

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

Wednesday 14 April 2021 15:00 – 17.00

*The meeting will be held virtually via Microsoft Teams*

**Agenda**

	<b><u>Agenda item</u></b>	<b><u>Lead</u></b>	<b><u>Paper</u></b>
1.	<b>Welcome &amp; Apologies for Absence</b>	Chair	N/A
2.	<b>Minutes of the Year 3, 5 &amp; 6 SSLG Meeting Held on 3 February 2021</b>	Chair	SSLG3562021-11
3.	<b>Matters Arising</b>		
3.1.	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	Programme Officer (Years 3 & 5)	SSLG3562021-11
3.2.	Item 4.2: Library Manager & Liaison Librarian to provide updated information for Years 3, 5 & 6 bulletins	Library Manager & Liaison Librarian	SSLG3562021-11
3.3.	Item 5.2: Head of Programme Management to contact Tina Ferguson about volunteering rotas	Head of Programme Management	SSLG3562021-11
3.4.	Item 5.2: Wellbeing Representatives to contact the Head of Programme Management with recent feedback about volunteering rotas	Wellbeing Representatives	SSLG3562021-11
3.5.	Item 5.3: Head of Programme Management to contact Tina Ferguson about a list of duties for volunteering roles	Head of Programme Management	SSLG3562021-11
3.6.	Year 3, 5 & 6 teams to re-iterate in bulletins that students should consider learning and preparation for practise when committing to volunteer shifts	FEO Years 3, 5 & 6 teams	SSLG3562021-11
3.7.	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	Programme Administrator (Year 3)	SSLG3562021-11
3.8.	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	FEO Years 3, 5 & 6 teams	SSLG3562021-11
3.9.	Item 5.10: Years 3, 5 & 6 teams to signpost general advice about travelling during lockdown in bulletins	FEO Years 3, 5 & 6 teams	SSLG3562021-11
3.10.	Item 6.2: Director of Quality and Student Experience to contact Trusts to discuss adherence to the placement specification document	Director of Quality and Student Experience	SSLG3562021-11
3.11.	Item 6.4: Year 3 team to arrange interactive session with Head of Year 3 assessment, to be held in Rotation 3	FEO Year 3 team	SSLG3562021-11
3.12.	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	Head of Year 3 & Programme Administrator (Year 3)	SSLG3562021-11

3.13.	Item 6.7: Programme Administrator (Year 3) to contact BSc team about how information could be communicated about the BSc pathways	Programme Administrator (Year 3)	SSLG3562021-11
3.14.	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	Chair	SSLG3562021-11
3.15.	Item 7.9: Programme Administrator (Electives & Careers) to include electives holding message in the Year 5 bulletin	Programme Administrator (Electives & Careers)	SSLG3562021-11
3.16.	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	Head of School of Medicine Secretariat	SSLG3562021-11
3.17.	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	Teaching Facilities Manager	SSLG3562021-11
3.18.	Item 8.4: Head of Programme Management and Chair to set up a meeting for PACES practise to be discussed further	Head of Programme Management & Chair	SSLG3562021-11
3.19.	Item 8.5: Year 6 team to make PFA sign-off information available to students	FEO Year 6 team	SSLG3562021-11
3.20.	Item 8.6: Programme Manager (Clinical Years) to contact Teaching Co-ordinator about space for lunch breaks at Northwick Park Hospital	Programme Manager (Clinical Years)	SSLG3562021-11
<b>4.</b>	<b>Year 3</b> Student Feedback	Year 3 Reps	SSLG3562021-12
<b>5.</b>	<b>Year 5</b>		
	5.1. Student Feedback	Year 5 Reps	SSLG3562021-13
	5.2. Year 5 Pre-Foundation Assistantship Preliminary Feedback	Year 5 Reps & Academic Chair	SSLG3562021-14
<b>6.</b>	<b>Year 6</b> Student Feedback	Year 6 Reps	N/A
<b>7.</b>	<b>Preparation for Practical Exams &amp; Preliminary Evaluation of Centralised Student-run Mock Exams</b>	Academic Chair	SSLG3562021-15
<b>8.</b>	<b>Wellbeing Report</b>	Welfare Chair & Vice-Chair for Wellbeing Reps	SSLG3562021-16
<b>9.</b>	<b>Library Update</b>		
	9.1. Information for Medicine undergraduates wanting to publish their work.	Library Manager & Liaison Librarian	SSLG3562021-17
<b>10.</b>	<b>Curriculum Review</b>	Chair	N/A
<b>11.</b>	<b>Any other business</b>		

**Staff Student Liaison Group (Years 3, 5 & 6)**
**Minutes of Meeting held on 3 February 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), Conor Wisentaner (Academic Officer (Years 3, 5 and 6)), Mabel Prendergast (Vice Chair for Wellbeing Reps), Hamza Ikhtlaq (Year 3 Wellbeing Representative), Alisha Chamba (Year 5 Wellbeing Representative), Siddharth Basetti (Year 6 Wellbeing Representative), Roma Thakker (Year 3 Representative), Salma Khan (Year 3 Representative), Andrea Perez Navarro (Year 3 Representative), Vasiliki Kalogianni (Year 5 Representative), Hector Sinzinkayo Iradukunda (Year 5 Representative), Rami Abbass (Year 6 Representative), Emily Miles (Year 6 Representative), Professor Karim Meeran (Director of Teaching), Dr James Jensen-Martin (Director of Quality and Student Experience), Dr Omid Halse (Head of Year 3), Dr Ali Dhankot (Head of Year 5), Dr Andrew Greenland (Head of Year 5 Assessment), Dr Anjali Amin (Head of Year 6 Assessment), Dr Christopher-James Harvey (Phase 1 Head of Academic Tutoring), Dr Elizabeth Muir (Foundations of Clinical Practice Course Lead), Mr Chris Harris (Head of Programme Management), Ms Fran Bertolini (Student Services Manager), Ms Hannah Behague (Welfare Officer), Mr Jitender Yadav (Programme Manager (Clinical)), Mr Matthew Shottliff (Programme Officer (Years 3 & 5)), Ms Jenelle Rutherford (Programme Administrator (Year 3)), Ms Toyosi Johnson (Programme Administrator (Year 5)), Mr Nick Taylor (Programme Administrator (Year 6)), Miss Mary Weathers (Programme Administrator (Electives & Careers) (Secretary), Ms Trish Brown (Head of School of Medicine Secretariat), Ms Georgina Wildman (Library Manager & Liaison Librarian), Dr Arti Maini (Deputy Director of Undergraduate Primary Care), Ms Jenna Mollaney (Primary Care Education Manager), Ms Rebecca Sie (Teaching Facilities Manager), Ms Lisa Carrier (Head of Technology Enhanced Education), Dr Lesa Kearney (Strategic Clinical Teaching Fellow)

