LONDON'S GLOBAL UNIVERSITY

UCL

GOS ICH
STAFF STUDENT CONSULTATIVE COMMITTEE
Meeting to be held on

Tuesday, 19ᵗʰ March 2019 at 12.00noon
in June Lloyd Room (30 Guilford Street)

Minutes

Present: Dr Claire Thorne, Departmental Graduate Tutor – Research - Co-Chair
Annie Murphy, Research Degrees Administrator – (Minutes)
Stella Fusco, Senior Research Degrees Administrator
Dr Mona Bajaj-Elliott, Postgraduate Research Tutor, Infection, Immunity, Inflammation (III)
Dr Frederique Liegeois, Postgraduate Research Tutor, Developmental Neurosciences (DN)
Professor Mary Fewtrell, Postgraduate Research Tutor, Population, Policy and Practice (PPP)

Student Representation:
Saba Manshaei, Lead Research Student Representative (RSR) – DBC, Year 2 – Chair
Remi Looi Somoye, RSR, DBC, Year 1
Chloe Santos, RSR, DBC, Year 3
Clarissa Sorger, RSR, DN, Year 1
Melanie Koelbel, RSR, DN, Year 2/3
Kerry-Anne Kite, RSR, III, Year 1
Lizzy Rivers, RSR, III, Year 3
Diana Rosenthal, RSR, PPP, Year 1
Emeline Rougeaux RSR, PPP, Year 1
Emma Butcher, RSR, PPP, Year 3
Ivan Doykov, RSR, GGM, Year 1
Haya Alrashidi, RSR, GGM, Year 2

Apologies:
Dr Hannah Mitchison, Postgraduate Tutor, Genetics and Genomic Medicine (GGM)
Dr Andrew Stoker, Postgraduate Tutor, Developmental Biology & Cancer (DBC)
Sarah Dib, RSR, PPP - Year 2
Preetha Purushothaman, RSR, GGM - Year 3
Elisabeth Robinson, RSR, III - Year 2

	Item
1	**Welcome and introductions** SM was introduced as the new Lead RSR and chair of the meeting taking over from EB. CT introduced AM as a new member of the Committee taking over from LS as the Research Degrees Administrator. CT reported that two new APR's had been recruited for PPP - Sophie Bennett and Kathryn Hesketh.
2	**Minutes of the previous meeting 15th November 2018** Minutes agreed and approved.
3	**Matters Arising from the minutes** **Updates raised from last action points:** - APR's expected to initiate meetings at programme level . - SM appointed as Lead RSR. - New APR recruited for GGM (Martin Attwood). - Termly Programme Level Meetings should continue to be arranged as soon as possible for programmes which have not already met this term. - EB requested additional volunteers for helping with the blog, particularly for editing and promotional tasks. To be addressed at next meeting: - AS to report any update on the database/website for teaching opportunities.
4	**Recent developments for attention of research students** **i) Thesis Committees** CT explained that Thesis Committees, already operating in other parts of UCL, are highly likely to be implemented in our Faculty. The exact timeframe and format is to be confirmed. However, it is proposed that each student will have a Thesis Committee to include the Subsidiary Supervisor and two more members (internal or external). Meetings will take place at key points to oversee thesis development and progress, complementing the role of the PG Tutor: • 3 months - Proposal presentation and written report • 9 months - Presentation and written report (refining previous version) • 18 months - Streamlined around upgrade report at time of upgrade • 24 months - Presentation only • 30 months - Thesis plan and presentation **ACTION: RSR's to feedback any comments about Thesis Committees to CT.** **ii) Impact Statements – Communication Strategy** RSR's confirmed they were familiar with the Impact Statement, but it was not certain if this was the case for the rest of the cohort. CT reminded the committee that for PhD's since June 2018, it is a requirement for students to provide a 500 word statement outlining the benefit of their research, inside or outside academia. CT acknowledged the

guidelines are broad and it may be more relatable for some research areas than others. The Doctoral School run a workshop on the Impact Statement and CT requested RSR feedback on any further support required.

