

**MATHEMATICAL INSTITUTE
CONSULTATIVE COMMITTEE FOR GRADUATES**

Meeting of the Consultative Committee for Graduates on
Tuesday 24 October 2023 at 1pm in N4.01 Board Room.

AGENDA

Members of the Consultative Committee for Graduates will be asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the item in question. All interests so disclosed will be recorded in the minutes of the Committee. If the chair of the meeting deems it appropriate, the member shall leave the room for all or part of the committee's discussion of the matter. Committee members are also reminded of the requirements of the Public Sector Equality Duty.

Ordinary business ('above the line')

1. Welcome and apologies (Chair)
2. Conflicts of Interest and Public Sector Equality Duty reminder (Chair) *[Item 02]*
Pages 3-9
3. Policy and Guidance on Student Engagement and Representation (Chair) *[Item 03]*
Pages 10-28
4. Minutes of the Consultative Committee for Graduates held on 09 May 2023 (Chair) *[Item 04]*
Pages 29-31
5. Matters Arising (DHAA)
 - a. Junior seminar funding
 - b. Earlier buddy lunch date
 - c. Graduate Research Student Handbook circulation
 - d. CCG student members requesting agenda items
 - e. Keeping DPhil personal webpages updated
 - f. Bulletin job advert circulation
6. Chair's Business (Chair)
7. Contributing to the Department Award (DHAA)
8. Advertising CCG to the wider department (DHAA)
9. MPLS Committee update (MPLS representative – Patrick Nairne)
10. Items from student representatives
 - a. Clashes between lecture courses
11. Any Other Business

Items for approval or report without discussion ('below the line')

12. Radcliffe Science Library Report Michaelmas Term 2023 *[Item 12]*

Pages 32-34

Date of Next Meeting – Tuesday 30 January 2024, 1pm

CONSULTATIVE COMMITTEE FOR GRADUATES

Conflicts of interest

(a) Summary

The University's Conflict of Interest Policy includes guidance about the management of conflicts within committee business. It recommends that the issue of what a conflict is, and how it should be managed, should itself be an item on the agenda of each committee at its first meeting of the academic year.

The [Conflict of Interest Policy](#) was last revised in Trinity Term 2023, when information was added about: the role of the Conflict of Interest Advisory Group; the handling of undisclosed conflicts; and linked policies and regulations. Supporting resources including: examples of how to manage conflicts, guidance for different situations and links to training courses have also been updated and are available on the [University website](#).

(b) Action required of the Committee

In accordance with the University's Conflict of Interest Policy, the Committee is asked to **note** the information provided on recognising and managing conflicts of interest in relation to committee business.

(c) Key issues

How to recognise a conflict of interest

The following extract from the Conflict of Interest Policy provides information on how to recognise a conflict of interest (Section 5. Recognising Conflicts of Interest):

- 5.1. A conflict of interest arises where the commitments and obligations owed by a member of staff or student to the University or to other bodies, for example a funding body, are likely to be compromised, or may appear to be compromised, by: a) personal gain, or gain to immediate family (or a person with whom the staff or student has a close personal relationship)¹, whether financial or otherwise; or b) the commitments and obligations that person owes to another person or body.
- 5.2. There can be situations in which the appearance of conflict of interest is present even when no conflict actually exists. Thus it is important for all staff and students when evaluating a potential conflict of interest to consider how it might be perceived by others. Apparent or perceived conflicts of interest can be as damaging as actual conflicts of interest.
- 5.3. In order to recognise actual or perceived conflicts of interest, key interests need to be identified. Within the scope of this Policy, there are three main dimensions to be considered:

Dimension 1: roles and relationships

Actual or potential conflicts generally arise from:

- roles or activities involving parties outside the University;
- roles held by staff and students outside the University;
- multiple roles held by staff and students inside the University Group including in subsidiaries and joint ventures;
- committee membership and roles involving decision-making in or on behalf of the University, departments, faculties or other units; and
- close personal relationships.

Dimension 2: activities giving rise to potential conflicts

¹ For the purpose of this policy, 'immediate family' is defined as follows: spouse or civil partner, son, daughter. However, the 'close personal relationship' giving rise to an interest could extend to the following (this is not intended to be an exhaustive list): unmarried partner, parent, brother, sister, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, the (unrelated) child of an unmarried partner, as well as half and step members of family.

