	Dr Alex Comninos
Director of Student Tutoring and Support	Dr Julia Hillier
Year 3 Senior Tutor	Professor Debbie Jarvis
Year 5 Senior Tutor	Dr Graeme Wilson
Year 6 Senior Tutor	Dr Lucy Bingham
Programme Director (Education)	Ms Vanessa Powell
Head of Programme Management	Mr Chris Harris
Student Services Manager	Ms Fran Bertolini
Communications Manager	Ms Dorrit Pollard-Davey
Clinical Education Finance Manager	Ms Carla Weekes
Programme Manager (Clinical)	Mr Jitender Yadav
Programme Officer (Years 3 & 5)	Mr Matthew Shotliff
Programme Officer (Year 6)	Ms Amy Sims
Programme Officer (Assessment)	Mr Robert Macdonald
Programme Administrator (Year 3)	Ms Jenelle Rutherford
Programme Administrator (Year 5)	Ms Toyosi Johnson
Programme Administrator (Year 6)	Mr Nick Taylor
Programme Administrator (Electives & Careers) (Secretary)	Miss Mary Weathers
Director of Undergraduate Primary Care Education	Dr Sonia Kumar
MICA Course Lead	Dr Nina Dutta
Primary Care Education Manager	Ms Jenna Mollaney
Teaching Facilities Manager	Ms Rebecca Sie
Head of Technology Enhanced Education	Ms Lisa Carrier
e-Learning Project Manager	Mr Ashish Hemani
Head of School of Medicine Secretariat	Ms Trish Brown
Academic Lead for Implementation of the BMA Charter Against Racial Harassment in Medical Schools	Dr Chioma Izzi-Engbeaya
Library Representatives	Ms Rebecca Jones
	Ms Georgina Wildman

Course coordinators and administrators for courses which have recently run or those with an interest in a specific agenda item are invited to relevant meetings.

**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 Ikhlaiq (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 Andrew Greenland (Head of Year 5 Assessment), 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), Dr Elizabeth Muir (Foundations of Clinical Practice Course Lead), Hector Sinzinkayo Iradukunda (Year 5 Representative)

<b>1. Welcome and Apologies for Absence</b>	
REPORTED:	<p>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.</p> <p>Apologies had been received from Dr James Jensen-Martin, Dr Chioma Izzi-Engbeaya and Hector Sinzinkayo Iradukunda.</p>
<b>2. Introductions</b>	
REPORTED:	<p>The Chair asked members to introduce themselves the first time they spoke in the meeting, due to the difficulty of making introductions virtually.</p>
<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></p>

	This item had been completed. Students had engaged well with volunteering opportunities.
<b>8. The impact of virtual learning on library conditions</b>	
REPORTED:	<p><b>8.1.</b> 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.</p> <p><b>8.2.</b> Library Services had offered services online where possible. Many new e-books had been purchased and online training had been made available.</p> <p><b>8.3.</b> The Library Manager &amp; 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.</p> <p><b>8.4.</b> 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.</p> <p><b>8.5.</b> 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 &amp; 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.</p> <p><b>ACTION: The Library Manager &amp; Liaison Librarian to provide further information about library regulations for FEO bulletins.</b></p> <p><b>8.6.</b> 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.</p> <p><b>8.7.</b> 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.</p> <p><b>8.8.</b> The Head of Programme Management referred students to the college <a href="#">Visiting campuses safely guidance</a> and reminded students that the expectation is that students would undertake remote teaching at home.</p> <p><b>ACTION: FEO Years 3, 5 and 6 teams to add 'Visiting campuses safely' guidance to bulletins for Years 3, 5 &amp; 6</b></p> <p><b>8.9.</b> 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 &amp; 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.</p> <p><b>ACTION: Library Manager &amp; Liaison Librarian to investigate whether out of use PCs could be moved to a location where they could be used by students.</b></p> <p><b>8.10.</b> The Library Manager &amp; 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.</p>