RSR's agreed that a repository would be useful for example statements to be made accessible across programmes and statement copies for the repository could be requested from students at the point of examination entry.
RSR's agreed that guidance on the Impact Statement should be tied into the Writing up a Thesis Workshop on 4th April. Students should be signposted to appropriate web links / resources to refer back to later on and this information should be made available on Moodle, which is more readily accessed by students than the intranet.

ACTION: Impact Statement guidance to be included in Writing up a Thesis workshop on 4th April 2019.
SF/AM to upload Impact Statement guidance and resources to Moodle and request copies of Impact Statement at point of examination entry for addition to repository.

iii) Research Log – Recording mechanism for Teaching/Supervisory Support

SF reported that the request for a tool to be developed for the formal recognition of UG/PG teaching and/or supervisory support was discussed further at the last Research Log Management Board meeting. Funding was identified as an issue and, because of this, it was proposed that a low cost option would be to create a new Doctoral Skills training course called 'Teaching and Supervisory Support'. The new training course would offer students the opportunity to record their experience of providing formal and informal teaching/supervisory support via a free-text description box, and they would be able to accrue a maximum of 5 training points based on half a training point per half-day of teaching/supervisory support provided. ISD are currently creating the course and RSRs will be sent the web link to trial the course and feedback ahead of the next Research Log Management Board meeting on 4th June.

It was clarified the course would act as a professional development record of any formal and/or informal responsibilities, which students are able to log as frequently as they wish. Although supervisors are not able to sign off the e-log, students can download a copy for supervisors to sign off as a hard copy if they wish. CT raised that it could also help identify instances where teaching and supervisory support is considered excessive alongside completion of PhD.

ACTION: SF to circulate link for Teaching and Supervisory Support course.

RSRs to trial course (if applicable) and feedback any comments to SF.

iv) PRES 2019

CT reminded RSR's that all PhD students should complete the PRES which is a national benchmarking of student experience required to be completed every two years. ICH had a completion rate of 62% when the PRES was last carried out in 2017 and the current response rate is 36%. CT reminded that the survey is anonymous and requested RSR's to complete the survey and encourage cohorts to do the same.

ACTION: RSR's to complete PRES and encourage cohorts to complete the survey before the deadline of 12th April.

	v) **Wellbeing/Multi-faith Room**
	A space will be allocated to hold wellbeing and multi faith activities as part of EDI and the space reallocation with the building move across the road. ID explained that proposals put forward to the Space Committee must specify exact room requirements before suitable space/s can be identified fit for the purpose. Given the different nature of wellbeing and multi faith activities, it is feasible two spaces would be required and proposals should clearly distinguish between requirements for the different types of activity proposed. RSR's agreed that Survey Monkey would be the most effective way to collect student suggestions (anonymously) and proposed the survey should provide options for ranking preferences, as well open text boxes for comments. **ACTION: ID to create online survey via Survey Monkey and circulate link to collect student proposal suggestions for the wellbeing/multi faith room. RSR's to encourage cohort completion of the survey.**

