



**GOS ICH**  
**STAFF STUDENT CONSULTATIVE COMMITTEE**  
Meeting to be held on

**Wednesday 17<sup>th</sup> November 2021 at 14.00**  
Virtual – via Microsoft TEAMS

**Minutes**

**Present:** Claudiu Cozmescu – Lead RSR, GGM, Year 3 – Chair  
Prof Claire Thorne, Departmental Graduate Tutor (Research) - Co-Chair  
Annie Murphy, Research Degrees Administrator – (Minutes)  
Stella Fusco, Senior Research Degrees Administrator  
Dr Frederique Liegeois, PG Research Tutor,  
Developmental Neurosciences (DN)  
Dr Andrew Stoker, Postgraduate Tutor,  
Developmental Biology & Cancer (DBC)  
Dr Mona Bajaj-Elliott, Postgraduate Research Tutor,  
Infection, Immunity, Inflammation (III)  
Dr Dagan Jenkins, Postgraduate Research Tutor, Genetics and Genomic  
Medicine (GGM)  
Prof Mary Fewtrell, Postgraduate Research Tutor, Population, Policy and  
Practice (PPP)  
Sophie Bennett, RTDR, Population, Policy and Practice (PPP)  
Jennie Chandler, RTDR, Developmental Biology & Cancer (DBC)  
Rosie Marshall, RTDR, Developmental Biology & Cancer (DBC)  
Jeshmi Jeyabalan Srikanan, RTDR, Genetics and Genomic Medicine (GGM)  
Jon Clayden, Equality, Diversity and Inclusivity (EDI), Chair  
Jane Simmonds, DGT-T and ICH Careers Lead  
Grazia Manzotti, Departmental Equal Opportunity Liaison Officer

**Student Representation (RSRs):**

Danesh Sundar, RSR, DBC, Year 1  
Lauren Russell, RSR, DBC, Year 3  
Charlotte Roth, RSR, DN, Year 1  
Agnieszka Sierhej, RSR, DN, Year 1  
Georgia Stimpson, RSR, DN, Year 2/3  
Pauline Bourigault, RSR, GGM, Year 1  
Loukia Touramanidou, RSR, GGM, Year 2  
Machaela Palor, RSR, III, Year 2/3  
Alice Burleigh, RSR, III, Year 3  
Alice Stephens, RSR, PPP, Year 1  
Amanda Clery, RSR, PPP, Year 2/3  
Gabriela Toledo, RSR, PPP, Year 2/3  
Lucy Karwatowska, RSR, PPP, Year 2/3  
Reem Alkharji, PG Society RSR  
Laurette Bukasa, Race Equity Group (REG) RSR

Tahmina Aktar, EDI RSR

**Apologies:** Helen Bedford, Co-Director of Education  
Antonio Greco, RSR, III, Year 2/3  
Renuka Kadiramanathan, RSR, III, Year 2/3  
Raj Rajeev, RTDR, III  
Natasha Schoeler, RTDR, DN