	<p><b>ACTION: Library Manager &amp; Liaison Librarian to look into whether a 'loud room' could be set up in each library.</b></p> <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>
<b>9. Year 3 Student Feedback</b>	
REPORTED:	<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>
<b>10. Year 5 Student Feedback</b>	
CONSIDERED	<b>SSLG3562021-04: Year 5 Student Feedback Report</b>
REPORTED:	<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</p>

	<p>of the placement and staff member concerned, so this could be raised with the Trust team. 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>
<b>11. Year 6 Student Feedback</b>	
CONSIDERED:	<b>SSLG3562021-05: Year 6 Student Feedback Report</b>
REPORTED:	<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 MRN testing.</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 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 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.</p> <p><b>14.3.</b> 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.</p>
<b>15. Date of the next meeting</b>	
REPORTED:	Wednesday 3 February 2020, 14.00 – 16.00, Microsoft Teams

**To: SSLG Year 3,5,6**

**Date:** January 2021

**Presented by:** Hector Sinzinkagyo Iradukunda, Vasiliki Kalogiannia, Carmen Traseira Pedraz

**Written by:** Hector Sinzinkagyo Iradukunda, Vasiliki Kalogiannia, Carmen Traseira Pedraz

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### **Year 5 academic report**

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#### **Introduction**

The following academic report being presented contains feedback collected from the Year 5 academic representatives at the start of Term 2.

The feedback was collated from an anonymous survey which was open to all Year 5 students, of which 76 responses were recorded. Verbal feedback reported directly to academic representatives has also been included.

Given the immense pressure that is currently facing the NHS the student experience in recent months has been very different from other years. However, many students highlighted in their feedback that they wanted us to thank faculty for all of their hard work in these past couple of months. So, thank you to all for your work behind the scenes in keeping the medical school running these past few months.

#### **Feedback**

##### **1. Clinical placements**

- a. There is currently a large discrepancy in the experience students have on placements.
- b. In general, Psychiatry, Obstetrics & Gynaecology and Paediatrics have managed to continue relatively undisrupted.
  - i. All students have also received centralised teaching
  - ii. Psychiatry in particular received very positive feedback with regards to their centralised teaching sessions (11/12 rated the teaching as either very useful or extremely useful)
- c. Students on other placements e.g. Dermatology/ GUM/ HIV have had a more varied experience, with many redeployed, and clinical experiences & online teaching cancelled at times.
  - i. Timetables – many students on these placements are receiving their timetables very last minute e.g. 24/48 hours in advance. In 5<sup>th</sup> year the student bursary from the NHS compared to student finance is greatly reduced so many students have part time jobs that require them to be able to plan more than a few days in advance.
  - ii. Redeployment – there were very mixed feelings in the year group about redeployment ranging from very positive (wanting to do anything to help) to very worried (concerned about juggling studying for exams with part time job and in high risk hospital placements)
  - iii. Sign offs – students have asked for clarity on whether or not sign offs are needed for these placements. Some students are asking for them and others aren't, even where sign offs are potentially feasible as they are unsure what is now required.

2. Safety on placements
  - a. Encouragingly, only 5/76 students replied saying that they felt they were not provided with adequate PPE.
  - b. However, students are still concerned about going to COVID areas with just surgical masks especially in instances where they have felt surplus to the team and not contributing to the care of patients.
  - c. Student common rooms – students are unable to social distance in these common rooms at lunchtimes and people also take off their masks for eating – would it be possible to have other spaces within education departments available over lunch e.g. a seminar room as common room overflow?
3. Vaccinations
  - a. Very encouragingly 65/76 students that replied to the survey have received their vaccination.
  - b. The majority of students that have yet to receive their vaccination have had their placements cancelled e.g. SCP and have fallen through the cracks – is there a way to ensure that they get vaccinated by their trust even if they're not going in?
  - c. Second doses – questions were raised with regards to how second doses will be organised, do students have to organise these themselves? What happens if they're no longer at the same trust?
4. End of year exams
  - a. Students have raised concerns that across all firms they are not seeing as many patients as they would have done previously, and many consultations now conducted virtually or over the phone – will this be reflected in PACES?
  - b. Considering that the written questions will have to be adapted to the online format and PACES may be different to other years would it be possible to have a formative of these that reflects the final exam like the Pathology course have done?
5. Volunteering with Imperial trust
  - a. Students are still having difficulties volunteering with Imperial trust via the bank.
  - b. Some students have conducted shifts that still haven't been paid due to difficulties in liaising with the bank – is there a faculty member liaising with them that could help with these issues?
6. Electives
  - a. Students have asked for information from faculty with regards to electives next year. The elective evening normally happens in January and students haven't heard anything about this.
  - b. The year representatives have been informed of changes to electives – i.e. the introduction of the new interim F1 part of the course and the split elective period – as students are starting to consider housing contracts for next year and elective plans with external organisation, clarity on when this information will be disseminated to students is needed.

