

Strategic Plan on Tackling Misogyny & Gender-Based Violence at UCLMS

August 2021

Report by Miss Rima Chakrabarti

Acknowledgements

UCLMS Staff and Student EDI Committee, Quality Assurance and Enhancement
Team, Student Support Services.

Central UCL 'Report and Support'

Interim Director of UCLMS, Faye Gishen

Deputy MBBS Programme Leads, Sarah Bennett and Aroon Lal

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Abbreviations

CPP	Clinical and Professional Practice
EDI	Equality, Diversity and Inclusion
GBV	Gender Based Violence
MBBS	Bachelor of Medicine, Bachelor of Surgery
QAE	Quality Assurance and Enhancement
QAEU	Quality Assurance and Enhancement Unit
RUMS	Royal Free, University College and Middlesex Medical Student Association
SOP	Standard Operating Procedure
UCL	University College London
UCLMS	University College Medical School

Key themes & overview of strategic plan

ISSUES

Generating
the
Discussion

Recognising
inappropriate
behaviours

Feeling
supported

Challenging the
Culture

Feeling safe to
talk

Who can I talk
to?

KEY THEMES

Having Open Discussions

Raising Concerns

CHALLENGES

How do you
reach out
meaningfully to
students?

How do you
'teach' this?

How do you
engage students
on this topic?

How do you
empower
students to
come forward?

How do you
support
students
through this
process?

How do remain
aware of
concerns raised
outside of QAE
team?

AIMS

- Increase awareness on appropriate behaviours
- Raise awareness on role of alcohol and substance use when discussing GBV
- Increase awareness of 'Raising Concerns' in a variety of contexts

- Increase visibility of QAEU and how to raise a concern
- Address the disconnection
- Improve accessibility on 'Raising Concerns'
- Improve transparency on 'Raising Concerns'
- Improve support available for students

Target areas

Key Themes	Target areas	Document
Having Open Discussions	Learning events with collaboration from student societies	p6
	Incorporating EDI and gender-based violence related content into curriculum	p6
Raising Concerns	Increasing awareness on 'Raising Concerns'	p7
	Developing pathways for 'Raising Concerns'	p8
	Governance	p10

Strategy Plan

UCLMS- Open discussions

Learning events with collaboration from student societies			
Proposal	Aim	Plan	Next steps
Consent and Sexual Harassment Workshop led by Sexpression in YR 1	<p>Increase awareness of appropriate behaviours</p> <p>Raise awareness on role of alcohol and substance use when discussing GBV</p>	1 hour workshop to be incorporated into Year 1 introductory week. Developed for delivery online with trained facilitators.	Time arranged in YR 1 IOM to be followed by Asynchronous Active Bystander Training
Erasing the Grey for YR 1	<p>Increase awareness of appropriate behaviours</p> <p>Raise awareness on role of alcohol and substance use when discussing GBV</p>	Incorporate themes from 'Tales in the City' for session.	Time arranged in YR 1 IOM for session prior to Sexpression workshop
Active Bystander Training with #NotCoolClub for YR 1 SSC	<p>Increase awareness of appropriate behaviours</p> <p>Raise awareness on role of alcohol and substance use when discussing GBV</p>	<p>Note</p> <p>1. Active Bystander Training already in YR 1 IOM as asynchronous session</p>	<p>Liaise with Student EDI committee on developing this content.</p> <p>Email sent to #NotCoolclub ☑</p>
Incorporating EDI and GBV related content into curriculum			
Development of Gender Bias Handbook to facilitate discussion on Misogyny and Gender Based Violence across all years.	<p>Increase awareness of acceptable behaviour</p>	<p>Gender Bias Handbook to be linked to</p> <ol style="list-style-type: none"> 1. CPP Year 5 teaching on LGBTQ+ & Inclusivity 2. UCLMS EDI website. 3. Incorporate Handbook into YR 1 and 2 SSC. 	Case studies being prepared by Student Gender Equality Taskforce for Academic Year 2021
<p>EDI related sessions in curriculum for 2021-2022</p> <p><i>Additional Documents- Appendix A:</i> EDI-Related MBBS Sessions</p>	<p>Increase awareness of appropriate behaviours</p> <p>Raise awareness on role of alcohol and substance use when discussing GBV</p>	Sessions being implemented for upcoming academic year.	