Actual or potential conflicts generally arise from:

- spinouts and other companies in which staff and students have an interest;
- intellectual property;
- procurement;
- complex commercial transactions and arrangements;
- conduct and funding of research;
- external activities and appointments;
- admissions; and
- recruitment.

Dimension 3: financial and non-financial conflicts

Conflicts of interest may be financial, non-financial or both.

Financial conflicts of interest

- 5.4. A financial conflict of interest, for the purposes of this Policy, is one where there is or appears to be opportunity for personal financial gain, financial gain to close relatives or close friends, or where it might be reasonable for another party to take the view that financial benefits might affect that person's actions. A conflict will arise if the financial interest might provide, or be reasonably seen by others to provide, an *incentive* to the individual which affects their actions and where they have the *opportunity* to affect a University decision or other activity (because for example they are the decision-maker or the principal investigator on a research project).
- 5.5. 'Financial gain' or 'financial interest' means anything that has monetary value, including but not limited to:
 - payments;
 - benefits in kind;
 - hospitality and/or gifts;
 - forgiveness of debt;
 - discounts, bonuses or other favourable contract terms;
 - equity interests (e.g. stocks, stock options her ownership interests); and/or
 - intellectual property rights (e.g. patents, copyrights and royalties from such rights).
- 5.6. The level of financial interest is not the determining factor as to whether a conflict should be disclosed. What might be 'not material' or 'not significant' for one person might be very significant for another. Good practice in many situations will mean the declaration of 'any' financial interest, however small.
- 5.7. The identification and management of conflicts of interest has become even more important in light of the significantly-increased level of financial and reputational risk arising from complex, high-risk, commercial transactions and arrangements.
- 5.8. An example of a financial conflict of interests which should be avoided rather than managed is that members of the University should not offer paid services to student applicants that are additional to their work for the collegiate university.
 - For examples of conflicts involving financial interests, see the guidance online (which includes specific guidance on spinouts and procurement decisions).
<https://compliance.admin.ox.ac.uk/governance/integrity/conflict/policy> (Appendix A)
<https://compliance.admin.ox.ac.uk/governance/integrity/conflict/examples>

Non-financial conflicts of interest

- 5.9. Non-financial interests can also come into conflict, or be perceived to come into conflict, with a member of staff or student's duties, obligations or commitments to the University. Such non-financial interests may include any benefit or advantage, including, but not limited to, direct or indirect enhancement of an individual's career or education, or gain to immediate family (or a person with whom the person has a close personal relationship).

- 5.10. Ensuring that these conflicts of interest do not result in decisions or actions that can be called into question is particularly important for business propriety, supporting the University's charitable status, and conducting research that conforms to the expected ethical and academic standards.
- 5.11. In order to identify potential conflicts of interest, students and staff should consider who they are acting for, and whether there are any competing motivations or interests that could influence them, or be seen to influence them.
- For examples of conflicts involving non-financial interests, see the accompanying guidance online (which includes specific guidance for UG Admissions, Graduate Admissions and Personnel Services).
<https://compliance.admin.ox.ac.uk/governance/integrity/conflict/policy> (Appendix A)
<https://compliance.admin.ox.ac.uk/governance/integrity/conflict/examples>

How conflicts of interest relating to committee business should be managed

Paragraph 6.6 of the Conflict of Interest Policy recommends that committees adopt the practice of including the following statement – or something similar – in each agenda:

'Members and regular attendees of [Name] Committee will be asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the item in question. All interests so disclosed will be recorded in the minutes of the Committee. If the chair of the meeting deems it appropriate, the member shall absent themselves from all or part of the Committee's discussion of the matter.'

This requires committee members to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the item in question. The chair has discretion to require that committee member to absent themselves from all or part of the Committee's discussion of the matter.

(d) Further information

Further information on conflicts of interest can be obtained from the Secretary of the Conflict of Interest Committee (coisec@admin.ox.ac.uk).

CONSULTATIVE COMMITTEE FOR GRADUATES

Public Sector Equality Duty

(a) Summary

The University is considered a “public authority” for the purposes of the Equality Act 2010 and must therefore have “due regard” to the Public Sector Equality Duty (PSED) when formulating policies and taking individual decisions. This will enable the University better to embed equality considerations into its day-to-day work, improving decision-making and fostering a more supportive culture. On the other hand, failure to consider the PSED may result in regulatory action by the Equality and Human Rights Commission or legal claims as well as reputational harm and wasted resources. Please see edu.admin.ox.ac.uk/legal-framework for further information on the Public Sector Equality Duty.

