

**Phase 2 (BSc) Student Staff Liaison Group**

Date: Wednesday 21<sup>st</sup> April 2021  
 Start Time: 14:00  
 Location: [MS Teams](#)

<u>Agenda item</u>	<u>Lead</u>	<u>Paper</u>
1. Welcome & Apologies for Absence	Chair	
2. Unconfirmed Minutes of the last Phase 2 (BSc) SSLG	Chair	<a href="#">SSLG-BSc20-21 01</a>
3. Library Report	Rebecca Jones, Medicine Liaison Librarian	
4. Phase 2 (BSc) Wellbeing Report	ICSMSU Vice Chair for Wellbeing Representatives	<a href="#">SSLG-BSc20-21 02</a>
5. Phase 2 (BSc) Pathway Student Rep. Reports	Academic Officer for BSc and Academic Year Representatives	
<ul style="list-style-type: none"> <li>• Anaesthesia and Critical Care</li> <li>• Cancer Frontiers</li> <li>• Cardiovascular Sciences</li> <li>• Endocrinology</li> <li>• Gastroenterology and Hepatology</li> <li>• Global Health</li> <li>• Haematology</li> <li>• Humanities, Philosophy and Law</li> <li>• Immunity and Infection</li> <li>• Neuroscience and Mental Health</li> <li>• Pharmacology</li> <li>• Remote Medicine</li> <li>• Reproductive and Developmental Sciences</li> <li>• Surgical Design, Technology and Innovation</li> <li>• Translational Respiratory Medicine</li> </ul>		<a href="#">SSLG-BSc20-21 03</a> <a href="#">SSLG-BSc20-21 04</a> <a href="#">SSLG-BSc20-21 05</a> <a href="#">SSLG-BSc20-21 06</a> <a href="#">SSLG-BSc20-21 07</a> <a href="#">SSLG-BSc20-21 08</a> <a href="#">SSLG-BSc20-21 09</a> <a href="#">SSLG-BSc20-21 10</a> <a href="#">SSLG-BSc20-21 11</a> <a href="#">SSLG-BSc20-21 12</a> <a href="#">SSLG-BSc20-21 13</a> <a href="#">SSLG-BSc20-21 14</a> <a href="#">SSLG-BSc20-21 15</a> <a href="#">SSLG-BSc20-21 16</a> <a href="#">SSLG-BSc20-21 17</a>
6. Proposed changes to marking on BSc Programmes	Dr Fiona Culley, Head of BSc Assessment	<a href="#">SSLG-BSc20-21 18</a>
7. Proposal to change the title of BSc Haematology	Dr Letizia Foroni, Haematology Lead	<a href="#">SSLG-BSc20-21 19</a>
8. Student publication guidance from the Library	Paper for Information	<a href="#">SSLG-BSc20-21 20</a>
9. Any other business	Chair	
10. Date of next meeting: TBC		

SSLG-BSc20-21 01

**Unconfirmed Minutes of Meeting held on Wednesday 24<sup>th</sup> February 2021**

**Present:** Muntaha Naeem (Chair), Richie Abel, Katie Addy, Ana Baptista, Nicole Barnes, Hannah Behague, Ingrid Bekono-Nessah, Fran Bertolini, Emma Blyth, Hetty Breed, Bob Brown, Trish Brown, Lisa Carrier, Uzma Chaudhary, Alexander Conway, Demi Corr, Jim Crawley, Fiona Culley, Giskin Day, Louise Donnelly, Joana Dos Santos, Robson Dos Santos, Olivia Dupere, Charis Eleftheriou, Letizia Foroni, Sarah Fort, Robert Good, Nicole George, Shubham Gupta, Emily Hall, Chris Harris, Schery Hashmi, Robert Ingram, Hanya Irfan, James Jensen-Martin, Rebecca Jones, Aleysha Joseph, Rachel Kwok, Robert Kypta, Steve Ley, Carly Line, Dhanya Mahadevan, Abi Mahendran, Julian Marchesi, Alison McGregor, Ameya Mhaisalkar, Ecem Mimoglu, Jamie Murphy, Emer Mulholland, Kevin Murphy, Rabiah Neerahoo, Sandra Newton, Fu Siong Ng, Prabha Parthasarathy, Iason Pastroudis, Roshni Patel (student), Tamlyn Peel, Ursula Pendower, Rahul Penumaka, Mark Perry, Richard Pinder, Dorrit Pollard-Davey, Mabel Prendergast, Katya Qiao, Beatrix Rozsa, Soban Sadiq, Sohag Saleh, Amir Sam, Magdalena Sastre, Rahul Senan, Rebecca Sie, Graciaa Singhal, Andrew Smith, Daniella Soussi, Harry Stikas, Mark Sullivan, Toby Thomas, Linda van Keimpema, Lorenzo Verani, Mike Wilson

**Apologies:** Nikhil Vanukuru, Tania Varshney

<b>1. Welcome and apologies for absence</b>	
	1.1 The Chair thanked members for attending and noted apologies for absence.
<b>2. Unconfirmed Minutes of the last Phase 2 (BSc) SSLG</b>	
CONSIDERED:	<b>BSc-SSLG 20-21 01</b>
NOTED:	2.1 All actions were complete.
AGREED:	2.2 The minutes of the meeting held on Wednesday 18 <sup>th</sup> November were approved.
<b>3. Library Report</b>	
REPORTED:	<p>3.1 Students must wear a face mask and use the track and trace app when using College libraries.</p> <p>3.2 The Library provide help with Module 3 so students should get in touch if they require support.</p> <p>3.3 The Library are developing publishing guidance for students. Student Reps should contact <a href="#">Rebecca Jones</a> if they would like to see a draft. Once the guidance is complete, the Library would appreciate the help of Student Reps in circulating it to the BSc students.</p> <p><b>ACTION: Student Reps and ICSMSU Academic Officer to help circulate the Library Publishing Guidance to BSc students, once it is ready.</b></p>
<b>4. Phase 2 (BSc) Pathway Student Rep Reports</b>	
CONSIDERED:	<b>BSc-SSLG 20-21 02-16</b>
REPORTED:	4.1 Overall, students found BSc Module 2 useful and relevant. They enjoyed working in teams and felt that they had learnt important skills.

4.2 Students found it very helpful to have one tutor for each group in the Group Literature Review task. They also appreciated it when Pathways ran regular meetings or tutorials on assessments.

4.3 Most pathway-specific concerns had been resolved with the Pathway/Module Lead prior to the SSLG.

#### **Support with Science in Context**

4.4 Students would like further support and guidance for completing the Science in Context assessment.

4.5 Students noted that the level of support from Science in Context supervisors varied greatly. They would like to see this role standardised and supervisors more engaged in future.

4.6 Good practice was noted from some BScs, which ran question and answer sessions, had an assessment FAQ page on MS Teams and held coffee mornings to which past students were invited.

4.7 Alison McGregor responded that the BSc Team will look into improving the guidance provided to students and potentially providing an FAQ. The improved guidance is unlikely to include a template because the way to complete the task will vary across BSc pathways. It is also important for students to have an element of creativity in how they work.

**ACTION: Head of BSc Assessment and Strategic Teaching Fellows to look at ways to improve the Science in Context assessment guidance for students.**

4.8 It was noted that time management is a skill which Module 2 is intended to develop.

4.9 Good practice was noted in BSc Gastroenterology and Hepatology, where students can choose their Science in Context case study from a list of options.

#### **Student Isolation due to COVID**

4.10 Some students reported feeling socially isolated due to COVID and their BSc pathway not having bonded as a cohort.

4.11 BSc pathways were reminded of the importance of running cohort-building exercises throughout module 3, such as coffee mornings and social meet-ups.

**ACTION: BSc Programme Officer to remind BSc Teams that they should organise regular meet-ups throughout Module 3 to avoid students feeling isolated.**

#### **Student access to software required for Module 3**

4.12 Many students reported needing GraphPad Prism for their BSc Projects and their Module 1 assessment.

4.13 A discrepancy in access was noted where students in a few courses were provided with a license to GraphPad Prism, whereas others were expected to use free trials using their email accounts.

4.14 The licence is not available through College so it was agreed that the possibility of a College-wide licence would be investigated.

**ACTION: Head of Technology Enhanced Education to find out whether there is scope for the College to obtain a licence for GraphPad Prism.**

#### **Releasing Average Marks for BSc Assessments**

	<p>4.15 Some students would like average marks released for BSc assessments to help them understand how they are doing in comparison to their year group.</p> <p>4.16 The Head of Assessment expressed concern that this may lead to students putting pressure on themselves. She noted that there are several robust systems in place to ensure that marks were appropriate across all BScs. The Head of the School of Medicine reiterated this, noting that students receive a lot of feedback.</p> <p>4.17 Students were asked to let the staff know if there is anything that could be done to improve assessment feedback.</p> <p><b>BSc Module 3 Oral presentations</b></p> <p>4.18 The Module 3 oral presentations will take place online this year. This was done for the first time in 2019-20 and worked well.</p> <p><b>ACTION: BSc Programme Officer to remind students that their Module 3 oral presentations will be run remotely in the next BSc Bulletin.</b></p>
<p><b>5. Phase 2 (BSc) Wellbeing Report</b></p>	
<p>CONSIDERED:</p>	<p><b>SSLG-BSc 20-21 17</b></p>
<p>REPORTED:</p>	<p><b>Students' return to London</b></p> <p>5.1 Some students reported that they would have liked more support in returning to London.</p> <p>5.2 It was agreed that further signposting would be added to the BSc Bulletin in future.</p> <p>5.3 Students were reminded that it is important to take responsibility for their own welfare and ask for support from their Personal Tutor or the FEO Welfare Team, if required.</p> <p>5.4 A bulletin specifically for international students was being developed and would be sent out soon.</p> <p><b>Support for Clinical Projects</b></p> <p>5.5 Support and guidance for students undertaking clinical projects during the pandemic was requested.</p> <p>5.6 This has been taken on board and further guidance will be provided if COVID continues to affect clinical projects in future.</p> <p>5.7 It was noted that the BSc Team will try to arrange COVID vaccinations for clinical project students with direct patient contact but as the vaccination programme is organised by the NHS, this cannot be guaranteed.</p> <p><b>Meetings between Staff and Students</b></p> <p>5.8 It was recommended that all BSc Pathways run monthly coffee mornings for students and staff, if this is not already delivered. They should also invite past students.</p> <p>5.9 This would be covered in action 4.11. It was noted that two of the BSc Teaching Fellows had run catch ups between current students and past external intercalating students. Another one was due to take place in the coming weeks.</p> <p>5.10 Professor Alison McGregor, Head of Year, suggested that she could run general coffee mornings for students across all BScs.</p> <p><b>BSc Buddy Scheme</b></p> <p>5.11 Students had provided suggestions for improving the BSc Buddy Scheme, including providing clearer guidance for buddies and incentivising the scheme for internal students.</p>

	<p>5.12 It was noted that the Buddy Scheme was a collaboration between the central BSc Team and the ICSMSU that was intended to help external students integrate at Imperial.</p> <p>5.13 The effectiveness of the scheme and how it would be run going forwards would be considered prior to the 2021-22 academic year. The ICSMSU may take over the running of the scheme.</p> <p><b>ACTION: ICSMSU, BSc Teaching Fellows and BSc Programme Officer to collect targeted feedback, potentially through the form of a focus group, to inform how the buddy scheme can be refined for next year.</b></p>
<p><b>6 Any other business</b></p>	
<p>NOTED:</p>	<p>6.1 None was raised.</p>
<p><b>7 Date of the next meeting - Wednesday 21<sup>st</sup> April 2021, 14:00, MS Teams</b></p>	

SSLG-BSc20-21 02

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**Presented by:** Mabel Prendergast

**Written by:** Mabel Prendergast

### Term 2 – Year 4 Welfare Report

#### Feedback collection Information:

- Total Survey Respondents: 20
- Survey opened on **11<sup>th</sup> February** and closed on **14<sup>th</sup> February**

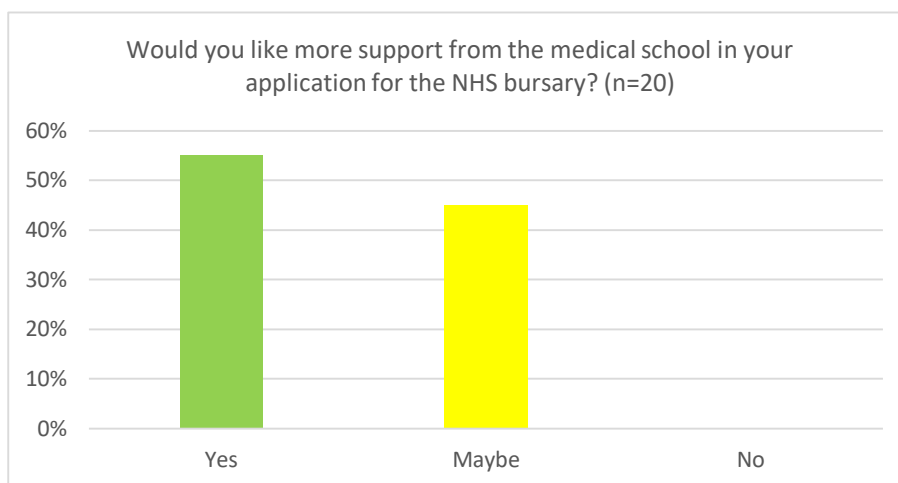
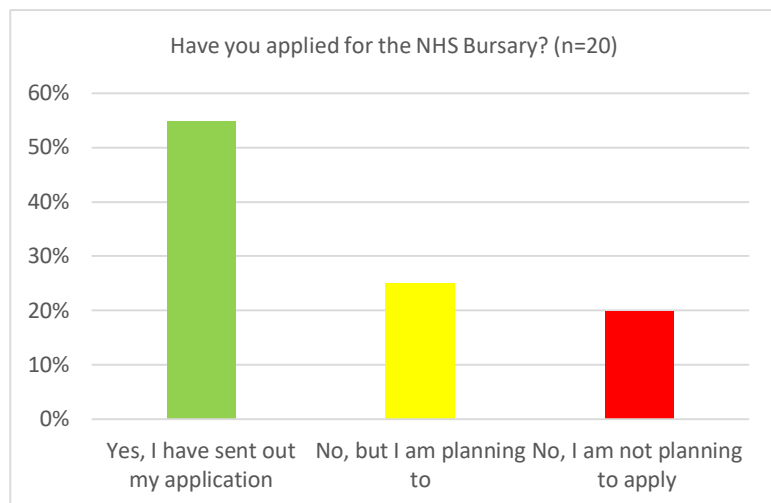
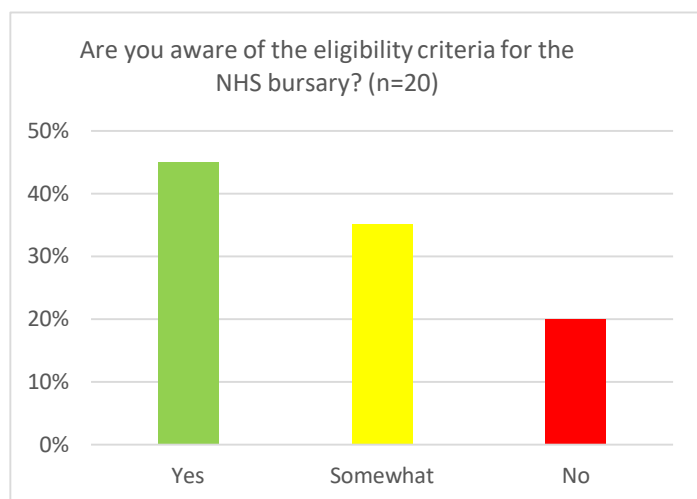
#### Areas of focus:

- NHS Bursary
- Welfare concerns going into year 5

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



## Focus 1 – NHS Bursary

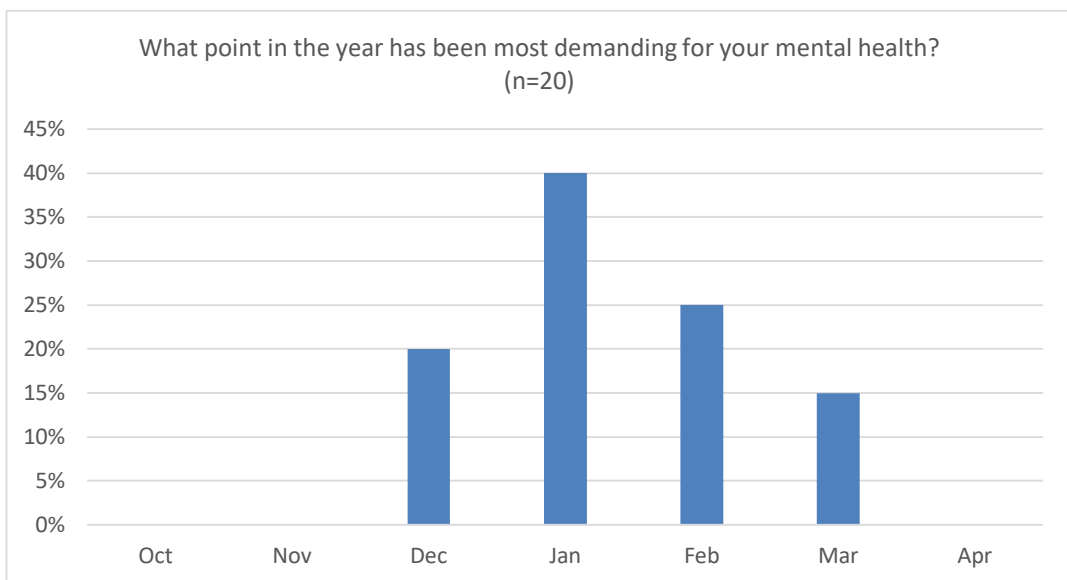


### Action Points

- Collaborate with the SU next year in order to build on the material provided to students in applying to the NHS bursary
  - o Provide specific information about eligibility criteria for the NHS bursary for all groups of students within this information
  - o Ensure that this information is sent out in a timely manner to allow students to prepare for this

## Focus 2 – Support for Hospital Projects

Main welfare concern	
4 <sup>th</sup> year	<ul style="list-style-type: none"> <li>- Project isolation throughout term 3</li> <li>- Disengagement with the medical school, especially after changes to PFAs and electives</li> </ul>
Going into 5 <sup>th</sup> year	<ul style="list-style-type: none"> <li>- <b>Burnout</b></li> <li>- Transitioning into a clinical environment: forgetting clinical skills and adapting to the clinical timetable</li> <li>- Getting a COVID vaccine</li> </ul>



### Action Points

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- Consider spreading workload more evenly throughout the year to reduce the pressure felt by students in January
  - Continue and consider increasing coffee mornings and opportunities for social engagement throughout term 3
  - Provide a formal informative email dedicated to information about COVID vaccinations for year 5 students
  - How can we enable year 4 students to feel more comfortable transitioning into year 5, especially given the new circumstances they will be facing?



SSLG-BSc20-21 03

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**Presented by:** Hetty Breed, Tobias Thomas

**Written by:** Hetty Breed, Tobias Thomas

### **BSc Anaesthesia and Critical Care Student Rep Report**

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#### **1. Introduction**

We collected feedback from the students on our pathway using an online form as well as virtual coffee mornings. Overall, there have been few major issues for our students, with the majority getting on well with their projects.

#### **2. Approaches to teaching and learning that are well received**

Students have greatly enjoyed returning to face-to-face, hands-on, practical work. Integration within laboratory teams and with supervisors has been enjoyed by many, and students have relished the opportunity to explore a specialist subject in depth.

#### **3. Approaches to teaching and learning that could be improved**

Responses to our survey highlight issues with gaining database access, ethical approval, and remote Cerner access, despite supervisors/students applying for these in advance. Students have struggled with data collection because of this, and some concern is felt about the quality of the work achievable in a shortened time frame. There have also been issues with getting participants causing slow data collection mainly due to covid; although this is not something that can be solved perhaps some reassurance that less data will not affect grade outcome as it is dependent on the write up of it.

Some students have struggled with organising their own schedule, and perhaps further guidance on effective time management could be beneficial to these individuals.

#### **4. Assessment and Feedback**

Nothing new to report since the last SSLG.

#### **5. Any other points raised by students on your pathway**

No more issues to raise

SSLG-BSc20-21 04

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**Presented by:** Charalampos Vlasios Stikas, Ambreen Muhammed, Nikhil Vanukuru  
**Written by:** Ambreen Muhammed

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**BSc Cancer Frontiers Student Rep Report**

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**1. Introduction**

People are enjoying the opportunity to be part of a research team during Module 3 but felt guidance by supervisors can be lacking.

**2. Approaches to teaching and learning that are well received**

As students are in individual groups it is difficult to gain a consensus however some students find the stats and write up sessions held centrally useful.

**3. Approaches to teaching and learning that could be improved**

Central sessions were very much Q&A based– would have been nice to have introductions on each topic first

**4. Assessment and Feedback**

No assessments as of yet but students appreciate the central teaching regarding project write up as a change to ask questions.

No feedback given centrally in this module thus far

**5. Any other points raised by students on your pathway**

No other points raised

SSLG-BSc20-21 05

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**Presented by:** Iason Alexandros Pastroudis, Bibi Rabiah Neerahoo

**Written by:** Iason Alexandros Pastroudis, Bibi Rabiah Neerahoo

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**BSc in Cardiovascular Sciences Student Rep Report**

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**1. Introduction**

For this report to be made, we generated a form using google forms. We tried to include open ended questions so that we receive as much qualitative information as possible. The views presented in this report do not necessarily agree with the views of the student-representatives.

**2. Approaches to teaching and learning that are well received**

Overall, students seemed to be really pleased with their experience in our BSc. They found every module really engaging and challenging and really appreciated the efforts of our professors to keep it as interactive as possible. Also, they commented that the transition to online distance learning was handled really well by the pathway.

Students particularly enjoyed team debating activities as well as small group presentation projects, as they made learning more engaging and were received as a good practice for our tasks in module 3.

The face-to-face week was also really important for the students.

The members of our cohort found that the offered BSc projects covered a wide spectrum of what we learned this year and all of the suggested titles were really interesting. They seem to be happy with their allocated project and all are moving along smoothly with their work, enjoying in-person lab work as part of a team. Many claimed that the project is the best part of the BSc.

**3. Approaches to teaching and learning that could be improved**

As mentioned above, the members of our cohort were really pleased with the teaching methods used in our pathway. An exception to that is some self-taught lectures in module 1 and 2. Additionally, part of the students did not find journal club particularly helpful. These issues have been raised with our course leads.

Also, even though we all really enjoyed the interactive ways of learning mentioned above, such as the debates, these did not count towards our grades, but they did require a sufficient amount of work and frequently their deadlines were close to deadlines of summative assessments causing additional stress. This has also been raised to our course leads.

**4. Assessment and Feedback**

The summative assessments in modules 1 and 2 were well received among the members of our BSc group, and as mentioned above, they have prepared them well for module 3 project. The nature of the assessment and the topics were considered really interesting, challenging and engaging.

The timing of the assessments and deadlines seemed good in general, with some exceptions as mentioned in (3). Module 2 seemed to be stressful to some students. Deadlines of the two assignments were really close together and overlapping at times.

Regarding feedback, opinions seem to vary. In module 1, the formatives were generally considered helpful, and many students commented that this was missing from module 2. However, some commented that not all the feedback they received was helpful as the comments made for their formative were not transferable to their summative.

The students seem to be enjoying module 3 but can't really comment on assessment and feedback as of yet. However, they comment that they would appreciate some QnA sessions closer to the deadlines.

**5. Any other points raised by students on your pathway**

N/A

SSLG-BSc20-21 06

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**Presented by:** Abi Mahendran, Hashmi Dureshahwar

**Written by:** Abi Mahendran, Hashmi Dureshahwar

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**BSc Endocrinology Student Rep Report**

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**1. Introduction**

When asked to rate their experience on final project and the support they have received from supervisors out of 10, most people were satisfied (scoring 8-10).

**2. Approaches to teaching and learning that are well received**

Students generally appreciated the support they received from supervisors and by the central BSc pathway leads.

**3. Approaches to teaching and learning that could be improved**

**4. Assessment and Feedback**

On Endo, we had some catch-up sessions very early on in the project. Whilst most people were either not too keen or didn't mind doing more of them, it was suggested that the sessions be resumed on a fortnightly basis at the end of April/beginning of May, when most people would be starting data analysis.

**5. Any other points raised by students on your pathway**

SSLG-BSc20-21 07

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**Presented by:** Robert Ingram & Roshni Patel

**Written by:** Robert Ingram & Roshni Patel

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## **BSc Gastroenterology & Hepatology Student Rep Report**

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### **1. Introduction**

Overall, very positive feedback both for Module 3 and the past year in general – feedback is similar to that received previously suggesting there was nothing particularly new to highlight for this module.

### **2. Approaches to teaching and learning that are well received**

No specific teaching took place during this module but overall, remote teaching has been well received (especially the interactive aspects). Students feel they have learnt a lot from undertaking the project – e.g. how to use Cerner which will be relevant in future.

### **3. Approaches to teaching and learning that could be improved**

Course leads could check-in with supervisors to see how students could be better supported – e.g. providing research methods/ project-specific teaching as a pathway. This could be facilitated via regular journal clubs, as other pathways have been receiving.

### **4. Assessment and Feedback**

Several students have appreciated the usefulness of ICA 3 in helping to prepare for the project they are currently undertaking. They feel this assessment in particular has helped them a lot in understanding how to go about researching and writing for the current project.

Having the chance to present 3 slides was helpful but we were probably given too much time per student for this (8 mins with 2 mins questions) compared to how much time we would actually get for 3 slides if it were the summative presentation. The time limit for each student could therefore probably be made shorter.

### **5. Any other points raised by students on your pathway**

Students have continuously appreciated the coffee mornings held by the Gastro team as a useful opportunity to ask questions and catch-up with the rest of the cohort whilst we are working remotely. It was helpful to have an ex-Gastro student attend the most recent coffee morning – allowed students to ask questions and receive a student's perspective on the project.

Some students feel uncomfortable to ask supervisors for a proper Easter break – perhaps this could be advertised to the supervisors better so it is offered by them rather than students having to ask for this.

SSLG-BSc20-21 08

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**Presented by:** Dhanya Mahadevan & Emily Hall

**Written by:** Dhanya Mahadevan & Emily Hall

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**BSc Global Health Student Rep Report**

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**1. Introduction**

Overall, people are pleased with the level of academic and welfare support provided by the GH BSc team

**2. Approaches to teaching and learning that are well received**

Some people have really enjoyed the self-directed approach and independence allowed for projects.

**3. Approaches to teaching and learning that could be improved**

Some people do feel this self-directed approach makes them feel disconnected from the course, although this has been helped by the socials run by the GH BSc team.

**4. Assessment and Feedback**

n/a

**5. Any other points raised by students on your pathway**

Some students are concerned about issues related to other years, namely:

- How to get the COVID vaccine before firms start in year 5
- The changes being made to electives in final year (people are not happy about it)

SSLG-BSc20-21 09

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**Presented by:** Olivia Dupere and Ingrid Bekono-Nessah

**Written by:** Olivia Dupere and Ingrid Bekono-Nessah

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### **BSc Haematology Student Rep Report**

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#### **1. Introduction**

Overall the feedback has been very positive, it was again reiterated that the literature review has been the highlight of this term.

#### **2. Approaches to teaching and learning that are well received**

The literature review was really well received overall, all students felt very positive about this aspect of the course. Module 3 has also been enjoyable, as it has felt a very active process, with the students feeling involved in creating the research to then eventually write up.

#### **3. Approaches to teaching and learning that could be improved**

Difficult to give general feedback on this since everyone has been doing individual projects with no central teaching. There has been good feedback from students that they have been supported throughout the process.

#### **4. Assessment and Feedback**

We have not had any formal assessment or feedback since the last SSLG so difficult to comment any further on this. As a general point students have sometimes felt a bit confused by the assessment process and would have appreciated some more support through this.

#### **5. Any other points raised by students on your pathway**

It has again been noted that it would have been really helpful to have an opportunity to show someone your work before it was assessed (as was the case in the literature review). The feelings are that on this course, since there are not actually many moments of assessed work, it is quite daunting to submit something that is worth 10-15% of the final degree, with no idea if it is on the right track! This was what was so appreciated during the literature review, having both a supervisor and also the other students in the group to sense check things made the whole process much less stressful.



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**Presented by:** Ecem Mimoglu

**Written by:** Ecem Mimoglu

## **BSc Humanities, Philosophy and Law Student Rep Report**

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### **1. Introduction**

The feedback given by students about the project module indicates that they are feeling very well supported during this time and that they are enjoying the freedom to explore their own ideas. Students have noted great relationships with their project supervisors and coordinators alike, and this has led to an all-round engaging and stimulating research period within the pathway. There were, however, some concerns raised surrounding the transparency of marking and the dip in productivity caused by lockdown. These concerns understandably stem from the ambition that students have to perform well, however they were all framed within a context of respect towards the inevitable subjectivity of the pathway.

### **2. Approaches to teaching and learning that are well received**

The project module has been overwhelmingly well-received by students. Feedback has shown that they feel confident in the support they are receiving from the supervisors and course leads, and that they are comfortable asking questions and developing their own ideas. This is a particularly important part of the HPL pathway, as students are exploring ideas that are entirely their own. It is clear that the risk of students feeling overwhelmed or confused about how to proceed has been largely mitigated by the consistent attention that the faculty has given towards ensuring smooth paths of progress. Students have also commented positively on the project coordinator meetings being held as small groups of students who are exploring similar project ideas. This has enabled a warm, supportive environment for students to share ideas and hear the opinions and suggestions of colleagues interested in the same field of research. It also enables students to continue practising their presentation skills ahead of the final assessments, which many feel is an invaluable part of the support they are receiving.

### **3. Approaches to teaching and learning that could be improved**

There have been very few complaints about the approaches that have been taken towards learning and teaching in this project module. Overall, students feel very well supported and have provided overwhelmingly favourable feedback regarding the quantity and quality of contact time with their supervisors and the rest of the HPL faculty.

### **4. Assessment and Feedback**

The main concern raised about assessments is that students feel inadequately informed about the requirements to receive a first-class degree for their work. This is perhaps an inevitable aspect of a more subjective BSc pathway, however it is a consistently raised point of feedback that should be taken note of. It is very difficult for students to feel motivated towards providing their best possible work when they feel unsure of what is required of them. The feedback provided on assessments has been felt to vary from assignment to assignment, although overall students report that they are satisfied with

the feedback they are receiving. The issue appears to be that the assessments are quite independent to each other, meaning that transferring feedback between them is difficult.

**5. Any other points raised by students on your pathway**

Students have reported being extremely thankful for the enthusiasm of all HPL course leads in providing support and advice throughout the project module. Communication between staff and students was consistently felt to be excellent and this has greatly facilitated students' progress in their projects. Overall, this has been a thoroughly successful academic period with the exception of concerns surrounding the requirements between different grade boundaries. Students feel well supported, happy with their project ideas, and comfortable expressing any concerns.

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**Presented by:** Rahul Senan and Hanya Irfan

**Written by:** Rahul Senan and Hanya Irfan

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**BSc Immunity and Infection Student Rep Report**

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**1. Introduction**

In general, students felt the module 3 has gone well so far, however, responses were highly varied between individuals. This is primarily due to how supported they felt by their supervisor.

**2. Approaches to teaching and learning that are well received**

Lectures on statistics were helpful, especially for specific questions that students had. Supervisor support, guidance and the organisation of some supervisors was good. Students felt supported and felt able to undertake their project.

**3. Approaches to teaching and learning that could be improved**

Negative feedback was generally centred around guidance regarding the module 3 project. In particular, students are still unclear on the expectations of the reflective presentation. Guidance was often vague and unclear.

Students also felt uncomfortable with the use of statistical and graphic programs such as "R" which they were told to use.

**4. Assessment and Feedback**

No assessments in module 3 yet.

**5. Any other points raised by students on your pathway**

Students were often unable to attend coffee meeting due to clashes with project work.

Students felt that 1 to 1 meetings with module 3 leads would be more beneficial at the beginning of the project, as this is where students felt the most uncomfortable and required the most support.

One project support session stated that the report must have 8 figures, and a certain amount of extra tables (not included in the 8 figure count). However, online contradicts this, stating just 8 figures in total.

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**Presented by:** Alex Conway, Charis Eleftheriou

**Written by:** Alex Conway, Charis Eleftheriou

## **BSc Neuroscience and Mental Health Student Rep Report**

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### **1. Introduction**

Responsiveness of students to the questionnaire was relatively low at 14/28 (50%) possibly owing to the remoteness and disintegrity of the Term 3 so they feel less inclined to participate, therefore these results may not be wholly generalisable.

### **2. Approaches to teaching and learning that are well received**

First of all, a lot of students appreciated the project progress presentations that took place on the 25<sup>th</sup> and 26<sup>th</sup> of March, where they would give a short 5-minute presentation on their progress regarding the project and the pathway lead together with the strategic teaching fellow would give them personalised advice as to how to proceed with the project. This has been very helpful for a lot of students who might have felt “lost” or overwhelmed with the things they had to do and also encouraged students to start writing their paper or to start deciding which data they should analyse/include in their report. We think this would be something very helpful to continue doing for future BSc students.

Students have also commented on the fact that they had a lot of good opportunities and gained a lot of practical lab experience. This helped them into becoming more independent in the lab. Additionally, a number of students have felt supported by their supervisors, allowing them to learn new lab techniques and work remotely effectively.

### **3. Approaches to teaching and learning that could be improved**

The inconsistency in supervisors' guidance to and relationship with students was a recurring issue. Some students' supervisors were not very engaged in their learning experience, whereas some found it hard to know who their supervisor was at the beginning of the project. We reminded all students to report all problems with supervisors regularly to the faculty and teaching fellows and to continue to raise issues in the progress meetings organised.

Some students also expressed a need for more transparency and clarity when choosing their project in the description of it. However, we understand the need for brevity and consistency between project descriptions when deciding. We urge Faculty to encourage supervisors to give a rough outline of the project steps at the beginning of the project to help guide students, but not leave them lost. Furthermore, many had to constantly remind their supervisors of the relatively short time we have for the project so again we suggest that supervisors are spot-checked or reminded regularly about the progress and completion of their students' project.

The social distancing and remote learning guidelines imposed currently during the BSc project have been brought up as a factor affecting students' ability to perform to the best

of their abilities. Furthermore, the issue of remote project work meant that some supervisors were less motivated and less engaged over virtual meetings. Therefore, some students have asked if it would be possible to round up grades that were a high previous grade e.g. 2.5% below, up to the corresponding higher grade as a reflection of this.

#### **4. Assessment and Feedback**

N/A

#### **5. Any other points raised by students on your pathway**

##### BSc project

78.6% of the students were very happy with the organization of the BSc project (rated the organization as  $\geq 8/10$ ) something which shows that the pathway leads really tried to find and offer the students well-organized, suitable projects.

85.7% of students rated the time given to complete their project as  $\leq 3/5$  which supports the point mentioned earlier that refers to the students having to remind the supervisors of the relatively short time they have to complete their project.

A very encouraging 92.3% of students said that they were aiming to finish all planned experiments and data collection before the dedicated writing time and only 15.4% reported that they would have to continue gathering data during the dedicated writing time to be able to finish their project.

The majority of students at 53.8% have started writing their BSc project report.

Overall, over 78% of the students reported that their BSc project has been a valuable learning experience ( $\geq 8/10$  on a likert scale)

##### Relationship with supervisor

78.5% of the students reported having a good relationship with their supervisor ( $\geq 8/10$  on a likert scale).

Most of the comments regarding the supervisors were very positive, as most supervisors were “amazing”, “helpful”, “supportive”, “kind”, “patient”.

However, 3/14 students revealed that they either had never met their supervisors in lab or that their supervisor was too busy to address their queries or that they had “minimal guidance”.

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**Presented by:** Katya Qiao and William Wallace

**Written by:** Katya Qiao and William Wallace

### **BSc Pharmacology Student Rep Report**

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#### **1. Introduction**

The pharmacology BSc has been well received this year, with students citing the teaching and support as excellent. Despite the challenges associated with online learning, students found the course engaging, as well as considering the content taught throughout the year as relevant and useful. Students also said that they felt the previous ICAs and feedback had prepared them very well for the final project, and they felt confident in their work.

#### **2. Approaches to teaching and learning that are well received**

There were no additional comments in this section compared to previous reports.

#### **3. Approaches to teaching and learning that could be improved**

There were no additional comments in this section compared to previous reports.

#### **4. Assessment and Feedback**

Students again, commented on the SiC being relatively poorly organised and felt that feedback was not always reflective of the mark given.

Students also commented on the formative assessments which were given throughout the year, enabling students to receive tailored feedback to their work before the summative. This was exceptionally helpful, and we wholeheartedly encourage all BSc pathways to adopt this approach, if they have not already.

#### **5. Any other points raised by students on your pathway**

The cohort would like to express their gratitude to Chris, Sohag, Anabel, Robert and Soban for their endless support. Thank you for a fantastic year!

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**Presented by:** Ameya Mhaisalkar

**Written by:** Ameya Mhaisalkar

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**BSc Remote Medicine Student Rep Report**

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**1. Introduction**

Overall, there is a mixed consensus amongst the students. A number of students feel adequately supported and happy with how module 3 is running whilst an equal proportion feels less supported in module 3.

**2. Approaches to teaching and learning that are well received**

The wide range of available topics and opportunities to leave London and perform in-field research have been very well received.

**3. Approaches to teaching and learning that could be improved**

Better availability and communication of faculty and supervisors. Students also feel that more supervisors should be allocated to support the students.

**4. Assessment and Feedback**

There have been no new assessments and discussions regarding prior assessments have occurred during previous SSLGs.

**5. Any other points raised by students on your pathway**

There should be more teaching sessions on how to conduct research and analyse data, in addition to the sessions organised by the school. Additionally, some form of social events would be helpful as many students feel isolated during this period of time.

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**Presented by:** Ursula Pendower and Graciaa Singhal

**Written by:** Ursula Pendower and Graciaa Singhal

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**BSc Reproductive and Developmental Sciences Student Rep Report**

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**1. Introduction**

Students are generally progressing well with their projects but have some concerns about time management and the oral presentation.

**2. Approaches to teaching and learning that are well received**

Students generally feel well supported by project supervisors and feel that support from faculty about projects is satisfactory/very good.

**3. Approaches to teaching and learning that could be improved**

Students would appreciate more support with statistics for the project write-up and more drop-in sessions for student support.

**4. Assessment and Feedback**

Students would like to have a session with the project lead as soon as possible to go over the guidance for the project assessments. Students feel more confident about the project write-up than the oral presentation.

**5. Any other points raised by students on your pathway**

Students have concerns over getting the project analysis and write-up done on time.



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**Presented by:** Shubham Gupta, Daniella Soussi

**Written by:** Shubham Gupta, Daniella Soussi

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**BSc Surgical Design, Technology and Innovation Student Rep Report**

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**1. Introduction**

Students are generally very positive about the BSc Projects and the support they receive for them. Despite the challenges of remote learning presented by the global pandemic, they feel able to ask for guidance and feedback where necessary and that the project provides a useful chance to focus on one goal, whilst also enabling additional opportunities such as team working and publications.

**2. Approaches to teaching and learning that are well received**

Students reported finding the opportunity to present their projects in a one-slide presentation a helpful chance to get valuable feedback and insights into whether their projects were going in the right direction. They felt reassured from speaking to course leads that their project scores wouldn't be negatively impacted from obstacles faced by administrative or pandemic-related delays or flaws in the project or supervision they received. They also felt that they were supported in being able to talk about struggles they faced in their project during catch-up sessions with course leads, and that it was good practice in presenting skills. Students also liked that the projects gave them the opportunity to develop new skills and meet interesting academics.

**3. Approaches to teaching and learning that could be improved**

Regarding projects, some students noted feeling isolated at times, due to the impersonal nature of undertaking projects remotely, especially spending long days in the library or on the computer. Naturally, some students remarked on the stress and time-consuming nature that research projects can demand and think that perhaps having more deadlines would enable a more structured approach to achieving regular outcomes in their projects. In addition, those recruiting patients/participants described the difficulties that they faced and their worries to collect data in time to write up the final report.

Regarding presentation feedback sessions, some students felt that being given specific feedback for formal presentations so early on into the projects was unnerving as some students had not reached a sufficient stage in their project's progress to present information on their projects' rationale or methodology. One suggestion was having more time dedicated to these presentations and having individual slots so students could ask questions without other students present.

Some students felt that the Q&A project support session with course leads could have benefitted from more structure to improve their usefulness for students who didn't attend and hence couldn't have asked project-specific questions.

**4. Assessment and Feedback**

See Question 2.

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**Presented by:** Robert Good and Lorenzo Verani

**Written by:** Lorenzo Verani

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**BSc Translational Respiratory Medicine Student Rep Report**

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**1. Introduction**

Every student was happy term three and no particular points were raised in the course survey.

**2. Approaches to teaching and learning that are well received**

Centralised teaching sessions were well received by the students.

**3. Approaches to teaching and learning that could be improved**

No additional comments were made regarding the current teaching sessions.

**4. Any other points raised by students on your pathway**

No other points were raised.

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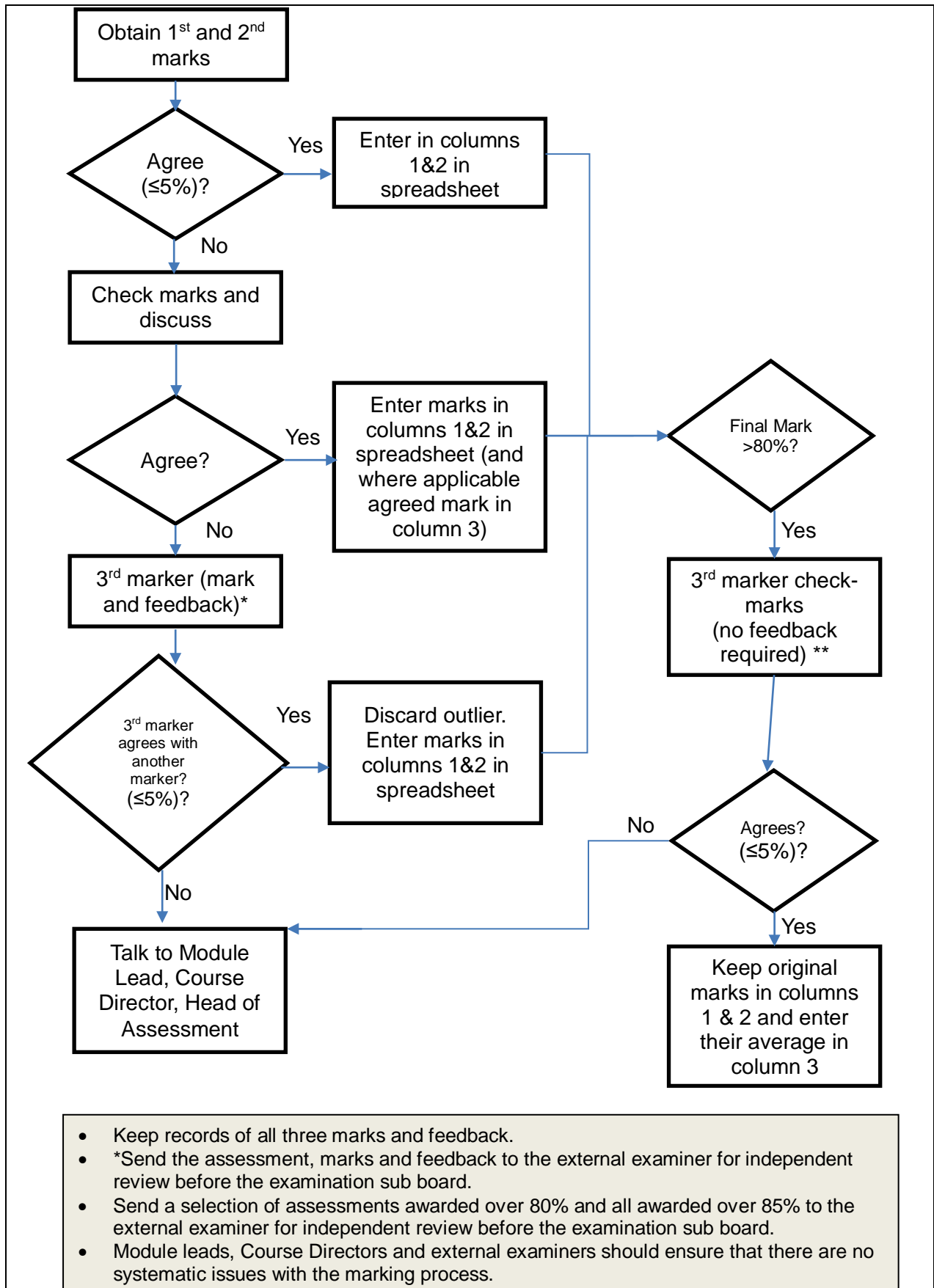
Proposed changes to marking on BSc Programmes

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

<b>SECTION A: GENERAL DETAILS</b>	
<b>Title of Proposal</b>	Marking on BSc programmes
<b>Name and role of Proposer(s)</b>	Fiona Culley Head of Assessment
<b>Year(s) of programme</b>	Year 4
<b>Site(s) delivered on</b>	
<b>Date of proposed implementation</b> <i>e.g. academic year 2020/21</i>	Academic year 2021/22
<b>SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY</b>	
<b>Course(s) affected and when delivered</b>	iBSc year, all pathways
<b>Description of proposed change(s)</b>	
<p><i>Including:</i></p> <ol style="list-style-type: none"> <li>1. <i>A brief outline of current teaching</i></li> <li>2. <i>An explanation of and reasons for proposed change(s)</i></li> <li>3. <i>The consequences of not making the proposed change(s)</i></li> </ol>	
<ol style="list-style-type: none"> <li>1. A 3<sup>rd</sup> marker is used for Year 4 under exceptional conditions; when the first two markers cannot agree on a mark (&gt;6% difference) and when the mark awarded is over 80%.</li> <li>2. Proposed changes:               <ol style="list-style-type: none"> <li>(a) Minor amendments to the way in which 3<sup>rd</sup> marks are used in case of disagreement. The final mark awarded under these circumstances will represent the views of at least two markers and align with the feedback received by the student.</li> <li>(b) To change the guidelines for third marking assessments awarded over 80%.</li> <li>(c) To require marks awarded to be within 5.00%.</li> </ol> <p>New College regulations state that:                “For open or blind double marking:                ...Where the difference between the marks awarded by the markers is greater than 5.00% any disagreement should be resolved by discussion between the</p> </li> </ol>	

<p>markers to reach an agreed mark.”</p> <p>3. The current situation has the disadvantage that the 3<sup>rd</sup> mark overrides the marks awarded by the first two markers. Furthermore, requiring a third marker to fully independently mark high scoring assessments is time consuming and may delay timely feedback for students. This will clarify the process for markers, students and administrators.</p>	
<p><i>For changes involving the introduction of e-learning:</i></p> <p><b>Does this replace face-to-face teaching?</b></p> <p><b>If so, what does it replace? If not, please provide information on how the e-learning will be embedded in the course and how much time students will be required to spend on them.</b></p>	
<p>n/a</p>	
CHANGES TO EXAMINATIONS OR ASSESSMENT	
<p><b>What are the current arrangements for assessment?</b></p>	<p>The staff handbook states:</p> <ul style="list-style-type: none"> <li>• If the difference between marks exceeds 6% then some moderation is required if both examiners agree to this. If examiners cannot agree, then the script must be marked by a third marker.</li> <li>• When entered into the spreadsheet the third mark becomes the overall agreed mark for that piece of assessment.</li> <li>• Exceptionally high scoring scripts (&gt;80%) should also be marked by a third marker, the overall agreed mark entered into the spreadsheet and the paper given to the External Examiner for further review.</li> </ul>
<p><b>What are the proposed new/replacement arrangements for assessment?</b></p>	<p>We propose the following for;</p> <ul style="list-style-type: none"> <li>(i) using a 3<sup>rd</sup> marker where markers disagree</li> <li>(ii) a check marker where marks are over 80%.</li> <li>(iii) review by the external examiner</li> </ul>

<b>SECTION C: IMPLICATIONS OF CHANGES</b>	
<b>Who has been consulted about the proposed change(s)?</b>	
Head of Year, Head of the School of Medicine, BSc Pathway Directors, School of Medicine Student Union representatives.  This paper was approved at the BSc Forum on Wednesday 7 <sup>th</sup> April 2021.	
<b>Explain how the proposal has been modified as a result of the consultation</b>	
n/a	
<b>Please provide details of any modifications to the learning outcomes</b>	
n/a	
<b>Please provide details of any additional resources required</b>  <i>e.g.: staff time, teaching space, IT or laboratory equipment, running costs etc. (Imperial or NHS). Any additional central resources must be agreed with the Head of Learning Resources</i>	
n/a	
<b>If additional resources are required please indicate who this has been discussed with and the outcome.</b>  <i>See notes below</i>	
<b>SECTION E: Other Comments or supporting information.</b>	
<i>Please include details of any impact on other areas of the course</i>	
<p>NB College regulations state “The 3<sup>rd</sup> marker should review the marks awarded by each of the markers and determine the mark to be put forward for internal moderation”</p> <p>The following information is a recommendation of the process to be followed when a 3<sup>rd</sup> marker is used.</p> <p>NB Systematic issues with the marking process may include:</p> <ol style="list-style-type: none"> <li>a. A pattern of generous or punitive marking</li> <li>b. Over emphasis on individual marking criteria or individual sections of the assessment</li> <li>c. Under emphasis or exclusion of individual marking criteria or individual sections of the assessment</li> <li>d. Large fluctuations in marks</li> <li>e. Use of an excessively narrow range of marks</li> </ol>	



### Application Process

It is standard for Education Boards to remit the development of changes to teaching, e-learning or assessment to working groups. Proposals must normally have been reviewed by the relevant Staff-Student Liaison Group (SSLG) and Education Forum before being reported to the appropriate Board. Substantial revisions may also require approval from Faculty Education Committee and, where regulations are affected, Programmes Committee. It is important that, where necessary, the curriculum map and programme specification(s) are updated.

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

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

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

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

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

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

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Proposal to change the title of BSc Haematology

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

<b>SECTION A: GENERAL DETAILS</b>	
<b>Title of Proposal</b>	Change the title of the BSc in Haematology course
<b>Name and role of Proposer(s)</b>	Letizia Foroni
<b>Year(s) of programme</b>	Year 4; Intercalated BSc
<b>Site(s) delivered on</b>	Hammersmith Hospital Campus
<b>Date of proposed implementation</b> <i>e.g. academic year 2020/21</i>	Academic year 2022-2023
<b>SECTION B: PROPOSED CHANGES TO TEACHING DELIVERY</b>	
<b>Course(s) affected and when delivered</b>	BSc in Haematology: September to May of each academic year
<b>Description of proposed change(s)</b>	
<p><i>Including:</i></p> <ol style="list-style-type: none"> <li>4. A brief outline of current teaching</li> <li>5. An explanation of and reasons for proposed change(s)</li> <li>6. The consequences of not making the proposed change(s)</li> </ol>	
<ol style="list-style-type: none"> <li>1. The proposal detailed in this form is limited to the change of the title of the BSc course from 'BSc in Haematology' to 'BSc in Molecular and Translational Haematology'</li> <li>2. The new title better reflects the nature and content of the course presently delivered.</li> <li>3. The change of the title will have no consequences on the course, its content, delivery or assessments.</li> </ol>	
<p><i>For changes involving the introduction of e-learning:</i></p> <p><b>Does this replace face-to-face teaching?</b></p> <p><b>If so, what does it replace? If not, please provide information on how the e-learning will be embedded in the course and how much time students will be required to spend on them.</b></p>	
<p>Not applicable. The change proposed is LIMITED to the name of the course and none of its content will be modified. Indeed, the change is requested to reflect better the nature and content of the course as it is presently delivered.</p>	



CHANGES TO EXAMINATIONS OR ASSESSMENT	
What are the current arrangements for assessment?	NA
What are the proposed new/replacement arrangements for assessment?	NA

SECTION C: IMPLICATIONS OF CHANGES
<p><b>Who has been consulted about the proposed change(s)?</b></p> <p><i>e.g. Students, Head of Year, Theme Leaders, Course Leaders, SID Manager, Directors of Clinical Studies, Site Coordinators</i></p>
<p>Students from 2 academic years (2019-2020 and 2020-2021), Theme leaders, Module leaders and Assessment leader; members of the Undergraduate Teaching Committee; Head of Science; Year 4 administrator.</p>
<p><b>Explain how the proposal has been modified as a result of the consultation</b></p> <p>The consultation was requesting an opinion about the change of the name of the BSc course: this was discussed as a way to increase the profile and highlight the true nature of the course. The proposed new name was discussed with students and members of staff who all submitted extremely positive response.</p> <p>Some of these were:</p> <p><i>'The new title is more in line with the content of the course as it is presently delivered and designed'</i></p> <p><i>'I think this sounds great! Very professional!'</i></p> <p><i>'This sounds good, think it puts good emphasis on the less clinical aspect of the degree and it will draw more people in.' 'The name sounds great, wish it was this fancy on my degree certificate too!'</i></p>
<p><b>Please provide details of any modifications to the learning outcomes</b></p> <p>The reason we are proposing a <b>change to the title of the course</b>, is to reflect more its true content. The BSc course in Haematology concentrates on the biology and molecular behind the development of the normal haematopoietic system. It also emphasises the molecular basis of haematological disorders of white, red cells and the basics of Haemostasis and platelets disorders. These are extensively developed around the genetics of translocations, chromosomal abnormalities for leukaemias and lymphomas, as well as the genetic nature of red cells disorders including, but not limited to thalassaemias. Haemostasis and all the genetic factors involved in the normal clotting and their abnormalities and genetic defects are extensively presented.</p> <p>In parallel, the students discuss with the Faculty how the development of the better understanding of the genetics has led the design of targeted therapies which</p>

Haematology leads, among all different cancers (a major result of translational research and the better understanding of the genetics underlying all haematological disorders).

As the course core teaching is therefore focused on Molecular and targeted therapies, we believe that the new title will better reflect and inform suitable applicants as to the nature of the course and better reflect its true content and nature.

**Please provide details of any additional resources required**

*e.g.: staff time, teaching space, IT or laboratory equipment, running costs etc. (Imperial or NHS). Any additional central resources must be agreed with the Head of Learning Resources*

NONE is required. This is a change of title of a course to truly reflect the content of the course.

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

*See notes below*

NA

**SECTION E: Other Comments or supporting information.**

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

**None is expected.** This is a change of title of a course to truly reflect the full content of the course.

**Application Process**

It is standard for Education Boards to remit the development of changes to teaching, e-learning or assessment to working groups. Proposals must normally have been reviewed by the relevant Staff-Student Liaison Group (SSLG) and Education Forum before being reported to the appropriate Board. Substantial revisions may also require approval from Faculty Education Committee and, where regulations are affected, Programmes Committee. It is important that, where necessary, the curriculum map and programme specification(s) are updated.

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

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

be given the opportunity to comment on the changes.

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

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

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

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

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**Presented by:** Paper for Information

**Written by:** Rebecca Jones, Medicine Liaison Librarian

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**Information for Medicine undergraduates wanting to publish their work**

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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/>