1	<p><b>Welcome and introductions</b></p> <p>The committee were welcomed and the purpose of SSCC meetings summarised noting the Terms of Reference available in the Teams meeting group and on the intranet. Committee members introduced themselves to the meeting.</p> <p>SSCC members in attendance:</p> <ul style="list-style-type: none"><li>• PGR team</li><li>• RSRs including PG Society, REG and EDI student representation</li><li>• Research &amp; Training Department Representatives (RTDRs)</li><li>• In attendance for Term 1 SSCC<ul style="list-style-type: none"><li>○ Jon Clayden - Equality, Diversity and Inclusivity (EDI) Committee Chair</li><li>○ Jane Simmonds - DGT-T and ICH Careers Lead</li><li>○ Grazia Manzotti - Departmental Equal Opportunity Liaison Officer</li></ul></li></ul>
2	<p><b>Minutes of the previous meeting 14<sup>th</sup> June 2021</b></p> <p>Minutes agreed and approved</p>
3	<p><b>Matters Arising from the minutes</b></p> <p>To be addressed via the Agenda</p>
4	<p><b>Student Mentor Meetings – Oral reports by Mentors</b></p> <p>All departments reported that student mentor meetings had taken place this term, either virtually or face-to-face, and no major issues were reported. It was noted that many overseas students had been unable to attend face-to-face events due to self-isolation on arrival, and so further events were planned to include the new students later in the term.</p>
5	<p><b>Recent developments for attention of research students</b></p> <p>a) Including publications in thesis</p> <p>Prof David Bogle met with the RSRs to discuss the UCL guidelines around students incorporating publications in their thesis. This issue has been widely supported across UCL with nearly 1000 signatures collected via the open letter and 634 responses to the anonymous student survey. Prof Bogle agreed that the current UCL guidelines allow students to include earlier drafts of publications in their thesis, and that the section on self-plagiarism is more in line with postgraduate taught courses. It was agreed the self-plagiarism guidelines should be reviewed and developed for postgraduate research in conjunction with the guidance provided in the Doctoral School handbook. A preliminary self-plagiarism guidance document is being drafted by Faculty which will be made available to students and supervisors once finalised. The Doctoral School will provide formal guidelines on self-plagiarism in due course, and the RSRs have arranged a meeting with Elizabeth Halton to discuss the development of this in more detail. The UCL guidance on students incorporating publications in their thesis will be discussed further at the next UCL RDC, as</p>

well as the proposal, in line with other universities, to require students to submit a declaration of contributions with their thesis (e.g. supervisors, co-authors on papers).

RSRs reported some difficulty in arranging for the anonymous survey to be circulated to all-users via the Directors Office at the Institute, but it was noted that some delay may have been caused by agreement on a neutral form of words to be used when circulating the survey.

**ACTION: Including publications in thesis to be added to agenda for further discussion at next SSCC meeting (AM).**

b) PGTA challenges, including payments

A meeting between the RSRs, Jane Simmonds, Claire Thorne and Andy Stoker had taken place to discuss the PGTA challenges, including payments. It was emphasised that teaching contributions from PhD students are highly valued by the Institute, and the Institute Director fully supports the changes introduced by the Student Union and HR to ensure pay and conditions are fair. It was noted that the transition from processing teaching payments using Unitemps to issuing students with formal teaching contracts is challenging, and it could be some time before all the administrative issues are resolved. Going forwards, the Institute will be working closely with HR to ensure that PGTA positions are advertised and contracted in a fair and transparent way, including the use of a standardised email template for advertising PGTA positions

An online survey has been circulated by the RDO on behalf of the Directors of Education to all PhD students to collate information on contracted and paid teaching at the Institute or beyond in the past 2 years. The aim of this record is to identify which students have carried out teaching activities, and whether or not payment has been received for this work, and to ensure students are appropriately paid and contracted for teaching work going forwards. The online survey has not been completed by all PGTA's, and it was agreed that a reminder email should be circulated with an extension to the deadline to ensure that as much data is collected as possible. Once the extended deadline has passed, HB and JS will meet with students individually to remedy any issues raised by the survey.

**ACTION: PGTA survey to be re-circulated to PhD students with an extended deadline of Monday 22<sup>nd</sup> November 2021 and an announcement to be made on the PG Moodle page to remind students to complete the survey (SF).**

c) Auditing access for MSc modules

The GOS ICH PhD Roadmap states that research students may "audit" (i.e. attend) MSc modules provided at the Institute and wider Faculty. Faculty discussions have been ongoing regarding Module Leads giving permission for PhD students to audit their MSc modules and granting them access to the relevant materials on Moodle. It was agreed that a clear definition for MSc auditing is required for transparency to Module Leads about the purpose of PhD students attending modules. Questions have been raised about whether PhD students require auditing access in certain areas to fill gaps in knowledge where this is lacking from their training, and whether these areas need to be addressed within the PhD programme itself. In some cases, positive feedback has been received about PhD student participation in MSc module group discussions and activities. However, there are specific concerns from some Module Leads over room capacity, and difficulties experienced with PhD students dominating participation in teaching and assessed activities. It was reiterated that MSc students will be prioritised as fee-paying students and it is up to the Module Leads to decide whether they are willing to allow PhD students to audit their MSc modules.

