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

**Minutes of Meeting held on 14 April 2021**

**Present:** Mr Muntaha Naeem (ICSMSU President) (Chair), Professor Amir Sam (Head of Imperial College School of Medicine & Director of Assessment), Rachel Kwok (Academic Chair), Natania Varshney (Welfare Chair - ICSMSU), Mabel Prendergast (Vice Chair for Wellbeing Reps), Rami Abbass (Year 6 Representative), Emily Miles (Year 6 Representative), Aditi Reddy (Year 6 Representative), Dr Omid Halse (Director of Phase 3), Mr Chris Harris (Head of Programme Management), Mr Jitender Yadav (Programme Manager (Clinical)), Mr Nick Taylor (Programme Administrator (Year 6)), Miss Mary Weathers (Programme Administrator (Electives & Careers) (Secretary), Alisha Chamba (Year 5 Wellbeing Representative), Vasiliki Kalogianni (Year 5 Representative), Hector Sinzinkayo Iradukunda (Year 5 Representative), Dr Ali Dhankot (Head of Year 5), Mr Matthew Shotliff (Programme Officer (Years 3 & 5), Ms Toyosi Johnson (Programme Administrator (Year 5)), Salma Khan (Year 3 Representative), Andrea Perez Navarro (Year 3 Representative), Roma Thakker (Year 3 Representative), Hamza Ikhlaq (Year 3 Wellbeing Representative), Ms Jenelle Rutherford (Programme Administrator (Year 3)), Dr Anjali Amin (Head of Year 6 Assessment), Dr Andrew Greenland (Head of Year 5 Assessment), Dr James Jensen-Martin (Director of Quality and Student Experience), Dr Sonia Kumar (Director of Undergraduate Primary Care Education), Dr Arti Maini (Deputy Director of Undergraduate Primary Care), Dr Sian Powell (Course Lead for General Practice), Dr Neepa Thacker Year 5 General Practice and Primary Health Care Course Lead), Ms Jenna Mollaney (Primary Care Education Manager), Dr Elizabeth Muir (Foundations of Clinical Practice Course Lead), Ms Fran Bertolini (Student Services Manager), Ms Hannah Behague (Welfare Officer), Dr Christopher-James Harvey (Phase 1 Head of Academic Tutoring), Ms Georgina Wildman (Library Manager & Liaison Librarian), James Wild (Deputy Head of School Secretariat), Ms Rebecca Sie (Teaching Facilities Manager), Rebecca Thompson (BSc student)

**Apologies:** Ms Trish Brown (Head of School of Medicine Secretariat), Dr Julia Hillier (Director of Student Support), Mr Gareth Jones (Electives Director), Mr Martin Lupton (Vice-Dean (Education)), Dr Graeme Wilson (Year 5 Senior Tutor), Ms Amy Sims (Programme Officer (Year 6),

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| 1. **Welcome and Apologies for Absence** | |
| REPORTED: | The Chair welcomed everyone to the meeting and reminded them of the Microsoft Teams housekeeping rules. Apologies were noted. |
| 1. **Minutes of the Year 3, 5 & 6 SSLG Meeting Held on 3 February 2021** | |
| CONSIDERED: | **SSLG3562021-11: Minutes of the Year 3, 5 & 6 SSLG Meeting Held on 3 February 2021** |
| REPORTED: | No corrections or queries were raised. The minutes of the meeting held on 3 February 2021 were confirmed as an accurate record. |
| 1. **Matters Arising** | |
| REPORTED: | * 1. **Item 4.1: Programme Officer (Years 3 & 5) to arrange a meeting re: feedback for assessments with Year 3 Reps and Head of Year 3 Assessment** This action had been completed. An assessment information session had been held for Year 3 students, which the Year 3 Reps had collated questions for.   2. **Item 4.2: Library Manager & Liaison Librarian to provide updated information for Years 3, 5 & 6 bulletins** The information had been included in bulletins issued in February 2021.   3. **Item 5.2: Head of Programme Management to contact Tina Ferguson about volunteering rotas** This item had been completed.   4. **Item 5.2: Wellbeing Representatives to contact the Head of Programme Management with recent feedback about volunteering rotas** The Head of Programme Management had met with the Vice Chair for Wellbeing Reps to discuss volunteering further. The issues discussed at the last meeting had been found to be resolved.   5. **Item 5.3: Head of Programme Management to contact Tina Ferguson about a list of duties for volunteering roles** After the Head of Programme Management had met with the Vice Chair for Wellbeing Reps, this action had not been deemed necessary, as the previous issues with volunteering had resolved. Volunteering levels had also reduced since the last SSLG. The Head of Programme Management would be happy to speak to Tina Ferguson in future if any issues with volunteering recurred.   6. **Item 5.4: Year 3, 5 & 6 teams to re-iterate in bulletins that students should consider learning and preparation for practise when committing to volunteer shifts** This item had not been completed, but was no longer necessary.   7. **Item 5.5: Programme Administrator (Year 3) to set up a meeting with the Phase 1 Head of Academic Tutoring and Wellbeing Representatives to discuss the March Schwartz Round** The meeting had taken place. The Wellbeing Representatives had subsequently surveyed the Year 3 and 5 cohorts regarding this matter. It had not been possible to complete this before the March Schwartz rounds, but the feedback would be reviewed for future academic years.   