UCLMS- Raising concerns

Increasing awareness on 'Raising Concerns'

Proposal	Aim	Plan	Next steps
<p>All Years- Introduction to QAE Team and how to seek help.</p> <p><i>Additional documents- Appendix B:</i> Who can students go to for support?</p>	<p>Increase Visibility of QAEU team</p>	<p>All years to have 15minute Introductory session on QAE team ☒</p>	<p>Times confirmed with Year Admin teams on placing content into introductory week.</p>
<p>Learning events on impact of speaking up across all years.</p> <p>Build on key themes of 'Raising Concerns', impact of this work and difficulties of doing so.</p> <p><i>Additional Documents- Appendix A:</i> EDI-related MBBS Sessions</p>	<p>Increase awareness of 'Raising Concerns' in a variety of contexts.</p>	<p>Potential scope of sessions to explore</p> <ul style="list-style-type: none"> • Developing Active Bystander responsibilities and skills. • Addressing the experience for men who have been exposed to sexual harassment/abuse/sharking. • Use real scenarios. Stories of how students felt when a target/witness of this. • How to respond to harassment from members of staff in the YR 4 sessions. 	

UCLMS- Raising concerns

Developing pathway for 'Raising Concerns'

Proposal	Aim	Plan	Next steps
<p>QAEU to act as central point of contact for concerns raised.</p> <p>Quarterly sessions with student body on concerns.</p> <p><i>Additional documents-</i> <i>Appendix C:</i> Role of QAEU at UCLMS <i>Appendix D:</i> Steps to Mediation for non-GBV concerns via UCLMS 'Raising Concerns' Platform. <i>Appendix E:</i> Management of GBV concerns via UCLMS 'Raising Concerns' Platform</p>	<p>Address the disconnection by improving communication between students and QAEU.</p>	<p>Work with Student Ambassador/Reps/RUMs leads to create a clear and open channel of communication between student body and QAEU</p> <p>Contacts</p> <ul style="list-style-type: none"> • Student Union Equity Officer eq.officer@ucl.ac.uk • Student EDI Medsch.studentedi@ucl.ac.uk 	<p>Student Union to start logging concerns for Medical School to share with QAEU.</p>
<p>Update website for 'Raising Concerns' at UCLMS</p> <p>Improve links to website and also information available through a multi-format approach i.e., Incorporate videos on who QA team are, what we do and signposting students</p>	<p>Improve accessibility on 'Raising Concerns'</p>	<p>Discussion with student representatives on 9th of June on improving 'Raising Concerns'.</p>	<p>Website to be updated with student input</p> <p style="color: red;">Aim review by end of July 2021 ☑</p>
<p>Update 'Raising Concerns' form on UCLMS platform to incorporate EDI related issues</p>	<p>Improve accessibility on 'Raising Concerns'</p>	<p>Form reviewed by EDI Committee and uploaded 11/05/2021</p>	
<p>Explore role of Student support services</p>	<p>Improve support available for students</p>	<p>RUMS led survey on UCLMS Student Support Service identified key strategic points. Discussed on 29th June</p> <p>Student Support Services medsch.student-support@ucl.ac.uk</p>	<p>Lead and Deputy Lead of Student Support Services will look at</p> <ol style="list-style-type: none"> 1. Training for tutors. 2. Providing clarity on role of Student Support at UCLMS versus UCL Student Support & Wellbeing services.
<p>Signposting to additional support services including</p> <ul style="list-style-type: none"> • Dignity Advisor at UCLMS Safiyah Patel Safiyah.patel@ucl.ac.uk 	<p>Improve support available for students</p>	<p>Additional support to be highlighted at</p> <ul style="list-style-type: none"> • Sessions <ol style="list-style-type: none"> 1. YR 1-6 IOM 'Intro to the QAE Team' 	

<ul style="list-style-type: none"> • Central UCL Dignity Advisors https://www.ucl.ac.uk/equality-diversity-inclusion/dignity-ucl/dignity-advisors • UCL ‘Report & Support’ • UCL Crime Prevention and Personal Safety Officer. • UCL Carefirst • Rape Crisis (ssw-comms@ucl.ac.uk) <p><i>Additional documents- Appendix B:</i> Who can students go to for support?</p>		<ol style="list-style-type: none"> 2. YR 1 IOM session ‘Erasing the Grey’ 3. YR1 IOM Consent by Sexpression <ul style="list-style-type: none"> • QAEU Website ‘Raising Concerns’ 	
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UCLMS- Raising concerns

