

# 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.

Report

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



## Target areas

<b>Key Themes</b>	<b>Target areas</b>	<b>Document</b>
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

<b>Proposal</b>	<b>Aim</b>	<b>Plan</b>	<b>Next steps</b>
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 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.	Increase awareness of acceptable behaviour	<p>Gender Bias Handbook to be linked to</p> <ol style="list-style-type: none"> <li>1. CPP Year 5 teaching on LGBTQ+ &amp; Inclusivity</li> <li>2. UCLMS EDI website.</li> <li>3. Incorporate Handbook into YR 1 and 2 SSC.</li> </ol>	Case studies being prepared by Student Gender Equality Taskforce for Academic Year 2021
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EDI related sessions in curriculum for 2021-2022

Increase awareness of appropriate behaviours

*Additional Documents- Appendix A:*  
 EDI-Related MBBS Sessions

## UCLMS- Raising concerns

### Increasing awareness on Raising Concerns

<b>Proposal</b>	<b>Aim</b>	<b>Plan</b>	<b>Next steps</b>
<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 C 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</p> <p>Concerns variety of contexts.</p>	<p>Potential scope of sessions to explore</p> <p style="padding-left: 20px;">Developing Active Bystander responsibilities and skills.</p> <p style="padding-left: 20px;">Addressing the experience for men who have been exposed to sexual harassment/abuse/sharking.</p> <p style="padding-left: 20px;">Use real scenarios. Stories of how students felt when</p>	



## UCLMS- Raising concerns

Developing pathway for raising Concerns

**Proposal**

**Aim**

**Plan**

**Next steps**

QAEU to act as central point of contact for concerns raised.



## UCLMS- Raising concerns

### Governance

<b>Proposal</b>	<b>Aim</b>	<b>Plan</b>	<b>Next steps</b>
Staff training for Personal and CPP tutors.  1 hour staff training session on managing difficult issues and who you can turn to for support	Improve support available for students.	ChangeMakers Project on Personal Tutoring- UCL Arena input and Coaching	



## Appendices

### **Curriculum Content**

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### **Pathway for supporting concerns:**

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C. Role of QAEU at UCLMS	15
D. Steps to Mediation for non-GBV concerns	16
E. Management of GBV concerns via UCLMS	17

**Curriculum Content:**

## A. EDI-related MBBS Sessions

<b>YR</b>	<b>Title</b>	<b>Format</b>	<b>Module</b>
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







**Pathway for supporting concerns:**

D. Steps to Mediation for non-GBV concerns via UCLMS

<b>QAE Team</b>	
<b>Academic lead</b>	Ann Griffin
<b>Manager</b>	Kavita Jaidev
<b>Associate Lecturer</b>	Rima Chakrabarti

## Pathway for supporting concerns:

### E. Management of GBV

#### Step 1

Ensure adequate support services in place either through:

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](mailto:ssw-comms@ucl.ac.uk))

[Student Support & Wellbeing](#)

[Services](#)

([student.wellbeing@ucl.ac.uk](mailto:student.wellbeing@ucl.ac.uk))

[Student Psychological and](#)

[Counselling Services](#)

\*Student of Concern form will only

#### Step 2

*Safeguarding Assessment*

*On clinical placements*

Responsible Officer and  
GMC to be contacted.

*Involving UCL staff*

UCL platform to be used.