

**Student-Staff Consultative Committee  
(SSCC) Meeting, 4pm-5pm**

**507-2056 and Zoom**

**Wednesday, 17 April 2024**



**MEDICAL AND  
HEALTH SCIENCES**

**1. WELCOME**

**2. APOLOGIES:** Kathleen Mistry, Abhay Pandit, Steven Harrison, Bobby Tao Year 3 Students

**INTRODUCTIONS**

Introductions of those in attendance:

Briar Peat – Deputy Head of Programme
Claudia Makgill – PPC, MD
Susy Lai – DMSA (Chair)
Nadia Rakhimova – PPC MPD
Jack Scott – Manager, MPD
Drew Williams – Student Support Engagement Manager
Fiona Moir – Pastoral Support Chair
Noah APPLEBY – Māngai Māori, AUMSA
Lachlan MARKOVINA – President AUMSA
Samantha SAMANIEGO – Secretary, AUMSA
Neave BURGESS – Social Rep, AUMSA
Delaney O'HARA – Sponsorship officer
Samantha MENEZES - year 5 Class Rep, AUMSA
Caroline Barrett – Phase 1 Director MPD
Kiara Theron – Year 5 Class Rep, AUMSA
Kira Bacal – Phase 2 Director, MPD
Sarah Casey - Year 6 Class Rep
Nikita TUROA – year 4 Class Rep
Caitlin JARDIM - year 4 Class Rep
Callum CHALMERS - VP Administration
Harrison BELL – Year 6 Class Rep
Daniel Lavin - VPE AUMSA
Andrew MacCormick – Head of Programme - MPD
Rachel Baker - Bay of Plenty site rep - MPD
Lily TUALAU – pacific Rep AUMSA
Susan Naing – International Rep – AUMSA
Blake Bain - Class of 2028 (2nd year) rep
Joseph Frith - Waikato site rep
Mike Puttick – Phase 3 Director

## **1. Year Group Matters**

### **1.1 Year 2 –Reps: Absent**

Caroline Barret reported that first exam is next week, and students were showing signs of stress. There are issues with the larger class numbers which MPD is trying to address.

F. Moir was happy to report that there was a good (in-person) turn out for a lecture just before exams and students were engaged and professional.

Caroline reported there are IT issues which were Uni wide so MPD cannot currently guarantee that lecture recordings can be saved.

### **1.2 Year 3 – No Reps (timetable clash)**

Daniel Lavin reported on behalf of the year 3 students that things have been largely smooth but there have been a few major issues relating to poor communication from lecturers that have been swiftly dealt with and year 4 students passed on thanks to the team for dealing with the issues so quickly. General sense that students have enjoyed the classes so far.

Some students fed back that non-recorded lectures with patients are outside of business hours so students with dependants are finding it hard to attend.

Caroline Barrett advised that the academic day is officially 8am to 6pm so it is difficult to avoid times after 5:00pm, but the information can be fed back to schedulers to try and make sure that non-recorded sessions do happen earlier to meet needs of students with dependants.

Cariline agreed there were issues with one module that will be fed back to the module coordinator

### **1.3 Year 4 – Nikita TUROA and Caitlin JARDIM**

No specific issues.

Kira Bacal had nothing to report either and reported the year was progressing well.

### **1.4 Year 5 – Kiara Theron and Samantha MENEZES**

Samatha Menezes reported that while the year was going well the Year 5 students are feeling isolated – which AUMSA may need to address to bring year 5 students together

Financial burden of study is increasing, and many students are struggling. The current 5<sup>th</sup> year is graduate heavy so many have other commitments. Are there any opportunities for more funding.

Lachlan MARKOVINA reported NZMSA is looking particularly at students with dependants. They are in discussion with Te Whatu Ora to look at students being included for staff day care.

S Menezes also reported in urban sites that runs are very busy runs. This may become more of an issue as enrolment increases.

Briar Peat acknowledged the constraint and MPD was looking at a piece of work to examine capacity and advised that MPD is not committed to continuing doing things as they are currently being done. Students will be consulted later in the year.

Kira Bacal –It would be great if AUMSA could do something address isolation. She acknowledged this issue had been raised before and felt it would be a great initiative. The high numbers at sites is known to be an issue which MPD is trying to address.

MPD have heard before that year 5 is financially difficult. This is one of the reasons why exemptions are maintained in the allocation policy. MPD try to target those who really need exemptions and, try where possible, to ease financial burdens.

F Moir reiterated that the stipend does not come from the medial programme, so MPD does not have ability to alter it.

B Peat warned that there is some consensus not to focus too highly on the stipend or it may be discontinued altogether by the Tertiary Education Council (TEC).