## **Recommendations**

The committee is invited to discuss the points raised by students in Year 5.

## Term 2 – Year 3, 5 & 6 Welfare Report

### Feedback collection Information:

- **Total survey respondents: 124**
  - Year 3: 36
  - Year 5: 76
  - Year 6: 12
- Survey opened on 18<sup>th</sup> January and closed on 24<sup>th</sup> January

### Areas of focus:

- Volunteering
- Access to therapy
- Vaccination
- Travelling to firms

***Welfare Vice Chair of Representatives: Mabel Prendergast***

*Year 3 Representative: Hamza Ikhlq*

*Year 5 Representative: Alisha Chamba*

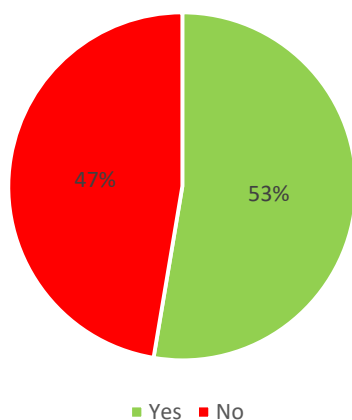
*Year 6 Representative: Siddharth Basetti*



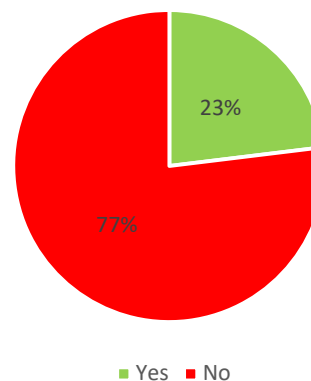


## Focus 1 – Volunteering

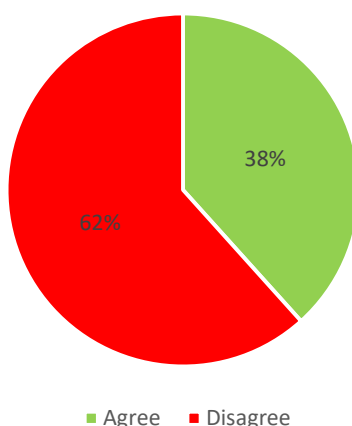
Are you volunteering on the wards? (n=124)



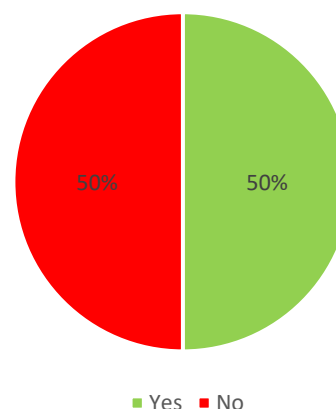
Is the expectation of what volunteers should do clear to you? (n=117)



Is volunteering providing you with an academic benefit? (n=60)



Do you feel comfortable volunteering? (n=60)



## Qualitative Feedback

### Lack of response

- No reply from emails when attempting to volunteer
- *"I have messaged the roster email for volunteering, and nobody has gotten back to me."*
- Not added to the mailing list so struggled to get assigned shifts

### Fatigue

- *"We are being asked to work, study, volunteer, vaccinate, and have time to recover, exercise, cook and sleep in between."*
- Lack of time within a week to volunteer

