

BMB Staff Student Liaison Group

Wednesday 02nd June 2021

14:00 – 16:00

MS Teams

	Agenda item	Lead	Paper
1.	Welcome & Apologies for Absence	Chair	
2.	Minutes of the last BMB SSLG	Chair	SSLGBMB32021-02
3.	Matters arising	Chair	
4.	BMB Wellbeing Rep Reports Year 1 Year 2 Year 3	Dominic Haworth-Staines Zicheng Wang Cristina Pinel	SSLGBMB32021-03
5.	BMB Academic Rep Reports 5.1 Year 1 5.2 Year 2 5.3 Year 3	Yuki Agarwala Miss Angellica Marta Cris Riquelme Vano Nitya Gupta Kah Ng Katherine Bethell	SSLGBMB32021-04 SSLGBMB32021-05 SSLGBMB32021-06
6.	BMB Year 2 – Minor modification 6.1 IMI 6.2 INTS	Dr Ana Costa-Pereira Dr Paul Strutton	SSLGBMB32021-07 SSLGBMB32021-08
6.	Changes to BMB Year 3	Dr Vania Braga	SSLGBMB32021-09(a) SSLGBMB32021-09(b) SSLGBMB32021-09(c) SSLGBMB32021-09(d) SSLGBMB32021-09(e)
7.	Update from Library Manager and Liaison Librarian	Rebecca Jones	SSLGBMB32021-10
8.	Any Other Business		
9.	Date of Next Meeting Wednesday 10 th November 2021		

BSc Medical Biosciences Staff Student Liaison Group
Minutes of Meeting held on 20 February 2021

Present:	Dr Ian Adcock, Yuki Agrawala, Dr Toby Athersuch, Hannah Behague, Fran Bertolini, Dr Charlotte Bevan, Dr Vania Braga, Trisha Brown, Lisa Carrier, Dr Ana Costa-Pereira, Dr Jaqueline Dickson, Dr Andrew Edwards, Dr Kirsty Flower, Leitizia Foroni, Dr Luisa Garci-Haro, Deanna Greenwood (Secretary), Chris Harris, Dom Haworth-Staines, Sharon Hubscher, Dr James Jensen-Martin, Rebecca Jones, Aleysha Joseph, Prof Hector Keun, Dr Nick Kirkby, Rachel Kwok, Dr Harry Leitch, Dr Birgit Leitinger, Dr Julian Marchesi, Angellica Marta, Prof Alison McGregor, Muntaha Naeem (Chair), Kah Yan Ng, Cristina Pinel Neparidze, Dorrit Pollard-Davey, Mabel Prendergast, Cristina Riquelme Nabo, Dr Paul Strutton, Zicheng Wang, Dr Liz Want
Apologies	Dr Anne Burke-Gaffney, Dr Charlotte Dean, Jai Chapman, Mr Martin Lupton, Vanessa Powell, Dr Rebecca Salter

1. Welcome & Apologies for Absence	
REPORTED	The Chair welcomed members to the second BMB SSLG of the 2020-21 academic year.
2. Minutes of the previous BMB SSLG	
AGREED	Minutes from the last meeting were approved as an accurate record
3. Matters Arising	
NOTED	<p>Matters arising</p> <p>5.4 – In progress, discussions are continuing</p> <p>5.6 - Completed</p> <p>5.9 - Long term plan confirmed</p> <p>9.6 – Reps met with relevant Module Leads (ML)</p> <p>10.3 - Completed</p> <p>10.5 – Completed</p>
4. BMB Academic Rep Reports	
CONSIDERED	SSLGBMB22021-02 - Year 1 Report
NOTED	2.01 Students said they would be more comfortable with anonymous commenting on Padlet. They also asked if there would be a specific exams padlet but most modules noted that they have an exams section within in their padlet set-up.
ACTION	2.02 Kirsty Flower (KF) to take feedback from padlets forward with E-Learning
NOTED	2.03 Students suggested that it would be better if the INTS image upload button was at the top of the exam rather than the bottom.
	2.04 Students request for specimen papers for all modules. It was explained that Faculty of Medicine do not traditionally provide model answers and previous papers. Questions students already have access to in sessions/module materials should be a good guide on the types of question

	2.05	MCB noted that they will be going through question types in revision session and the other types INTS offered to meet after SSLG to find out more and discuss image upload button
ACTION	2.06	Reps to consult with year group for specific topics of concern to pass on to MLs
NOTED	2.07	Concerns were raised with excel being used in CBI exam without prior notice. It was pointed out that all students do have access to office 365 and have been using excel in sessions, but that the comments have been taken onboard about making explicit when specific pieces of software are required Students noted that a formative assessment prior to summative ICA could be helpful as a chance to receive feedback prior to the final assessment.
	2.08	Some students were unsure how to score better in the STAT ICA as they say some of the feedback was contradictory. They noted that there was good support for students but that they would like more guidance. Alison McGregor (AMG) noted that at this level there is a need to develop these skills for themselves and this is why more guidance isn't provided. KF advised that students can contact her directly if there are concerns with contradictory feedback. Personal tutors will be doing work on how best to interpret feedback and potentially contradictory feedback and how best to use.
	2.09	Similar to other modules, MCB students felt unsure how to improve. They felt that the feedback received did not necessarily reflect the marks students received.
ACTION	2.10	Dr Leitinger offered to do a session with the reps to go through how marking and feedback is approached
CONSIDERED	SSLGBMB22021-03 - Year 2 report	
NOTED	3.01	As with Year 1, students raised questions about possible past papers
	3.02	Like Year 1, Year 2 would also appreciate any new Q&A system to being anonymous, whether this continues to be Padlet or not
	3.03	Students asked when projects would be released, and it was confirmed that this would take place in mid-March
	3.04	Generally, students thought the GEN exam and ICAs were manageable. They raised concerns about feedback not being release for one of the ICAs. Chris Harris (CH) apologised for the delay and said that this was due to a number of factors including sickness in the teaching team.
ACTION	3.05	It was requested that future papers from reps stated how many students from the cohort responded to give the group a better understanding of the supporting percentages for each point. This applies to all years.
NOTED	3.06	Pharma students generally found that the exam was manageable in the time provided but 45% thought it was too difficult, particularly the data interpretation. Students said that they would prefer data interpretation or essay to IRAT. Toby Athersuch (TA) noted that the IRATs are used to locate difficult topics and that all feedback provided would be taken back to the team.

	3.07	<p>The majority of SCRB students thought that the exam was too long and found it difficult. The data interpretation was highlighted as an issue and some struggled to finish it.</p> <p>Students have found the drop-in sessions very useful.</p> <p>Harry Leitch (HL) noted that drop-ins were most productive at the start. He also noted that he was surprised many said that they found the exam difficult and struggled to finish as the exam results don't reflect this.</p>
	3.08	<p>Most MHD students thought the exam was manageable in terms of the time but was considered manageable to difficult in terms of overall difficulty.</p> <p>There was mixed feedback to the marks received for the ICA.</p> <p>Students were happy with the face to face sessions.</p> <p>Julian Marchesi confirmed that all the feedback would be passed on to Jia Li. The team would like to know what the specific dissatisfaction was with the module.</p>
ACTION	3.09	Reps to go back to students to collect detail to pass on to JM
NOTED	3.10	<p>Students would have liked more content-based question in the CTB exam.</p> <p>The ICA was considered manageable but 57% were dissatisfied with their marks.</p> <p>Students thought to face to face session were very good</p> <p>Duncan Rogers would like to know more on what issues there were with feedback for ICA</p>
ACTION	3.11	Reps to go back to students to collect more detail on dissatisfaction to pass on to module lead
NOTED	3.12	Students raised concerns about safety in the labs. Jaqueline Dickson (JD) noted that PPE is in place for all and that all work can be done independently to satisfy social distancing.
	3.13	Students are also concerned about the quick transition from exams to labs but it was noted that this is to prevent the loss of a full week of lab time.
	3.14	There are concerns around the ICA as students do not feel that two weeks are enough. It was reinforced that it is not about the amount of data obtained but of the interpretation and that two weeks should be sufficient time for the activity. Students have been advised to start their background reading and methods now to get ahead.
DISCUSSED	3.15	International student feedback indicates that they don't feel students in labs are communicating enough. There have also been struggles organising meetings across time zones. Students were reminded that during allocated lab pod time they should all be free which should mean that there are no issues organising meetings. It was also noted that no students have raised communication issues in their weekly 1hr meeting.
NOTED	3.16	JD noted that the Lab Pod team are looking into potential catch up sessions on techniques for students who were not able to get to the lab.
ACTION	3.17	Reps have been asked to go back to the cohort and gather specific feedback to be passed on to all module leads.
CONSIDERED	SSLGBMB22021-04 - Year 3 report	

NOTED	4.1	Students were very positive about their placements and thought that Lab Pod had prepared them well. Most supervisors and faculty have provided good guidance and been available, but a few felt they were struggling to get in contact with supervisors when needed.
	4.2	Students would prefer that the Bulletin be shorter
	4.3	LITP and WKBP students found the assessment Q&A sessions run by Vania Braga (VB) and Nick Kirkby (NK) to be very useful. LABP students would like a similar session and it was noted by the FEO that their session time is just being finalised.
	4.4	Students raised concerns surrounding the high weighting of year 3. They also would like to know if there will be any safety net like process this year. CH reiterated that this was central college decision but information on the borderline policy is available on Blackboard.
DISCUSSED	4.5	Students have mentioned issues with work/life balance and working hour during projects. VB asked that reps bring some specific examples to their next meeting with the programmes team.

5. BMB Wellbeing Rep Reports

CONSIDERED	SSLGBMB22021-05- BMB Wellbeing Reports	
NOTED	5.01	Students do not seem to be aware of all the available guidance on MedLearn. Students wondered if there was a possibility of an EModule for Wellbeing information. It was noted that all info is available in the bulletins.
ACTION	5.02	Fran Bertolini (FB) and reps to discuss further outside.
NOTED	5.03	There is some confusion regarding the rules for visiting campus.
ACTION	5.04	FEO to recirculate in bulletin.
NOTED	5.05	International students said that they would like more guidance about returning to the UK. CH noted that large amounts of information is being sent out but that the best place to find this information is via the International Student Support team webpages.
	5.06	It was noted that international students will not receive different assessments as they have been provided with the knowledge required just without the hands-on experience.
	5.07	Students have said that they are hesitant to apply for mitigating circumstances as they feel that they will struggle to provide evidence. They asked if there is any way a videocall or interview process could be used. CH noted that this process is guided by central college and the FEO are not able to amend it. FB highlighted that there is a senior tutor process for students without much evidence or with distressing evidence.
ACTION	5.08	BL to discuss the borderline process with student reps

6. Amendment to BMB Prizes

CONSIDERED	SSLGBMB22021-06	
DISCUSSED	6.01	Although there was a general feeling that it would be sad to lose the collegiality prize, it was agreed that the reasoning behind replacing it with an academic prize is understandable.
ACTION	6.02	SU Reps and Aleysha Joseph to discuss further what can be done to recognise both the academic and student experience aspects

7. Update from Library Manager and Liaison Librarian

NOTED	7.01	Libraries are open (physical spaces) but are low on staff. There are updates on library site for staffing. Please do wear a mask and track and trace when visiting the libraries.
	7.02	When there are no staff onsite, there are still lots of resources online and there is remote access to most of these https://www.imperial.ac.uk/admin-services/library/library-services-during-lockdown/
8. Any Other Business		
NOTED	8.01	Chris Harris thanked the student reps for providing detailed feedback. Module Leads take this very seriously and appreciate the effort for collating info. The chair reiterated this and thanked the Module Leads for their hard work so far this year.
9. Date of Next Meeting - Wednesday 2nd June 2021		



Term 3 – Welfare Report

Feedback collection Information:

- Total survey respondents: around 180 students
- Survey opened on **14th May** and closed on **23rd May**
- Qualitative feedback methods: open-text boxes on Qualtrics survey

Areas of focus:

Overall

- Tutoring experience
- Overall welfare experience
- BMB welfare podcast

Year 1

- Transition into year 2

Year 2

- iExplore modules
- Transition into year 3

Welfare Vice Chair of Representatives: Mabel Prendergast

Year 1 Wellbeing Representative: Dominic Haworth-Staines

Year 2 Wellbeing Representative: Zicheng Wang

Year 3 Wellbeing Representative: Cristina Piñel



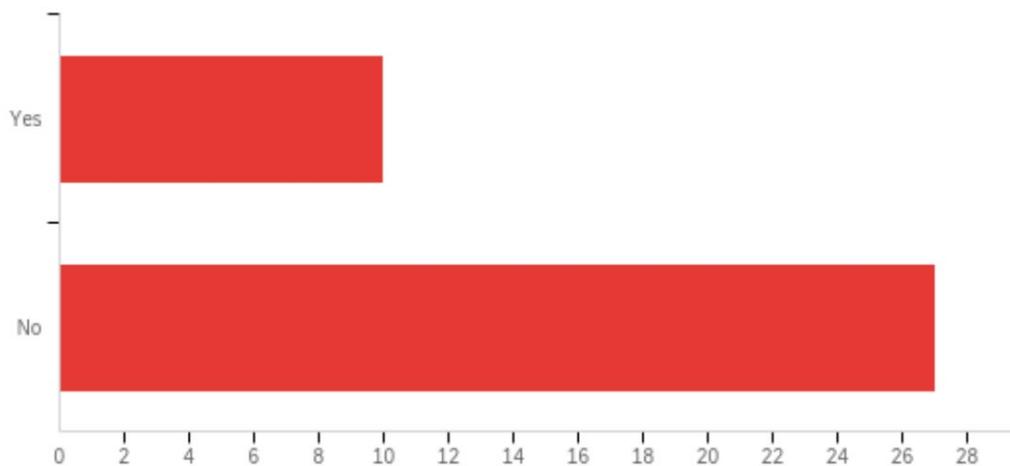


Focus 1 – Improvement of Service from Personal Tutors

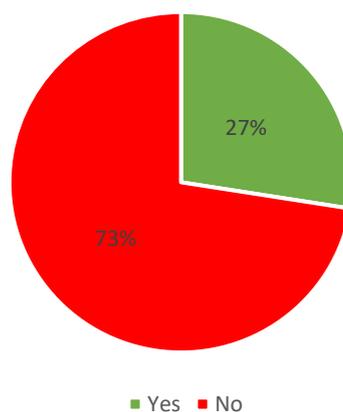
We are very grateful for the work that faculty has done to improve our personal tutoring experience, as we observe an overall higher student satisfaction:

- *The vast majority of students (>85% across all three years) reported that their tutors respond to request within 3 working days*
- *The vast majority of students (~85% across all three years) reported that their personal tutoring experience has either stayed the same or improved throughout this year*

Have you been invited to termly meetings with your tutor? (Y3, n=37)



Has your tutor sent you a feedback form after each session? (n=91)





Qualitative Feedback

My tutor has been helpful this year:

- “My tutor helped with my PhD application”
- “[There has been] More frequent reaching out by tutor.”

The lack of tutor support in Year 3:

- “My personal tutor never got in contact”
- “I have not had a proper tutor throughout my whole degree at Imperial.”

Action Points

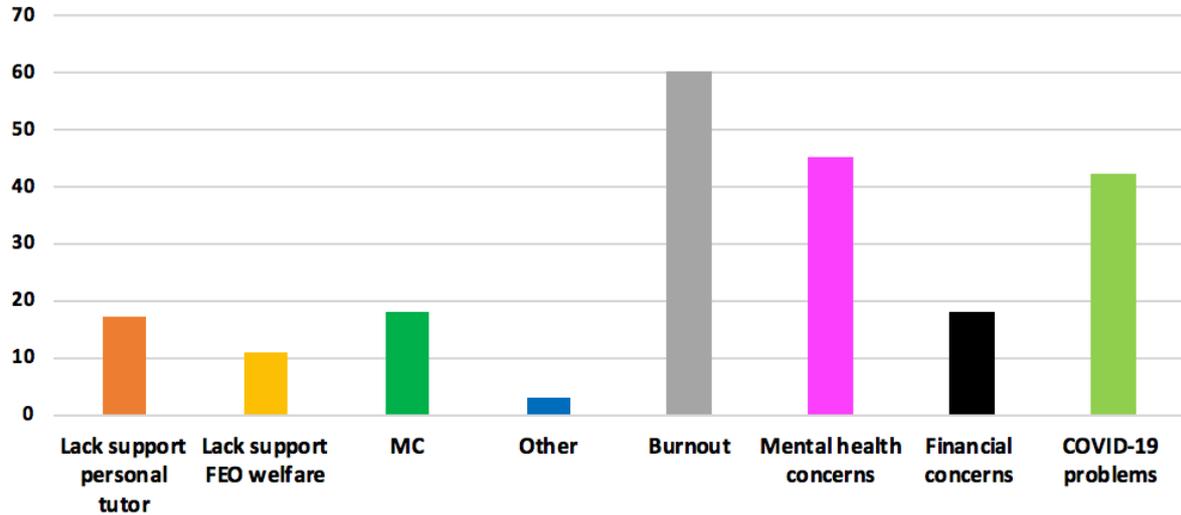
- *Most Y1 and Y2 students reported improvements with their personal tutoring experience; in contrast, most Y3 students reported the lack of contact with their personal tutor throughout the year. As Y3 is structured completely differently from Y1 and Y2, tutors need to be informed of our transition into Y3 and aware of the best ways they can support Y3 student*
- *Remind tutors they need to send out surveys after each termly group meetings (applicable to all three years)*





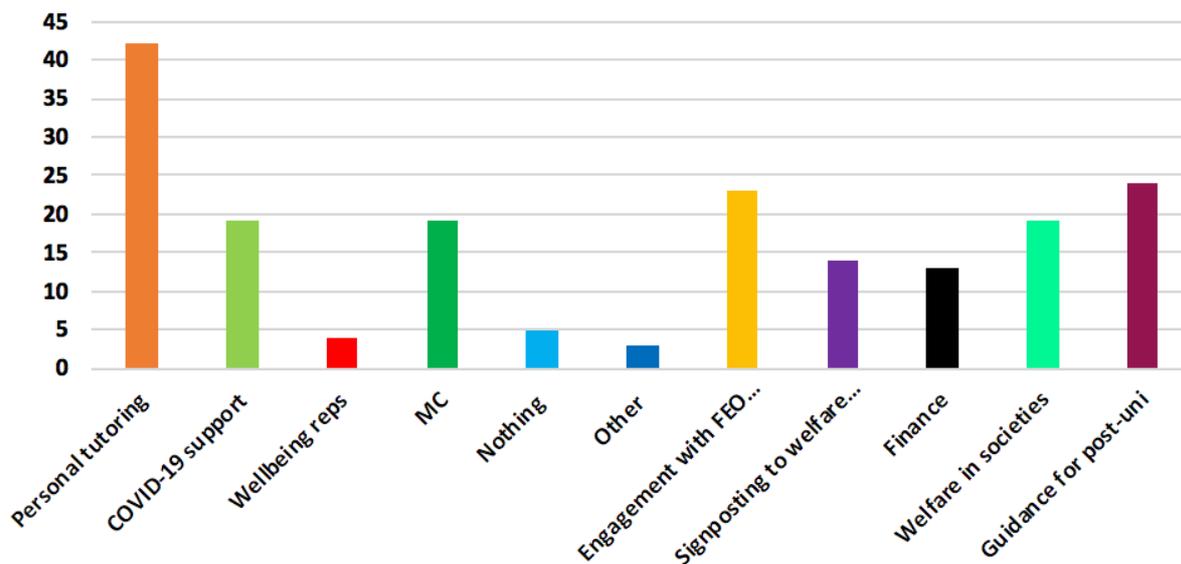
Focus 2 – Overall welfare experience

Biggest Welfare Concern this Year (n= 214)



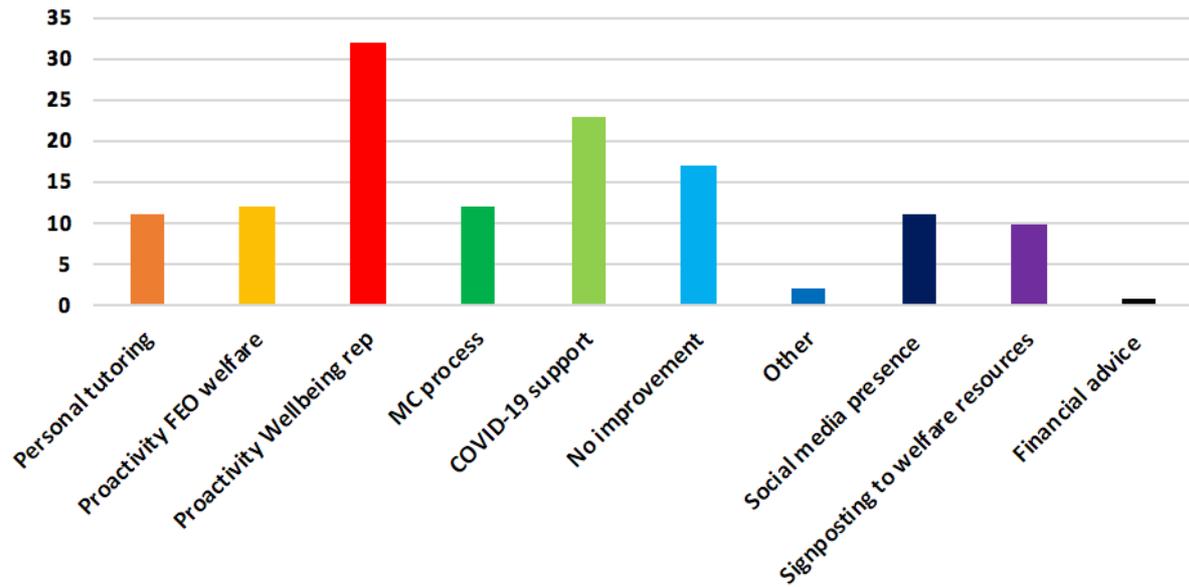
*MC = mitigating circumstances

Areas of Welfare that Need Most Work (n= 185)





Biggest Welfare Improvement Compared to Last Year (n= 131)

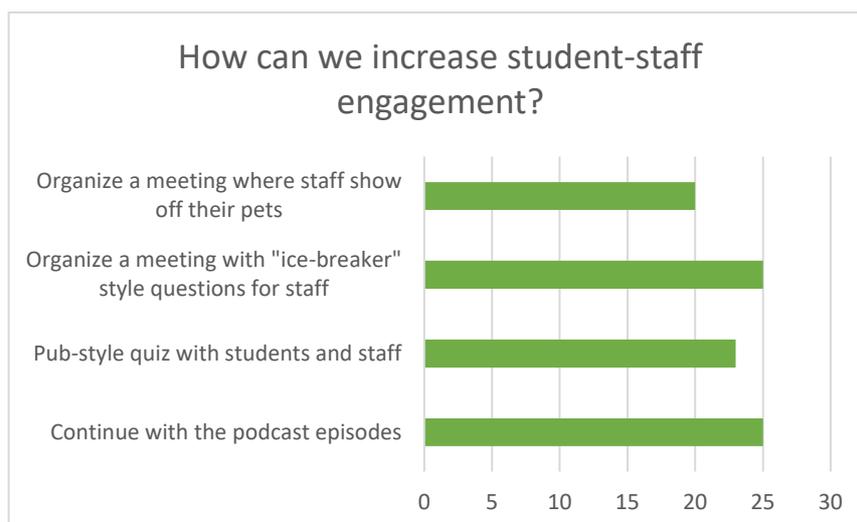
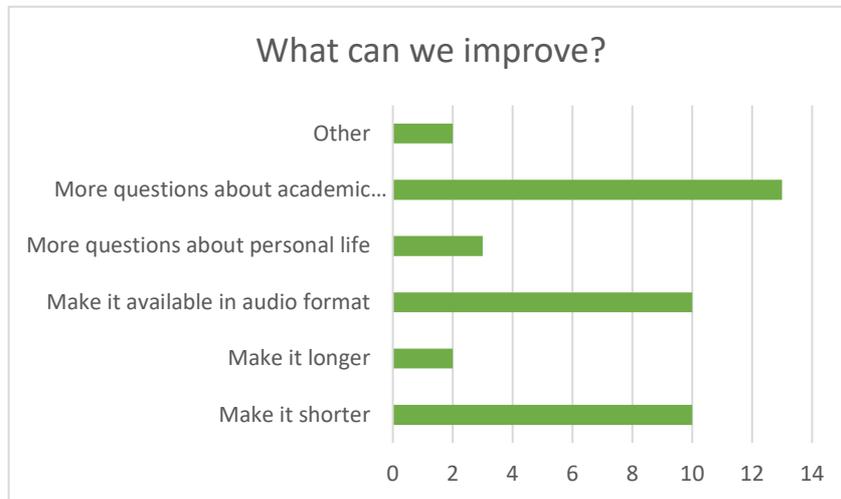


Action Points

- There are many improvements that students have noticed over the year – so thank you for your collaboration! Students specifically noticed also improvements for COVID-19 support, which is very important.
- Continue progress on the mitigating circumstances process, improvements have been noticed. Future collaboration with FEO welfare to understand how students can best interact with mitigating circumstances procedure.
- Address burnout by providing more specific resources for the management of burnout by FEO welfare.
- Integrate burnout management strategies into personal tutor meetings
- Introduce a help and advice system for year 3 students. This could include a network with alumni in different sectors who are willing to provide guidance to students. It would be great to have collaborations from staff who have experience in the area they are going to. Potentially providing a list of contacts to tutors, that they can distribute to students.