Kiara Theron reiterated that as being on the rural programme is costly. She reported that students on some GP practices have reported experiences in GPs that are unsafe learning environments (e.g. GPs asking students to sign prescriptions or treat patients alone). K Theron had been trying to encourage students to report issues.

She asked if the MPD can put out a statement about this issue but encourages students in the meeting to pass this information along as well.

K Bacal agreed that a joint statement from AUMSA and MPD would be useful and encouraged students to report to DMSA or student support if they don't feel comfortable going to the attachment coordinator, Phase Director or site. They can also talk unofficially to the Phase Director so it can be managed confidentially. She asked all the students to report back to students that they can feel empowered to always go back to teams and say no to these types of requests and put it back on the programme.

Mike Puttick advised that if students want to report something confidentially – if there is concrete evidence of issues MPD/Dept GP/PC can do a general message to the GP Practices.

Briar Peat reminded students to complete end of run feedback and Dept GP/PC take it very seriously. Students will not be penalised for providing this kind of feedback. Dept GP/PC have ongoing reviews of practices and will stop using practices that show poor patterns of behaviour. If the student does not feel comfortable going to MPD then you can go to Drew Williams – Student Support Engagement Manager

F Moir thanked the students for bringing this issue to MPD’s attention. She also suggested making the MPD the “Bad Cop” when refusing to do things that were not safe by saying that the MPD policy prevented them from doing this.

Andrew MacCormick reiterated that students can invoke MPD when refusing to do tasks that are not safe. There were long term implications for a student’s professional career if a pharmacist picked up that a prescription has been signed by an unregistered student.

**ACTION:** Joint statement from AUMSA/MPD/DEPT GP/PC to students about reporting unsafe incidents

### **1.5 Year 6 – Sarah Casey and Harrison BELL**

H Bell report the year was going well for most people. He reiterated that year 6 students are also struggling with capacity. Clashes between year 5 students who are scheduled and year 6 students who can choose their schedule

Mike Puttick was interested to know if there were specific site where there were timetable clashes because there were some sites with known staffing issues, and it would be useful for him to know if the situation required a specific or more general solution.

**Actions:** Students to provide further details of capacity issues to Mike Puttick.

### **1.6 International Rep – Susan Naing**

1. International students not getting first round job offers. International students feel ACE is not explained well enough to international students – as presentations are targeted at domestic students.

Last year NZMSA surveyed students who were not employed in the first round and advocated for international students who were later offered jobs. There is concern it will not be sustainable long term and wondered if there was some help MPD could provide in this area

2. Uncertain fees – students don’t know how much the cost will increase each year. International students would like some assurance that fees will not increase too much. A lot of students are experiencing financial difficulties and wondering if there is any support

B Peat agreed that finance is difficult, but students do choose to come to New Zealand as international students.

The PGYI issue is advised on admission and the letter of offer outlines that a job offer is not guaranteed. MPD does recognise that there is a benefit to NZ trained Drs to remain in NZ and have advocated in the past. Internationally it is standard practice to give citizens and residents priority of employment over international applicants.

The MPD has no control over fees. The medial programme is long, and the likelihood of fee increases over the length of study is quite high. She suggested students could be strategic and utilise the subsidies applied by the programme so international student may benefit from not being in Auckland because it is cheaper to live outside Auckland and secondly because you are entitled to programme subsidies. Because there are no subsidies in year 6, being out of Auckland may be better as it is cheaper to live. Students don't need to be in Auckland to get a job in Auckland. The quality of the applicants supporting documents are key (references and academic performance). If students want to work outside of Auckland it is a benefit to be at the site they want to be employed at.

Andrew MacCormick: MPD does and has advocated for international students to employed under the same conditions as local students but (like the stipend) it is out of the MPD's control.

## **2. Student Matters**

### **2.1 Protected afternoon once of week for clinical placements**

D Lavin advised that new run students don't know what they don't know and on top of that have to have do long days and online modules and assignments and he asked for ½ a day a week for study.

B Peat: advised that for Phase 2 there is a protected afternoon once a fortnight and for phase 3 once a week which is outlined in the Guidebooks.

D Lavin asked it could be scheduled in.

B Peat advised that could not happen as every run is different. There have been concerns raised about attendance and the main issue is students leaving at 2:00pm. If students want their protected time, they will need to be present at other times.

Andrew McCormick suggested it is up to the individual student to negotiate as every team is different. It is very difficult for MPD to communicate directly to TWO staff as MPD don't employ consultants so there are no channels of communication. MPD can ask the academic leads to promulgate this out to staff so it is somewhat up to the student body to educate from the bottom and use the guidebook as your evidence.