8. **Item 5.8: Year 3, 5 & 6 teams to add reminders to bulletins for students to contact their site Teaching Co-ordinator if they had not yet received their first vaccination**   This item had been completed.   * 1. **Item 5.10: Years 3, 5 & 6 teams to signpost general advice about travelling during lockdown in bulletins**   This item had been completed.   * 1. **Item 6.2: Director of Quality and Student Experience to contact Trusts to discuss adherence to the placement specification document**   The feedback gathered by the Year 3 Representatives had been cross-referenced against SOLE data and some discrepancies had been found, which had made it difficult to speak to Trusts about this matter. The Director of Quality and Student Experience asked the Year 3 Representatives to provide more detailed feedback, if available, as this would be needed to progress this matter further with the relevant Directors of Clinical Studies. Imperial College Healthcare NHS Trust (ICHT) were in the process of collating further information about the Year 3 Surgery placement.  **ACTION: Year 3 Representatives to contact the Director of Quality and Student Experience with further feedback/specific details about placement issues**  **ACTION: Director of Quality and Student Experience to feed back ICHT report to Year 3 3 Representatives, when available**  The GP element of the course had been reviewed. The Director of Undergraduate Primary Care had discussed MICA feedback with the Year 3 Representatives. The Deputy Director of Undergraduate Primary Care had also contacted Andrea Perez Navarro to discuss the survey comments about MICA further. The timing of the student survey had coincided with the cancellation of clinical skills teaching and reduced footfall in GP practices, due to the COVID-19 situation. The Year 3 Representatives had also met with the Year 3 Undergraduate GP Course Lead to discuss how tutor and student expectations of what would be possible during the MICA placement could be managed. The Primary Care & Public Health Faculty Development Manager had been looking at how GP practices could be supported to provide a good teaching experience for students. Overall, feedback provided on MICA through the SOLE tool had been positive.  There had been a trial to allow educators to respond directly to BSc students’ SOLE feedback. It was being investigated whether this could be rolled out to other MBBS years.   * 1. **Item 6.4: Year 3 team to arrange interactive session with Head of Year 3 assessment, to be held in Rotation 3** This item had already been addressed in item 3.1.   2. **Item 6.6: Head of Year 3 and Programme Administrator (Year 3) to reiterate to sites that Wednesday mornings should be protected time, to allow students to attend centralised teaching** This item had been completed. The Year 3 Programme Administrator would also ensure this message was reiterated to sites ahead of the 2021-22 academic year.   It was queried whether teaching activity could take place on Wednesday mornings for MICA placements. It was confirmed this item had referred to the Year 3 Medicine and Surgery placements.   * 1. **Item 6.7: Programme Administrator (Year 3) to contact BSc team about how information could be communicated about the BSc pathways** This action had been completed. The Year 3 Representatives had met with the BSc Programme Administrator to discuss the proposals for the BSc fair and good feedback had been provided about the BSc pathway allocation process.   2. **Item 6.7: Chair to update Year 3 Representatives about ICSMSU action on challenging the Foundation Programme decision to exclude the Education Achievement score from the application score**  The Chair had provided an update on 14 April to Year 3 students about the actions being taken to address this decision. ICSMSU had continued to work with National MedSoc to work on an action plan.   3. **Item 7.9: Programme Administrator (Electives & Careers) to include electives holding message in the Year 5 bulletin** This item had been completed.The recent decision to make the Pre-Foundation Assistantship (PFA) optional meant further guidance on electives 2022 was needed.   **ACTION: Electives team to issue further guidance about 2022 electives**   * 1. **Item 8.3: Head of School of Medicine Secretariat to raise whether college or Trust space could be used by students for PACES practise at COBRA meeting on 5 February** The ICSMSU Academic Representatives had met with the Head of Programme Management and the Teaching Facilities Manager to plan centralised formal mock clinical exams, with capacity for all students in Years 2, 3 and 5.   2. **Item 8.3: Teaching Facilities Manager to contact Academic Officer (Years 3, 5 and 6) about the use of college or Trust space for student PACES practise** The Head of Programme Management confirmed it was not possible for Trust space to be used other than for the centralised mock clinical exams.   3. **Item 8.4: Head of Programme Management and Chair to set up a meeting for PACES practise to be discussed further** This had been addressed in items 3.16 and 3.17.   