(b) Action for the committee

The committee is asked to **note** the information in this paper and to **take the steps set out below** in exercising its remit.

(c) Key Issues

1. Role of Committees in respect of the PSED

A committee has the following role in respect of the PSED:

- ❖ The Committee is responsible for ensuring that “due regard” has been had to the equality duty throughout the process of policy development and at the point decisions are made.
- ❖ The Committee’s papers should contain PSED analysis and points for consideration or explain why these are not relevant. Responsibility for carrying out equality analysis lies with the individual or team developing the policy proposals. The Chair should ensure that all papers include sufficient information on equality impact to inform the Committee’s decision. There is detailed guidance for policy teams and committees at edu.admin.ox.ac.uk/equality-analysis (under “Resources”).
- ❖ Committees should scrutinise PSED analysis and raise any concerns before approving the proposals in a paper.
- ❖ Committees should be prepared to request further explicit PSED analysis if it appears to be insufficient or missing before approving proposals in a paper.
- ❖ Committees should agree a process for maintaining a record of their decisions and recommendations in relation to equality impact.

Guidance on how to carry out equality analysis is provided in the rest of this paper.

2. The Three Aims of the PSED

As a public authority, the University must, in the exercise of its functions, have due regard to the need to:

1. eliminate discrimination, harassment, victimisation or any other prohibited conduct;
2. advance equality of opportunity between persons who share a relevant protected characteristic² and those who do not, by:
 - a. removing or minimising disadvantages suffered by people with various protected characteristics;
 - b. taking steps to meet the needs of persons with a relevant protected characteristic where they are different from the needs of other people; and
 - c. encouraging persons with a relevant protected characteristic to participate in public life or other activities where their participation is low;

² **Protected Characteristics** include: Age, Disability, Gender Reassignment, Marriage and Civil Partnership (only in relation to eliminating discrimination in employment), Pregnancy and Maternity, Race (including colour, nationality and ethnic or national origins), Religion or Belief (including lack of belief), Sex, Sexual Orientation

3. foster good relations between persons who share a relevant protected characteristic and those who do not, by:
 - a. tackling prejudice; and
 - b. promoting understanding between people in different groups.

3. When does the Duty apply?

“In the exercise of its functions” means that – in theory – the PSED applies to any and every decision made by a public body. In the context of the University it should be considered for all decisions which are likely to directly or indirectly affect staff, students or others, and both to new decisions and to those being reviewed. We have used the word “decision” but this must be understood broadly – the duty applies for any policy / practice / decision / function etc implemented at all levels of the University.

4. Relevance

As the application of the PSED could therefore be extremely broad, policy developers should take a proportionate approach. “Due regard” means the level of consideration that is appropriate in all the circumstances and depends on both relevance and significance. Policy developers should make a preliminary judgement as to whether the PSED is relevant to the decision in question, the likely risk and the level of scrutiny required. This can be done by considering whether a positive or negative impact on equality is likely under any of the three separate aims of the equality duty, and by having regard to any relevant contextual factors, for example:

- a) Will the decision involve the allocation of significant financial or other resource or a major policy change?
- b) Will the decision have an impact on people? How many, and how significantly? Is it likely to affect people with particular “protected characteristics” differently?
- c) Does it relate to a major and/or sensitive policy area (e.g. recruitment, student admissions, redundancy, harassment, health and safety, staff or student welfare services)?
- d) Does it relate to an area with known under-representation or differential outcomes (e.g. admissions, assessment, recruitment)? Is there a risk of triggering new equality gaps in these areas?

If the PSED is considered irrelevant to the decision, the policy developer should make a note of their assessment and include a brief summary of their conclusions in the relevant section of the committee paper. This will be of particular importance in sensitive or high-risk policy areas which are more likely to be subject to challenge. Policy notes and the summaries for committee papers should be retained in case the University is required to provide evidence of its compliance with the equality duty and/or to inform subsequent policy development and review.