Governance

Proposal	Aim	Plan	Next steps
<p>Staff training for Personal and CPP tutors.</p> <p>1 hour staff training session on managing difficult issues and who you can turn to for support</p>	<p>Improve support available for students.</p>	<p>ChangeMakers Project on Personal Tutoring- UCL Arena input and Coaching sessions being arranged for all PTs</p> <p>Sessions for CPP Tutors on 24/09/21 on 'what to do'.</p>	<p style="color: red;">Develop session and CBDs (similar to Arena session) ☒</p>
<p>QAE team to liaise with Central UCL faculty on data sharing on concerns raised centrally.</p> <p><i>Additional documents- Appendix C: Role of QAEU at UCLMS</i></p>	<p>Address the disconnection by Improving communication between QAEU and Central UCL services</p>	<p>All cases will be given Unique IDs to enable data sharing across central and UCLMS platforms. Privacy statement will be updated to reflect this</p> <p>All reports of sexual violence involving UCL staff will be referred to UCL 'Report & Support' with Reporting party's consent.</p>	<p>Biannual sessions with Central 'Report and Support' on concerns raised and management.</p> <p>This will be added to QAEU SOP.</p>
<p>Engage site leads on concerns raised in clinical environment and address steps taken to mediate the concerns and achieve resolution.</p>	<p>Improve transparency on 'Raising Concerns'</p>	<p>Potential for developing training sessions on 'Raising Concerns' for junior doctors?</p>	

RUMS & Student Union- Open Discussions and Safety

Proposal	Aim	Plan	Next steps
Active Bystander Training for all RUMS members	<p>Increase awareness on appropriate behaviours</p> <p>Raise awareness on role of alcohol and substance use when discussing GBV</p> <p>Increase awareness of 'Raising Concerns' in a variety of contexts</p>	<p>RUMS conference to include a set of workshops facilitated by QAEU on Active Bystander Training & Raising Concerns</p> <p>Scope to increase sessions to other clubs.</p>	<p>Dates to be confirmed with RUMS.</p>
Increasing safety at RUMS events	<p>Raise awareness on role of alcohol and substance use when discussing GBV</p>	<p>Develop poster with information for students on who to contact for help.</p> <p>Incorporate themes from 'Ask for Angela'</p>	<p>Look into poster and to liaise with RUMS on this. ☒</p>
Increasing awareness issues affecting students of UCLMS	<p>Increase awareness of 'Raising Concerns' in a variety of contexts</p>	<p>Regular Meetings with RUMS committee to discuss issues.</p> <p>RUMs aware that no identifiable information to be shared and confidentiality to be maintained</p>	<p>Template of meeting and concerns raised via RUMS. ☒</p> <p>SOP to be updated with next meeting organised for end of November. (May change depending on RUMS events) ☒</p>
<p>Collecting information from students on RUMs.</p> <p>Current Climate survey</p>	<p>Scope for research and data collection</p>		<p>Will implement once term time started and will require ethics approval. ☒</p>