4. **Item 8.5: Year 6 team to make PFA sign-off information available to students** A description of the PFA sign-offs had been included in the bulletin sent on 12 April 2021, but the sign-off forms had not yet been released.   **ACTION: Year 6 team to release PFA sign-off forms to students**   * 1. **Item 8.6: Programme Manager (Clinical Years) to contact Teaching Co-ordinator about space for lunch breaks at Northwick Park Hospital** The Programme Manager (Clinical Years) had raised this with the Northwick Park Hospital Teaching Co-ordinator, who had confirmed the Common Room was still available for lunch breaks, as were a number of other rooms on site. The Programme Manager (Clinical Years) had requested for this information be included in the site induction, to avoid confusion whilst the site was being used as a vaccination centre. The Programme Manager (Clinical Years) had also investigated whether lunch space was available at all other sites. The only site where an issue had been identified was West Middlesex Hospital.   **ACTION: Programme Manager (Clinical Years), Director of Quality and Student Experience and Head of School of Medicine Secretariat to escalate the issue of break space for students at West Middlesex Hospital** |
| 1. **Year 3 Student Feedback** | |
| CONSIDERED: | **SSLG3562021-12: Year 3 Report** |
| REPORTED: | * 1. The Head of Year 3 thanked the Representatives for their had work this academic year.   2. In response to the student feedback about prescribing digital learning, the Head of Year 3 pointed out there were very limited opportunities to practise prescribing during placements, so it was important prescribing opportunities were incorporated into the programme from Year 3, in order to prepare students for the PSA in Year 6, as well as for clinical practise. SCRIPT was considered a useful tool as it’s used by healthcare providers and was introduced during the peak of the pandemic.   3. It was pointed out that students’ performance during the PSA has improved significantly over the last few years since prescribing has been introduced earlier in the course.   4. The Head of Imperial College School of Medicine confirmed SCRIPT would not be used from next academic year, as uptake had been low, and students had provided feedback that it was time consuming to navigate. From next academic year an in-house prescribing platform would be offered.   5. The Head of Imperial College School of Medicine encouraged all students to engage with the prescribing tool and reminded students that individualised feedback was provided.   6. Disparities between quantity and quality of teaching at different sites continued to be a theme, so the Year 3 Representatives still felt it would useful for an audit to be carried out.   7. The Programme Officer (BSc) had sent thanks to the Year 3 Representatives for collecting student feedback. The suggestion to split the fair over two days could be logistically difficult, but she would take the idea forward.   8. As students had reported difficulty managing the workload of CQIP alongside exam revision, the Head of Imperial College School of Medicine suggested that CQIP be moved to the second placement and students carry out a case study during the third term. The Programme Administrator (Year 3) pointed out that the scheduling of assessments was being looked at as part of the transition the new curriculum and agreed to feed back this request to the Phase 1 team.   **ACTION: Programme Administrator (Year 3) to feed back students’ views on the scheduling of CQIP**   * 1. The Programme Officer (Years 3 & 5) mentioned the formative assessment that was live until 20 April. The formative assessment SBA questions had been taken from recent summative papers and was available via Practique, in the exact format that the summative exam would be available. The Head of Imperial College School of Medicine asked the Representatives to encourage the cohort to participate in the formative assessment.   2. It was queried whether it would be possible to increase spaces in oversubscribed BSc pathways. The Chair agreed to query this with the Programme Officer (BSc).   **ACTION: Chair to query with the Programme Officer (BSc) whether capacity could be increased in popular BSc pathways** |
| 1. **Year 5 Student Feedback** | |
| CONSIDERED: | **SSLG3562021-13: Year 5 Report** |