Focus 3 – BMB Welfare Podcast



Qualitative Feedback

“Asking more questions related to the upsides/downsides of her career as a scientist and how they affected her personal life (as in giving more of a realistic view of what it means to be a scientist), a comparison of how research is now compared to when they started and maybe some advice for initiating scientists.”

“Tips for your younger self. How to find your passion? How do you know if you like science? Work in industry or academia? **BTW, loved the podcast!! Never heard from Professor Alison on this level!**”

“More conversations about academic burnout, competitiveness and the Imperial bubble!”

“Have a transcript”



“How to deal with (in case of) academic failure ? How to plan for gap year and post-graduate re-application?”

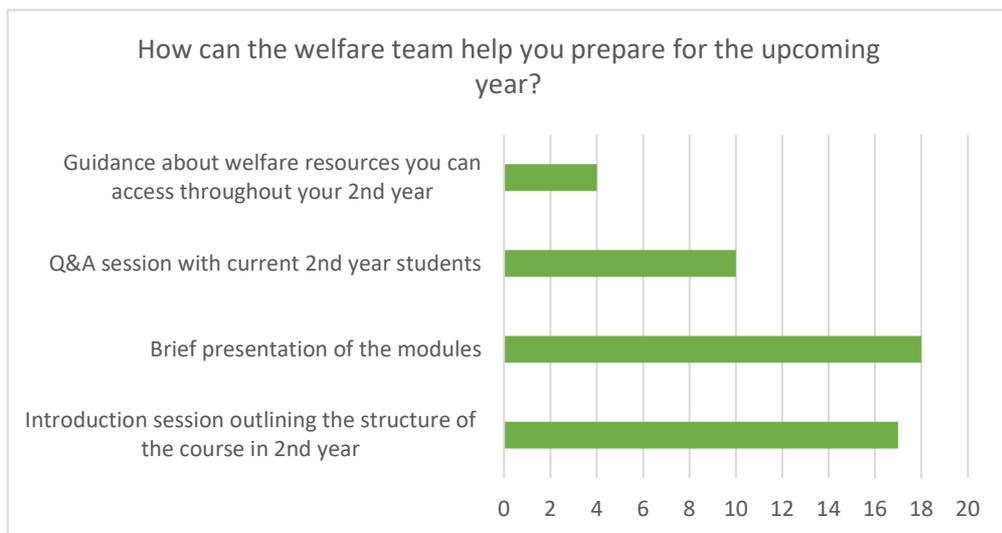
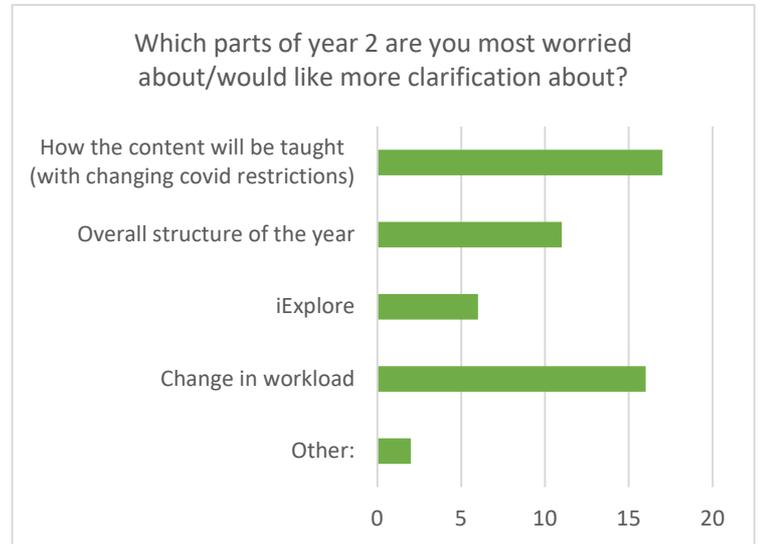
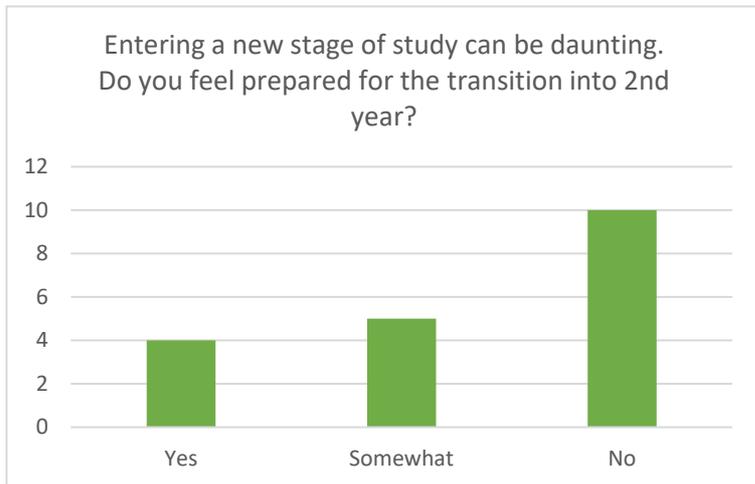
Action Points

-
- Thank you for your engagement with the podcast – it has been really well received.
 - Shorten the podcast
 - Provide the podcast in an exclusively audio format and with a transcript
 - Include comments above as future questions and themes for podcast. Especially use a focus around personal academic questions.
 - Use this SSLG to gauge interest from staff participate as future podcast guests
 - Continue collaboration with BMB Soc for student/staff events and use data for event ideas



Year 1

Focus 1 – Transition into Year 2 (n=21)



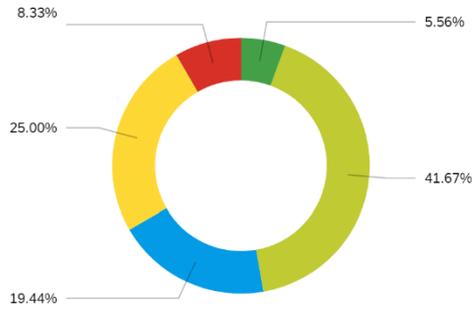
Action Points

-
- Schedule a session at the end of this academic year or before the beginning of the next year to provide clarification and reassurance on the concerns explored above. Provide particular guidance on:
 - Course structure and outline
 - How the workload has changed from first year
 - Course changes due to COVID
 - Brief presentation of modules

Year 2

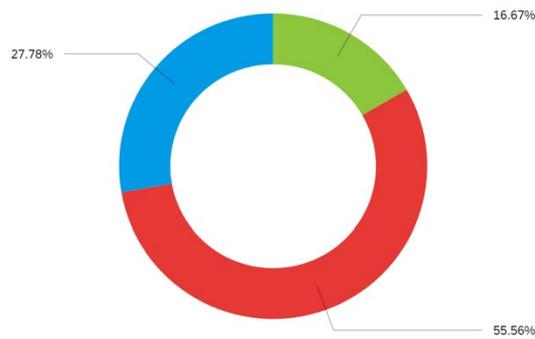
Focus 1 – iExplore modules

I enjoyed my iExplore module (n=36)



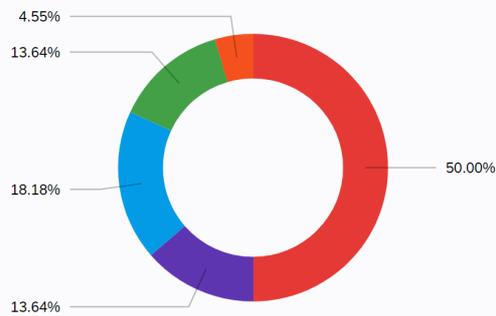
■ Strongly agree
 ■ Somewhat agree
 ■ Neither agree nor disagree
 ■ Somewhat disagree
 ■ Strongly disagree

Was your iExplore module overwhelming? (n=36)



■ Yes
 ■ No
 ■ Somewhat

It was overwhelming because (n=36)



■ The workload from iExplore was too much alongside BMB modules
 ■ iExplore took place at an inconvenient time for me
■ It was on the same day as my two other BMB modules
 ■ The content was too difficult to grasp
■ I did not receive the appropriate support (explain below)
 ■ Some other reasons:



Qualitative Feedback

Overwhelming workload sometimes

- “My workload was extremely uneven this year.”

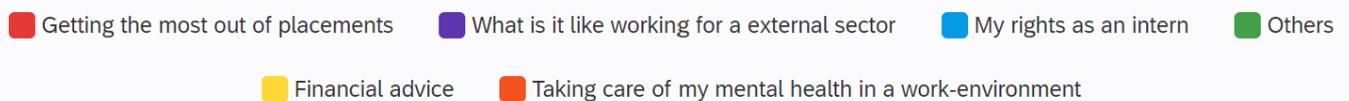
Action Points

- Overall students seemed to enjoy their iExplore module
- Leave students longer time with their iExplore coursework
- Encourage students to submit extension request if they can prove their BMB coursework is due around the same time



Focus 2 – Transition into Year 3

What should we include in the induction to Year 3?



Qualitative Feedback

Other topics suggested:

“What are the different requirements/“must-knows” when working in a high-level scientific environment”

Action Points

- *To make sure the induction is tailored to student needs, we came up with some potential topics. Students seem to like these ideas. We hope these topics can be taken into consideration when designing the induction. This could include collaborations with prior year 3 students.*

To: SSLG BMB Year 1
Date: 2nd June 2021, Term 3

Presented by: Academic Representatives for Year 1 BMB – Angellica Marta and Yuki Agarwala

Written by: Academic Representatives for Year 1 BMB – Angellica Marta and Yuki Agarwala, ICSMSU Academic Officer for BMB – Jai Chapman

BMB Year 1 Student Report

1. Introduction

This paper summarises the findings from a survey sent to the BMB Year 2 cohort on the 29th of May 2021. 29 students responded to the survey and were invited to give their opinions and concerns about first year modules and exams.

2. Recommendations

The committee is invited to:

- Consider providing a schedule for year 2 detailing optional modules and their content (Students would like to base their I-explore choices on this - Deadline: June 8th)
- Consider advising students on plans for in-person sessions in Year 2, e.g., which campuses, when? (Students seeking private accommodation would like to base their bookings around this.)
- Consider reviewing INTS + MCB exam questions regarding appropriateness of questions for open-book format. (Students felt that too many questions could just be googled)

Feedback regarding upcoming Year 2:

Optional Modules

- Students would appreciate having a schedule for Year 2 modules provided before the June 8th deadline for the I-explore choices and would appreciate a better understanding of the modules that are available in terms 1/2/3 respectively.
- Students would appreciate more details regarding the content covered in the respective modules.
- Students would like to know a rough schedule for second year exams (which months?)
- Students would like to know when the electives' fair will take place.

Others

- Students would like to know when they will need to arrive on campus for Year 2
- Students would like to confirm whether Lab Pod 2 is planned to take place in its usual format (pre-covid), or if this is still subject to change.
- Students would like to know whether face to face sessions are planned to be in person. (Knowing the location of the sessions is particularly important for students who are currently looking for private accommodation.)
- Students were wondering if they would be provided with more guidance or examples on how to complete the ICAs/exams in Year 2.

Grades:

- Students were wondering whether they will need to take extra steps to inform the FEO that they would prefer their Year 1 to not count towards the degree.
- Students feel that the difficulty of exams has increased with open-book exams compared to closed-book exams and were feeling uncertain about their marks for the year.

ICAs

CBI Southern Blotting:

- When asked to rate the support received following the CBI ICA from 1 to 5, with 5 being very satisfied, the average rating was 2.46 (n=28)
- When asked about how justified the grades received were, from 1 to 5, with 5 being very justified, the average rating was 3.00 (n=29)
- Students reported that some of the feedback received was general and not constructive so they are not sure how to improve. There was also a report of conflicting remarks by examiners.
- Students feel that the questions could be more specific and there could be more specific instructions on how much detail is required in order to fit it in the limited word count.
- Students expressed that they would have liked to have more practise leading up to the CBI ICA.
- Students appreciate the feedback session for the ICA.
- Students mentioned that it is unfair that some people had access to the Western blot eModule during the Southern blotting ICA because some of the reagents used are similar and this might give an unfair advantage.

INTS Poster:

- When asked to rate the support received following the INTS poster from 1 to 5, with 5 being very satisfied, the average rating was 2.38 (n=29)
- Students appreciated having the Q&A session for clarification.