Briar Peat reminded students that registrars and House Offices have also been students and understand the pressures of study. Students can communicate this

kind of information to the registrars who pass on the information up the chain – (near-peer communications)

## **2.2 SSCC Meeting Timing/Schedule**

D Lavin asked if meetings be earlier and more frequent.

B Peat advised that quarterly meetings are the standard. SSCC meetings are not generally scheduled until after the year 2 students start. However, there are other places to raise concerns. There are many meetings between students and phase directors and other meeting that students attend, or students can approach Phase directors directly.

## **2.3 Hal lab video content**

D Lavin reminded the group that real life anatomy is hard to learn from a textbook and HAL labs are great and extra some great content was made during covid online.

Carolyn Barret advised that attendance at HAL labs is not good and if attendance improves then more resources will be made available.

## **2.4 Mini CEX and CSR guidelines**

D Lavin suggested that CSR guidelines are quite broad and there is a lot left up to consultants. Can they be more specific.

Andrew MacCormick advised a new Director of Assessments is coming on board and CSR and graduate outcomes are being reviewed and updated. There will likely be engagement with students when the new person comes on board. CSRs can't be too specific because then students will be penalised because they do not hit requirements. There needs to be some proactivity from students about engaging with team and making sure the consultants are around. The CSR is a blunt tool but attempts are made to make them as good as it can be.

Kiara Theron advised Psychiatry Mini CEX guidelines were very good and gave very good examples and it may be useful for departments to develop similar issues

## **2.5 Consultant recognition for teaching**

Lack of time to address this issue – to be addressed offline

## **2.6 Pukawakawa lodge fees**

Lack of time to address this issue – to be addressed offline

## **2.7 Script viewing for pre clinicals**

Lack of time to address this issue – to be addressed offline

## **2.8 Formal learning recordings**

Lack of time to address this issue – to be addressed offline

## **2.9 eCSRs**

Lack of time to address this issue – to be addressed offline

## **2.10 End of run feedback**

Lack of time to address this issue – to be addressed offline

# **3. Other Business**

## **3.1 Student input into the SCIRP (Student Critical Incident Response Plan)**

Fiona Moir spoke about the SCIRP which is a university wide document. It was identified that it did not address specific issues that relate to medical students. It is not possible to alter the policy document, but an accompanying document can be developed to address programme specific issues. It has been identified that that student involvement is important in these kinds of documents– particularly around messaging to students. If there is a critical event how would students like to have this information communicated

Action: Students to feed back to F Moir and A Williams their preferences

## **3.2 Where To Get Help' flowcharts**

There are currently where to get help flow charts available to students which have multiple versions (site specific) which are impossible to update and don't seem to be used by students. Student support team have made a simplified passport for help which is being devised for the whole faculty. Students Support are suggesting the 3 pathways for phase 1 are:

- Phase/Course Director (course or academic issues)
- Student support (pastoral/financial issues)
- Campus Care (health and wellbeing)

The channels for phase 2 and 3 would be similar.

Students agreed it would be good to channel students.

Andrew Williams advised that is was just being finalised and would then need to be sent to marketing for final packaging.

## **3.3 20 Week Rule**

K Bacal advised, particularly to the rising year 4 and 5 students - who will be affected, that from 2025 and beyond that MPD will no longer be defining a year as 20 weeks. The standard will be that students have to spend a year in an urban centre (which includes Hamilton) and at least 1 year in a rural site (out of Auckland, which also includes Hamilton).

Meeting concluded at 5:36pm

Next meeting is at 4:00pm on Tuesday, 10 June 2024, agenda items to Claudia Makgill at [Claudia.makgill@auckland.ac.nz](mailto:Claudia.makgill@auckland.ac.nz).

**Action point from the meeting – 17 April 2024**

Item	Action	Responsibility	Timeline
Year 3 – Non-recorded lectures after 5:00pm	Caroline Barret will work with the team to try and ensure non-recorded lectures are before 5pm but the programme is constrained by University policy	Caroline Barrett	2025?
Year 5 – Students had reported feeling isolated due to community nature of the placements	Needs to be addressed by AUMSA Social reps	AUMSA	Ongoing
Year 5 – Unsafe requirement for students in GP placements.	MPD, AUMSA and Dept GP to produce a joint statement to encourage students to report incidents of this nature	MPD/AUMSA	
Year 5 and 6 Capacity issues	Students to report specifics to Mike Puttick so he can direct solutions where needed	Year 6 students/Mike Puttick	
SCRIP	Students to feedback communication preferences in a critical event to F Moir or A Williams	F Moir and A Williams	Ongoing