| REPORTED: | * 1. Year 5 Representatives had previously requested that timetables be provided further in advance of the start of each placement. However, the timetables for placements commencing on 19 April had still not been provided. Hector Sinzinkayo Iradukunda asked for an update on the timetabling steering group meeting. It had not been possible to schedule this meeting as the team had been concentrating on activities for Year 6 PACES, but this would now be made a priority.   **ACTION:**  **Programme Manager (Clinical) to schedule a timetabling steering group meeting**   * 1. Students felt apprehensive about upcoming exams, due to a lack of exposure because of the ongoing pandemic. Students would also like to have some experience of using Practique before the summative assessment. It was confirmed that a specialities Written Paper formative assessment and a Pathology formative assessment would be made available via Practique and these would be in the same format as the summative assessments. The Programme Officer (Years 3 & 5) also signposted students to the Panopto recordings of the exam information sessions that the Head of Year 5 assessment ran at the start of the academic year, which include example questions.   **ACTION: FEO Year 5 team to add assessment information, including PPE information, to bulletin**   * 1. The Programme Officer (Years 3 & 5) confirmed that students with an existing additional exam arrangement would be contacted within the next two weeks to confirm arrangements for summative exams, but if students had a new request for an additional exam arrangement, they should contact the FEO Welfare team.   2. The Head of Year 5 Assessment pointed out that the School had been using Practique for a number of years and were offering a formative to ensure students feel comfortable using the platform. Although the Year 5 PACES was scheduled within a week of the government’s final roadmap date, the Year 5 team were mindful that the government roadmap could be delayed, and appropriate precautions would be in place to ensure the exam would run safely for all stakeholders.   3. It was queried whether guidance would be given on what students should do if they experienced a Wi-Fi outage. It was confirmed that two weeks before the exam an email would be sent that would include technical and troubleshooting information. It was also noted that students would be able to call the team for assistance on the day and extra time could be provided if necessary. It was also reiterated that the FEO team have several years’ experience of supporting students with remote exams.   4. The Head of Year 5 signposted students to the bulletin that was sent on 12 April, which included Pathology assessment information from Professor Meeran, study skills and exam preparation tips and a reminder about additional exam arrangements. The Head of Year 5 reassured students that PACES would examine scenarios that students would have experienced. He encouraged students to attend placements and make the most of all clinical encounters, including video and phone consultations. The Head of Year 5 also thanked the representatives for their contribution this year.   5. It was queried whether a bulletin item could be produced about the measures put in place by college to try to ensure fair assessment in a challenging year. The Head of Programme Management apologised for the delay and confirmed the bulletin items had been written but needed reviewing by the senior management team. The impact to MBBS students was expected to be minimal, although there would be expanded consideration for mitigating circumstances.   **ACTION: Head of Programme Management and Communications Manager to send communication to students about the recent measures put in place by college to try to ensure fair assessment**   * 1. The Year 5 representatives had received concerned messages from students, in particular international students, about completing the GPSA, which had led the representatives to set up a dedicated survey about the GPSA. The received feedback was discussed. The Course Lead for General Practice reassured the group that where students raised financial or other concerns on their placement form, they would be prioritised for allocation to a GPSA placement with free accommodation or within commutable distance to London. It was noted that these concerns had been raised in previous years, but after the GPSA students generally provided very positive feedback about the experience.   2. It was queried whether the information on GPSA placements that students had requested in the survey had been provided. It was confirmed that this had since been provided.   3. The Year 5 Representatives asked whether the Pathology briefing and information session could be recorded. It was noted recording may not be possible, as the session would use images and specimens that belong to the Human Anatomy Unit, and the Human Tissue Act 2004 prohibits recording of these. It was queried whether the images could be blurred out in post-production, so students could still review the session. The Teaching Facilities Manager mentioned that the department do not have the ability to blur a recording, only to cut out segments.   **ACTION: Teaching Facilities Manager & FEO Year 5 team to investigate whether the Pathology session could be recorded**   * 1. The Introduction to Year 6 course would run remotely. The college would issue letters to students with further information about how restrictions would be managed during the 2021-22 academic year. |
| CONSIDERED: | **SSLG3562021-14: Year 5 Pre-Foundation Assistantship Preliminary Feedback** |