- Some students expressed that they would have appreciated a formative assessment for the INTS Poster before having a summative assessment.
- Students report that the questions in the ICA Padlet were not answered in time.
- Students feel that there was limited support and help provided, and that expectations were not clear.
- Students appreciated having example posters for the ICA.
- Students would have liked to have the Q&A session and Padlet earlier on.
- Students found this ICA very interesting to do.

Lab Book (Term 2 Students):

- When asked to rate the support received for Lab Book from 1 to 5, with 5 being very satisfied, the average rating was 3.75 (n=12)
- Students feel that the feedback given was the best out of all the ICAs, with very constructive criticism and support for the write up process, but some still feel unsure as to how much extra detail was required for better marks.
- Students reported having conflicting information given to them by GTAs/Teaching fellows.
- Some guidelines were given too late, e.g., having to write the protocol in past tense.

Lab Oral Presentation (Term 2 Students):

- When asked to rate the support received for the Oral Presentation from 1 to 5, with 5 being very satisfied, the average rating was 2.77 (n=13)
- Someone suggested having the formative oral presentation with randomly assigned groups instead of their own lab group in order to see other peoples' presentations and practise presenting in front of other people. (Having them in the same groups meant seeing the same data and analysis repeatedly.)
- Students would have appreciated feedback about formative presentations from teaching fellows.
- Someone reported technical difficulty with a teaching fellow's timer, causing them to overrun, and they were unsure if they were going to be penalised.

General Communication

- When asked to rate general communication and access to information from 1 to 5, the average rating was 2.83 (n=29)
- Students found it confusing that different information was communicated via different platforms. (e.g, different modules uploading session slides in different locations).
- Students are aware that in normal face to face sessions, teaching fellows may stay for a brief while afterwards to answer questions. Some have said that they would appreciate this being extended more to online sessions, as they often finish immediately, leaving students unable to get feedback / ask questions.
- Students appreciate the effort for communication considering the pandemic.

Exams

CBI Exam:

- When asked to rate student satisfaction with exam results from 0 to 5, with 5 being very satisfied, and 0 being very unsatisfied, the average rating was 2.61 (n=28), showing that on average, students were satisfied with their CBI exams.

STATs Exam:

- Students appreciated that the exam was suited for the open book style and enabled fair assessment of students' abilities.
- When asked to rate student satisfaction with exam results from 0 to 5, with 5 being very satisfied, and 0 being very unsatisfied, the average rating was 2.61 (n=28), showing that on average, students were satisfied with their STATs exams.
- Students were concerned that the style of questions in STAT, whereby questions were formed into multiple subparts, meant that those who could not answer part b in a question would therefore lose all marks for parts c and d. Although 'error carried forward' may be applicable, later question parts still required some sort of data to analyse, meaning those who could not answer the first part may have had nothing to work with, i.e., lost all marks.

INTS Exam:

- When asked to rate the difficulty level of the exam from 0 to 5, with 5 being the easiest, and 0 being very difficult, the average rating was 2.31 (n=29).
- Students were concerned that some questions could be easily answered using the internet, even if the students had limited prior knowledge of the topic, making it more difficult to distinguish between students who had and had not revised for the exams.

MCB Exam:

- When asked to rate the difficulty level of the exam from 0 to 5, with 5 being the easiest, and 0 being very difficult, the average rating was 2.34 (n=29).
- Students appreciated the style of the questions as they were more suited to the open book exam, but students were concerned that some questions could be easily answered using the internet, even with limited prior knowledge of the topic, making it more difficult to distinguish between students who had and had not revised for the exams.

Lab Practical Exam:

- When asked to rate the difficulty level of the exam from 0 to 5, with 5 being the easiest, and 0 being very difficult, the average rating was 2.28 (n=18).
- It was reported that station 2 for a student was unclear. They mentioned seeing a transfer buffer put near the gel electrophoresis tank. To the student, this did not seem like a mistake because they did not think that putting a liquid near the tank meant that it had been poured into the tank. Thus, more clarity was requested for the lab practical exams.

Additional feedback for exams:

- Appreciation for being provided with past paper questions for all exams, as they helped students understand what to expect for exams. However, students mentioned that they would appreciate individualised feedback because the general feedback session was not specific to individual students.
- Requests for more advice on how to approach exam questions, in terms of the information that was being looked for.
- Requests for a more in-depth justification of marking in feedback, for better understanding of where marks were lost.
- Requests for having the feedback session earlier instead of a few months after exams, as this would help in remembering the questions and how the students could answer them better. Some students reported having forgotten questions that were mentioned in the CBI/STAT exam feedback session.
- Students were wondering when they will receive the final grades for Year 1, and whether they will need to take extra steps to inform the FEO that they would prefer their Year 1 to not count towards the degree.

Other Feedback

INTS:

- Some students greatly appreciated the nature of the face to face sessions as they allowed a lot of time for asking questions and consolidating knowledge.
- Some students, however, requested for the INTS face to face sessions to be more interactive by including more of the new information which was introduced in the face to face sessions in the emodules and adding more quizzes during the face to face. Students also requested questions in the form of iRATs and tRATs to help prepare for exams and also make the module more interactive (n=7).

Lab Pod I:

- Students greatly appreciated the in person support that was being provided throughout lab days.
- Students reported having to wait for a long time (half an hour) to receive reagents and materials which delayed their lab schedule.
- Some students found that the OneNote journal entry is insufficient and some find it inaccessible because it is quite hard to navigate.

To: SSLG BMB Year 2
Date: 2nd June 2021, Term 3

Presented by: Academic Representatives for Year 2 BMB – Cristina Riquelme Vano and Nitya Gupta

Written by: Academic Representatives for Year 2 BMB – Cristina Riquelme Vano and Nitya Gupta, ICSMSU Academic Officer for BMB – Jai Chapman

BMB Year 2 Student Report

1. Introduction

This paper summarises the findings from a survey sent to the BMB Year 2 cohort on the 15th of May 2021. 50 students responded to the survey and were invited to give their opinions and concerns about modules and exams.

2. Recommendations

The committee is invited to:

- Consider placing more emphasis on consolidation of e-module content during group teams sessions, rather than “fill-in-the-blank” exercises, as well as including less activities that require google searches / fast research.
- Consider re-working and regulating team size during online sessions – large teams sometimes meant that students felt no need to turn up as their absence would not be felt as much as if teams were smaller. (Alternatively, more monitoring of attendance?)
- Consider re-evaluating time given for group tasks (e.g., CBIO). 5-minute tasks were often not sufficient for teams to settle and begin work, making tasks rushed at times which affected learning. (Fewer tasks per session with more time given?)

Immunology and Inflammation (IMI) Feedback

41 students studying IMI responded to the survey.

When asked about how difficult the students found the content covered in the IMI module, 26 students (60% of the respondents) responded that it was ‘just right’ and 17 students (40% of respondents) responded that it was ‘too difficult’.

When asked about the quality of teaching during the F2F sessions, 35 students (85% of respondents) responded that they thought it was 'good' or 'very good', 5 students (12% of respondents) responded that it was 'okay' and 1 student responded that it was 'poor'.

Comments:

- The last consolidation session was very helpful to consolidate the module.
- Students responded that the exercises during the session were well-planned and very helpful to test and apply what they had learnt in the e-modules.
- The teaching fellows were very approachable and helpful when anyone had questions. Students found the office hours very useful. They felt well supported by the teaching fellows even though the module was being taught remotely.
- Students found the guest lecturers very interesting.
- Regarding the data interpretation questions, one student commented that they were too difficult, while another said that they found it very useful and generally like it.
- The sessions could have been longer, students would have liked to have had more time to discuss the data interpretation questions.
- The pre-reading/e-modules could have been structured better. There were different pieces of information regarding the same subject but in different e-modules, which made it difficult to complete notes and also completely understand one topic.

Exams

In terms of length and time required to complete the exam, 22 students (54% of respondents) felt as though the IMI exam was too long, 7 (17% of respondents) thought it was too short and 12 (29% of respondents) thought it was manageable.

In terms of difficulty, 13 students (32% of respondents) thought the exam was too difficult and the rest (28 students or 68% of respondents) thought it was manageable.

Comments:

- Many students commented that they found that the exam was too long, in particular the data interpretation. In the instructions, it did say that we should have half an hour spare to check our answers, but the exam did take longer than expected. The data interpretation section was shorter in the mock exam, so they were not expecting it to be that long. In the past papers, there were fewer figures to interpret and each question was worth more marks. However, reading background information and understanding and analysing does take a certain amount of time and students feel like they were expected to complete more in less time in the online exams.
- Students also found the assertion reason questions in IMI too difficult especially considering they are only worth one mark. In the past paper, a number of these questions were based on factual recall and were therefore much quicker to answer, and it is understood that the new style was due to the open book format of exams. Students thought that as the new question style required more time to answer, the questions

should have been worth more marks rather than being weighted the same as the old style.

ICA

The majority of students (36 students or 90% of respondents) responded that the ICA was manageable and 'just right' in terms of difficulty, but 4 students (10% of respondents) responded that they thought the ICA was too difficult.

In terms of how satisfied the students were with the mark they received on the ICA, most students (30 students, 71% of respondents) said that they were satisfied, 8 students (19% of respondents) that they were neither satisfied nor dissatisfied and 4 students (10% of respondents) that they were dissatisfied.

In terms of how satisfied the students were with the feedback they received on the ICA, 24 students (60% of respondents) said that they were satisfied, 10 students (25% of respondents) that they were neither satisfied nor dissatisfied and 6 students (15% of respondents) that they were dissatisfied.

Cancer Biology (CBIO) Feedback

39 students studying CBIO responded to the survey.

When asked about how difficult the students found the content covered in the CBIO module, 34 students (87% of the respondents) responded that it was 'just right', 3 students (8% of respondents) responded that it was 'too difficult' and 2 students (5% of respondents) responded that it was 'too easy'.

When asked about the quality of teaching during the F2F sessions, 18 students (46% of respondents) responded that they thought it was 'good' or 'very good', 14 students (36% of respondents) responded that it was 'okay' and 7 students (18% of respondents) responded that it was 'poor' or 'very poor'.

Comments:

- Students responded that they found the CBIO team very approachable and felt as they could ask them questions and ask for any help they might need.
- They found the content of CBIO module to be very interesting.
- Students feel as though it is difficult to pay attention to other groups' presentations during sessions based around group research work, as there is usually a rush to get their own presentations finished. At times, this affected students' concentration.
- Students find the group research tasks where they have to look things up, google or research less engaging and also less helpful in terms of preparing for the exam. They would prefer to have some activities or quizzes where they can consolidate the pre

session material in quizzes, practice exam questions, data interpretation or escape room style workshops.

- Students felt as though they did not get enough practice with data interpretation questions during the F2F sessions.
- The teams were very large, and so it was difficult to engage with others, build bonds with teammates and many did not feel the need to turn up. Making smaller teams and taking attendance could improve attendance. Furthermore, when teams are large, often some students do not talk or participate while some of the others do the work. In a smaller team, everyone is more likely to contribute. Perhaps teams could have 4-6 students.
- Students were set tasks for 5 minutes and expected to complete them during this time. However, this duration was not sufficient to be able to get into groups, start discussing and reach on consensus, and then get back to the general channel.
- There were often many tasks that were set for a single F2F session. If fewer tasks were planned, there would be less going back and forth between channels and students could discuss the task in depth.
- Students did not find the use of kahoot helpful. They thought that they were very easy and overall did not work as well over teams. The questions were often very specific about specific proteins. They were not as helpful as students knew that they would not be asked these types of fact recall questions in the exam. Students prefer LAMS questions that would help them understand the content better.
- Students feel as though the point system did not add much to the sessions.
- Most of the F2F sessions were not an extension of the material learnt in the emodule, but a repetition of the content in a fill in the blank form.

Exams

In terms of length and time required to complete the exam, 16 students (41% of respondents) felt as though the CBIO exam was too long, 6 (15% of respondents) thought it was too short and 17 (44% of respondents) thought it was manageable.

In terms of difficulty, 25 students (64% of respondents) thought the exam was too difficult and the rest (14 students or 36% of respondents) thought it was manageable.

Comments:

- There were several blurry figures which made it very difficult to read and understand the figure, as well as also time consuming and stressful to analyse. For example, there was one where it was very hard to tell the difference between an asterisk and an arrow. The quality of the images were (slightly) better in the PDF, but it was difficult and time consuming to have to constantly change tabs. Furthermore, not all of the students would check their email during an exam. In future exams, the images should be of a higher quality.
- One of the figures had an abbreviation (APLN or similar) that was not explained in any of the material.