### Lack of protection

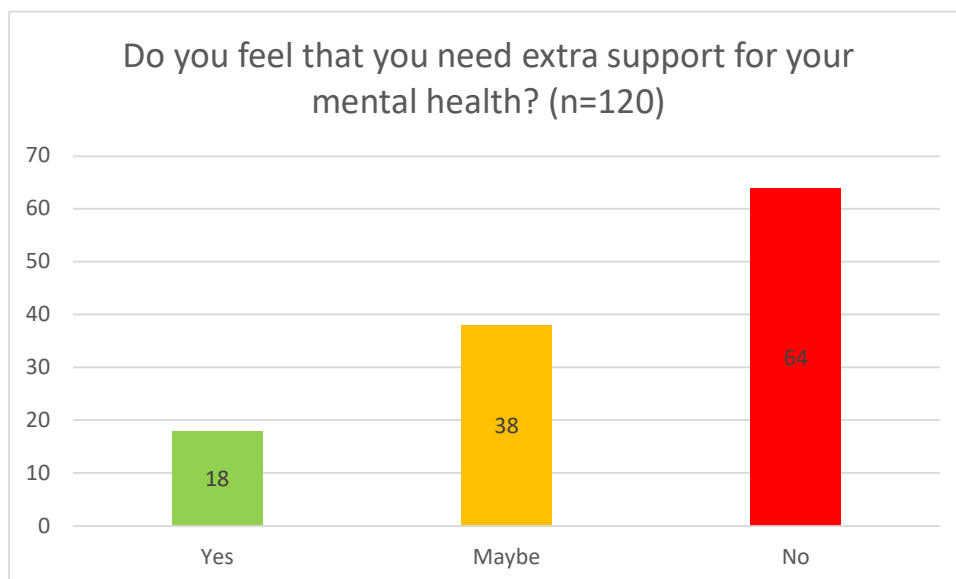
- Living with high-risk families
- *"We are expected to work without having any protection as an employee"*

### Action Points

- Ensure that all student e-mails are being replied to due to the high amounts of people reporting lack of emails about volunteering
- Clearer guidance and signposting on how to juggle volunteering with a medical student's life. Specifically highlighting how to strike a balance between volunteering and academics
- Although clarified in recent meetings and emails, re-emphasize what volunteering may mean due to the large proportion of students who were uncertain about it.
- Discussion to consider decreasing the pressure on students to volunteer, in response to the large proportion of students who said they do not feel comfortable.

### Focus 2 – Access to therapy

	Year 3 (n=36)	Year 5 (n=76)	Year 6 (n=12)
<i>How would you rate your mental health right now? (10 = very good)</i>	5/10	6/10	4/10



	Year 3	Year 5	Year 6
<i>Most beneficial service</i>	<b>1. Schwartz Rounds (23%)</b> 2. Online programme/therapy (17%) 3. Counselling (17%)	<b>1. Individual therapy (27%)</b> 2. Counselling (21%) 3. Group therapy (14%)	<b>1. Online Programme Therapy (33%)</b> 2. Individual Therapy (17%) 3. Immediate Crisis Support (17%)

### Qualitative Feedback

#### Burnout

- *"I feel exhausted from placement already and barely have time to study or time for myself. Adding something extra would make me stressed"*
- *"I feel like the redeployment situation is really hampering my mental health"*

#### Not applicable to them

- *"Don't want to take the opportunity away from someone who may need it more."*
- Unsure what mental health services actually provide – *"knowing what therapy actually means and who should get therapy when and whether it would be useful for me"*