5	**Cohort Building**
	• ICH Postgraduate Society report: a) Academic Events 3MT competition update RSR's reported the programme level heats were very poorly attended and expressed concerns over productivity with the additional workload created for RSR's. CT raised concerns over lack of student engagement but acknowledged it could be a cyclical issue and students may be less motivated to enter if they have participated previously. Discussion agreed programme level heats should remain as removing these would likely act as a barrier to first year entries and reduce overall engagement in the ICH level heat. CT suggested there could be 2 or 3 heats which pair programmes where numbers are low. It was agreed these should be built into seminar series to encourage attendance, rather than scheduling via doodle polls. It was reiterated that Supervisors and PG tutors should continue to actively promote event. RSR's suggested public engagement should be a criteria to achieve skills points for which 3MT could contribute. It was noted other bespoke training courses can help prepare students for participation in 3MT, e.g. presentation skills. SM confirmed logistical arrangements (room, catering, judges panel) are in place for the ICH level heat on 9th April, which Daniyal Jafree will chair. CT confirmed the Research Excellence Awards will take place at the end of 3MT – this is an ICH competition for Post Docs based on a recent paper. **ACTION: SM to circulate promotional email for the 3MT event.** ICH Annual Poster Competition – Proposal for a Student's Choice Award RSR's suggested a voting box for submission entries and it was agreed ICH would issue a certificate and £50 prize for the winner. Logistics to be confirmed closer to the date. b) Social events ICH PG Society reported there were good social collaborations with PPP. The following events had taken place: • Writing group (postponed due to low attendance) • Book presentation (went well, but also low attendance with only 2/3 people)

	• Speed networking
	The ICH PG Society have arranged 'A Pint of Science' event to take place on 3rd April. 20 tickets have been funded by the Institute – all tickets have been taken up by research students.
6	**Student feedback** **i) Ethics applications** Concerns were raised around a lack of guidance for ethics applications with regards to the new GDPR regulations, particularly for NHS ethics. It was suggested a UCL GDPR team representative could give a talk to the students. RSR's suggested that students who have been through the process could also be available to help answer queries. **ACTION: DR to email SF and CT with a summary of training requirements for ethics applications and an indication of when this would be ideal for students to receive.** **ACTION: SF/AM to add all ethics forms and procedural documents to the intranet (to include a checklist with a clear indication of documents which require signatures and contact details for staff who can be contacted for help).** **ii) Student Induction and networking** An anonymous survey identified two students who felt isolated at the beginning of their PhD studies through a lack of induction, department networking and socials. CT explained that new student induction sessions are carried out in October and in the Spring and it is not feasible for them to run more regularly. SF clarified that all new starters receive the same induction information, including key contacts for queries and support. It was agreed RSR's could reach out to new students regarding networking and social events. However, it was raised that attendance to social events was very low regardless of efforts to vary timings and activities. SF suggested ticketed events could be a more effective way to encourage attendance. CT confirmed there is significant budget still available for socials and suggestions were made including film screenings, pub talks, and pizza socials. It was suggested the PG society should introduce a cycle of more regular and repeated events which could run annually to encourage attendance and reduce workload of scheduling new events each year. **ACTION: RSR's to raise student socials and networking events in programme level meetings for suggestions of events and ways to encourage attendance.** **iii) Funding after 3 year expiry** CT reiterated that completion of a PhD should be achievable within 3 years and CRS should not be used to extend PhDs into a 4 year programme. CT acknowledged that changing supervisor expectations on this issue is an ongoing problem and explained the implementation of new forms had been introduced to help raise these issues between students and supervisors at an earlier stage. **iv) Post Docs** RSR's raised that PhD students only get to develop close relationships with their supervisor and do not have the opportunity to network with Post Docs who are in a position to easily relate and help with queries.