- Students found that two of the SAQs were not covered in as much detail as they should have been during the module.
- Students think that those who didn't take the IMI module were disadvantaged in the last SAQ.
- Students found the data interpretation too difficult, especially compared to the example that was discussed during the F2F sessions. Furthermore, there was only a single example that was discussed during a F2F, and students would have liked more practice with these sorts of questions. Furthermore, the examples during the consolidation session were much easier than those in the exams and students were not expecting or prepared for questions that were so much more difficult.
- Students would appreciate the inclusion of the LO of the F2F in the e-modules.
- Some students found that they did not have enough time to complete the exam properly as the application questions took up a lot more time than expected.
- Some students think that the format of the exam should be altered to have the data interpretation section last, as it is difficult to answer SAQS after analysing data.
- One student commented that the emodule and the F2F sessions were not coherent with the names for biomarkers.
- Students found that the data interpretation took too long to complete. In the past papers, there were fewer figures to interpret and each question was worth more marks. However, reading background information and understanding and analysing does take a certain amount of time and students feel like they were expected to complete more in less time in the online exams.
- Students found the long answer question about HIF-1A was very confusing, especially considering how little they actually learnt about this protein. One student commented that they relied on google to answer this question which they feel like this completely defeats the point of open book exams, as the exam should be testing their understanding of the content. They thought that the tyrosine kinase question was a much better question since, while this question was not explicitly covered in the emodules/face to face session, they were taught enough to be able to apply their knowledge to answer this question.

ICA

The majority of students (30 students or 77% of respondents) responded that the ICA was manageable and 'just right' in terms of difficulty, but 8 students (21% of respondents) responded that they thought the ICA was too difficult and 1 student responded that they thought the ICA was too easy.

The responses received on how satisfied the students were with the outcome of the ICA were relatively evenly spread out, with some students being satisfied and others, dissatisfied.

In terms of how satisfied the students were with the mark they received on the ICA, 19 students (49% of respondents) said that they were satisfied, 8 students (21% of respondents) that they were neither satisfied nor dissatisfied and 12 students (31% of respondents) that they were dissatisfied.

In terms of how satisfied the students were with the feedback they received on the ICA, 17 students (45% of respondents) said that they were satisfied, 9 students (24% of respondents) that they were neither satisfied nor dissatisfied and 12 students (32% of respondents) that they were dissatisfied.

Neuroscience (NEU) Feedback

30 students studying NEU responded to the survey.

When asked about how difficult the students found the content covered in the NEU module, 24 students (80% of the respondents) responded that it was 'just right' and 6 students (20% of respondents) responded that it was 'too difficult'.

When asked about the quality of teaching during the F2F sessions, 16 students (52% of respondents) responded that they thought it was 'good' or 'very good', 8 students (27% of respondents) responded that it was 'okay' and 6 students (20% of respondents) responded that it was 'poor'.

Comments:

- There were many activities and quizzes, such as the practice exam questions and the virtual escape room, where students had to work together to complete tasks that everyone really enjoyed. These activities also helped students consolidate the pre-session material.
- They also like the application activities, such as the data interpretation or case studies and would like to see more data interpretation activities.
- The modules were concise and explained the content well. They did not consist of just text but had some videos and short activities that helped the students understand the material.
- Making and watching students present presentations was not a very engaging activity (two of the NEU F2F sessions) and students feel as though they do not learn as much compared to other activities.
- iRATs/tRATs at the start of each session could be beneficial (in addition to the exercises provided).

- The F2F sessions could have been a little longer as we sometimes overran and did not get to complete everything during the session. Furthermore, sometimes the parts of the session that were not discussed during the session but left for us to cover on our own were the less straightforward activities like case studies.
- Teams were quite large, maybe we could have had more teams with fewer people, perhaps a maximum of 5. When teams are large, often some students do not talk or participate while some of the others do the work. In a smaller team, everyone is more likely to contribute.

Exams

In terms of length and time required to complete the exam, 11 students (37% of respondents) felt as though the NEU exam was too long, 5 (17% of respondents) thought it was too short and 14 (47% of respondents) thought it was manageable.

In terms of difficulty, 14 students (47% of respondents) thought the exam was too difficult and the rest (16 students or 53% of respondents) thought it was manageable.

Comments:

- The exam, in particular the short answer questions (SAQs) were too long, so sufficient responses to each question could not be provided. They also found the SAQs very difficult.
- The mark division for the NEU exam was different from that of the past example exam, the SAQs were worth 48%, and the data interpretation, only 16%. A student commented that they prefer the previous mark division as it seemed more balanced, as the new division puts a large emphasis on the SAQs.

Other academic concerns:

- Would it be possible to take a horizons course during the final year placement? Has it previously been done?
- In general students think that as the open book exams have application-based questions, they take longer to complete than closed book exams. Perhaps the time limit should have been extended so that they have sufficient time to read, understand and interpret data. In general students would like more practice with data interpretation questions.

To: SSLG BMB Year 3
Date: 2nd June 2021, Term 2

Presented by: Academic Representatives for Year 3 BMB – Kah Yan Ng and Katherine Bethell

Written by: Academic Representatives for Year 3 BMB –Kah Yan Ng and Katherine Bethell, ICSMSU Academic Officer for BMB – Jai Chapman

BMB Year 3 Student Report

1. Introduction

This paper summarises the findings from a survey sent to the BMB Year 3 cohort on the 15th of May 2021. 51 students responded to the survey and were invited to give their opinions and concerns about third year placements and remote learning.

[LABP (39 students; 76.5%), WKBP (8 students; 15.7%), LITP (4 students; 7.8%)]

2. Recommendations

The committee is invited to:

- Consider running a Q&A session with future years before they have started short modules to clarify any module or assessment information students are unsure of.
- Consider releasing short module pre-session material in Easter to help future students feel more prepared.
- Consider including more comments regarding improvements when providing assessment feedback
- Consider providing more class examples to help students produce quality coursework

Lab Based Placement Feedback

Two-thirds of students (26) thoroughly enjoyed their LABP, ranking their projects highly, as it was exciting and relevant albeit challenging; several students mentioned it was the highlight of the degree. The extensive lab experience and networking opportunities within the project is appreciated by students as it makes them competitive candidates for future applications.

The feedback given by faculty, especially through the padlet, was really helpful. Students also found their supervisors largely supportive as they provided invaluable feedback regarding assessments. However, some supervisors were unaware of the projects structure and in some cases did not know about several key assessments. We would advise faculty to communicate detailed project information with supervisors prior to students starting the placement.

Assessment Q&A Session

Most students found the assessment Q&A session ran in Term 2 useful as the Menti format worked well. It would have potentially been more useful if it was organised earlier in the year with the padlet also available to ask small questions as they emerged throughout the project.

Term 2 Modules

Out of 12 students who rated the modules in Term 2, most (11) really enjoyed the subjects and structures of the module.

Creative Reflection

The majority of students (11) were satisfied with the modules timetable and the pre-session material available; the frequent breaks between lectures were really appreciated. All students (12) were satisfied with the quality of teaching provided, especially the detailed support given regarding assessments. Students found the diversity of activities enjoyable and fun. It was a really organised module where students gained both personal and professional skills.

The only downside to this module was its remote nature, several students mentioned how CREF could only be improved through in person teaching.

Science Communication and Public Engagement (Advanced)

Students found the module interesting, and the skills taught were very valuable to some student's future career paths. The assessments were explained really well during sessions and examples provided were very helpful. It was suggested that the use of Menti or Padlet may have improved engagement as students are more likely to share ideas if anonymised.

Regarding the SCPEA timetable, students would have preferred having a week at the beginning of term 3 rather than an extra week of working at the end of the year. It was also asked whether the essay topic could have been released earlier as students have found it stressful completing this assessment whilst term 3 short modules are occurring.

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Short Modules

Students are finding the short modules really interesting, and the guest lectures are particularly helpful and informative.

Although half of students (18) found the two-week timetable of short modules difficult and do not believe it has worked, most students prefer focusing on one module at a time. The biggest problem is overlapping assessments and large workloads. We believe this could be combatted through the release of pre-session material earlier and a Q&A session with the specific module lead beforehand where students could be briefed about the assessments, resources and module in general, so they feel better prepared.

66% of students (24) did not feel prepared for the short modules as pre-session material for some of the modules was released late and it is difficult to prepare for upcoming lectures when there are a lot of assessments ongoing. We would recommend the pre-session material for all the modules is released in Easter giving students plenty of time to prepare.

OBD:

- The module lead was really engaging and supported informative class discussions.
- Some assessment topics were addressed in lectures, potentially giving some students an unfair advantage as more information was given about their assignments.
- It would have been helpful if assessment information could have been released earlier to help students prepare.

PMED:

- Some students found the pre-session material too complex to understand before the lectures.

DESD:

- Pre-session material for this module was noted by students to be particularly useful.
- Questions were always answered promptly on padlet
- The timetable felt slightly crowded with a lot of lessons condensed into a short period of time each day.

REGM:

- The module lead was really helpful and was quick to assist students in any queries.
- A very organised, well run module.
- — The data handling assessment was lab-based which some WKBP/LITP students found challenging
- The data handling ICA was on day 2 with instructions only released the day before, students felt that it didn't test the understanding of the topic

GLOH:

- — The assessment information released prior to the module was really useful to help students prepare.
- Support sessions regarding assessments are really appreciated by the students.

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Short Module Assessments

Some of the short module assessments did not align with what was learnt in the lectures, this has meant students have been unsure about the content of assessments. The modules which offered padlets (DESD) and drop-in support sessions (GLOH) to support students through the assessments have been greatly appreciated as students feel more prepared.

Due to the short module timetable the ICA deadlines have been very close together making it difficult for students to fully concentrate on one at a time, made more difficult by the amount of pre-session material set by some modules. This has meant some students have been working late into the night due to the tight schedule of submissions. We would recommend releasing pre-session material and assessment information earlier so that students can prepare before they begin the module to minimise the stress felt by students.

Assessments and Feedback

Overall, 80% of students (29) felt that assessment feedback has improved upon previous years. Although, students felt that weighting for each assessment should be reconsidered; 42% for a lab report, 14% for lab oral presentation, and 18% for short modules has caused distress to students in the last couple of months.

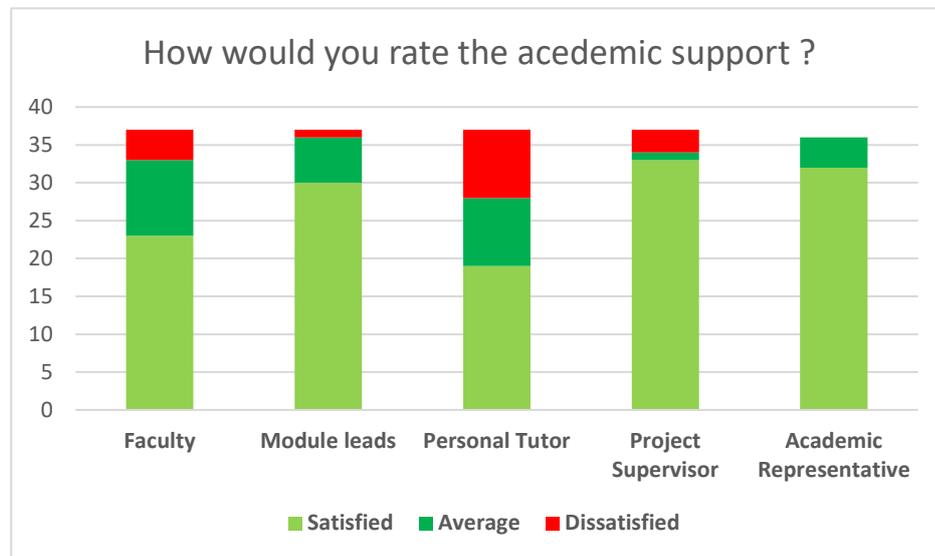
Where class examples for assessments were given, they were very helpful in producing high-quality work. If possible, it would be appreciated if more class examples could be given in the future. 60% of the students (23) believe feedback has been provided promptly. However, the timeliness and quality of the feedback could be further improved. Some students reported receiving a lower grade (second class), but their feedback had no negative comments.

Project Oral Presentation

80% of the students (29) felt that feedback for oral presentation was somewhat helpful, but they would appreciate if comments could include more details about improving.

Academic Support

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60% of the students (22) felt that their feedback has been heard by the faculty. Some students would have preferred more interactions with the faculty through town halls.

Postgraduate Support

Half of students (21) will be pursuing either a master's or PhD degree upon graduation. They feel that the practical aspect of the degree has dramatically helped make this possible, especially for those who are progressing directly onto a PhD. 10 students will be working upon graduation; they felt that career support provided by career service has been valuable in preparing and guiding them to work in industry, especially in the business sector (management consultancy, etc.).

