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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CPP</td>
<td>Clinical and Professional Practice</td>
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<tr>
<td>EDI</td>
<td>Equality, Diversity and Inclusion</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td>MBBS</td>
<td>Bachelor of Medicine, Bachelor of Surgery</td>
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<tr>
<td>QAE</td>
<td>Quality Assurance and Enhancement</td>
</tr>
<tr>
<td>QAEU</td>
<td>Quality Assurance and Enhancement Unit</td>
</tr>
<tr>
<td>RUMS</td>
<td>Royal Free, University College and Middlesex Medical Student Association</td>
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<td>SOP</td>
<td>Standard Operating Procedure</td>
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<tr>
<td>UCL</td>
<td>University College London</td>
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<tr>
<td>UCLMS</td>
<td>University College Medical School</td>
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</table>
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

<table>
<thead>
<tr>
<th>Key Themes</th>
<th>Target areas</th>
<th>Document</th>
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<tbody>
<tr>
<td>Having Open Discussions</td>
<td>Learning events with collaboration from student societies</td>
<td>p6</td>
</tr>
<tr>
<td></td>
<td>Incorporating EDI and gender-based violence related content into curriculum</td>
<td>p6</td>
</tr>
<tr>
<td>Raising Concerns</td>
<td>Increasing awareness on ‘Raising Concerns’</td>
<td>p7</td>
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<tr>
<td></td>
<td>Developing pathways for ‘Raising Concerns’</td>
<td>p8</td>
</tr>
<tr>
<td></td>
<td>Governance</td>
<td>p10</td>
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### UCLMS- Open discussions

Learning events with collaboration from student societies

<table>
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<tr>
<th>Proposal</th>
<th>Aim</th>
<th>Plan</th>
<th>Next steps</th>
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<tbody>
<tr>
<td>Consent and Sexual Harassment Workshop led by Sexpression in</td>
<td>Increase awareness of appropriate behaviours</td>
<td>1 hour workshop to be incorporated into Year 1 introductory week. Developed for delivery online with trained facilitators.</td>
<td>Time arranged in YR 1 IOM to be followed by Asynchronous Active Bystander Training</td>
</tr>
<tr>
<td>YR 1</td>
<td>Raise awareness on role of alcohol and substance use when discussing GBV</td>
<td></td>
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<tr>
<td>Erasing the Grey for YR 1</td>
<td>Increase awareness of appropriate behaviours</td>
<td>Incorporate themes from ‘Tales in the City’ for session.</td>
<td>Time arranged in YR 1 IOM for session prior to Sexpression workshop</td>
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<tr>
<td></td>
<td>Raise awareness on role of alcohol and substance use when discussing GBV</td>
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| Active Bystander Training with #NotCoolClub for YR 1 SSC       | Increase awareness of appropriate behaviours                        | Note  
1. Active Bystander Training already in YR 1 IOM as asynchronous session                                           | Liaise with Student EDI committee on developing this content. Email sent to #NotCoolClub ✒   |
|                                                                | Raise awareness on role of alcohol and substance use when discussing GBV |                                                                                                                       |                                                                                                                  |
| Incorporating EDI and GBV related content into curriculum      | Increase awareness of acceptable behaviour                           | Gender Bias Handbook to be linked to  
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                           |
| Development of Gender Bias Handbook to facilitate discussion on |                                                                                                                                |                                                                                                                       |                                                                                                                  |
| Misogyny and Gender Based Violence across all years.           |                                                                                                                                |                                                                                                                       |                                                                                                                  |
| EDI related sessions in curriculum for 2021-2022               | Increase awareness of appropriate behaviours                        | Sessions being implemented for upcoming academic year.                                                               |                                                                                                                  |
| Additional Documents - Appendix A: EDI-Related MBBS Sessions    | Raise awareness on role of alcohol and substance use when discussing GBV                                                     |                                                                                                                       |                                                                                                                  |
## UCLMS - Raising concerns

### Increasing awareness on ‘Raising Concerns’

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<tr>
<th>Proposal</th>
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<tbody>
<tr>
<td>All Years- Introduction to QAE Team and how to seek help.</td>
<td>Increase Visibility of QAEU team</td>
<td>All years to have 15minute Introductory session on QAE team ☒</td>
<td>Times confirmed with Year Admin teams on placing content into introductory week.</td>
</tr>
<tr>
<td>Additional documents- Appendix B: Who can students go to for support?</td>
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| Learning events on impact of speaking up across all years. Build on key themes of ‘Raising Concerns’, impact of this work and difficulties of doing so. | Increase awareness of ‘Raising Concerns’ in a variety of contexts. | Potential scope of sessions to explore  
- 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’