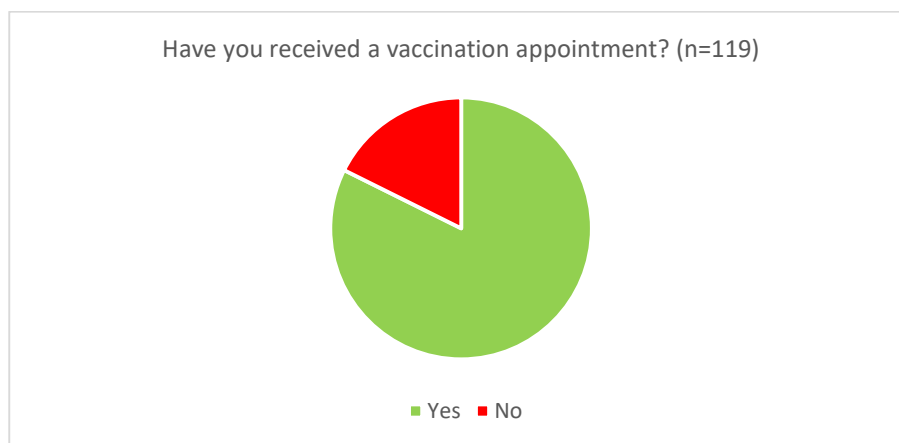
#### Limited options of university

- The university only offers "counselling" and "therapy" which students don't necessarily feel is applicable to them and is one-sided.

### Action Points

- (in progress) collaboration with FEO welfare to provide a "welfare snapshot" for holding slides in lectures
- Increase the number of Schwartz Rounds, especially for younger years
- Signpost these problems to tutors and encourage them to initiate conversations about this with their students
  - o Include the current emotions about volunteering and importantly highlight that wellbeing services are for *everyone*
- Increase the advertisement of SilverCloud due to high demand of online options of mental health resources – not only in the welfare bulletin

### Focus 3 – Vaccination



### Qualitative Feedback

#### Word of mouth

- Many students are finding about how to get vaccines through friends and word of mouth. They are not officially being notified of their slot allocation.
  - o *"Please could the college make sure they notify us if we are assigned an appointment in future."*

### Second doses

- Unsure about the college's view of students and whether they should have received second doses
- Specific information needed for those who are high-risk

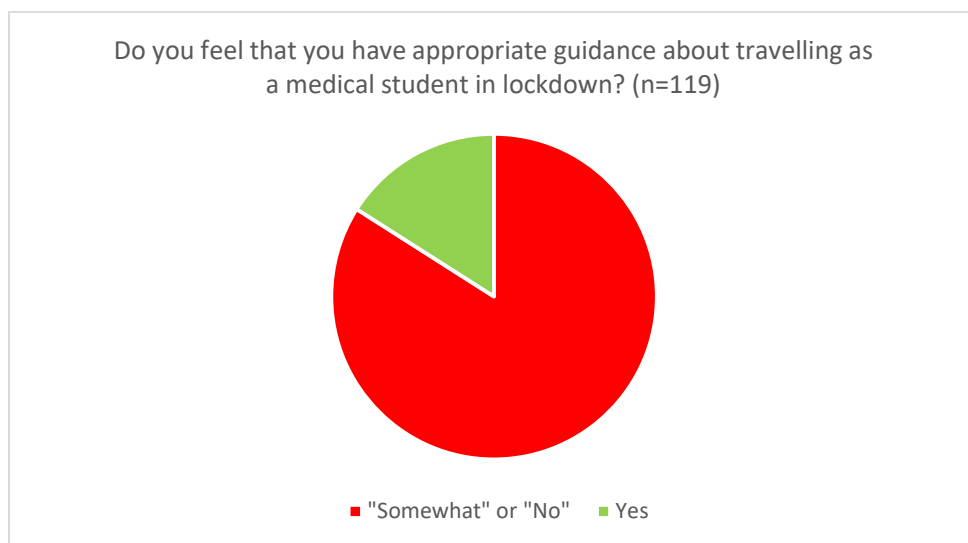
### SCP students

- Need to find out who these are

### Action points

- Provide a clear statement on whether students should be receiving second-dose vaccines, especially guidelines for those who are at high-risk.
- Send out specific information for "Speciality Choice Placement" students, with regards to vaccinations. Ensure that they are specifically being included in any communications due to their exceptional circumstances.
- Clear guidance for students, specific to their placements, on how to book vaccination appointments

### Focus 4 – Travelling to firms



### Action points

- Specific email and guidance sent out about travelling to firms, emphasizing what documentation to carry.
- Discuss the possibility of shuttle buses between the Charing Cross campus and hospitals