	<p>Module Leads will be contacted to provide confirmation that their modules can be audited and to provide information on the types of auditing access available. Feedback was requested on which types of auditing access are most appropriate to meet the needs of PhD students so that this information can be shared with Module Leads. The types of auditing access available will be added to the Module Catalogue, and it is anticipated that this should help to reduce the amount of auditing queries that Module Leads receive from PhD students. Questions were raised about whether adding auditing access information to the Module catalogue would lead to increased competition for places across UCL where capacity may already be limited. To alleviate this, it was suggested that full auditing access, including attendance in person where applicable, could be prioritised for PhD students within the Faculty. In the long-term, it has been proposed that an online database is made available within the Faculty or more widely across UCL to provide the following information for each module:</p> <ul style="list-style-type: none"> <li>a) Can PhD students audit the module?</li> <li>b) Can PhD students attend the module in person, and if so, how many places are available?</li> <li>c) Can PhD students access the online teaching materials for the module?</li> </ul> <p>It is hoped that the majority of MSc Module Leads will be able to accommodate auditing in some capacity. However, it was agreed that a clear definition for MSc auditing would be helpful for transparency about the purpose, as well as clarifying the various types of access that could be offered to PhD students. Some examples of different levels of auditing access were given such as:</p> <ul style="list-style-type: none"> <li>i) full participation including tutorials</li> <li>ii) full participation excluding tutorials</li> <li>iii) access to asynchronous materials only (i.e. Moodle page) during the course</li> <li>iv) access to asynchronous materials only (i.e. Moodle page) after the course has finished</li> </ul> <p>It was reiterated that the administration involved in collating the module auditing information across the Faculty is complex and could take some time to be resolved. It is possible that PGTAs, for example, will be called on for assistance in due course.</p> <p><b>ACTION: RSRs to provide feedback to JS on which types of MSc auditing access are most appropriate to meet the needs of PhD students so that this information can be shared with Module Leads. JS to ask Sarah Bathie to contact Module Leads in relation to providing confirmation that their MSc modules can be audited and which types of auditing access are available for each module.</b></p>
6	<p><b>Thesis Committees and Annual Monitoring process - Update and changes to process for 2021-22</b></p> <p>Email communications have been circulated to students and supervisors about the upcoming changes to the annual monitoring process for 2021-22. Since Thesis Committees have been introduced to focus on academic progress, the Postgraduate Tutor role has now transitioned into more of a personal tutor role focusing on pastoral care. New students will meet with their PG tutor within the first few months of their registration to ensure that they are settling in well at the Institute. This should help students to build a personal relationship with their PG Tutor who will continue meet with them on an annual basis throughout the course of their PhD. Students can request to also meet with their Research &amp; Teaching Department Tutor, but this should be to discuss PGR related matters arising specifically within their Research Section.</p> <p>Students have been split into two bands for annual monitoring based on registration start dates; Band 1 (1<sup>st</sup> March to 31<sup>st</sup> August) and Band 2 (1<sup>st</sup> September to 29<sup>th</sup> February). The process will follow a similar format to last year with reports to be completed by students and</p>