| REPORTED: | * 1. Since the feedback had been collated and the paper was written, it had been announced the Pre-Foundation Assistantship (PFA) would be optional in the 2021-22 academic year and there would be a phased implementation for subsequent academic years. This announcement had been well-received by the Year 5 cohort. In 2022-23 a 6-week PFA would be compulsory. In 2023-24 an 8-week PFA would be compulsory.   2. The ICSMSU Academic Chair asked that concerns raised by Year 5 students could be taken into account for future year groups, particularly around financial and other barriers to completing the PFA.   3. The importance of exploring the PFA preferencing process with Year 3 and BSc students was also raised. |
| 1. **Year 6 Student Feedback** | |
| REPORTED: | * 1. The exam period had been spread over five weeks, which students had reported as being quite gruelling. Written Papers 1 and 2 had been scheduled eight days apart, which seemed like wasted time to students. The Year 6 Representatives requested that Written Paper 1 and 2 could be scheduled closer together in future. The Head of Imperial College School of Medicine pointed out that Easter weekend and the Passover religious holiday meant it wasn’t possible to schedule these exams closer together in 2020-21. It had also been necessary to spread apart the clinical exams to mitigate the risk of COVID-19 transmission.   2. Students were informed of their Foundation School allocations the day before the first exam took place. It was requested that exams be scheduled further apart from date of release for Foundation School and Foundation role allocations. It was pointed out that Foundation Programme dates were released in September, but exam dates needed to be set ahead of the start of the Year 6 academic year in July, so it would not be possible to avoid these clashes. If the Foundation Programme released their timeline earlier in future years, it may be possible for the FEO to take this into account when scheduling exams.   3. Students were asked to keep their college email open during remote exams, but during one of the exams a communication from FEO Welfare was sent, which was distracting. It was requested that the FEO do not email students whilst they are sitting exams.   4. It was queried how students could provide feedback about Academic Tutors. It was noted that students could send feedback to Dr Alex Comninos, the Phase 3 Head of Academic Tutoring, and the Head of Imperial College School of Medicine encouraged students to provide feedback. Confidential feedback could also be provided through the online form, which is linked to in the weekly email bulletins.   5. It was pointed out that some elements of the Prescribing Safety Assessment (PSA) interface were not completely user friendly, such as question numbers not being displayed. Students also found the PSA to be extremely time pressured, which was not felt to be a true test of safe prescribing. As the PSA is an externally set exam, college would not be able to amend the timing of the exam, although the Head of Imperial College School of Medicine would continue to feed back to the British Pharmacological Society and Medical Schools Council about the assessment.   6. It was reported that some students were not satisfied with their allocated F1 role and it was queried whether information about how to swap could be included in weekly bulletins. It was clarified that swaps could be considered by Foundation Schools in F2, but there was no flexibility for F1 roles. |
| 1. **Preparation for Practical Exams & Preliminary Evaluation of Centralised Student-run Mock Exams** | |
| CONSIDERED: | **SSLG3562021-15: Preparation for Practical Exams & Preliminary Evaluation of Centralised Student-run Mock Exams** |
| REPORTED: | * 1. The Academic Chair thanked the Head of Programme Management and the Teaching Facilities Manager for their support with organising the student-run mock practical exams.   2. Student feedback on their feelings of preparedness for clinical exams were discussed. A discussion had already taken place about appropriate actions to take to improve this.   3. The survey was completed before the mock clinical exams took place. Another survey would be issued after students had completed mock exams and the Chair stated it would be useful to compare the findings of the two surveys, to ascertain whether the mock clinical exams had alleviated students’ concerns.   **ACTION: Chair and Academic Chair to set up a post-mock exam student survey on students’ feelings of preparedness for clinical exams and set up a meeting with the Head of Year 5, Head of Year 5 Assessment and Programme Officer (Years 3 & 5) to discuss these findings**   * 1. The Head of Year 5 stressed the usefulness of the specialty mock PACES. There was one rotation where the Psychiatry department were not able to run a mock PACES, due to the high number of COVID-19 cases at the time. He also suggested that students review the recording of the Head of Year 5 Assessment’s Q&A session.   **ACTION: Programme Officer (Years 3 & 5) to include link to Panopto recording of the Head of Year 5’s assessment information session in the next bulletin**   * 1. Year 3 data had not been included in the paper, due to the small sample size. The Programme Officer (Years 3 & 5) requested to see the Year 3 data.   **ACTION: Academic Chair to send Programme Officer (Years 3 & 5) the Year 3 student survey data**   * 1. The Director of Quality and Student Experience pointed out that a lack of preparedness for PACES had been reported by previous Year 5 cohorts, who had gone on to perform well in the exam, and it was likely that feeling unprepared wouldn’t correlate with poor performance in the Year 5 PACES. The Head of Imperial College School of Medicine pointed out that some feeling of unpreparedness were natural and also felt by qualified doctors. |