If the PSED is deemed relevant, further analysis should be carried out to assess the nature and extent of the potential impact on equality. The EDU and LSO have provided a checklist to guide policy developers through their consideration of each aspect of the PSED and to serve as a record of their findings. This checklist could be included as an annex to the committee paper to provide evidence of due regard and inform the committee’s decision-making process.

Where the equality impact is likely to be significant and/or negative, a more detailed assessment will be required. This is likely to involve the collection and analysis of equality data and other evidence. Policy developers are advised to record their assessment on the PSED checklist and to seek advice from the EDU if required: contact equality@admin.ox.ac.uk

The checklist and committee paper templates are provided (under “Resources”) at: edu.admin.ox.ac.uk/equality-analysis

5. Evidence & Consultation

In assessing the decision’s potential impact on equality and people with different protected characteristics, it may be necessary to draw on available evidence, which could be any combination of local, national, international or sectoral. See edu.admin.ox.ac.uk/equality-analysis for advice on accessing equality data.

If the decision is likely to have a significant impact on staff and/or students and/or groups with protected characteristics, it may be advisable to undertake targeted consultation. The EDU can advise on and help with this: contact equality@admin.ox.ac.uk

6. Assessing equality impact

Questions that should be considered, and recorded where appropriate, include:

- a) Which protected groups might be affected – either positively or negatively – by the decision?
- b) Are there issues of “intersectionality” between different protected characteristics – e.g., could the impact be greater on older or younger people of different sexes and ethnicities?
- c) Are there any means of remedying or mitigating a potential negative impact?
- d) If there are no remedies, can the negative impact be justified?
- e) If the negative impact is justifiable, what evidence is there to support that conclusion?
- f) Could the decision have a positive impact on equality and, if so, what steps would need to be taken to achieve this and would it be proportionate to do so?

7. Recording the outcome

A record of the assessment of equality impact should be kept from the earliest stages of policy formulation and relevant analysis included in committee papers and minutes (templates available at edu.admin.ox.ac.uk/equality-analysis under ‘Resources’). Committees are advised to discuss and agree a process for maintaining an accessible record of their decisions on equality impact and of their recommendations for mitigating negative impact, promoting positive impact, and for reviewing the impact of implementation.

These records may be required in the event of a legal or other challenge and may be disclosable under Freedom of Information legislation.

8. Due Regard

Case law has set out the following principles for determining if “due regard” has been had to the PSED:

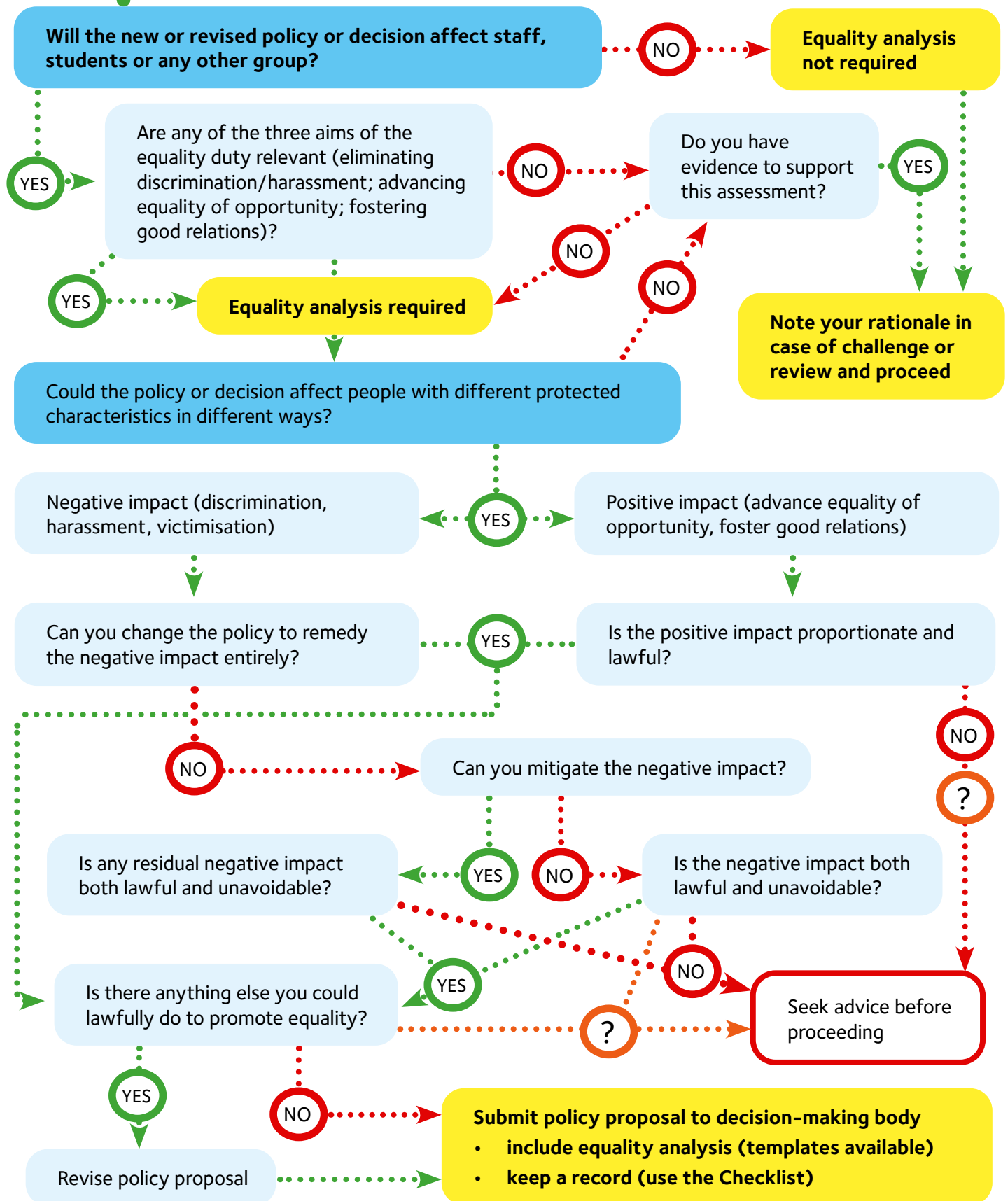
- ❖ “Due regard” is the level of consideration that is appropriate in all the circumstances.
- ❖ Equality issues should be considered to be equally as important as financial and other considerations.
- ❖ Each of the three aims of the equality duty must be considered consciously, separately and equally.
- ❖ The duty must be exercised in substance, with rigour and an open mind in such a way that it could have an influence on the outcome – not as a retrospective or tick-box exercise.
- ❖ The consideration must be based on sufficient evidence.

The PSED is described as “a continuing duty”, meaning that it must be considered throughout the process of policy development, at the point at which a decision is made, and during implementation. The policy or decision may need to be reviewed and, potentially, amended in response to challenge or new information on equality impact.

(d) Further information

Further resources, including guidance, a checklist and templates for committee papers and minutes prepared by the EDU and LSO are available at edu.admin.ox.ac.uk/equality-analysis. Further information on the PSED can be obtained from the Equality & Diversity Unit (equality@admin.ox.ac.uk) or Legal Services (lsoweb@admin.ox.ac.uk).

Equality Analysis Flowchart



Protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership

Protected characteristics:

- Pregnancy and maternity
- Race
- Religion & Belief
- Sex (Gender)
- Sexual Orientation

Guidance and resources: edu.admin.ox.ac.uk/equality-analysis

- Checklist
- Guidance
- Templates

- Equality data
- Advice from EDU



Policy and Guidance on student engagement and representation

Education Committee

Valid from Michaelmas term 2015

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Version history

1.0	July 2015	Original publication	Approved by Education Committee
1.1	September 2016	Minor updates	Updates to Annex A and correction of policy review date. Approved on behalf of the PVC (Education)
1.2	August 2017	Minor updates	Updates to Annex A, insertion of requirement for departments to discuss fee change proposals with students via JCCs in para 4.2 and addition of para 9.2 re departmental reviews. Approved by the PVC (Education).