	<p>supervisors via Microsoft Forms. Students will be expected to complete Form B to be discussed in a confidential meeting with their PG Tutor. During the meetings, PG Tutors will check on the progress of TCs to ensure that students are receiving sufficient academic support, especially where progress has been significantly impacted by the pandemic. To help reduce the duplication of reports and to align better with TCs, Form C2 has been removed from the annual monitoring process and Form C1 has been renamed to '8 Month Scientific Progress Report for TC2'.</p> <p>PG Tutors will contact their tutees to arrange the initial 'getting to know you' and annual tutoring meetings in due course. However, it was reiterated that the department holds an open-door policy and students are welcome to contact their PG tutor, or Claire Thorne as DGT-R, for support at any time outside of the annual monitoring process.</p>
7	<p><b>PGR feedback, including COVID-19-related issues:</b></p> <p>i) Feedback on student support (remote supervision; flexi-working; wellbeing; financial – extension etc.)</p> <p>No issues were reported in relation to monthly supervision meetings and the transition between home and hybrid working. Feedback was requested about whether students are happy to continue with the current hybrid approach, or if there is a general preference to revert to face-to-face supervision as soon as this is possible. It was reported that the majority of students in desk-based positions are generally returning onsite 2-3 days a week at the most, and students are usually arranging to come in with at least one peer from their section. It was acknowledged that it can be difficult to find appropriate spaces onsite to attend remote meetings, teaching sessions and events. Therefore, the flexibility of the hybrid approach is working well as it offers students the option to attend remote events at home where this arrangement may be more convenient.</p> <p>Space planning across the Faculty is one of the items covered by the annual strategy meeting with the Doctoral School. It is anticipated that discussions will be ongoing over the next year in relation to who should be granted priority desk space if staff and students predominantly work from home in future years. It was noted that some students prefer to have a permanent desk space to be more integrated as part of a team as well as feel more like a member of staff than a student. Faculty will be taking the stance that desk space should be prioritised for early career researchers, whose professional development will benefit most by a fixed work space onsite. Feedback will be sought from PhD students on their expectations of desk space going forwards in due course.</p> <p>There has been some uncertainty about whether PhD students should be following the same guidance for returning to campus as UCL staff (e.g. returning onsite at least 40-50% of the week). It has been assumed that the same rules apply across the board, but it was requested that any UCL requirements which apply specifically to PhD Students are clearly communicated to students and supervisors.</p> <p>ii) Funding support for Clinical Fellows</p> <p>Some recent cases have arisen of part-time PhD students running into financial difficulties towards the end of their registration. These are primarily Clinical Fellows, as well as other categories of staff, who are registered part-time but adhering to the 3-year timeline of a full-time PhD student, and do not meet the criteria for any of the funding support available. The department is working on a case-by-case basis to find a way to support these students and alleviate some of the financial difficulties they have faced as a result of the pandemic.</p>

8 **Cohort Building - Academic and Social Events:**

i) Student Feedback on Autumn Induction

The Autumn Induction session run by GOS ICH received positive feedback. Students also found the induction sessions run on Ink Path helpful with lots of useful resources provided. It was noted that remote induction sessions cannot offer the same level of social interaction normally expected at these types of events, and it is hoped there will be more opportunity to hold face-to-face events next year. However, it is likely that a hybrid format of live and pre-recorded presentations will continue to be used for future induction sessions. The availability of pre-recorded materials will also be useful for the mid-year induction due to be held in the Spring term.

It was agreed that to help new students integrate better into the cohort, QR codes for the student social groups on Whatsapp could be better advertised via posters and Moodle.

**ACTION: QR codes for the student social groups on Whatsapp to be advertised via posters and Moodle (RSRs).**

ii) Poster Competition

The Institute's Virtual Postgraduate Research Poster Exhibition opened on Wednesday 3<sup>rd</sup> November 2021, when CT and CS provided a virtual open day talk attended by over 40 prospective PGR students. The department has received a high number of excellent poster competition entries demonstrating the breadth of research being conducted across the Institute. Judging for the poster competition has taken place over a 2 week period closing on 17<sup>th</sup> November, and the winners will be announced on 24<sup>th</sup> November following the Otto Wolff Annual Open Day Lecture by Professor Susan Michie on "Behaviour and the COVID pandemic: science matters". Students and staff were strongly encouraged to vote on their favourite poster for the 'People's Choice Award'.

iii) Skill Exchange Programme

The Skills Exchange Programme was set up as an initiative for PhD students to have the opportunity to learn new skills and network outside of their supervisory team. The programme started in October with sessions split into 2 parts; an online presentation by a Post Doc with a Q&A session on the first Wednesday of the month, and a face-to-face session on the following Wednesday with second and third year students presenting on skills of their expertise. The programme was not very well attended in October, but the initiative has since been better advertised via posters, email and Moodle. Attendance at the November session was much better and received lots of positive feedback. Students were strongly encouraged to spread the word as the programme is especially useful for first year students, as well as a good opportunity to network in person with other students post-lockdown.