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<tr>
<th>Proposal</th>
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<tbody>
<tr>
<td>QAEU to act as central point of contact for concerns raised.</td>
<td>Address the disconnection by improving communication between students and QAEU.</td>
<td>Work with Student Ambassador/Reps/RUMs leads to create a clear and open channel of communication between student body and QAEU.</td>
<td>Student Union to start logging concerns for Medical School to share with QAEU.</td>
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<td>Quarterly sessions with student body on concerns.</td>
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</table>
| Additional documents-  
Appendix C: Role of QAEU at UCLMS  
Appendix D: Steps to Mediation for non-GBV concerns via UCLMS ‘Raising Concerns’ Platform.  
Appendix E: Management of GBV concerns via UCLMS ‘Raising Concerns’ Platform | Improve accessibility on ‘Raising Concerns’ | Discussion with student representatives on 9th of June on improving ‘Raising Concerns’. | Website to be updated with student input  
Aim review by end of July 2021 ☑️ |
| **Update website for ‘Raising Concerns’ at UCLMS**  
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 | | | |
| **Update ‘Raising Concerns’ form on UCLMS platform to incorporate EDI related issues** | Improve accessibility on ‘Raising Concerns’ | Form reviewed by EDI Committee and uploaded 11/05/2021 | |
| **Explore role of Student support services** | Improve support available for students | RUMS led survey on UCLMS Student Support Service identified key strategic points. Discussed on 29th June | Lead and Deputy Lead of Student Support Services will look at  
1. Training for tutors.  
2. Providing clarity on role of Student Support at UCLMS versus UCL Student Support & Wellbeing services. |
| **Signposting to additional support services including**  
 • Dignity Advisor at UCLMS Safiyyah Patel  
Safiyyah.patel@ucl.ac.uk | Improve support available for students | Additional support to be highlighted at  
 • Sessions  
1. YR 1-6 IOM  
‘Intro to the QAE Team’ | |
- Central UCL Dignity Advisors
  [https://www.ucl.ac.uk/equality-diversity-inclusion/dignity-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)

Additional documents-
Appendix B:
Who can students go to for support?

<p>| 2. YR1 IOM session ‘Erasing the Grey’ |
| 3. YR1 IOM Consent by Sexpression |
| QAEU Website ‘Raising Concerns’ |</p>
<table>
<thead>
<tr>
<th>UCLMS- Raising concerns</th>
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<tr>
<td><strong>Governance</strong></td>
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<th>Aim</th>
<th>Plan</th>
<th>Next steps</th>
</tr>
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<tbody>
<tr>
<td>Staff training for Personal and CPP tutors. 1 hour staff training session on managing difficult issues and who you can turn to for support</td>
<td>Improve support available for students.</td>
<td>ChangeMakers Project on Personal Tutoring- UCL Arena input and Coaching sessions being arranged for all PTs. Sessions for CPP Tutors on 24/09/21 on ‘what to do’.</td>
<td>Develop session and CBDs (similar to Arena session)</td>
</tr>
<tr>
<td>QAE team to liaise with Central UCL faculty on data sharing on concerns raised centrally. Additional documents Appendix C: Role of QAEU at UCLMS</td>
<td>Address the disconnection by Improving communication between QAEU and Central UCL services.</td>
<td>All cases will be given Unique IDs to enable data sharing across central and UCLMS platforms. Privacy statement will be updated to reflect this. All reports of sexual violence involving UCL staff will be referred to UCL ‘Report &amp; Support’ with Reporting party’s consent.</td>
<td>Biannual sessions with Central ‘Report and Support’ on concerns raised and management. This will be added to QAEU SOP.</td>
</tr>
<tr>
<td>Engage site leads on concerns raised in clinical environment and address steps taken to mediate the concerns and achieve resolution</td>
<td>Improve transparency on ‘Raising Concerns’.</td>
<td>Potential for developing training sessions on ‘Raising Concerns’ for junior doctors?</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>Aim</td>
<td>Plan</td>
<td>Next steps</td>
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| Active Bystander Training for all RUMS members | 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 | RUMS conference to include a set of workshops facilitated by QAEU on Active Bystander Training & Raising Concerns  
Scope to increase sessions to other clubs. | Dates to be confirmed with RUMS. |
| Increasing safety at RUMS events | Raise awareness on role of alcohol and substance use when discussing GBV | Develop poster with information for students on who to contact for help.  
Incorporate themes from ‘Ask for Angela’ | Look into poster and to liaise with RUMS on this. ☒ |
| Increasing awareness issues affecting students of UCLMS | Increase awareness of ‘Raising Concerns’ in a variety of contexts | Regular Meetings with RUMS committee to discuss issues.  
RUMs aware that no identifiable information to be shared and confidentiality to be maintained | Template of meeting and concerns raised via RUMS. ☒  
SOP to be updated with next meeting organised for end of November. (May change depending on RUMS events) ☒ |
| Collecting information from students on RUMs. Current Climate survey | Scope for research and data collection | Will implement once term time started and will require ethics approval. ☒ |
Appendices

