

**Blizard Institute**

**Postgraduate Student Staff Liaison Committee**

**15/11/2023**

**Final**

**Staff members present:**

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| Kristin Braun (KB) | Director of Education |
| Nawaz Ahmed (NA) | Education Manager |
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**Student members present:**

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| Tasnim Ransome | Paediatric Emergency Medicine (Year 1) |
| Hagar Hassan | Emergency & Resuscitation Medicine (Year 2) |
| Ahmed Elshaer | Emergency & Resuscitation Medicine (Year 2) |
| Samajeo Kureno Williams | Clinical Sciences- Infection Sciences (Year 2) |

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| **Part 1 – Preliminary Items** | |
| **1(a)** | **Welcome and introduction for new members** |
| 2023.001 | The committee welcomed all new student reps to the SSLC |
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| **1(b)** | **Apologies for Absence** |
| 2023.002 | The meeting noted the apologies from members as recorded above. |
| **1(c)** | **Minutes of the previous meeting** |
| 2022.003 | Minutes from previous SSLC were approved and distributed to students via QMPlus. |
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| **1(d)** | **Report on matters arising and actions taken** |
| 2023.004 | None |
| **1(e)** | **Terms of reference and membership** |
| 2023.005 | The committee noted the terms and reference and membership of the Student Staff Liaison Committee |
| **1(f)** | **Admissions, induction and enrolment** |
| 2023.006 | TR raised the different logins and systems needed during onboarding. NA to feedback to admissions and programme teams. KB highlighted Paediatric Emergency Medicine use other software tailored to needs of programme. TR raised a guided tour of each system before usage would be useful (how to find lectures, tutorials, and recordings), as the Programme Director has done for Circle. |
| 2023.007 | SW raised for the Clinical Sciences suite there were a few issues around onboarding, namely documentation needed to be provided to multiple groups (QM & Partners) and incompatibility with what each group accepted. Programme teams supported students through this, but a review of the entire process would be beneficial. |
| 2023.008 | HH raised some students on ERM did not receive their cards or they were received with a delay. NA will follow up with Programme. |
| **Part 2 – Student feedback, Programme Delivery and other matters** | |
| **2(a)** | **Programme/module developments and amendments** |
| 2023.009 | N/A |
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| **2(b)** | **Learning and teaching matters** |
| 2023.010 | TR highlighted most of the feedback was very positive for lectures & tutorials. Students raised that some weeks the content of lectures did not correlate with the tutorials content. KB requested TS speak to the Programme Director as it could possibly be delivered in this way for a pedagogical reason. |
| 2023.011 | SW raised feedback that DL students sharing lectures with on-site students and using multi-modal format have had occasions where their messages via chat have not been responded to and that following the class (what is being pointed out on a screen or audio) has been difficult. SW will raise with the Programme Director directly. KB suggested a few tips could be provided to teaching staff on ensuring a good experience for online students during multi-modal delivery. |
| 2023.012 | HH raised that some lectures need an update (content & quality) as well as being too long. KB asked if ERM has a function of feedback after each lecture. HH confirmed this was the case and feedback is given but not acted upon which lowers engagement with the process.  Students have also commented that feedback has been late and can be contradictory to the comments from mentors. An example given where recommended language in feedback from first module was highlighted in feedback as incorrect for the second module. Regarding late feedback this was being received after the submission of a 2nd assignment so it could not be utilised.  The reading list was found not be as useful as it could be, quite long with feedback being neutral on its benefits. KB suggested ensuring key papers are highlighted. NA recommended using Core and supplementary reading.  MCQ phrasing & language was quite challenging and vague. Ensure Programme review these assessments and questions used. TR raised that practise questions would be useful to support students with this. |
| 2023.013 | SW raised the PT students found the amount of pre-lecture content and amount of material is quite high considering the time available to them. Programme should consider an additional 2 weeks of Immunology to work through the material. Also consider that timetabled activities are protected for study with employer, but ad-hoc reading is not. KB highlighted that we would review the workload factoring in quality assurance where 15 credit modules require 30 hours of directed learning. |
| **2(c)** | **Assessment and feedback** |
| 2023.014 | Representatives reported on assessment and feedback processes and the following points were noted: |
| 2023.015 | SW raised in-module assessments formative assessments were produced quite a while ago and on occasion some teaching staff were unsure the answers. Feedback to programme teams to review these. |
| **2(d)** | **Academic support** |
| 2023.017 | Representatives reported on academic support matters and the following points were noted: |
| 2023.018 | KB raised if all members had been assigned an academic advisor which was members confirmed.  SW raised all students on his course have the PD as an advisor which KB confirmed was due to her background and being best placed to support them. |
| 2023.019 | AE raised that some students could not make contact with their advisors or were informed they were unable to help them. KB requested this is followed up with Programme team. |
| **2(e)** | **Organisation and communication** |
| 2023.020 | Representatives reported on organisation and communication and the following points were noted: |
| 2023.021 | No feedback given |
| **2(f)** | **Learning resources**   * **Library facilities / materials (books, journals etc.)** * **QMplus** * **QReview** * **Updates from faculty E-learning forums** * **IT** |
| 2023.021 | Representatives reported on learning resources matters and the following points were noted: |
| 2023.022 | No feedback given |
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| **2(g)** | **Student feedback (NSS/PTES/UKES/Module evaluations)** |
| 2022.023 | NA discussed the upcoming module evaluations for SEM1 and requested support from reps in ensuring completion. Modules require a minimum of 5 responses for data to be shared. |
|  | SW raised the inbuilt feedback for each module which were yes/no answers only. KB recognised the limitations of this and balancing against over surveying. NA confirmed that the official module evaluation has free text options and is more granular into the learning experience. |
| 2022.024 | The committee discussed the results of the module evaluations and noted the following: None |
| **2(h)** | **Consideration of External Examiner reports** |
| 2022.025 | The committee received External Examiner reports and noted the following: None |
| **2(i)** | **SEAP, SEAM or TPAP review** |
| 2022.026 | The committee received the school/institute SEAP / SEAM / TPAP and noted the following: None |
| **Part 3 – Any Other Business** | |
| 2022.027 | The following items were raised under Any Other Business: |
| **Part 4 – Date of the next meeting** | |
| 2022.028 | The committee noted that the next meeting will be confirmed in SEM 2. |

**Action Sheet: Student-Staff Liaison Committee**

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| **Minute** | **Action** | **Responsibility** | **Timescale** | **Action status** | **Issue resolved?** |
| 2023.006 | Review log in systems used for various platforms (particularly PEM) and ensure guidance on how to use for induction | NA |  |  |  |
| 2023.011 | Provide bank of tips for visiting lecturers to ensure good MME experience for on-line students | NA |  |  |  |
| 2023.012 | Review content on ERM for age and ensure adequate refresh | ERM Programme Team |  |  |  |
| 2023.012 | Review MCQ questions with feedback they were quite vague (ERM) and adding potential sample questions in advance (all) | All programmes |  |  |  |
| 2023.015 | Review older in-module formative assessments to ensure usage in discussion with cohort teaching | Clinical Sciences |  |  |  |
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