**Apologies:** Mr Martin Lupton (Vice-Dean (Education)), Dr Niamh Martin (Head of Year 6), Dr Chioma Izzi-Engbeaya (Academic Lead for Implementation of the BMA Charter Against Racial Harassment in Medical Schools), Mr Gareth Jones (Electives Director), Carmen Traseira (Year 5 Representative)

<b>1. Welcome and Apologies for Absence</b>	
REPORTED:	The Chair welcomed everyone to the meeting and reminded them of the Microsoft Teams housekeeping rules. Apologies were noted.
<b>2. Updated Terms of Reference – To Note</b>	
REPORTED:	The amendments requested in the Year 3, 5 & 6 SSLG Meeting held on 7 October 2020 had been incorporated into the amended Terms of Reference.
<b>3. Minutes of the Year 3, 5 &amp; 6 SSLG Meeting Held on 7 October 2020</b>	
CONSIDERED:	<b>SSLG3562021-08: Minutes of the Year 3, 5 &amp; 6 SSLG Meeting Held on 7 October 2020</b>
REPORTED:	No corrections or queries were raised. The minutes were confirmed as an accurate record.
<b>4. Matters Arising</b>	
REPORTED:	<p><b>4.1. Item 6.1: Programme Officer (Years 3 &amp; 5) to contact Year 3 Reps in the next few days to arrange a meeting re: feedback for assessments with Head of Year 3 Assessment.</b> The meeting had not yet been held, but individualised feedback had been made available for formative monthly prescribing questions. The team had recently finalised the feedback process for exams and would organise a meeting so details could be shared. <b>ACTION: Programme Officer (Years 3 &amp; 5) to arrange a meeting re: feedback for assessments with Year 3 Reps and Head of Year 3 Assessment</b></p> <p><b>4.2. Item 8.5: The Library Manager &amp; Liaison Librarian to provide further information about library regulations for FEO bulletins.</b> This action has been completed- information had been added to bulletins. The library hours and provision had changed, due to the current lockdown restrictions.</p>

**ACTION: Library Manager & Liaison Librarian to provide updated information for Years 3, 5 & 6 bulletins**

**4.3. Item 8.8: FEO Years 3, 5 and 6 teams to add 'Visiting campuses safely' guidance to bulletins for Years 3, 5 & 6.**

This action had been completed. Information on returning to campus and Covid-19 testing had also been included in emails from The Head of Imperial College School of Medicine & Director of Assessment,

**4.4. Item 8.9: Library Manager & Liaison Librarian to investigate whether out-of-use PCs could be moved to a location where they could be used by students.**

The Library Manager & Liaison Librarian had discussed this with other Library Managers, who were amenable to the suggestion. Libraries had not recently been experiencing PC shortages, as reduced numbers of students had been visiting libraries due to lockdown restrictions. The team would reassess this in future if necessary.

**4.5. Item 8.10: Library Manager & Liaison Librarian to look into whether a 'loud room' could be set up in each library.**

It wasn't possible for this idea to be implemented, due to ventilation concerns and restrictions around numbers of students on campus. Students with difficulties finding suitable study space should get in touch with their Programme Administrator. Bookable rooms had been made available for the small number of students with exceptional circumstances.

**4.6. Item 8.11: Library Manager & Liaison Librarian to investigate setting up dedicated PCs for printing in each library.**

There had been no recent shortages of PCs for printing. The team would reassess this in future if necessary.

**4.7. Item 9.2: FEO Year 3 team to re-organise digital learning content on Blackboard and to include quick links to resources in the email bulletin in week commencing 12 October.**

This action had been completed. The Year 3 Programme Administrator had rearranged Blackboard content and included bulletin items linking to the relevant Blackboard area for case rounds. The Programme Officer (Years 3 & 5) encouraged students to get in touch if they had further feedback about digital learning content organisation.

**4.8. Item 10.5: Year 5 team to add information on iPad handout to email bulletin once available.**

This action had been completed. iPads had been collected by students.

**4.9. Item 11.3: FEO Year 6 team to look at what each site had been delivering for Senior Medicine and Senior Surgery.**

Discussions had started about how to get students involved in call rotas for Surgery and Medicine, but placements had been amended post-Christmas. The Year 6 team would pick this up again with the relevant Directors of Clinical Studies when planning for the 2021/22 academic year.

**4.10. Item 11.5: Year 6 Representatives to collate feedback from students about Renal week and feed this back to the Head of Year 6.**

With the recent placement changes, students had been adaptable. This would be picked up again next academic year.

**4.11. Item 11.6: Head of Year 6 to speak to Renal Course Lead about induction.**

This item had been completed. Renal placements had been held remotely since Christmas, so this item was no longer relevant.

**4.12. Item 11.8: FEO Year 6 team to add Clinical skills videos produced by Jo Jones to email bulletin on Monday 12 October.**

This item had been completed. Clinical skills videos had been added to Blackboard and had been signposted in a bulletin.

	<p><b>4.13. Item 11.9: FEO Year 6 team to speak to Director of Clinical Studies at Hammersmith Hospital about MRN testing.</b> This item had been completed.</p> <p><b>4.14. Item 12.2: FEO Years 3, 5 and 6 teams to re-issue self isolation information.</b> This item had been completed- information had been included in bulletins and was signposted in emails from the Head of Imperial College School of Medicine &amp; Director of Assessment</p> <p><b>4.15. Item 12.7: FEO Welfare team to include hardship fund information in Academic Tutor bulletin.</b> This item had been completed. The Welfare team had also been involved in an ICSMSU Instagram takeover focussing on hardship.</p> <p><b>4.16. Item 12.8: Wellbeing Representatives to arrange a meeting with the Phase 1 &amp; Phase 3 Heads of Academic Tutoring and Student Services Manager to discuss Teaching Fellow engagement with welfare matters.</b> This action had been completed.</p> <p><b>4.17. Item 12.9: Phase 1 Head of Academic Tutoring to keep Wellbeing Representatives updated about the development of Schwartz Rounds.</b> This item had been completed. The next Schwartz Round was scheduled for March.</p>
<p><b>5. Wellbeing Report</b></p>	
<p>CONSIDERED</p>	<p><b>SSLG3562021-10: Wellbeing Report</b></p>
<p>REPORTED:</p>	<p><b>5.1.</b> The Wellbeing survey had focussed on four key areas: volunteering, accessing therapies, vaccination and travelling to firms.</p> <p><b>5.2.</b> Students had noted a lack of response with receiving the rota after requesting shifts. The Wellbeing Representatives suggested setting a clear timescale for when rotas would be provided. It was noted that rotas were produced by Imperial College Healthcare NHS Trust, not by college, and the Trust had needed to introduce volunteering very quickly. The Head of Programme Management had passed on student feedback to the Trust several times about this issue previously and asked if an improvement had been noticed recently, as the Wellbeing survey had closed on 24 January. <b>ACTION: Head of Programme Management to contact Tina Ferguson about volunteering rotas.</b> <b>ACTION: Wellbeing Representatives to contact the Head of Programme Management with recent feedback about volunteering rotas</b></p> <p><b>5.3.</b> The Year 6 Wellbeing Representative asked if a list of duties could be sent out to students. The Head of Programme Management pointed out that volunteering shifts were likely to be tough, and students should balance volunteering with studies and other commitments. The Head of Imperial College School of Medicine &amp; Director of Assessment stressed that priority should be given to learning, preparation for practise and exams and students should only volunteer if this didn't compromise their medical education. <b>ACTION: Head of Programme Management to contact Tina Ferguson about a list of duties for volunteering roles</b> <b>ACTION: Year 3, 5 &amp; 6 teams to re-iterate in bulletins that students should consider learning and preparation for practise when committing to volunteer shifts</b></p> <p><b>5.4.</b> Poor mental health had been reported by students. Welfare snapshot holding slides had been included in lectures to signpost available welfare resources. The Wellbeing Representatives had been collaborating with Dr Hillier to look into increasing access to therapy.</p> <p><b>5.5.</b> It was queried whether the number of Schwartz Rounds could be increased, as Year 3 students had indicated this would be beneficial for mental health. It was noted there would be a Schwartz Round within the Year 3 teaching block in March. It was queried whether a meeting could be set up with the Wellbeing Representatives to discuss this further, <b>ACTION: 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</b></p>

	<p><b>ACTION: Wellbeing Representatives to review student feedback and identify trends in advance of this meeting</b></p> <p><b>5.6.</b> Increasing awareness of SilverCloud, the digital mental health platform, was discussed. The Welfare team had been working on a signposting slide that could be displayed pre- or post- virtual learning sessions. The Welfare team had also added this information to bulletins.</p> <p><b>5.7.</b> The Deputy Director of Undergraduate Primary Care pointed out that students may not associate symptoms they're experiencing (e.g. sleep problems) with an impact to their mental health and asked whether the Wellbeing team could raise awareness of mental health signs. The Welfare team and Wellbeing Representatives had also looked into incorporating this information into snapshot slides.</p> <p><b>5.8.</b> There had been uncertainty around vaccinations and students had often been informed of availability through word-of-mouth. It had been reported that not all Year 3 MICA and Year 5 SCP students had been offered the first vaccine or had been offered it with less than 24-hours' notice. The Head of Programme Management confirmed that any student who hadn't been offered the vaccine should contact their Teaching Co-ordinator. All students had been encouraged to have the vaccine in their first placement after Christmas and students undertaking placement at a GP practice or a non-contract Trust had been contacted and invited for vaccination. If students hadn't received this information, they should get in touch with their FEO Programme Administrator.</p> <p>It was noted that decisions about second vaccinations would be made by government, not by college or NHS. The Head of Imperial College School of Medicine &amp; Director of Assessment stressed the importance of Year 6 students in particular taking up the vaccine soon, due to upcoming clinical exams.</p> <p><b>ACTION: Year 3, 5 &amp; 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</b></p> <p><b>5.9.</b> The Director of Quality and Student Experience asked students to show patience and tolerance, as vaccine teams had been making difficult decisions on a daily basis in challenging circumstances.</p> <p><b>5.10.</b> It was queried whether extra shuttle buses could be introduced and whether students could be provided with advice about travelling to placement during lockdown. The Head of Programme Management confirmed discussions were in progress with Northwick Park and Hillingdon Hospitals about the introduction of shuttle buses to these sites, but these was unlikely to be set up soon. It was also confirmed students couldn't use staff shuttle buses.</p> <p><b>ACTION: Years 3, 5 &amp; 6 teams to signpost general advice about travelling during lockdown in bulletins</b></p> <p><b>5.11.</b> The Vice Chair for Wellbeing Reps thanked the group for listening and taking the concerns raised seriously.</p>
<p><b>6. Year 3 Student Feedback</b></p>	
<p>REPORTED:</p>	<p><b>6.1.</b> Due to the course changes that had been introduced, weekly meetings had been set up with Heads of Years, Student Representatives, and the Head of Imperial College School of Medicine &amp; Director of Assessment.</p> <p><b>6.2.</b> The Year 3 Representatives had met with the Head of Year 3 and Programme Administrator (Year 3) on 2 February to decide action points, based on feedback received from students. The main theme identified was that quality and quantity of teaching varied greatly between the Medicine placement and the other two rotations, with the standard of teaching considered quite poor in the MICA and Surgery placements. Variability between different sites had also been noted. The Head of Year 3 stated the minimum expectation of sites is set out in the placement specification document and compliance with this should be investigated further.</p> <p><b>ACTION: Director of Quality and Student Experience to contact Trusts to discuss adherence to the placement specification document</b></p>

	<p><b>6.3.</b> 73% of survey respondents felt that the Doctor, Patient and Disease teaching days were too long. Signposting of the sessions was also raised as issue. Students would also appreciate more of a clinical theme to lectures. The Programme Administrator (Year 3) would try to incorporate some free sessions into the next DPD timetable, but it was noted that some long days would be unavoidable, due to Consultant availability.</p> <p><b>6.4.</b> Only 7% of survey respondents felt prepared for end-of-year exams. The Year 3 Representatives felt this was due to variability of clinical experience, lack of opportunity to practise clinical skills and reduced exposure to a variety of conditions. A webinar was suggested to address some points of concern about assessment.</p> <p><b>ACTION: Year 3 team to arrange interactive session with Head of Year 3 assessment, to be held in Rotation 3</b></p> <p><b>6.5.</b> It was noted that not all sites had kept Wednesday mornings free for students to attend centralised teaching. In general, students were happy with the use of Capsule and case rounds, although some students had been unable to attend due to scheduling conflicts. It was requested the number and variety of cases on Capsule be extended. It was noted that students could work through the rest of the Capsule case list, beyond their assigned cases.</p> <p><b>ACTION: 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</b></p> <p><b>6.6.</b> Students had not found the Script tool as useful as Capsule. The Year 3 Representatives suggested a session explaining how to utilise Script effectively. It was noted that no Script modules were scheduled for Term 3, but the Year 3 team would consider this for next academic year.</p> <p><b>6.7.</b> Students had also requested more guidance on the BSc, especially as the UK Foundation Programme had decided the additional Education Achievement score would be excluded from the total application score for entry to foundation school with effect from UKFP 2023. It was noted that the BSc team were in the process of planning a virtual BSc fair. ICSMSU had been investigating whether the decision to exclude the Education Achievement score could be delayed so no current students would be affected.</p> <p><b>ACTION: Programme Administrator (Year 3) to contact BSc team about how information could be communicated about the BSc pathways</b></p> <p><b>ACTION: 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</b></p> <p><b>6.8.</b> The Chair recommend that each year group provide a written report for the next SSLG meeting.</p>
<b>7. Year 5 Student Feedback</b>	
<b>CONSIDERED:</b>	<b>SSLG3562021-09: Year 5 Report</b>
<b>REPORTED:</b>	<p><b>7.1.</b> The Year 5 Representatives thanked the Head of Year 5, Head of Imperial College School of Medicine &amp; Director of Assessment and Year 5 team for meeting with them to discuss students' concerns.</p> <p><b>7.2.</b> A number of survey respondents had received their placement timetable 24-48 hours before the start of placement, and it was requested that timetables be circulated further ahead. It was noted that a meeting with the Teaching Co-ordinators to discuss timetables had taken place on 2 February. The Head of Programme Management confirmed a Working Group would be set up to look into timetabling further and asked students to get in touch if they would like to join the group. It was noted that the Year 5 team had been working on greater standardisation of timetables between sites.</p> <p><b>7.3.</b> There had been uncertainty around whether sign-off was required for disrupted placements. The Head of Year 5 reiterated that there was only a two-week period where sign-off had been suspended, which had been clarified in the bulletin. Course and Site</p>

	<p>Leads had been made aware to exercise discretion with sign-offs if particular clinical activities had been paused.</p> <p><b>7.4.</b> Students had raised the issue of social distancing in common rooms. This had been very difficult, especially at lunch times. Additional space for lunch breaks was requested.</p> <p><b>7.5.</b> Students had requested formative questions for specialty written exams. The Programme Officer (Years 3 &amp; 5) confirmed formative assessments would be available via Practique for both Pathology and the specialties Written Paper. Personalised feedback would be made available for formative assessments.</p> <p><b>7.6.</b> The Head of Year 5 Assessment reassured the group that PACES would reflect important clinical problems, not minutiae. Students who gained as much exposure as possible on placements would cover the necessary content. The Head of Year 5 reminded students that digital learning would augment their clinical experience.</p> <p><b>7.7.</b> Virtual clinical exams had been investigated but were not currently viable.</p> <p><b>7.8.</b> The format of the written papers was mostly unchanged from previous years, but clinical prioritisation questions would be introduced. The formative assessments would include sample clinical prioritisation questions, so students would have an opportunity to try these before summative assessments.</p> <p><b>7.9.</b> Students had asked about when electives information would be provided. The 2021-22 course map had not yet been finalised, but electives information would be circulated as soon as available. The Year 5 representatives requested that a holding message be included in the Year 5 bulletin.</p> <p><b>ACTION: Programme Administrator (Electives &amp; Careers) to include electives holding message in the Year 5 bulletin</b></p>
<p><b>8. Year 6 Student Feedback</b></p>	
<p>REPORTED:</p>	<p><b>8.1.</b> It was queried whether students who missed one PACES session would be able to sit just the missed session, rather than the entire exam. The Head of Imperial College School of Medicine &amp; Director of Assessment stated this was being looked into and information would be circulated in due course.</p> <p><b>8.2.</b> Students had reported feeling much more settled into firms. There had previously been concerns raised about Musculoskeletal placements, but more teaching had been introduced for this specialty. ENT teaching on Senior Surgery placements had been excellent. There were still some concerns around Ophthalmology teaching and the Year 6 representatives suggested this was looked at further for the 2020-21 academic year.</p> <p><b>8.3.</b> It was queried whether college or Trust space could be used for 1:1 PACES practise with other students. The Head of School of Medicine Secretariat stated it would be very difficult to support any teaching other than essential face-to-face teaching. It was also queried whether students would be permitted to practise on peers for PACES at their current placement, with other students on the same placement. This would be discussed further at the COBRA meeting scheduled for 5 February</p> <p><b>ACTION: 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</b></p> <p><b>ACTION: Teaching Facilities Manager to contact Academic Officer (Years 3, 5 and 6) about the use of college or Trust space for student PACES practise</b></p> <p><b>8.4.</b> The Academic Officer (Years 3, 5 and 6) pointed out students were particularly concerned about lack of practise, as it was unlikely ICSMSU societies would not be able to run mock PACES. The Year 6 Representatives also requested that special consideration be given to students who didn't have another medical student within their household.</p> <p><b>ACTION: Head of Programme Management and Chair to set up a meeting for PACES practise to be discussed further</b></p>



	<p><b>8.5.</b> Further information on the PFA sign-off was requested. The Head of Programme Management confirmed that sign-off for the PFA placement would be minimal.</p> <p><b>ACTION: Year 6 team to make PFA sign-off information available to students</b></p> <p><b>8.6.</b> Year 6 Representatives also raised the issue of lack of space for lunches, particularly at Northwick Park Hospital, as the Education Centre had been used as a vaccination centre.</p> <p><b>ACTION: Programme Manager (Clinical Years) to contact Teaching Co-ordinator about space for lunch breaks at Northwick Park Hospital</b></p>
<b>9. Curriculum Review</b>	
	The Chair congratulated Dr Omid Halse and Dr Lucy Bingham on their appointments to the Director of Phase 3 and Senior Tutor (Phase 3) roles respectively.
<b>10. Any other business</b>	
REPORTED:	The Chair thanked students and staff for their continued hard work in a difficult year. No other items were raised.
<b>11. Date of the next meeting</b>	
REPORTED:	Wednesday 14 April 2021, 15.00 – 17.00, Microsoft Teams

**To:** Staff Student Liaison Group Years 3, 5 and 6

**Date:** 14<sup>th</sup> April 2021

**Presented by:** Andrea Perez Navarro, Salma Khan and Roma Thakker

**Written by:** Andrea Perez Navarro, Salma Khan and Roma Thakker

## Academic Survey April 2021 Report/ Recommendations

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Survey had 23 respondents.

### 1. Digital learning

*Capsule and Caserounds*- 68% of respondents agree that Capsule compliments their learning.

*SCRIPT*- whilst 46% of respondents found the number of SCRIPT modules per term appropriate, 68% do not feel that SCRIPT modules compliment their learning and only 18% of respondents found the modules to be interesting.

*Prescribing modules*- 52% of respondents agreed that the prescribing modules should be introduced in Year 3, however only 32% felt that these modules were useful for their learning.

Additional online resources that students are utilising include Geeky Medics (20/23), Osmosis (13/23), Passmedicine (13/23), Anki, Quesmed, Brainscape and BMJ Best practice.

Around 40% of respondents stated that they would like Imperial to offer access to some of these additional (subscription based) resources, like for example, access to Quesmed/ Passmedicine question banks on the basis that they are more beneficial for Year 3 learning.

### 2. Centralised teaching

*DPD2* – When asked about potential improvements to DPD2 teaching, students suggested more SBA-focused lectures, less repetition of topics and clearer mapping to Sofia LOs.

### 3. On site (placement) teaching

*CQIP*- 67% of respondents (14) are currently undertaking a Clinical Quality Improvement Project (CQIP).

- ❖ 71% feel that they have not received adequate guidance from faculty regarding CQIP.
- ❖ Comments show that students have seen an unambiguous difference between guidance for the Community Action Project (in MICA) and CQIP.
- ❖ Suggestions include access to more example projects.

- ❖ Some have even suggested completing CQIP and the patient case presentation in the same placement given on the basis that 71% are finding it difficult to balance CQIP with exam revision.

*On site teaching* - 59% of respondents believed that they did not receive sufficient on-site teaching. Once again, students highlighted the high variability in the quality and quantity of on-site teaching received at different hospital sites and are worried about how this may impact their learning.

#### 4. **BSc allocation and virtual fair**

85% were happy with the BSc allocation process.

In general, there was a positive response from the virtual BSc fair. Students were pleased with the organisation and the ability to move in between rooms to talk to older students/ faculty.

Student improvements included incorporating breaks and even splitting the fair over a few days to attend talks for longer and avoid having the speakers repeat answering the same questions.

#### 5. **Recommendations**

The committee is invited to:

- i) Consider alternatives e-learning platforms regarding prescribing.
- ii) Audit teaching methods and resources utilised at each placement site.
- iii) Consider offering further access to question banks (providing subscription to online resources or creating Imperial-based resources)

**To:** SSLG Y356**Date:** 14/04/2021**Presented by:** Year 5 academic reps**Written by:** H Sinzinkayo Iradukunda, C Traseira Pedraz, V Kalogianni

### **Year 5 Term 3 Academic Report**

#### **1. Feedback**

We collected feedback from the year group both formally through a Qualtrics form (n=42) and informally via direct message to the year reps

##### **a. Teaching**

- a. Students are very satisfied with the delivery of the centralised teaching, with the majority of respondents (56%) rating it very-extremely useful.
- b. One student expressed extreme satisfaction from the style of teaching delivered in placement, of which an extract of the feedback can be read below:  
*"We're getting lots of simulation teaching and clinical reasoning tutorials. I cannot express how useful these are and they NEED to become a part of all other placements. I also really like how we can choose what we want teaching on - we have set times throughout the week for weekly teaching with various registrars/consultants, based around what we've seen, or what we feel like we need more teaching on. This integrative style of teaching is honestly amazing and every placement should try to emulate what NWP paed's has achieved."*
- c. When dissatisfied with teaching the students were overlooked by the team and left to their own devices, with the doctors not making time to listen to students present patient cases or involving them in ward tasks.

##### **b. Preparation for exams**

- a. Students feel like the placements alone are not helpful enough in the preparation for exams. This seems to be driven by a lack of centralised mock PACES, with many students not having had one during the Psychiatry placement. Some students reported difficulty learning as did not have exposure to many patients due to COVID disruptions, with many core services being disrupted.
- b. Students expressed a desire to have practice online exams, especially targeted at Specialties and Pathology.
- c. There is still some concern about the format of exams, with a sizeable proportion of respondents (26%) reporting to not be well informed about exams. Uncertainty in this domain tends to arise from:
  - i. Lack of practice questions
  - ii. Question formatting and style
  - iii. Contingency, what happens when technology fails during the exam at the student and/or college level.
  - iv. PPE requirements, testing and rules on social distancing for the PACES exam.
  - v. Timings for exams, even for students that are usually entitled to extra time and how this will be implemented.

- vi. How will the College safety net guidelines impact medical students, if at all?

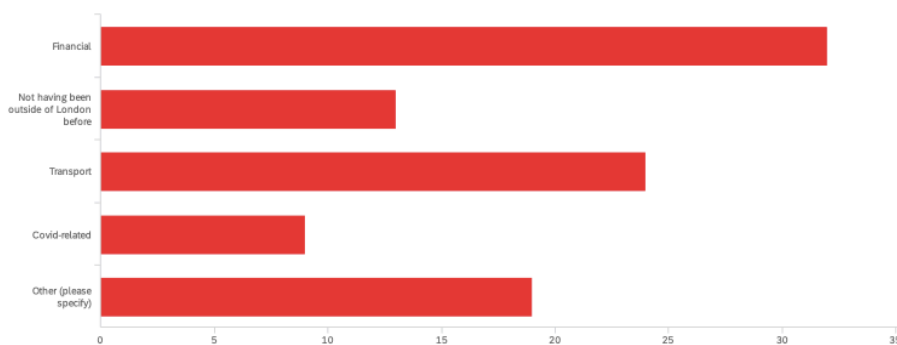
**c. Year 6 GPSA**

A separate survey was sent out after the GPSA announcement on the 5<sup>th</sup> on March [Home students = 41, EU students = 6, International students = 9 (n=56)].

- a. When asked how supported they feel by the faculty as far as the GPSA is concerned, only about 11% reported feeling Extremely (n = 2) or Somewhat (n = 4) supported. A breakdown of students' responses as to the reasons for that are seen in the figure below:

Q13 - If you have any concerns/feel unsupported, what would be the main reason for

that? (Please select all that apply)



#	Field	Choice Count
56	Financial	32.99% 32
57	Not having been outside of London before	13.40% 13
58	Transport	24.74% 24
59	Covid-related	9.28% 9
60	Other (please specify)	19.59% 19

- b. From the free-text answers, students' concerns seem to revolve around two main themes:
  - i. Students have been concerned about the financial burden this will have on them, especially when they are not receiving the NHS Bursary/ any other financial support and do not have family/friends in the UK that could accommodate them.
  - ii. A theme that has repeatedly come up this term is mental health and how the stress of the news on the PFA arrangements just after the GPSA announcement has put many people in an uncomfortable and stressful position. This includes finances, lack of information in terms of dates/eligible areas for surgeries etc.

**d. Student Consultation**

- a. Students are becoming increasingly disillusioned with the lack of dialogue between students and faculty most recently with the PFA. We would like to inform the committee that it was very difficult to get students to engage in the

feedback process for this SSLG as many now feel that it doesn't make a difference.

## **2. Recommendations**

The committee is invited to:

1. Clarify when practice questions for exams will be released & whether or not a trial run with the software will be scheduled.
2. Engage in discussions with how to improve student consultation and rebuild the good working relationship between students and faculty.
3. Engage in discussion with regards to timely release of information to students to allow students to prepare in advance including timetables for placements, course dates, course changes and locations of teaching (e.g. online or in person start of Year 6 term).

**To:** SSLG Year 3, 5, 6  
**Date:** 14 April 2021

**Presented by:** Rachel Kwok, Hector Sinzinkayo, Vasiliki Kalogianni, Carmen Traseira  
**Written by:** Rachel Kwok, Hector Sinzinkayo, Vasiliki Kalogianni, Carmen Traseira

### **Year 5 Pre-Foundation Assistantship Preliminary Feedback**

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#### **1. Introduction**

On 11 March 2021, the year 5 students received an email introducing the idea of a six-week Pre-Foundation Assistantship (PFA) placement, to be completed in their final year (2021-22). The Year 5 Academic and Wellbeing Representatives, along with the Students' Union Academic Officer for Clinical Years and Academic Chair, were consulted in an ad hoc meeting in October 2020 on the concept of PFAs, the issues surrounding preparedness to practice, and the implementation for the 2020-21 academic year, with a signposting for future implementation.

The current plan is that the PFA will be paired with electives, where students will be randomly allocated to either of the two starting blocks. The elective period has therefore been cut short to 5 weeks, from around 10 weeks in years before the COVID pandemic e.g. 2018-19. These changes have been made in response to a request from Health Education England, arising due to data from the GMC's National Training Survey suggesting that ICSM graduates have very poor (perceived) preparedness for their FY1 roles.

Since this announcement, the Year 5 Academic and Wellbeing Representatives have collected feedback from the current Year 5 students. As of 8 April 2021, 147 separate anonymous comments were formally collected and analysed to reveal themes. This does not include many comments and concerns raised informally through messaging platforms, emails, verbally etc.

The themes arising from the collated formal comments are summarised within the below table:

<b>Theme</b>	<b>Further details</b>	<b>Number of comments</b>
<b>Finances/ housing</b>	London rent is extortionate and people have not budgeted for this – contracts ending in April 2022/ extended rent time means extra financial burden - faculty has made it unclear how they will support with that, not everyone is eligible for NHS bursary and that barely covers the costs in some cases. Financial compensation should be considered for the students as will also have an increase in time commitment and responsibilities.	48
<b>Mental health</b>	Much needed time for a break/ rest is now cut short, opportunity to travel (potentially back to family that international students have not seen in > 1 year). COVID pandemic has been exceedingly difficult including redeployment, separation from family for over a year and	43

	personal losses – students need the time to recover. Some worried about burn out. Not had more than 3 weeks off in 3 years. Students should not be expected to cope with excessive changes at short notice in the name of 'resilience'. Aware that staff (especially clinical) are likely to have had similar experiences, although impact of COVID on mental health of students is incomparable and should not be overlooked.	
<b>Sudden nature of changes/ “not what we signed up for” – Choosing Imperial specifically for 12-week elective</b>	Sudden implementation, not enough time to prepare from 5 <sup>th</sup> to final year, thoughts that this should be introduced to years below. Students specifically chose imperial for the elective period, too short notice to change this now.	36
<b>PFA skills could be introduced during the year/ learnt on firm/ taught on year 6 firms</b>	Students believe that implementing F1 skills as part of the course would be more effective if done longitudinally rather than through a 'crash-course' and be a core part of the curriculum. Could be skills taught in DOPS.	25
<b>Neglect of student's wishes/ lack of transparency/ lack of student consultation</b>	Students feel like throughout the six-year degree extensive changes have been introduced without respect for students' wishes. Some feel student opinions won't be listened to and earlier approaches to express these concerns have felt disregarded. Some believe that the PFA may be beneficial if faculty work with students to ensure all are well supported, all concerns are addressed and assured the PFA will help students to be better F1s.	22
<b>Unnecessarily long</b>	Suggestion to shorten to 3 weeks, make it optional, include choice between blocks 1 and 2, implement a 'buddy system' where households would be able to be teamed up to avoid housing issues.	19
<b>Optional placement/ need for full electives</b>	Some students need full electives for future jobs (e.g. working internationally, electives at 2 institutions, going into other non F1 jobs). Want to try different specialties. Some countries require a 2-week quarantine period which would shorten the elective period even further. Some students have been helping with F1 jobs during the pandemic (e.g. organising ward rounds, sending referrals), feel ready to be an F1 and would like the PFA to be optional.	19
<b>The role of the 'interim-F1'</b>	Students do not believe that by making this a compulsory component they will be treated in any way differently than if they were a medical student- seen as a burden and ignored by other members of the team. What are the goals? Can they ensure students will be involved?	15
<b>Specialty/location choices</b>	Students want to have a choice on which specialty and location they will be working in.	11
<b>Need for consistency</b>	Now that faculty has announced this, need to stick to it and give dates for electives ASAP so students can organise their electives.	6
<b>Consequence of not attending</b>	Lack of clarity over attendance requirements – what sign offs are required, whether they are necessary for	5



	completion of the MBBS course, what happens if students have legitimate barriers to completing PFA e.g. illness, travel restrictions whilst abroad on electives.	
<b>Clarification of plans/expectations of the PFA</b>	Students would like to know about concrete plans for specific competencies required to be attained by students by the end of the PFA i.e. DOPS and signoffs, shift patterns, ability to have Less Than Full Time placement.	4

The role of student consultation was discussed in a meeting between the Students' Union and Ms Trish Brown (the Head of School of Medicine Secretariat) and Dr James Jensen-Martin (Director of Quality and Student Experience), with plans to schedule a meeting between Year 5 reps and members of faculty to discuss the specifics of the current PFA plans. This is pending due to clarification needed on a separate complaints process.

## 2. Recommendations

The committee is invited to:

- Note for information the extensive concerns from Year 5 students on the current PFA plans, as well as the progress in discussion.
- Discuss any possible further actions that can be taken to address these concerns.
- Discuss student input and engagement into other work being conducted to improve preparedness to practice.

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

**Date:** 14 April 2021

**Presented by:** Rachel Kwok

**Written by:** Rachel Kwok

## **Preparation for Practical Exams & Preliminary Evaluation of Centralised Student-run Mock Exams**

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### **1. Introduction**

Over the past few years, the Students' Union has organised mock practical exams for years 2, 3, and 5 in conjunction with the larger academic societies, with fantastic financial support from the faculty. The aim was to provide equal mock exam provision to these students, as previously mocks were run by individual societies often with an associated cost. As of yet, there has been no formal evaluation of the usefulness of these mock exams. The SU academic team is therefore seeking to understand how prepared our clinical year students feel ahead of their summative exams, and what can be done to support them.

There are 286 candidates in total for the centralised mock PACES exams which are taking place in the Charing Cross lab block 7<sup>th</sup> floor teaching spaces, following a rigorous risk assessment. Examiners are either final year students or qualified doctors. A survey was filled in by year 5 students prior to their student-run mock exam. (n=125)

#### a. Preparedness for summative PACES

**The majority of students did not feel prepared for their summative PACES exam (51.2%, neutral: 34.4%).** Additionally, 11.2% of students felt that they did not understand the format, content and timing of the exam, suggesting that further information could be beneficial.

Only 42.4% of students were aware of their strengths and weaknesses. This is likely to be due to the heavy limitations on practice that students were able to have this year. As expected, the **COVID-19** pandemic has negatively affected the students' preparation for PACES:

- Students were unable to practice in person, especially for those who live alone/ without other medics
- Reduced patient contact, due to e.g., redeployment, cancelled clinics/ elective lists, more telephone consultations as opposed to F2F
- Reduced teaching, due to e.g., clinicians being under more time pressure to minimise potential transmission time at the bedside, clinicians being busier
- Inconsistent in course mock PACES (psychiatry mock PACES cancelled due to COVID)
- Mental health generally affected, causing difficulties with revision
- Peer tutoring scheme was less efficient as final years have had their own specialties PACES to worry about and have not done the exam before
- Altered case load e.g., fewer croup presentations in Paediatrics

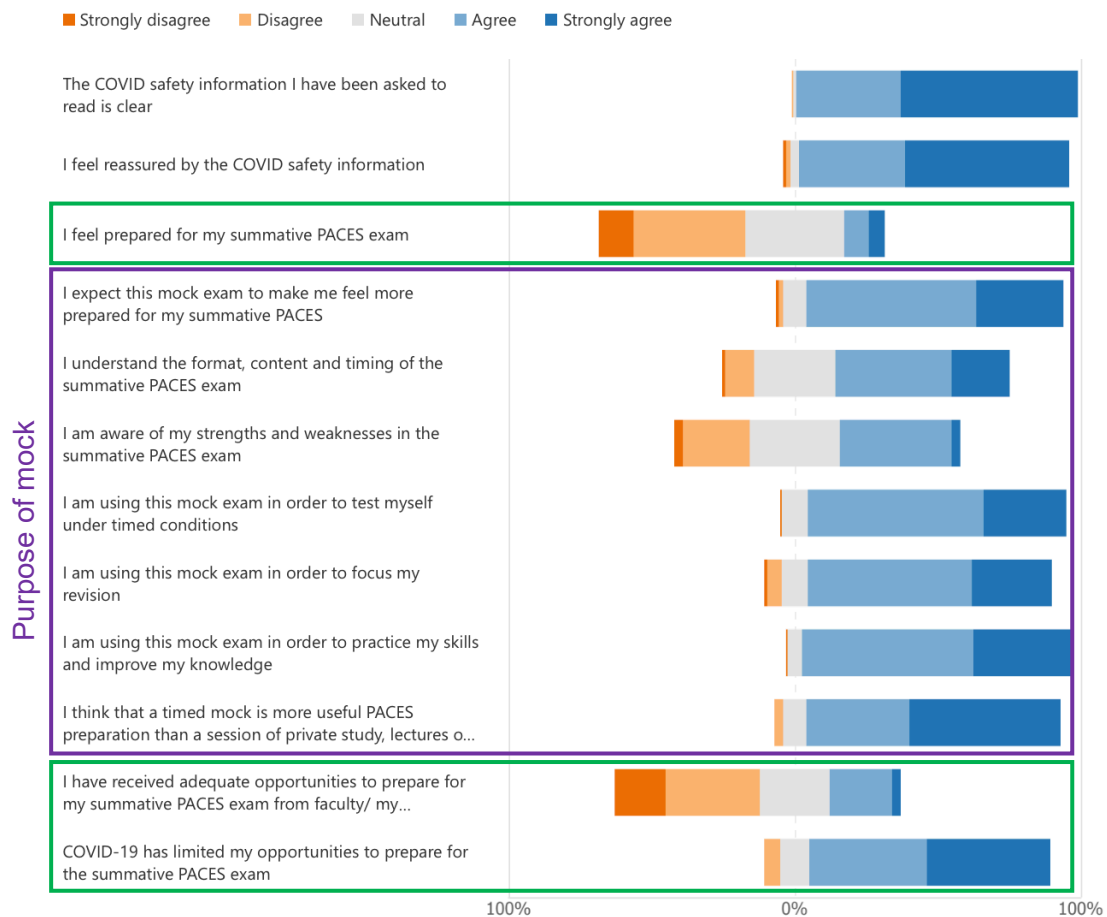
**Sadly, 50.8% of students felt that they did not receive adequate opportunities from faculty/ their placements to prepare for their PACES.**

b. Purpose of mock PACES

It is clear that many students are dissatisfied with the PACES preparation that they are currently able to undertake. Elucidating the purposes and benefits of our centralised mock PACES may allow for better understanding of the support that students may want.

89.6% of students expected the mock exam to make them feel more prepared for their summative PACES exam. 94.4% of students are using the mock to practice their skills and improve their knowledge, 90.4% are using the mock to test themselves under timed conditions, and 84.8% are using the mock to focus their revision.

**88.8% of students think that a timed mock is more useful than other methods of revision (including private study, lectures and small group practice) in terms of PACES preparation.** Our centralised mock PACES is the only opportunity universally offered to students to practice multiple stations back-to-back. This likely explains the students' preference of the mock over other methods of preparation. Similar opportunities offered by faculty/ within placements are likely to be highly appreciated.



**2. Recommendations**

The committee is invited to:

- Consider and discuss the provision of additional opportunities to prepare for PACES, e.g., more in-placement PACES teaching sessions, re-organising the

cancelled mock PACES in psychiatry, expanding in-placement mock PACES to cover multiple stations, ideally across different specialties

- Consider providing additional information to clarify the format of PACES, e.g., examples of station briefs, a PACES specific Q&A session

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

### Feedback collection Information:

- Total **survey** respondents:
  - Year 3: 23
  - Year 5: 43
- Survey opened on 31<sup>st</sup> March and closed on 7<sup>th</sup> April

### Areas of focus:

- Student consultation
- Welfare access at local teaching sites
- Main welfare concerns this year

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

***Year 3 Representative: Hamza Ikhlaq***

***Year 5 Representative: Alisha Chamba***



## Focus 1 – Student Consultation

	Year 3	Year 5
<i>Medium for important announcements?</i>	Email (65%)	Email (46%)
	Recorded online Q&A (26%)	Recorded in-person Q&A (Post-COVID) (24%)
<i>Combine with regular course updates?</i>	Separate emails (83%)  80+% are happy to receive course updates over email	Separate emails (83%)
<i>How satisfied are you with the PFA announcement?</i>	N/A	Extremely dissatisfied* (86%)
<i>How should important decisions be communicated to students?</i>	1. Survey (61%) 2. Padlet (17%)	1. Survey (23%) 2. Live Q&A (22%) 3. Padlet (20%)

### Year Comments

5	<ul style="list-style-type: none"> <li>- *Email for small updates, interactive session for big announcements</li> <li>- Updates on MedLearn/Blackboard – easy to access</li> <li>- More transparency               <ul style="list-style-type: none"> <li>- Involve students more e.g. collate opinions before change</li> <li>- Listen and explain changes</li> </ul> </li> </ul>
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### Year 3 and PFA

	Year 3
<i>Would you like to have formally been informed about the PFA announcement by the school of medicine?</i>	86% responded “yes”
<i>Are you concerned about whether and how the PFA will affect your year?</i>	76% responded “yes”

### Action points:

- Provide students with an opportunity for consultation before big decisions are made. Preferably through a survey.
- Give major updates in separate emails from bulletins
- Consider implementing live and *interactive* Q&A sessions in conjunction with email announcements
- Formally update year 3 students on the implementation of the PFA and the effects that this will have on their year
  - o Provide an opportunity for an interactive Q&A session to address concerns

## Focus 2 – Welfare access at local teaching sites

	Year 3	Year 5
<i>Small Group welfare with teaching fellows</i>	<p>48% extremely useful or very useful</p> <p>33% said it would be moderately or slightly useful.</p>	<p>18% - extremely or very useful</p> <p>58% - moderately or slightly useful.</p>
<i>Mental Health Advisor at CX</i>	<p>1/3 said it would be extremely useful or very useful to have a mental health advisor on-hand at CX.</p> <p>53% said it would be moderately or slightly useful.</p>	<p>17% - extremely or very useful</p> <p>60% - moderately or slightly useful</p>

### Qualitative data

Year	Comments
5	<p>“There has been one occasion in particular where I felt I had no-one to talk to and ended up crying on the tube on my way home from firms. I feel that we need someone more relaxed to talk to about small things - like a peer student or teaching fellow that we can just pop into their office for a cuppa in a bad day, when it's not so serious we want to make a whole appointment with our personal tutors.”</p>

#### **Action points:**

- Consider the implementation of small group welfare sessions with teaching fellows at local teaching sites
- Consider the mental health training for teaching fellows that volunteer to take on a “mental health advisor” position

### Focus 3 – Main welfare concerns for this year

	Year 3	Year 5
<i>Biggest welfare concerns this year</i>	1 - Finance 2 – Bereavement support 3 – Therapy Access	1- Mental Health 2- Managing Stress 3- Finance
<i>Biggest financial concerns this year</i>	1 – Rent 2 – Daily living 3 – Tuition fees	1- Rent 2- Daily living 3- Travel cost
<i>Biggest mental health concerns year</i>	1 – Burnout  2 – Not seeing family  3 – Not seeing friends	1- Burnout 2- Not seeing friends 3- Not seeing family

#### Qualitative data

Year	Comments
5	<ul style="list-style-type: none"> <li>• “I have many friends that have found it incredibly difficult to access therapy services via Imperial with a waiting list that’s over a month long just for one appointment. Definitely inadequate and resources for help are not at all well signposted to us as students. I wouldn’t even know where to go if I was having mental health issues.”</li> <li>• “I’ve now self-referred for CBT because I am struggling this year. I’m finding it so hard to focus on revision and exams and really struggling to manage my anxieties and worries. It’s long year and I’m feeling a bit hopeless”</li> <li>• “Having to study after long hours of placement forces you to be isolated from friends and loved ones forming a vicious cycle of burnout and social isolation.”</li> <li>• Increased sexual assault awareness - “The outreach about sexual assault at uni particularly from other uni students' needs to be more from day one”</li> </ul>

#### Action points:

- Recognise that finance is one of the top concerns for students right now and that rent is at the forefront of this. Take this into consideration before making any future long-term decisions
- Although a recurrent theme, reconsider and reopen a discussion on how we can advocate for increased funding in supporting clinical year students who have endured a year of COVID
- Consider personally contacting students before especially mentally challenging placements (e.g. ITU) with the resources they have available for welfare support - this could also be done through teaching fellows/co-ordinators.



## Information for Medicine undergraduates wanting to publish their work.

The library is often contacted by MBBS students who want to publish their research. These are the most common questions we are asked...

### Does it cost money to publish an article in a journal?

Most scholarly journals are subscription only and do not charge to publish.

However, some journals charge a fee to publish in, for example Open Access journals. These journals require you to pay an article processing charge (APC) in order to publish. The average cost of an APC in a journal is £1800. This is a licensing fee to make the published work Open Access. However, Open Access journals tend to have more output types and are therefore easier to be published in.

Another option is publishing your work as a [preprint](#) which is becoming more common. A preprint is a full draft of a research paper that is shared publicly before it has been peer reviewed by a journal. However please be aware that these do not yet receive a PMID and so will not contribute towards your Foundation Application Programme.

### Will the library contribute to the cost of publishing our work?

If you are unfunded and are publishing original research, you can apply to the '[Imperial College Open Access Fund](#)' to pay for the publishing charges.

You need to be publishing in a journal listed in the Directory of Open Access Journals (<https://doaj.org/>) and it needs to be original research – publishing costs for letters to the editor, systematic reviews, case studies, commentary or research letters will not be funded. If in doubt, please contact the Open Access Team in the Library ([openaccess@imperial.ac.uk](mailto:openaccess@imperial.ac.uk)).

In addition, the Library has arranged open access memberships and agreements with several publishers/journals. Some agreements will allow you to publish articles open access without requiring further payment to the publisher and others entitle you to a discounted open access fee/article processing charge (APC). A full list is available on the Library [webpages](#).

### Will my published work contribute towards my Foundation Programme Application?

If your published work appears in a journal that is indexed by PubMed then it will be given a PMID (PubMed Identifier.) The current Foundation Application Programme will award a point for each work you publish with a PMID (up to a maximum of two points.) You can check the list of journals that are indexed by PubMed [here](#).

This will only be a factor for people applying before October 2022. From UKFP 2023, you will not be able to get extra points for publishing with a PMID.

### Can I get a PMID if my article is published in a journal that isn't indexed by PubMed?

The only way to get a PMID for an article in a journal that isn't indexed by PubMed is by submitting it to PubMed Central. But you can only do this if your work was funded by one of [PubMed Central's accepted funders](#) and we have not yet seen any medical undergraduates who fulfil this criteria.

### I am doing the Medicine with Humanities, Philosophy and Law BSc. What counts as original research?

Generally, if your article describes a piece of research conducted by the author/s, including a hypothesis, methodology, results, and discussion then this would be considered original research. Please check with the Open Access team ([openaccess@imperial.ac.uk](mailto:openaccess@imperial.ac.uk)) if you are unsure.

Even if you are publishing original research this doesn't mean that we will automatically pay for your APC – you still need to be publishing in a journal listed on the Directory of Open Access Journals <https://doaj.org/>