Students would appreciate if more career workshops targeted towards BMB students could be organised earlier. For example, workshops could include talks from careers advisors and BMB alumni, explicitly focusing on the different pathways available for a BMB student upon graduation. Also, workshops could provide support during applications, potentially regarding personal statements and interview preparation.

Additional Queries

Overall, students are happy with the course and feel that it has made them "stand out from the crowd". However, some students think that more maths and statistics modules could be incorporated into our course to better support their career options.

Immunology & Inflammation

Module Title	Immunology & Inflammation		
Module Code	2.3-IMI / MEDI95009	FHEQ Level	Level 5
Pre-requisites	MCB, INTS	Co-requisites	None
Primary Department	School of Medicine		
Module Leader	Dr Ana P. Costa-Pereira		
Additional Teaching Departments	DoS&C (ACP), NHLI (REW & CJ) and FEO (MM)		
Teaching Staff	Dr Ana P. Costa-Pereira (ML), Dr Rob E. White (DL), Dr Manuela Mura & Dr Cecilia Johansson (all sessions) + up to 2 invited lecturers		
Programmes on which the Module is delivered	Core/Elective		
BSc Medical Biosciences	Elective		
BSc Medical Biosciences with Management	Elective		
Learning Outcomes	<p>At the end of this module students should be able to:</p> <ul style="list-style-type: none"> • identify the nature and function of cells and molecules composing of the immune system, and where they interact and act; • compare and contrast the innate and adaptive immune responses; • integrate innate and adaptive immune responses; • discuss different types of immune responses that different triggers can elicit; • demonstrate how immune dysregulation of immune responses can contribute to disease 		
Description of Content	<p>This module builds upon the year 1 Integrative Body Systems (INTS) module and provides an opportunity to study the biology of the immune system in greater depth. It recaps and extends the students' knowledge of the molecules and cells of the innate and adaptive immune systems and demonstrates how these function and interact to create a cohesive defence system against damage signals in order to maintain human health.</p> <p>In addition, case studies of abnormal and unhelpful immune responses, such as, for example, autoimmunity, allergy and tumour tolerance, will be outlined and used to highlight how these diseases have informed our understanding of the immune system and where the future of immunological research lies.</p>		

Assessment		Assessment Type	Weighting
Individual oral presentation		Coursework	40%
Open book, computer assisted written exam		Examination	60%
Learning & Teaching Hours	Independent Study Hours	Placement Hours	Total Hours
24	163.5	0	187.5
ECTS Credit	7.5	CATS Credit	15
Date of introduction	October 2018	Date of Last Revision	June 2021

CHANGES TO TEACHING, EXAMINATION AND ASSESSMENT OR E-LEARNING FOR SCHOOL OF MEDICINE PROGRAMMES

Please complete ALL sections

SECTION A: GENERAL DETAILS	
Title of Proposal	Immunology & Inflammation (update)
Name and role of Proposer(s)	Dr Ana P. Costa-Pereira (ML), Dr Rob E. White (DL), Dr Manuela Mura & Dr Cecilia Johansson (DL)
Year(s) of programme	BSc Medical Biosciences (BMB) and BSc BMB with Management (BMBM), Year 2
Site(s) delivered on	South Kensington, on-line
Date of proposed implementation <i>e.g. academic year 2020/21</i>	Academic Year 2021/22
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	Immunology & Inflammation, Year 2, Term 2
Description of proposed change(s)	
<p><i>Including:</i></p> <ol style="list-style-type: none"> 1. <i>A brief outline of current teaching</i> 2. <i>An explanation of and reasons for proposed change(s)</i> 3. <i>The consequences of not making the proposed change(s)</i> 	
Background to the module	
<p>Immunology & Inflammation (IMI) is a second-year elective module worth 7.5 ECTS and part of BSc Medical Biosciences (BMB) and BSc Medical Biosciences with Management (BMBM) programmes. The module benefits from a fully blended pedagogical approach, with theoretical, factual, information taught online via 10 eModules and more cognitive challenging concepts face-to-face in 12 interactive sessions directed by the teaching staff in charge of the module (1 Reader, 1 Senior Lecturer, 1 Lecturer and 1 Teaching Fellow).</p> <p>As a result of this pedagogical design, IMI students must engage with an eModule focussing on an immunology key topic before the 2 hour long F2F session, where they work in groups no larger than five. The IMI module wraps up with two 2 h consolidation sessions for which the content is decided based on perceived gaps and feedback/ requests logged by the students on the module's discussion board (currently Padlet).</p> <p>If the biological complexity of our immune system is mindboggling, beautiful and elegant in equal measures, the complexity of its nomenclature is such that it is enough to put many off studying this extraordinary system.</p> <p>The IMI Team, however, place greater emphasis on the bigger picture, focussing on explaining concepts and cellular mechanisms, as opposed to requiring students to learn all the names of cell markers and cytokines. The latter would require much rote learning which, as we have found out, is not needed for our undergraduates to obtain a sound foundation on key principles of immunology.</p>	

Exam format

The original exam was designed to be a 3 h closed-book exam. It comprised:

- **Part A.** 20 single best answer questions (SABQs) (25% of the total marks) (25 min)
- **Part B.** 15 assertion reason questions (ARQs) (30% of the total marks) (30 min)
- **Part C.** 2 multi-part data interpretation questions (45% of the total marks) (1 hour and 30 min)

In all cases, questions in **Section A** and **B** are carefully written to avoid recall and simple memorisation. All questions are double checked by two additional academics who will challenge the author and thus serve as both quality control and gate keepers who ensure that students must have at the very least a grasp of immunology to be able to tackle each of the questions. These are automatically scored.

In **Section C**, students are presented with data from scientific papers previously published and listed on PubMed. Sometimes, the IMI Team re-label images or omit some figure panels for the sake of simplicity. In this section, students are asked to interpret the data and integrate it with their knowledge from the IMI modules.

When we went into lockdown back in March 2020 due to the COVID-19 epidemic, it was clear that all examinations had to be moved online.

How was the exam adapted to a time-restricted assessment (TRA) online?

The 2020 IMI online exam was virtually identical to the original exam and it was set up on Blackboard by the Faculty Education Office (FEO) BMB Team. Although students were instructed to sit it as a closed-book exam, we changed any details provided in Section C that would make the original articles, from which the data had been taken, identifiable. This included code naming molecules, and relabelling graph axes. Further checks of questions in Sections A and B reassured the team that the questions could not be easily answered by simply resorting to memory and this remained untouched. Students were advised against consulting notes and internet as this would likely cost precious time and reminded about the importance of being honest.

We did not change the time because it has always been an IMI Team core belief that IMI students should be tested for knowledge rather than speed with which they can answer and have always been conscious with the amount/extent of the exam questions.

Exam outcome

Results distribution of online and F2F exams were comparable with students who did best in the ICA also typically doing better in the exam, and exam top marks being attained by students that best performed throughout the running of the IMI. We did not detect serious misconduct in online IMI exams. Overall, students do not appear to have significantly affected by having to take their IMI exam online.

Why the requested change?

The IMI team have wanted to do computer assisted since the beginning, but we did not have enough resources to do so. COVID-19 has clearly changed how we can do things and has additionally shown us that what was at some point seen as an insurmountable issue, is now a non-issue.

The pros

- Quicker and better first marking, as all time and energy goes to understanding what the students have written - no need to decipher different handwriting
- Easier annotation of all answers by both academics, including detailed notes on any differences and resulting moderation – quick resolution by an additional examiner if needed, practically in real time
- Immediate transfer of 'scripts' from 1st examiner to 2nd examiner as all scripts are digitally stored in Bb
- Much quicker moderation and much better analysis of the data – more time for detailed discussions between all examiners (indeed, in IMI all 4 Academics mark the exams, in all possible permutations) since now all can be looking at the same script at the same time
- Better overall quality of marking and feedback.
- No need for Admin teams to handle scripts; marks all uploaded onto Bb ready for colleagues to extract and process it
- No need for a physical room
- No need to invigilate
- More environmentally friendly – no paper waste

The cons

- More care (time) needs to be taken with regards to the design of the exam (e.g. where images are best positioned to avoid students losing time unnecessarily; image modification to avoid students tracing the original data)
- Increased potential for exam fraud
- Increased involvement of Admin staff setting up the online exam

Risk of not making this change

- Significantly increased workload for the academics in charge of IMI, a popular module that typically attracts 2/3 of the BMB/BMBM Year 2 cohort (e.g. AY 2020/21, 99 students)
- Reduced quality of exam marking (e.g. annotation of scripts; back and forth discussion between the marking pair and the other two colleagues) due to necessarily more limited opportunities for discussion amongst IMI academics who teach and assess the whole cohort.

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.

Nothing will change regarding the learning and teaching which is already blended: asynchronous online learning and synchronous F2F (or online in pandemic times) learning.

CHANGES TO EXAMINATIONS OR ASSESSMENT**What are the current arrangements for assessment?**

3 h in person exam in an invigilated room

What are the proposed new/replacement arrangements for assessment?

3 h (plus uploading time) online open book exam

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, Head of Year (Dr Liz Want), Head of Assessment & Feedback (Dr Birgit Leitinger) & BMB/BMBM Senior Management.

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

The way the exam was conducted in AY 2019/20 and 2020/21 had to change by virtue of the COVID-19 epidemic. The exam itself did not as IMI exams have always shied away from relying on pure recall and are heavily skewed towards conceptual understanding of key immunologic processes. The fact that the online exam had to be open book did not offer special concern to the IMI team.

Students have consistently commented on the fairness of the IMI exam and the results over 3 years show consistent performance across cohorts, irrespective of the exam being taken in person in invigilated rooms, or online as a TRAs carried out on BlackBoard.

The online exam format, however, changed slightly in the AY 2020/21 after feedback from students that sat the AY 2019/20 IMI exam, namely by altering the positioning of images in the Data Handling Section + having a PDF with DHQ emailed at the time of the exam to avoid continuous scrolling during the exam).

Please provide details of any modifications to the learning outcomes

None.

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

All the resources needed are already available as the open book computer assisted exam can be conducted on BlackBoard and the administrative staff are familiar with it, after two years of online Bb exams.

If additional resources are required please indicate who this has been discussed with and the outcome.

See notes below

None envisaged.

SECTION E: Other Comments or supporting information.

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

This change will have no impact on any other area of the BMB/BMBM programmes.

Application Process

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In view of the length of the approval process, permission for changes should be requested in good time for the process to be completed in the academic year before introduction.

All proposals for changes to teaching must be supported by relevant Heads of Year, and Course Leaders. The Head of Learning Resources must also be consulted over any potential impact on facilities and resource requirements. This is particularly important when teaching space requirements will change (such as combining groups of students together or relocating teaching to an alternative campus). Students must also be given the opportunity to comment on the changes.

The application should identify whether there are any funding or resource implications:

- The Director of Education Management should be consulted if there are central financial implications.
- The relevant SID Manager should agree any local financial implications.
- The Clinical Education Finance (SIFT) Manager should be consulted where applications involve SIFT implications. Such applications may need to have support from the Trust's Director of Clinical Studies and the Finance Director.
- The Learning Resources Manager, FEO should be consulted regarding any room change implications, particularly if additional rooms are required or at different times, to check availability and the feasibility of the proposal.

It is also advisable to contact the appropriate Programme Administrator as listed below in advance to discuss the proposed changes.

The completed form should be sent to the Programme Administrator responsible for whichever academic year the change relates to (see below). They will ensure that the paper is considered by the relevant board. Please note that board meeting dates are published before the beginning of each academic year. The deadline for the receipt of papers is normally two weeks before the date of the meeting and under no circumstances should changes to teaching forms be tabled at meetings.

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Learning Resources	Kiran Tailor (k.tailor@imperial.ac.uk)

CHANGES TO TEACHING, EXAMINATION AND ASSESSMENT OR E-LEARNING FOR SCHOOL OF MEDICINE PROGRAMMES

Please complete ALL sections

SECTION A: GENERAL DETAILS	
Title of Proposal	Change to year 1 assessment
Name and role of Proposer(s)	Dr Paul Strutton – module lead INTS
Year(s) of programme	1
Site(s) delivered on	SK & HH
Date of proposed implementation <i>e.g. academic year 2020/21</i>	Academic year 21-22
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	INTS (spring term)
Description of proposed change(s)	
<i>Including:</i>	
<ol style="list-style-type: none"> 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) 	
Change of type of in-course assessment (ICA) from essay to laboratory practical write-up	
<i>For changes involving the introduction of e-learning:</i>	
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, INTS has one 3-hour computer-based exam (50% of total module marks) and 2 ICAs, one digital story telling (poster, 25%) and one 1500-word essay (25%).
What are the proposed new/replacement arrangements for assessment?	Change of type of in-course assessment (ICA) from essay to laboratory practical write-up The INTS teams wishes to review ICA for the module and reintroduce a practical assessment for an ICA. This assessment would be a write-up for a human electrophysiology practical. This assessment previously ran successfully in April 2018 & 2019, but the practical associated with

the assessment did not run in 2020 due to difficulties COVID.