A request was made for more PhD students to volunteer to give a talk, especially from the departments of III and PPP who have not yet had any students sign up. Students should refer to the PGR Moodle page which provides a broad timetable of topics expected to be covered such as molecular biology, cell and tissue culture, communication skills, statistics, and bioinformatics. It was reiterated that the initiative is strictly for PhD Students and Post-Docs rather than academic staff, and PhD Students are only expected to give a brief 10-minute talk with a few presentation slides. To encourage volunteers, it was agreed that the emphasis should be shifted away from PhD students presenting as an 'expert' on a skill. Instead, it was suggested PhD students should be invited to come along to present on a skill they are familiar with, or alternatively, to raise a skill-related problem they wish to discuss

	<p>with the group. It was reminded that any PhD students who volunteer to give a talk can claim skills training points for their presentation.</p> <p><b>ACTION: Strategies to be considered to help encourage PhD students to volunteer to present as part of the Skills Exchange Programme (RSRs,RTDRs).</b></p> <p>iv) 3MT Competition</p> <p>Departmental heats for the 3MT will need be arranged for the Spring term ahead of the Institute level competition. As with previous years, a pragmatic approach may be needed in arranging for departments to carry out joint heats where entry numbers are low. It was reiterated that the organisation of the 3MT Competition should be student led, but the RDO will be on hand to support with advertising across the Institute. Recordings of the 2021 Institute winner presentations will be shown at the Open Day on 24<sup>th</sup> November, which may encourage new students to participate. It was noted that the number of male contestants tends to be low, and the department should consider ways to encourage more males to enter the competition.</p> <p><b>ACTION: Institute level competition date to be circulated as calendar invitation once finalised (SF). Strategies to encourage male contestant participation to be considered (RSRs).</b></p> <p><u>Post-meeting update:</u> The Institute level competition will take place on Thursday 7<sup>th</sup> April 2022.</p> <p>v) Postgraduate Society Update (RA, PG Society RSR)</p> <p>The 2021/22 budget for PG social events is £800 to cover the 3 terms. Clarification was requested on the type of social events that students may prefer (e.g. inside or outside of ICH), and it was requested that one RSR from each department volunteers to assist Reem with the organisation of upcoming social events. Ideally the next social event should be organised to take place before the end of the Autumn term, and this will be easier to achieve with more volunteers on board to help with the organisation. It was also proposed that the RSRs should organise their own social event as a team building exercise, and GS has expressed interest in helping to organise this.</p> <p><b>ACTION: Email to be circulated to recruit one RSR from each R&amp;T department to help with the organisation of social events (RA).</b></p> <p>vi) RSR recognition of outstanding contributions</p> <p>A small group of the RSRs have been heavily involved in a number of projects to help improve the student experience across the Institute and beyond, and the department would like to formally recognise their hard work and valuable contributions over the past year.</p> <p><b>ACTION: Certificates for outstanding contributions to be awarded to Lucy Karwatowska, Gabriela Toledo, Emeline Rougeaux, Amanda Clery, Antonio Greco and Fatimah Almousawi (SF/RDO).</b></p>
9	<p><b>GOS ICH Equality, Diversity and Inclusion (EDI) and Race Equity Group update</b></p> <p>i) EDI update (JC, EDI Committee Chair)</p> <p>Despite the student body forming a large proportion of the Institute, response rates to EDI surveys tend to be very low from students. It was reiterated that every effort should be made to ensure students are aware that the EDI Committee is for students as well as staff, and</p>