| 1. **Wellbeing Report** | |
| CONSIDERED: | **SSLG3562021-16: Welfare Report** |
| REPORTED: | * 1. The findings of the Welfare Report were discussed. The Welfare Representatives felt two-way open communication was very important, especially with the introduction of the PFA.   2. It was suggested that Teaching Fellows receive mental health advisor training. The Student Services Manager had some reservations about this, due to the turnaround of Teaching Fellows, and suggested focusing on increasing the links between students and FEO Welfare. The Student Services Manager would talk to the Counselling service about provision, particularly at the Charing Cross campus.   **ACTION: Student Services Manager to speak to the Counselling service about providing counselling or mental health advisor services at Charing Cross campus**   * 1. Financial concerns, social isolation and burnout had affected student mental health. The long wait for Counselling and lack of support for students on the waiting list had been raised as an issue. The Welfare Representatives had discussed the possibility of arranging therapy for students on the counselling waiting list previously with the Director of Student Support and Student Services Manager and asked for an update. It was confirmed that this issue had been raised at the college Student Welfare Committee and the counselling service had done a lot of work with the SilverCloud platform, which delivers Cognitive Behavioural Therapy and could be used by students on the counselling waiting list. The FEO Welfare team had been working on a Stress Awareness programme and the Student Services Manager would speak to the Director of Student Tutoring to ask whether Tutors could discuss burnout and coping mechanisms with their tutees.   **ACTION: Student Services Manage to speak to the Director of Student Tutoring about incorporating discussions about burnout and coping mechanisms into tutor sessions**   * 1. The FEO Welfare team stressed that Years 5 and 6 had the most protected pot of hardship funding and this would continue in future academic years. The Student Services Manager encourage students apply for available hardship funding and suggested setting up a meeting to discuss how student awareness of available funding could be increased. Hamza Ikhlaq felt there should be more information available about the threshold for applying for financial support, as students experiencing financial issues reported feeling unsure if their financial position would qualify them to receive support.   **ACTION: Student Services Manager to meet with Welfare Representatives to discuss ways of increasing student awareness of available hardship funding**   * 1. The Chair would like to use the ICSMSU website as another tool for signposting students to Welfare resources.   2. The Deputy Director of Undergraduate Primary Care had also noticed a lack of awareness amongst her tutees about available resources and encouraged a combined approach from the ICSMSU and Academic Tutees to signpost these resources to students. |
| 1. **Library Update** | |
| CONSIDERED: | **SSLG3562021-17: Information for Medicine undergraduates wanting to publish their work** |
| REPORTED: | * 1. The Library Manager & Liaison Librarian requested that the publishing guidelines be circulated to students.   **ACTION: FEO Year 3, 5 and 6 team to include the publishing guidelines in the weekly email bulletins**   * 1. The Library team wanted to increase library opening hours across all campuses and an extension of opening hours was planned, but there were social distancing restrictions in place. The Library Manager & Liaison Librarian referred students to the library website to check opening hours.   2. The Library Manager & Liaison Librarian encouraged students to get involved in the Student Shapers project, which was a paid opportunity. |
| 1. **Curriculum Review** | |
| REPORTED: | No items were raised. The introduction of the Pre-Foundation Assistantship had already been discussed. |
| 1. **Any other business** | |
| REPORTED: | The Chair thanked all the Student Representatives and the faculty staff for their hard work in a challenging year. No other business was raised. |
| 1. **Date of the next meeting** | |
| REPORTED: | TBC |

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