Following recent discussions, the INTS module leadership team agreed that some of the skills being assessed by the essay were duplicating those being assessed by the digital storytelling assessment (critical appraisal of literature, distillation of pertinent scientific findings, dissemination of results).

We feel that including a practical write-up as an ICA to replace the essay would assess a different skill set.

Firstly, the practical focuses on human electrophysiology, the only practical on human participants occurring in year 1. This involves measuring conduction velocity of nerves.

From a practical perspective, the students will be exposed to the complexities of human experimentation. Further, it will consolidate material taught in the neuroscience component of the module.

Additionally, students will learn about communication with participants, data collection, processing, analysis and presentation.

An important consideration in our discussions was the inclusion of a component where students could explore normative data from different populations and put data collected into context with wider populations. This would expose students to the effects of ethnicity, age, gender, height, weight, and body mass index on parameters measured. It would also dovetail well with a component early on in the course where pathologies affecting nerve conduction were explored. In addition, it will require students to explore sources of normative and pathological data, by searching biomedical databases (e.g. Pub Med) and citing original sources of literature.

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

- Professor Kevin Murphy and Professor Letizia Foroni (deputy module leads, INTS)
- Dr Niamh Martin, Head of Year 1
- Dr Birgit Leitinger, Head of Assessment and Feedback (Chair)
- Professor Alison McGregor, Director of Undergraduate Science

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

N/A

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

We wish to re-introduce the practical element to the module, so we will utilise the existing resources. If covid restrictions are still in place, a recorded version of the practical (by Paul Strutton) will be presented and discussed for students to write-up.

If additional resources are required please indicate who this has been discussed with and the outcome.

See notes below

SECTION E: Other Comments or supporting information.

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

Application Process

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CHANGES TO TEACHING, EXAMINATION AND ASSESSMENT OR E-LEARNING FOR SCHOOL OF MEDICINE PROGRAMMES

Please complete ALL sections

SECTION A: GENERAL DETAILS	
Title of Proposal	New short modules in Year 3
Name and role of Proposer(s)	Vania Braga
Year(s) of programme	Year 3
Site(s) delivered on	
Date of proposed implementation <i>e.g. academic year 2020/21</i>	2021-2022 (Term 3)
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	none
Description of proposed change(s)	
<i>Including:</i>	
<ol style="list-style-type: none"> 1. <i>A brief outline of current teaching</i> 2. <i>An explanation of and reasons for proposed change(s)</i> 3. <i>The consequences of not making the proposed change(s)</i> 	
<p>With number of students in the Medical Biosciences course raising to 150 students, we propose to increase the number of short modules offered to students in Year 3. The aim is to improve the variety of topics offered to the students and maintain a smaller number of the students per short module to keep high standard of course delivery. Without increasing the number of short modules, the delivery and teaching of the short modules would have to be changed to cater for higher number of students in each module, thereby compromising the learning outcomes. The short modules will take place over two weeks in the summer term of Year 3 of BMB, starting in 2022.</p>	
<i>For changes involving the introduction of e-learning:</i>	
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?	An oral assessment and a written assessment, each counts 50% of the total marks of the module
What are the proposed new/replacement arrangements for assessment?	The new short modules will have the same arrangements for assessments as current taught modules in Year 3.

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

Proposals have been discussed with Head of Year, Head of Programme and current short module leads, BMB Vice President and Academic Officer. The students have been consulted in 2020 about the requirement of new short modules. Topics were suggested by Year 3 students and consultation is undergoing for Year 2 and Year 1 students about the content and subjects to be covered.

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

Following suggestions from Year 3 students on the desired courses, the following topics were chosen for the new short modules. The content and outline are currently being developed in consultation with students as well as appointment of new module leads, who will finalise the specification of the courses.

The new proposed modules are:

1 - Innovation and translation in Medicine

The module will explore the process of development of new designs of medical tools and equipment that underpin innovative treatment, diagnostics or improve the quality of life of patients. The module will cover steps from the philosophical process of creativity and concepts of innovation to the interdisciplinary research and practicalities of commercialization of the final product.

2 - Ethics and medical regulation

The modules will explore the importance of ethics in the development of regulatory structures of various areas of biomedicine. The module will cover the philosophy of ethics, how changes impact in medical research or clinical trials, the design of new therapeutic frontiers and patient partnerships.

3 - Biomedicine Data Sciences (BiDS)

This module will explore the contribution of bioinformatics, machine learning and artificial intelligence to research and data analyses. The student will learn specific methodology as clustering analyses, machine learning and neural networks and their applications.

Please provide details of any modifications to the learning outcomes

N/A

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

If additional resources are required please indicate who this has been discussed with and the outcome.

See notes below

SECTION E: Other Comments or supporting information.

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

The short modules will take place over two weeks in the summer term of Year 3 of BMB, starting in 2022. The new modules will not impact on the other teaching arrangement. They will be taught within the time frame allocated for all short modules that run concomitantly in Term 3. Each student will choose three modules (out of twelve modules) to study in Year 3.

Application Process

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Learning Resources	Kiran Tailor (k.tailor@imperial.ac.uk)

Imperial College London

To: <Committee name>

Date: 02 June 2021

Presented by: Vania Braga

Written by: Vania Braga

Change in timetable of Year 3 students – LITP and WKBP Type of Paper: Full

1. Introduction

Proposal:

In the next BMB cohort 2021-2022, the timetable of Medical Biosciences Year 3 has to be readjusted to accommodate teaching availability. The change will affect Year 3 students allocated in the Literature (LITP) and Work Placement (WKBP) projects.

We propose to start the module Science Communication and Public Engagement Advance (SCPE-A) in October 2021 for two weeks and the remaining of the teaching and assessments will be finalised in Term 3 (see diagram highlighted in light green). The LITP and WKBP students will start their projects at the end of October.

Other modules leads in Year 3 have been consulted.

Impact:

This new schedule will be beneficial for the students in their LIPT and WKBP placements, as they can use and practice the SCPE-A learning in their respective networking and science communication activities. This change will not affect students in Lab-based research projects, as SCPE-A is taught to LITP and WKBP student only.

BSc Medical Biosciences, Y3																																										
	Term 1										Christmas			Term 2										Easter					Term 3													
Starting	04-Oct	11-Oct	18-Oct	25-Oct	01-Nov	08-Nov	15-Nov	22-Nov	29-Nov	06-Dec	13-Dec	20-Dec	27-Dec	03-Jan	10-Jan	17-Jan	24-Jan	31-Jan	07-Feb	14-Feb	21-Feb	28-Feb	07-Mar	14-Mar	21-Mar	28-Mar	04-Apr	11-Apr	18-Apr	25-Apr	02-May	09-May	16-May	23-May	30-May	06-Jun	13-Jun	20-Jun	27-Jun			
Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
LITP and WKBP projects	Welcome week	SCPE Advanced teaching and assessments	LITP and WKBP projects (weeks 4-11)										Some external placements resume			LITP and WKBP projects (weeks 15-20) Students on external placements may finish sooner if dates cannot be accommodated by the supervisor										Oral assessment	Report preparation	Report submission	CREP teaching and assessments						Short module teaching (Pot A)	Short module assessments (Pot A)	Short module teach (Pot B)	Short module assessments (Pot B)	Short module teaching (Pot C)	Short module assessments (Pot C)	SCPE teaching and assessments	Final week

2. Recommendations

The committee is invited to ratify

CHANGES TO TEACHING, EXAMINATION AND ASSESSMENT OR E-LEARNING FOR SCHOOL OF MEDICINE PROGRAMMES

Please complete ALL sections

SECTION A: GENERAL DETAILS	
Title of Proposal	Changes in project allocation process
Name and role of Proposer(s)	Dr Vania Braga
Year(s) of programme	Year 2 students - project selection for Year 3
Site(s) delivered on	N/A
Date of proposed implementation <i>e.g. academic year 2020/21</i>	Academic year 2021-2022
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	Module Projects LABP, LITP and WKBP
Description of proposed change(s)	
<p><i>Including:</i></p> <ol style="list-style-type: none"> 1. <i>A brief outline of current teaching</i> 2. <i>An explanation of and reasons for proposed change(s)</i> 3. <i>The consequences of not making the proposed change(s)</i> 	
<p>Current process:</p> <p>In the spring term, Year 2 students are presented with choices of projects to be carried out internally at Imperial College or in external Companies. Projects are grouped in three types:</p> <ul style="list-style-type: none"> • Laboratory-based Research Project (LABP – internal or external labs) • Literature-based Project (LITP - internal) • Work Placement-based project (WKBP – internal or external companies) <p>Students are asked to:</p> <ul style="list-style-type: none"> • Choose 15 projects, including <u>up to</u> 6 external projects • Rank projects in order of preference • Submit to FEO BMB <p>Allocation process:</p> <ul style="list-style-type: none"> • The process aims to allocate the higher project preference to the highest number of students. • Best-fit algorithm employed in the Faculty of Medicine is used to allocate projects to maximise preference of the cohort. • When deciding allocation of a project chosen by two students with the same preference ranking (e.g. second place), the Professionalism score obtained in Lab Pod 2 module are taken into consideration, i.e., the student with higher Professionalism score takes preference in the allocation. • The Professionalism score has five components equally weighted, namely student attendance, punctuality and time management, teamwork (peer evaluation), attention to detail (lab book assessment Term 1) and response to criticism (reflective video). These are skills essential to be successful in project chosen in Year 3 and future jobs. 	

- Key allocation criteria used are thus the ranked preferences made by each student and the Professionalism score (i.e., evaluated by BMB leads and colleagues/team members).
- Students' academic performance is not taken into consideration at any point during the ranking process.

Issues to be addressed:

- We would like to provide greater transparency to students about the allocation process and how allocations are influenced by their Professionalism score. This will help students to make decisions about their project preferences.
- With the increasing number of students on the course, this year a preference emerged for some research areas and projects that resulted in some projects being selected by a number of students. This greater competition for certain projects made the allocation process more difficult and resulted in some students getting relatively low-ranked project preferences.
- It is important that the process assigns external placements to students who have demonstrated the professional attitudes and behaviours expected of students on the programme. These are students who can be ambassadors for the programme and have demonstrated that they can benefit from progressing to a different environment. There is a risk that students without well-developed professional attitudes and behaviours may be declined an external project at the interview stage, which will inevitably lead to disappointment. Students with lower professionalism scores will benefit from our ability to provide closer supervision and support in internal projects.

Proposed changes:

We propose to modify and define key steps that students should achieve to be entitled to specific project choices. The aim is to guide the student to suitable projects, in which they can shine through and achieve the module learning outcomes in personal and professional skills. We propose three changes:

- 1) To continue to use the Professionalism scores from Lab Pod to set up a threshold:
 - A student is not able to choose external projects if their professionalism score is below 75% of the highest scoring student at the time of Year 3 Project allocation.
 - For the current cohort 2020-2021, the above would mean that 90% of the students would be entitled to go to external projects.
- 2) To use of the Best-fit algorithm in a different, sequential order:
 - Allocate external LABP
 - Allocate WKBP
 - Allocate internal LABP and LITP
- 3) To modify of the Best-fit algorithm in order to provide a weighting for Professionalism scores directly for an unbiased selection and assignment of projects.

Outcome:

By defining the criteria before students make their choices, their personal preference and ranking will be better tailored to what is advisable in terms of their demonstrated professional ability in Year 2.

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?

N/A

What are the proposed new/replacement arrangements for assessment?

N/A

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

Proposals have been discussed with Head of Year, Head of Programme and FEO BMB team. Consultation is undergoing for Year 1 students about the need to change the system and the benefits.

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

Awaiting comments from consultation.

Please provide details of any modifications to the learning outcomes

N/A

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

The best fit algorithm will have to be modified slightly to include new criteria as discussed above.

If additional resources are required please indicate who this has been discussed with and the outcome.

See notes below

SECTION E: Other Comments or supporting information.