Appendices

Curriculum Content

A. EDI-related MBBS sessions	13
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Pathway for supporting concerns:

B. Who can students go to for support?	14
C. Role of QAEU at UCLMS	15
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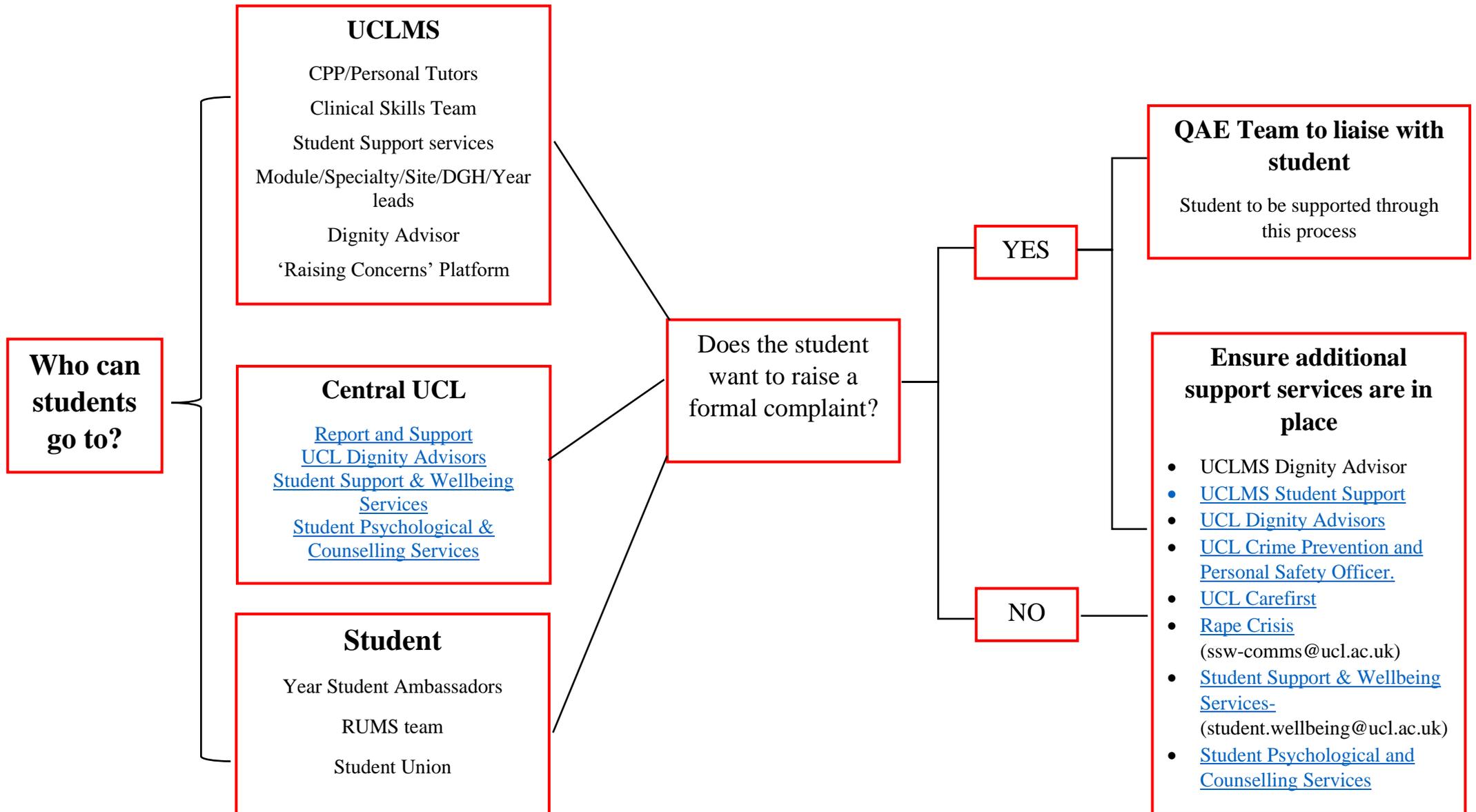
Curriculum Content:

A. EDI-related MBBS Sessions

YR	Title	Format	Module
1	Cultural competency	Lecture	Intro week
1	Bitesize talk on race equality at UCLMS	Lecture	Intro week
1	Erasing the Grey	Lecture	Intro week
1	Discrimination, microaggressions and everyday isms	Async prep and lecture	Toolkit
1	Race and LGBTQ+ health inequalities	Lecture	Toolkit
2	Justice, race and health	Async lecture and CPP seminar	E&L
2	LGBTQ+ health	Lecture	Horizontal
4	Introduction to inclusive history taking	Async prep and lecture	IOM
4	Disability/mental health	Lecture	IOM
4	Leadership in action: dealing with discrimination	Seminar, facilitated by clinical skills team	In leadership seminar term
5	Sexism and Misogyny	Lecture	Intro week
5	Being an inclusive doctor: LGBTQ+ health	Lecture and seminar.	Currently in Module B

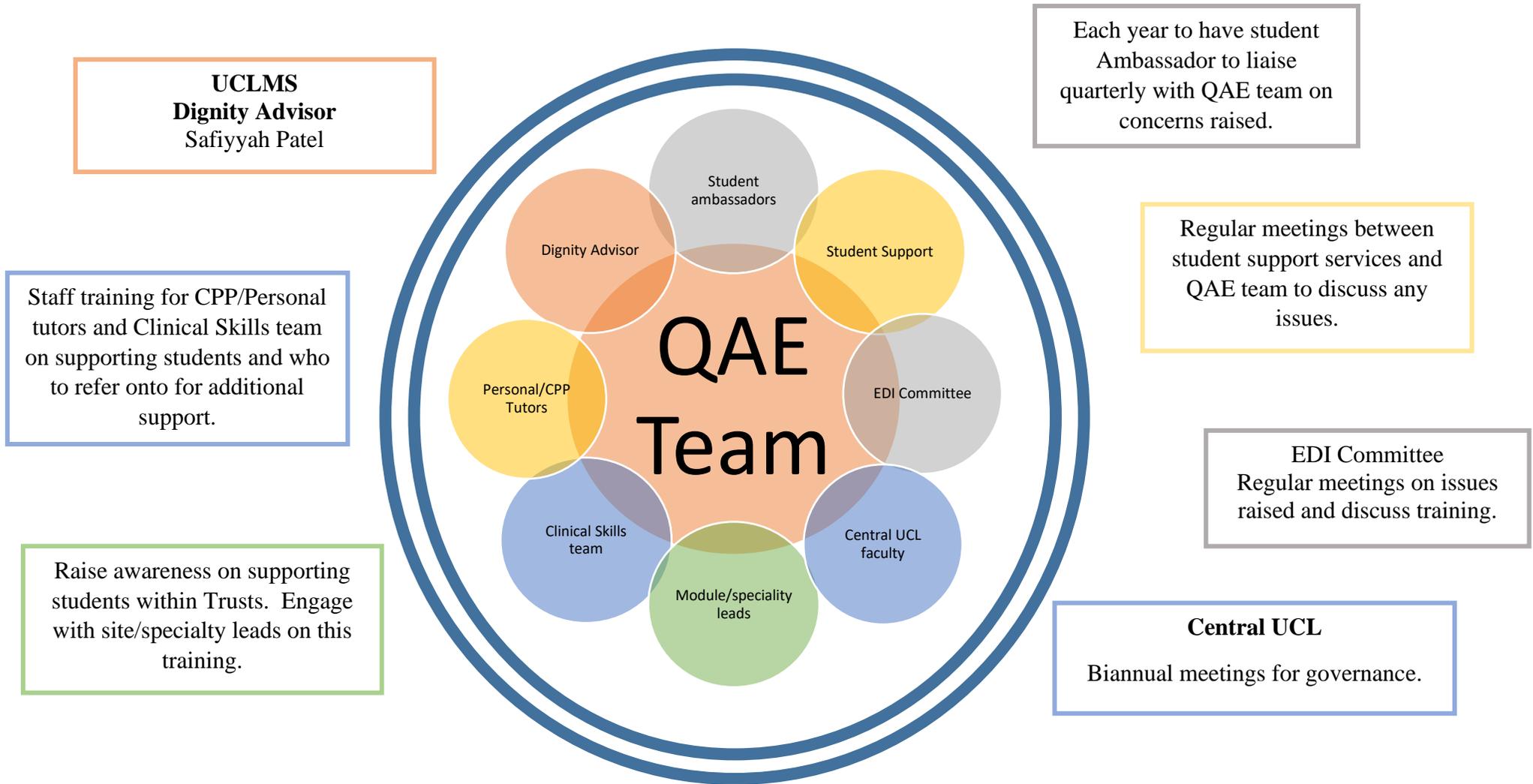
Pathway for supporting concerns:

B. Who can students go to for support?



Pathway for supporting concerns:

C. Role of QAEU at UCLMS



KEY POINT

The QAE team will act as a central point for all concerns. These will be collated for governance purposes with all cases assigned unique IDs to maintain student anonymity.

Pathway for supporting concerns:

D. Steps to Mediation for non-GBV concerns via UCLMS 'Raising Concerns' Platform.

QAE Team

Academic lead

Ann Griffin

Manager

Kavita Jaidev

Associate Lecturer

Rima Chakrabarti

Step 1

For non-anonymous concerns

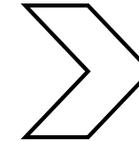
QAE manager & Associate Lecturer to meet with student and discuss concerns.

- Options for face to face/telephone or remote discussion
- Ensure adequate support is in place.
- Student of Concern form will only be completed if concerns regarding safeguarding.
- Concerns relating to another student to be referred to UCLMS Student Support services



Step 2

- QAE team to liaise with module/specialty/site/ DGH leads regarding concerns raised to explore options for resolution
- 3 weeks' timeline in which to form resolution with feedback offered to students.
- *For anonymous concerns* feedback will generally be given via the 'Raising Concerns' Moodle page.



Step 3

- All concerns will be logged under Unique ID for governance
 - Ensure feedback is given to the student and report to be collated.
 - *In the event of non-mediation*
[UCL Student Mediator](#)
Dr Ruth Siddall
- Medical Director for Clinical Placements

Pathway for supporting concerns:

E. Management of GBV concerns via UCLMS 'Raising Concerns' Platform.

QAE Team	
Academic lead	Ann Griffin
Manager	Kavita Jaidev
Associate Lecturer	Rima Chakrabarti