Curriculum Content

A. EDI-related MBBS sessions 13

Pathway for supporting concerns:

B. Who can students go to for support? 14
C. Role of QAEU at UCLMS 15
D. Steps to Mediation for non-GBV concerns 16
   via UCLMS ‘Raising Concerns’ Platform.
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**Curriculum Content:**

A. EDI-related MBBS Sessions

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

B. Who can students go to for support?

- **UCLMS**
  - CPP/Personal Tutors
  - Clinical Skills Team
  - Student Support services
  - Module/Specialty/Site/DGH/Year leads
  - Dignity Advisor
  - ‘Raising Concerns’ Platform

- **Central UCL**
  - Report and Support
  - UCL Dignity Advisors
  - Student Support & Wellbeing Services
  - Student Psychological & Counselling Services

- **Student**
  - Year Student Ambassadors
  - RUMS team
  - Student Union

Does the student want to raise a formal complaint?

- **YES**
  - QAE Team to liaise with student
  - Student to be supported through this process

- **NO**
  - Ensure additional support services are in place
    - UCLMS Dignity Advisor
    - UCLMS Student Support
    - UCL Dignity Advisors
    - UCL Crime Prevention and Personal Safety Officer.
    - UCL Carefirst
    - Rape Crisis (ssw-comms@ucl.ac.uk)
    - Student Support & Wellbeing Services (student.wellbeing@ucl.ac.uk)
    - Student Psychological and Counselling Services
Pathway for supporting concerns:

C. Role of QAEU at UCLMS

UCLMS Dignity Advisor
Safiyyah Patel

Each year to have student Ambassador to liaise quarterly with QAE team on concerns raised.

Regular meetings between student support services and QAE team to discuss any issues.

EDI Committee
Regular meetings on issues raised and discuss training.

Central UCL
Biannual meetings for governance.

QAE Team

- Student ambassadors
- Student Support
- Dignity Advisor
- EDI Committee
- Personal/CPP Tutors
- Clinical Skills team
- Module/speciality leads
- Central UCL faculty

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.

Staff training for CPP/Personal tutors and Clinical Skills team on supporting students and who to refer onto for additional support.

Raise awareness on supporting students within Trusts. Engage with site/specialty leads on this training.
Pathway for supporting concerns:

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

**QAE Team**

<table>
<thead>
<tr>
<th>Academic lead</th>
<th>Ann Griffin</th>
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</thead>
<tbody>
<tr>
<td>Manager</td>
<td>Kavita Jaidev</td>
</tr>
<tr>
<td>Associate Lecturer</td>
<td>Rima Chakrabarti</td>
</tr>
</tbody>
</table>

**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.

**Step 1**
Ensure adequate support services in place either through:
- UCLMS Dignity Advisor
- [UCLMS Student Support](mailto:student.wellbeing@ucl.ac.uk)
- UCL Dignity Advisors
- UCL Crime Prevention and Personal Safety Officer.
- UCL Carefirst
- [Rape Crisis](mailto:ssw-comms@ucl.ac.uk)
- [Student Support & Wellbeing Services](mailto:student.wellbeing@ucl.ac.uk)
- [Student Psychological and Counselling Services](mailto:student.wellbeing@ucl.ac.uk)

*Student of Concern form will only be completed if concerns regarding safeguarding.

**Step 2**

- **Safeguarding Assessment**
- **On clinical placements**
  Responsible Officer and GMC to be contacted.
- **Involving UCL staff**
  ‘Report and Support’ UCL platform to be used.

**Step 3**
Liaise with appropriate body for feedback to the student and ensure ongoing support is available.

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