1.3	September 2018	Minor updates	<p>Addition of para. 10.6 to clarify that committees responsible for joint schools should consider student evaluation and feedback specific to the joint school.</p> <p>All references to OUSU changed to Oxford SU.</p> <p>Approved by the PVC (Education).</p>
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1. Background

- 1.1. This document sets out the Education Committee policy on student engagement and representation and provides guidance for students and staff on supporting engagement and representation at all levels. It incorporates sector expectations in the form of the UK Quality Code, in particular *Chapter B5: Student engagement*.
- 1.2. This document is developed from the recommendations of the Student Representation Working Group which reported to Education Committee in Trinity Term 2013 and the subsequent work done by the Quality Assurance Subcommittee on department student representation. This document identifies the key policy aims which underpin the recommendations and sets the recommendations within the wider policy framework of student engagement and representation at division and University level.
- 1.3. In this document all references to department should be read as also referring to faculties. All references to students refer to student members of the University.
- 1.4. This document does not cover student representation in colleges. Where issues about college provision arise through student representative structures in departments, departments should make clear to students the various routes by which these may be taken forward (e.g. by students directly with the relevant college, or, for matters across colleges in general, by the department via the Conference of Colleges' Senior Tutors' Committee or Graduate Committee).

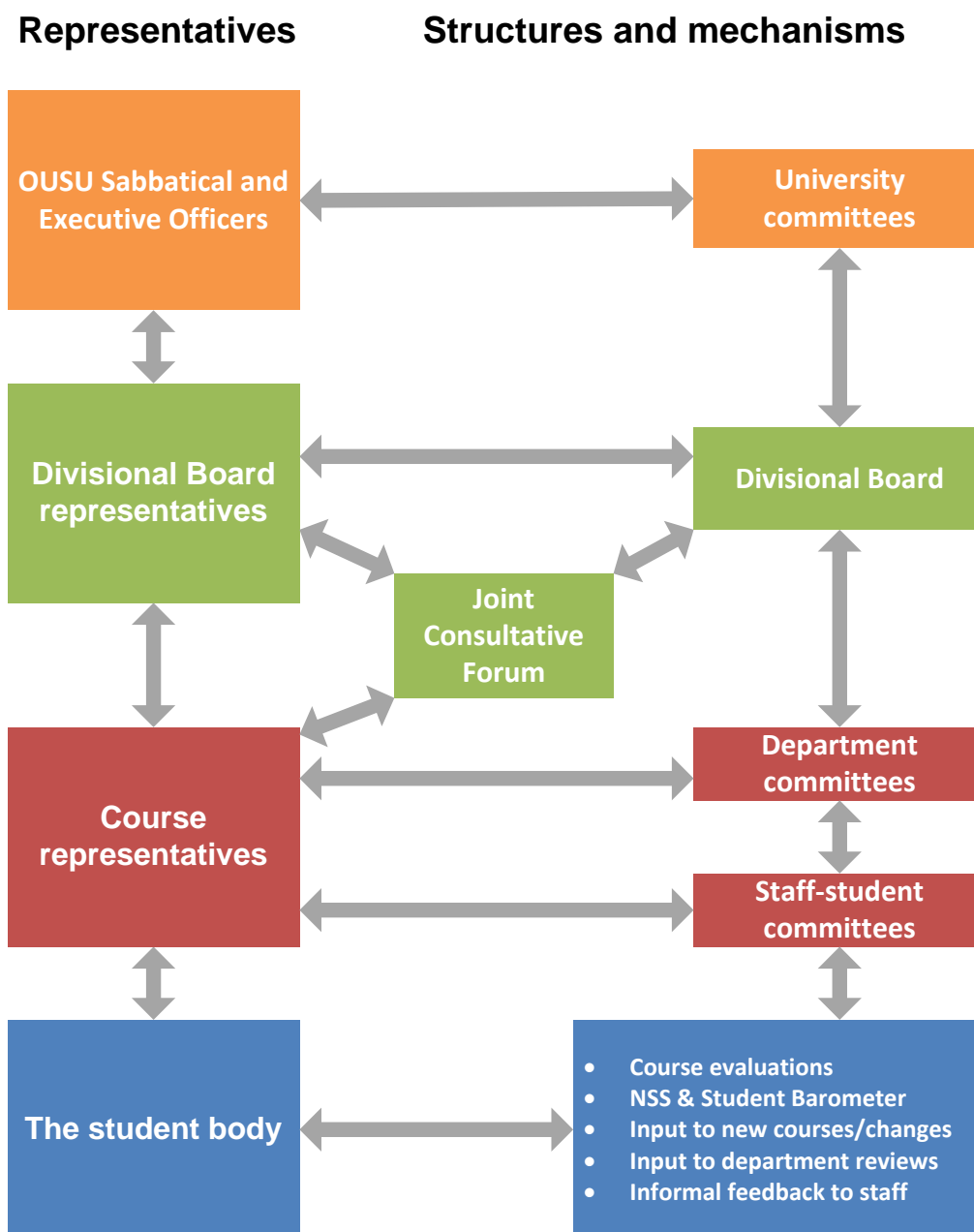
2. Policy aims

- 2.1. Education Committee and Oxford University Student Union (Oxford SU) together are committed to engaging students in the improvement of their educational experience.
- 2.2. Students can engage in a number of ways:
 - as course representatives and representatives on department, division and University committees, or by interacting with their student representatives;
 - by providing individual and collective feedback on their learning and wider student experience through surveys and other means (including consultation exercises);
 - through engagement in key quality assurance and enhancement processes including reviews and course approval.
- 2.3. Through this document Education Committee and Oxford SU aim to ensure that:
 - every student at every level of every course will have access to representation, and as a result, will be able to influence their learning and wider experience through their representatives;
 - student representatives and staff working with them are aware of their responsibilities;
 - student representatives are supported and trained in their roles;
 - staff-student committees are forums for two way dialogue and consultation;
 - student representatives on all committees are empowered to raise issues and make meaningful contributions to discussions;

- every student has a chance to provide feedback individually and anonymously on their learning and wider experience at relevant points in their course of study;
- feedback is analysed and any issues raised are addressed through department, division and University processes in a timely and effective way, always ensuring that the outcomes are fed back to the student body;
- students are empowered to engage meaningfully with key quality assurance and enhancement processes.

3. Overview of student representation

- 3.1. The student representation system has been developed in partnership by the University and Oxford SU. Partnership means that students should be involved in decisions affecting them and opportunities should be available for students and staff to work together to enhance the educational experience.



- 3.2. The broad pattern of representation, shown in the diagram above, is in place across the University. Student representative structures in individual departments, however, may vary, reflecting the diversity of organisational structures and the different size and composition of student bodies. This policy is intended to set a flexible framework, and allowing local representation structures to be tailored to the student body they serves.
- 3.3. Oversight of the University's system of student representation is the responsibility of the Pro-Vice-Chancellor (Education) on behalf of Education Committee and Oxford SU's Vice-President Access and Academic Affairs and Vice-President Graduates on behalf of Oxford SU Council.

4. Departmental student representation

- 4.1. Every department should have in place a system of student representation agreed with their student body.
- 4.2. The exact details of the system that a department agrees with its student body will vary according to local circumstances (for example, the proportion of a department's students on joint schools). The features of the system should normally include the following:
 - a staff-student committee, normally a Joint Consultative Committee (JCC) and a Graduate Joint Consultative Committee (GJCC);
 - a number of 'course representatives' based either upon cohorts, courses, colleges, or a combination, as is appropriate. These students will be the members of the department staff-student committee (JCC and GJCC or equivalent);
 - undergraduate and graduate course representatives at both department board and academic committee levels. This is with an understanding that some business will need to be 'reserved';
 - graduate representation will be arranged to ensure adequate representation of both postgraduate research and postgraduate taught students;
 - adequate representation arrangements for joint school students where relevant, for example, by dedicated course representative(s) or through the establishment of a specific forum;
 - representation arrangements for part-time students.
- 4.3. Course representatives should also be included on other relevant department committees, including course committees where in place, whose remit is of direct relevance to the student experience.
- 4.4. Designated course representatives might also be considered in relation to other specific student groups, such as disabled students, mature students, international students or functions, such as access and outreach, where appropriate.

Selection of course representatives

- 4.5. Course representatives should be democratically elected on an annual basis by the student body. Department staff should assist with the publicity and administration of elections.
- 4.6. In some cases it may not be feasible for course representatives to be elected and an alternative system may need to be put in place, for instance, a system of open nomination. Where this is the case the process of nomination should be publicised as widely as possible by department staff to ensure all students are aware of the opportunity to participate. Course representatives should not be selected by staff.
- 4.7. Once course representatives are selected, their contact details should be passed to Oxford SU (ARO@oxfordsu.ox.ac.uk) along with details of the constituency they represent, for example, first year undergraduate students, joint school students etc.

Administration and communication

- 4.8. Departments will need to maintain a record of current course representatives, and publicise their details through the department Weblearn site or website as appropriate. