

## Faculty Education Committee (FEC)

Faculty of Medicine

20 December 2021

Confirmed Minutes

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### Present

Mr Martin Lupton, Professor Amir H Sam, Dr Sophie Rutschmann, Professor Laki Buluwela, Dr Emma Keeling, Professor Louise Donnelly, Professor Mary Morell, Mr Jeffery Vernon, Dr Chris Watkins, , Ms Vanessa Powell, Mr Samuel Hammond, Mr Lloyd James, Mr Daniel Lo, Ms Men-Yeut Wong, Dr Omid Halse Professor Dorian Haskard, Professor Ken MacLeod, Mr James Wild

### Apologies

Ms Alex Bonczoszek, Professor Steve Gentleman, Professor Alison McGregor, Ms Trisha Brown, Mr Richard Viner, Professor Sonia Kumar, Professor Helen Ward, Ms Julia Komor, Mrs Nikki Boyd

#### 1. Welcome and Apologies

The Chair welcomed the attendees and apologies, as above, where noted.

#### 2. Minutes from the Previous Meeting

That the committee approved the Minutes from the previous meeting held on 09 September 2021.

#### 3. Matters Arising

With reference to item 3, FEC ToR, constitution and membership, this had been put on hold and would be actioned when the Head of the School Secretariat returned.

With reference to item 3, SOLE, it was noted that work continued to be undertaken at College level to relaunch SOLE as module evaluation questionnaires that use Qualtrics as a serving platform. The FOM transitioned to this last year for self-surveying. Other Faculties had issued their first round of surveys using this format and the FOM was looking to transfer surveys across to the new platform in the next academic cycle. An update will be provided to the Committee once timelines have been confirmed.

**ACTION: Head of the School of Medicine Secretariat**

With reference to item 3, Requirements for Probationary Lectures, it was noted that this item was ongoing, and an update would be presented in due course.

**ACTION: Principal Teaching Fellow**

### ITEMS FOR CONSIDERATION

#### 4. Phase 3 curriculum review

That the review comprised the creation of four new Phase 3 modules (Pathology / Patients, Communities and Healthcare 3a in Year 5; Preparedness for Practice / Patients, Communities and Healthcare 3b in Year 6). It was noted that the proposed course maps and modules for Year 5 and Year 6 would enable:

- systematic experiential learning within the defined areas of clinical practice (MLA content map).
- enhanced experiential learning with favourable reconfiguration of specialities and learning within appropriate modules.
- positioning and length of vacation and study leave periods to help better maintain student wellbeing and learning experience.
- students to experience the unique and dynamic learning landscape of the Northwest London healthcare services.

That there was discussion about the following:

- **Length of modules** – It was noted that students learn in an integrated manner and that it was not possible to control when and where conditions would present. As such, dividing conditions

- based on placements would be very artificial.
- **Burden of assessment** – It was noted that if the 3a and 3b were further broken down into smaller modules there would need to be applied knowledge or clinical professional skills assessments at the end of each module. This would be unnecessarily burdensome for students and that in places where there was an assessment after every placement, e.g. Oxford, they were moving away from this format to one integrated assessment at the end of the year.
  - **Feedback opportunities** – That the changes proposed would include a range of feedback opportunities for students including formative papers from the medical school's bank, engagement and feedback assessments (EFAs), remote end of placement feedback sessions with placement leads, monthly prescribing questions based on the National Prescribing Safety Assessment and feedback from CAPSULE and Practicum.
  - **Assessment weightings** – It was noted that in the paperwork there were instances where assessment weightings were not noted or given as 100%. It was explained that this was because students needed to pass everything and confirmed that the paperwork complied with Registry requirements.
  - **Student consultation** - Several meetings had taken place with year representative on both the current and new curriculum. Students were supportive of the changes and satisfied with the level of consultation.
  - **College work day** – It was noted the time of 08.00-18.00 noted in the paperwork were the standard College working hours. This included student study time and students were happy with this.
  - **One-week placements** – It was noted that one-week placements, due to their short length, could be challenging and there was discussion about how quality would be monitored. It was noted that a scoping exercise had taken place in which all the items listed in the MLA had been identified. These had then been sent to the relevant placement leads to understand the likelihood of students seeing these conditions while on placement and, if it was unlikely, how they would be taught. This approach could be further augmented with greater communications with the Trusts and timetable monitoring. It was felt that by taking the above measures the quality would be assured.
  - **Digital Medicine** – It was noted that AI and digital medicine were embedded in the new curriculum and it is acknowledged that was an area that will become more and more important. The School was in talks with partner Trusts regarding access to electronic records, electronic communication and ethics. There was also collaboration with LKC regarding digital medicine.

The committee approved this major modification and thanked Dr Halse and his team for their hard work and presentation.

## REPORTS FROM SUBORDINATE COMMITTEES

### 5. **School of Medicine Board**

The committee approved the School of Medicine Board Report. The Chair of the Board provided the following summary:

- **Dress code** – That an updated dress code had been agreed on. It was noted that the new policy took a less prescriptive approach and instead required students to reflect on the impact their dress would have on the patient.
- **Insendi** – That this had been rolled out to Phases 1 and 2. It was noted that pairing the academic digital development leads with the technology enhanced education had worked very well and thanks were given to all for their work on this.
- **Engagement Feedback Assessments** – It was noted that these had been introduced and that initial feedback noted that 94% of students felt they were helpful for clinical practice and 96% felt that they were helpful for exams.
- **School Strategy** – That development of a new strategy was proceeding as planned with the School currently engaged in horizon scanning and meeting with key stakeholders.

### 6. **Postgraduate Education Board**

The committee approved the Postgraduate Education Board Report.

**7. Lee Kong Chian School of Medicine**

The committee approved the Lee Kong Chian School of Medicine report. The Director of Phase 1 expressed her thanks to the LKC team for their collaboration with the Year 2 CRI projects.

**ITEMS TO NOTE**

**8. Senate Minutes**

The committee noted the latest Senate minutes.

**9. Quality Assurance and Enhancement Committee (QAEC) Summary Report for Senate**

The committee noted the latest summary report from the QAEC.

**10. Faculty Education Committee Reports**

The committee noted the latest reports from the other FECs as reported to the last QAEC.

**11. Any Other Business**

It was noted that the idea of School branded scrubs would be further explored.

It was noted that Prof. Louise Donnelly was stepping up to becoming the Chair of PEB. The committee expressed their thanks to Dr Sophie Rutschmann for her work and leadership.

**12. Dates of Future Meetings**

21 February 2022

30 May 2022