	<p>that the EDI Committee strongly welcomes any feedback on issues which specifically impact students.</p> <p>An update was given on the prayer rooms available for students studying at the Institute – there is one prayer room available for use in GOSH and another prayer room is available in the School of Pharmacy for any students attending teaching sessions at the Wolfson Centre. Progress on having onsite prayer space available within the main building at ICH is ongoing.</p> <p>ii) EDI Committee Student Representative Feedback (TA, EDI RSR)</p> <p>Vania de Toledo, Mentoring Focus Group Lead, has confirmed there are not enough mentors of BAME ethnicity to be able to implement a BAME mentoring scheme. Instead, the Focus Group is aiming to train as many mentors as possible on issues that are specifically relevant to BAME students. The Race Equity Group has been introduced at ICH with LB acting as the Student Representative. A request was made for more volunteers to join the EDI Committee which has a number of roles available to PhD students. Additionally, it was suggested that a student representative could be assigned to cover issues specifically relating to carer responsibilities. It was agreed that a call for expressions of interest to join the EDI Committee should be circulated to all PhD students via the RDO.</p> <p><b>ACTION: Email requesting expressions of interest for EDI roles to be circulated to students via RDO (TA).</b></p> <p>iii) Race Equity Group update (LB, REG RSR)</p> <p>The Race Equity Group (REG), led by Lola Solebo and Terrie Fiawoo, was formed in response to the death of George Floyd in 2020. The group forms a subset of the EDI Committee to tackle the challenges of racial inequality at GOS ICH and assist in formulating and implementing an Action Plan to address these. A summer event was successfully run last term, as well as two events during Black History Month. There will be a follow up session on ‘resilience’ in response to feedback received.</p> <p>The REG recognises the need for more targeted objectives for racial inequality issues impacting students at the Institute. The 12-month action plan for teaching and education will be led by JS and LB and will focus on the following three areas:</p> <ul style="list-style-type: none"> <li>i) Information will be gathered on race-related issues specific to the PGR cohort (e.g. decolonisation of accepted literature and sensitivities in supervision). Existing surveys (e.g. PRES) may be used and Focus Groups will be setup if there is enough demand to target specific areas.</li> <li>ii) The use of the BAME toolkit, developed by Rachelle Burgess (Faculty BAME Attainment Gap Lead), will be monitored in taught courses to assess its suitability and adaptability to apply to the PGR cohort.</li> <li>iii) Student employment destination data from various sources (e.g. UCL Careers data, the Alumni Survey and Research Fish) will be analysed to identify any employability and attainment gaps.</li> </ul> <p>LB welcomed any feedback or comments relating to the proposed action plan for teaching and education.</p>
10	<p><b>AOB</b></p> <p><u>Appointment of Lead Department Student Representative</u></p> <p>Congratulations were given to LK on being elected as the new Lead RSR for 2021/22. A proposal was made for a Deputy Lead position to be created, which is strongly supported by the department given the large size of the PGR cohort and the breadth of projects undertaken by the RSRs. It was reiterated that although the Deputy Lead may be required to</p>



	<p>step up on occasion, they would not automatically be nominated as the next Lead RSR should a vacancy arise.</p> <p>It was suggested that RSRs should be required to put themselves forward for the Lead and Deputy positions before they are nominated via a departmental election. It was reiterated that it is a UCL requirement for the Department to appoint a Lead RSR, and that a lack of interest in the role can result in students being elected to the position without having volunteered first (e.g. picking names out of a hat). It is hoped that the assistance of a Deputy Lead may encourage students to come forward for the Lead RSR role in future years.</p> <p><b>ACTION: Division of Lead and Deputy Lead responsibilities to be discussed and a Deputy Lead role description to be drafted for approval by CT (LK, CC).</b></p> <p><b>A call for expressions of interest for the Deputy Lead position to be circulated to RSRs once the role description and recruitment process has been finalised (RDO).</b></p>
11	<b>Date of Next Meeting</b> – 2021/22 dates to be confirmed

Summary of Action Points: Date of Meeting	Item	Action	By Whom	Status
24/06/2020	6	CT to share link to Psychology student well-being support system for students once this becomes available.	CT	O
09/11/2020	7	CT to discuss with JS about how to approach creating a local database for aligning PhD students to MSc courses for remote teaching.	CT	O
09/11/2020	10	PM to discuss Open Access funding issues from BRC perspective with LT.	PM	O
09/11/2020	10	AS to arrange meeting with Jane Simmonds, Joe Budd and Mike Rowson to discuss potential approaches for PhD internships.	AS	O
24/03/2021	5 i)	CT/RDO to contact Kasia Bronk (Acting Head Researcher Experience) to make the requests regarding a course listings/directory and Bloomsbury PG Network courses to be added on Inkpath.	CT, RDO	O
24/03/2021	7 ii) b)	CT to contact Grazia Manzotti for clarification about open access publishing process and where to find information about which publishers have open access publishing agreements in place with UCL.	CT	O
24/03/2021	7 iii)	AS to raise MSc auditing issue with Doctoral School.	AS	O
24/03/2021	7 iv)	AS to discuss RSR feedback on thesis publications at Faculty level and with the Doctoral School.	AS	O