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

Application Process

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CHANGES TO TEACHING, EXAMINATION AND ASSESSMENT OR E-LEARNING FOR SCHOOL OF MEDICINE PROGRAMMES

Please complete ALL sections

SECTION A: GENERAL DETAILS	
Title of Proposal	Changes to Projects module outline
Name and role of Proposer(s)	Dr Vania Braga, Head of Year 3 Dr Nick Kirkby. Project Management module lead
Year(s) of programme	Year 3
Site(s) delivered on	
Date of proposed implementation <i>e.g. academic year 2020/21</i>	2020-21
SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY	
Course(s) affected and when delivered	LAPB, LITP, WKBP
Description of proposed change(s)	
<i>Including:</i>	
<ol style="list-style-type: none"> 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) 	
<p>Year 3 consists of projects (lab projects, literature projects or work placements). Changes in their assessment have been approved in 2020 and here is the update in the module outline using track changes.</p>	
<i>For changes involving the introduction of e-learning:</i>	
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?	N/A
What are the proposed new/replacement arrangements for assessment?	<ul style="list-style-type: none"> • The research plan becomes formative in all three project modules. • All three project modules will be assessed by a project/placement report (75%) and an oral presentation (25%). • Marks will no longer be awarded by the supervisor • The grant application (LABP) and the essay (WKBP) have been removed.

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

N/A

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

N/A

Please provide details of any modifications to the learning outcomes**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

If additional resources are required please indicate who this has been discussed with and the outcome.

See notes below

SECTION E: Other Comments or supporting information.

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

Laboratory Based Research Project

Module Title	Laboratory Based Research Project		
Module Code	3.12-LABP / MEDI96061	FHEQ Level	Level 6
Pre-requisites	LP1, LP2	Co-requisites	None
Primary Department	School of Medicine		
Module Leader	Dr Nicholas Kirkby		
Additional Supervising Departments	FoM, FoNS, FoE, other academic institutions, Industry		
Programmes on which the Project is delivered		Core/Elective	
BSc Medical Biosciences		Elective	
BSc Medical Biosciences with Management		Elective	
Learning Outcomes	<p>At the end of this module students should be able to:</p> <ul style="list-style-type: none"> • generate hypotheses and critique their validity based on experimental data; • perform rigorous sets of appropriately controlled experiments; • critique the data and generate future plans of action; • summarise the data in a well organised and accurate lab book; • generate a report in the form of scientific paper and prepare a presentation to disseminate the data; • plan future experiments and adjust the research direction based on their results • demonstrate awareness of the importance of thoroughly recording data and behaving ethically at all times. 		
Description of Content	<p>The research project in the final year is a key, characteristic, component of the BSc Medical Biosciences programme. Projects may be completed in a 'wet' lab, or in a 'dry' research environment (for example, an epidemiology research team). The five month project will enable students to fully integrate into the hosting team and to be treated as 'one of the gang'.</p> <p>The laboratory placement will last 20 weeks and the students will prepare a paper (effectively a report, or thesis) and presentation based on their independent research project with a leading scientist/leading organisation.</p>		

	The Programme Director will review all research project titles and plans to ensure alignment with the programme's first and second year taught content. The Programme Director will manage the assignments and ensure that the learning objectives are met.		
Potential Supervisors		Example Project Title	
Yearly call (See Appendix A for a typical project supervisor list)		Yearly call (See Appendix A for a typical project list)	
Assessment		Assessment Type	Weighting
Project/placement report		Coursework	75%
5-10 min oral individual presentation		Practical	25%
Learning & Teaching Hours	Independent Study Hours	Placement Hours	Total Hours
10	395	720	1125
ECTS Credit	45	CATS Credit	90
Date of introduction	October 2017	Date of Last Revision	April 2021

Literature Based Research Project

Module Title	Literature Based Research Project		
Module Code	3.13-LITP / MEDI96073	FHEQ Level	Level 6
Pre-requisites	None	Co-requisites	
Primary Department	School of Medicine		
Module Leader	Dr Nicholas Kirkby		
Additional Teaching Departments	FoM, FoNS, FoE, other academic institutions, Industry		
Teaching Staff	Yearly call		
Programmes on which the Module is delivered			Core/Elective
BSc Medical Biosciences			Elective
BSc Medical Biosciences with Management			Elective
Learning Outcomes	<p>Upon successful completion of the module students should be able to demonstrate:</p> <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • knowledge and understanding of essential facts, concepts, principles and theories relating to the subject areas identified; • the ability to recognise and analyse problems and plan strategies for their solution; • skills in the evaluation, interpretation and synthesis of information and data; • skills in communicating scientific material and arguments; • Information technology (IT) and data-processing skills; • communication skills, covering both written and oral communication; • problem-solving skills, relating to qualitative and quantitative information; • numeracy and mathematical skills, including such aspects as error analysis order-of-magnitude estimations, correct use of units and modes of data presentation; • the ability to work independently using own initiative in solo tasks; • planning skills and the ability to develop schedules and timetables with clear, specific milestones and deadlines; <p>Transferable Skills:</p> <ul style="list-style-type: none"> • time management; • stress management; 		

	<ul style="list-style-type: none"> project management. 		
Description of Content	<p>This module provides students with an opportunity to undertake an extended piece of work, and explore in depth a topic of their choice.</p> <p>Students may choose any topic related to biomedical sciences, provided that a supervisor with relevant subject knowledge can be sourced from Faculty staff.</p> <p>Students may choose to conduct a 'dry' research study, for example analysing open-source data, conducting a meta-analysis or working with a charitable organisation to evaluate the impact of the charity's work. Alternatively, students can explore a pertinent major health challenge through an extended piece of work, which illuminates the theory and developments in their selected area.</p>		
Assessment		Assessment Type	Weighting
Project/placement report		Coursework	75%
Oral presentation		Practical	25%
Learning & Teaching Hours	Independent Study Hours	Placement Hours	Total Hours
10	740	0	750
ECTS Credit	30	CATS Credit	60
Date of introduction	October 2017	Date of Last Revision	April 2021

Work Placement Based Project

Module Title	Work Placement Based Project		
Module Code	3.14-WKBP / MEDI96074	FHEQ Level	Level 6
Pre-requisites	None	Co-requisites	SCPE2
Primary Department	School of Medicine		
Module Leader	Dr Nicholas Kirkby, Dr Ricardo Petraco Da Cunha		
Additional Teaching Departments	None		
Teaching Staff	Tutors to be appointed		
Programmes on which the Module is delivered		Core/Elective	
BSc Medical Biosciences		Elective	
BSc Medical Biosciences with Management		Elective	
Learning Outcomes	<p>Upon successful completion of the module students should be able to:</p> <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • demonstrate excellent independent critical thinking and knowledge of biomedical sciences; • identify critical health problems facing humanity in the 21st century and demonstrate awareness of how these are being, or can be, tackled; • adapt to a new working environment, and translate theoretical knowledge to solve real-world problems; • interpret complex data, assimilate it and summarise it in a more manageable format; • demonstrate excellent verbal and written communication and presentation skills; • demonstrate a high level of self-awareness, fair play behaviour at all times and a concern for society; <p>Transferable Skills:</p> <ul style="list-style-type: none"> • demonstrate time management; • demonstrate stress management; • demonstrate project management; • demonstrate teamwork and the ability to work in a group to achieve the best outcome. 		

Description of Content	<p>This module provides students with an opportunity to gain real-world experience of global health challenges and apply their theoretical knowledge to practical business problems.</p> <p>Students will gain experience working in a relevant organisation, working with professional colleagues in a business, public sector or third sector environment. Potential placement host organisations include hospitals, publishing or broadcasting houses, museums, charities, app design companies, consultancy companies, government agencies and think tanks.</p> <p>Students will write a written report which will:</p> <ol style="list-style-type: none"> 1. Explain their contribution to the organisation and analysing the organisation's approach to translating theoretical knowledge to solve health challenges 2. Analyse future directions for their organisation such as an opportunity for improvement or for the development of a new product/service to solve a health challenge 3. Provide a reflective account on how the placement has influenced them personally. 		
	Assessment	Assessment Type	Weighting
Project/placement report	Coursework	75%	
Oral presentation	Practical	25%	
Learning & Teaching Hours	Independent Study Hours	Placement Hours	Total Hours
5	245	500	750
ECTS Credit	30	CATS Credit	60
Date of introduction	October 2017	Date of Last Revision	April 2021

To: BSc Medical Biosciences Bsc (BMB) Staff Student Liaison Group

Date: 2nd June 2021

Presented by: Rebecca Jones

Written by: Rebecca Jones

Library Training for BMB students Full Paper.

1. Introduction

Last October/ November the library ran two flipped learning workshops for the Year 1 BMB students. The purpose of this paper is to explain what was taught, analyse the feedback and get recommendations from students and staff about how library skills should be taught next year.

(The videos, slides and exercises from the classes are on the [library pages](#) on BMB Blackboard)

Workshop 1:

Before the session students were asked to watch videos about how to access library resources, explaining the different types of information and how to evaluate information.

In the session [60 minutes on Teams] students had to find journal articles in LibrarySearch, evaluate library resources for BMB on Padlet & critically appraise three resources using CRAAP.

Workshop 2:

Before the session students were asked to watch videos of Alison McGregor explaining plagiarism and Ella Mitchell & Brett Harmony talking about the differences between paraphrasing & quoting.

In the session [60 minutes on Teams] students had exercises to recognise plagiarism, recognise the errors in examples of Vancouver referencing and reference three resources. At the end they then had to do the compulsory plagiarism test.

The feedback for these sessions are in the appendix.

2. Recommendations

The committee is invited to:

- 1) The Library would like to know from students what they thought about the sessions and what they feel they should have been taught?
- 2) A number of Year 1 students felt this year's live sessions were rushed and the Library agrees. We would like to alter this this year so either the live session is longer (it was previously 90 minutes long) or (ideally) training is spread throughout the BMB course when students need it most.
 - Do staff/ students think that there are any other times in the course it would be more useful to learn about these skills? For example, for MBBS students they have more general sessions at the start of Year 1 and we then offer

them a Workshop 3 about how to search databases before a podcast project in June of the 1st year.

Appendix One: Evaluation Forms.

Workshop One:

46 responses.

1. "Please rate the quality of the content of the Live Teams session, 5 stars being the highest." – average score = 4.47
2. Please explain your score for question 1.

Comment	Number of students
Useful / Helpful	14
Engaging/ interactive	9
Informative	9
Clear	8
Too quick	6
A good recap of skills after holidays	1
Not enough interaction	1
Couldn't see Teams chat so confusing	1
Exceeded expectations	1
OK	1

3. "Please rate the quality of the pre-session content (videos and Ovid Medline tutorial) 5 stars being the highest." – average score = 4.07
4. Please explain your score for question 3.

Comment	Number of students
Useful/ helpful	7
Didn't know about them	4
Clear	4
Lots of detail	3
Not interactive	2
Good visual explanations	2
I could understand them	2
Too short/ not much information	2
I will refer back to them in future	2
The live session was better	1
I didn't watch them	1
Good	1
They were too rushed	1
The video sticks	1
The CRAAP one was just repeated in the session	1
Not interesting	1
Not helpful	1

5. "As a result of today's session, do you have greater confidence in using Library resources?" Yes = 44 No = 2
6. Please explain your answer to question 5.

The people who said no:

"I need more time and explanation - this was a little too much packed into just an hour session and not enough time to get an idea of how to use the different resources properly."

"I am still quite lost, and don't know which website to start - I wish a comparison between different websites and their respective usage could be covered."

The people who said yes:

Comment	Number of students
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I now know what's available	5
Today helped	5
It was hands on/ interactive	4
Clear	4
I knew nothing before	3
You recommended good resources	3

7. "Course Development: Do you have any comments or suggestions that would improve this session?"

Comment	Number of students
Rushed	5
Perfect	4
The Teams link for the session should have been in the email	1
I want to know how to suggest a book purchase	1
I want to know how to access the library Blackboard page	1
Should make it more clear there's pre-session material	1
The videos were repetitive	1
You should combine the 2-3 quizzes into 1	1
You should demonstrate the processes yourself.	1

Workshop Two:
31 responses.

- "Please rate the quality of the content of the Live Teams session, 5 stars being the highest." – average score = 4.41
- Please explain your score for question 1.

Comment	Number of students
Useful/ Helpful	7
Clear	5
Interactive	3
Efficient/ I now understand	2
Confusing	1
I didn't get the pre-session videos	1
Good	1
"as engaging as it could be"	1
Well presented	1
Rushed	1

- "Please rate the quality of the pre-session content (videos and Ovid Medline tutorial) 5 stars being the highest." – average score = 3.96
- Please explain your score for question 3.

Comment	Number of students
Clear	3
I didn't know about them	2
Useful	1
Vague	1
Will be useful to see again	1
High quality	1
Had no problems with them	1
Useful	1

- "As a result of today's session, do you have greater confidence in using Library resources?" Yes = 31
- Please explain your answer to question 5.

Comment	Number of students
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Know where to look for help/ where the guides are	5
I now know the information	4
I now understand	3
It was interactive	3
Clear	2
I wasn't overwhelmed	1