	CT noted it is to some extent the research culture within programmes which needs to be addressed at programme level (for example, some programmes have early career researcher groups that include PhD students and post-docs) and advised this should be raised with APR's. **ACTION: RSR's to raise Post Doc networking opportunities with APR's in programme level meetings.**
7	**EDI Mentoring for Students – Amber Vaitkute** AV presented the aims and objectives of the EDI Mentoring Focus Group, emphasising the benefit of career focussed mentoring for students in this staff focussed initiative. Teething problems had been experienced in the setup, primarily recruitment of experienced mentors. AV confirmed plans to develop online training for greater accessibility to training. AV outlined the aims of aligning mentorship strategies across institutions; ensuring experienced mentors attend, providing online training and implementing a monitoring mechanism. AV emphasised the importance of increasing visibility among students; distinguishing between the two mentoring schemes available, applying to 2nd and 3rd year student monitoring forms, introducing in annual induction events and including in induction information. It was agreed that there is a need to clearly distinguish between different mentoring schemes available for students – for example, the 'peer mentoring' that RSRs provide, in contrast to career focussed mentoring. Induction information should briefly reference the ICH mentoring scheme (to not overwhelm students) and resources should be accessible at a later stage. SF suggested mentoring information should be added to Moodle, which is broken down into sections 'Before you arrive', 'When you arrive'. It was agreed the Terms of Reference should be updated to include the expectation that APR's actively engage in the ICH mentoring scheme. **ACTION:** **SF/AM** **Reference to mentoring to be added to 2nd/3rd year monitoring forms.** **Mentoring information to be uploaded to Moodle.** **Terms of Reference to be updated to include APR's role in the mentoring scheme.** AV suggested an experienced mentor could present information about the role of a mentor and what it involves to PhD students. CT suggested information about the scheme could be disseminated in sessions by Jane Simmonds, the Career Champion. It was agreed that the mentor pool should include mentors from alternative disciplines for students wishing to go down non-academic routes. **ACTION: AV to check mentor key words required and applicability to non-academic routes.** RSR's suggested a speed networking event where students could briefly meet a variety of mentors and decide who would be most appropriate for them.

8	Any Other Business ID reported that the EDI committee receives little student engagement with currently only one member. It was suggested that the role and expectations of the EDI Committee

| | | should be explained to students and this would be more meaningful coming from a student at induction sessions, rather than CT.

ACTION: ID to attend Spring Induction session on 8th May to present the role and expectations of the EDI Committee to students. |
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| 9 | Dates of Next Meeting: Tuesday 18th June 2019 – 12noon – 14.30 – Levinsky Room | |

Summary of Action Points: Date of Meeting	Item	Action	By Whom	Status
19/03/2019	4	**RSRs to feedback any comments on Thesis Committees to CT.**	**RSRs**	**O**
19/03/2019	4	**Impact Statement** **Guidance to be included in Writing up a Thesis workshop.** **Guidance/resources to be uploaded to Moodle.** **Impact Statements to be requested at point of examination entry for repository.**	**SF/AM**	**O** **O** **O**
19/03/2019	4	**Web link to Teaching and Supervisory Support course to be circulated to RSR's.** **RSR's who have completed any teaching and supervisory support to trial the course and feedback any comments to SF.**	**SF** **RSRs**	**C** **O**
19/03/2019	4	**RSR's to complete PRES and encourage cohorts to complete the survey before the deadline of 12th April.**	**RSRs**	**O**
19/03/2019	4	**ID to create online survey via Survey Monkey and circulate to cohorts to collect proposal ideas for wellbeing and multi faith room.** **RSR's to encourage cohort completion of survey.**	**ID** **RSRs**	**O** **O**
19/03/2019	5	**SM to circulate promotional email for 3MT event.**	**SM**	**O**
19/03/2019	6	**DR to email SF and CT with a summary of training requirements for ethics applications and an indication of when this would be ideal for students to receive.**	**DR**	**O**
19/03/2019	6	**Ethics application forms and procedural documents to be added to the intranet.**	**SF/AM**	**O**
19/03/2019	6	**RSR's to raise student induction, social and networking events in programme level meetings for suggestions of new events and ways to encourage attendance.**	**RSRs**	**O**

Date	No.	Action	Owner	Status
19/03/2019	6	RSR's to raise issue around Post Doc relationships and networking with APR's at programme level meetings.	RSR's	O
19/03/2019	7	Reference to mentoring scheme to be added to 2nd/3rd year monitoring forms. Mentoring information to be added to Moodle. Terms of Reference to be updated to include APR's role in mentoring.	SF/AM	O O O
19/03/2019	7	AV to check mentor key words required and applicability to non-academic pathways.	AV	O
19/03/2019	8	ID to attend Spring Induction session on 8th May to present the role and expectations of the EDI Committee to students.	ID	O