24/03/2021	9	CT to ask Ludi Capelan about potential for reinstating GOS ICH workshops about how to deal with bullying in the workplace.	CT	O
14/06/2021	6	Email reminder to students about the departmental open-door policy.  Faculty TC guidance to be forwarded onto RSRs for comments once updated guidance is available.  Document B to be revised with details of where reports should be submitted and/or uploaded with hyperlinks to online forms, where applicable, and revised version to be circulated to students and supervisors once finalised.	PG Tutors  AS  SF, RDO	O  C  C
14/06/2021	7 a)	RSRs to contact the EDI Wellbeing Focus Group for advice on running wellbeing events.  RSRs to provide SF with a proposal of student events with an indication of whether they are academic, social, or a mix of both, as well as an estimate of cost per event.	RSRs  RSRs	O  C
14/06/2021	7 b) i)	Online survey to be made available for sharing, and Chloe Li, Faculty RSR, to be contacted to facilitate circulation of student survey across the Faculty.  Student feedback regarding theses including publications to be discussed with the Doctoral School and raised at UCL RDC.  An open letter to be drafted for circulation to supervisors, subject to approval by CT, to gauge whether senior staff agree that students should be able to include their own publications in the main body of their thesis, and to gather insights about their experience of this issue in other universities.  Clarification to be sought about processes at LSHTM for including publications in main body of thesis, and the distinction in approval processes between open and closed access journals.	LK, CC  AS  RSRs, CT  LW	C  O  C  O
17/11/2021	5 a)	Including publications in thesis to be added to agenda for updates at next SSCC meeting.	AM	O
17/11/2021	5 b)	PGTA survey to be re-circulated to PhD students with an extended deadline of Monday 22 <sup>nd</sup> November 2021. Announcement to be made on the PG Moodle page to remind students to complete the survey.	SF	C
17/11/2021	5 c)	RSRs to provide feedback to JS on which types of MSc auditing access are most appropriate to meet the needs	RSRs	O

		of PhD students so that this information can be shared with Module Leads.  JS to ask Sarah Bathie to contact Module Leads in relation to providing confirmation that their MSc modules can be audited and which types of auditing access are available for each module.	<b>JS</b>	<b>O</b>
<b>17/11/2021</b>	<b>8 ii)</b>	QR codes for the student social groups on Whatsapp to be advertised via posters and Moodle.	<b>RSRs</b>	<b>O</b>
<b>17/11/2021</b>	<b>8 iii)</b>	Strategies to be considered to help encourage PhD students to participate in the skills talks as part of the Skills Exchange Programme.	<b>RSRs, RTDRs</b>	<b>O</b>
<b>17/11/2021</b>	<b>8 iv)</b>	Institute level 3MT competition date to be circulated as calendar invitation once date is finalised.  Strategies to encourage male contestant participation to be considered.	<b>SF</b>  <b>RSRs</b>	<b>C</b>  <b>O</b>
<b>17/11/2021</b>	<b>8 v)</b>	Email to be circulated to RSRs to recruit one volunteer from each R&T department to help with the organisation of social events.	<b>RA</b>	<b>O</b>
<b>17/11/2021</b>	<b>8 vi)</b>	Certificates for outstanding contributions to be awarded to Lucy Karwatowska, Gabriela Toledo, Emeline Rougeaux, Amanda Clery, Antonio Greco and Fatimah Almousawi.	<b>CT, SF, RDO</b>	<b>O</b>
<b>17/11/2021</b>	<b>9 ii)</b>	Email requesting expressions of interest for EDI roles to be circulated to students via RDO.	<b>TA</b>	<b>O</b>
<b>17/11/2021</b>	<b>10</b>	Division of Lead and Deputy Lead responsibilities to be discussed and a Deputy Lead role description to be drafted for approval by CT.  A call for expressions of interest for the Deputy Lead position to be circulated to RSRs once the role description and recruitment process has been finalised.	<b>LK, CC, CT</b>  <b>RDO</b>	<b>O</b>  <b>O</b>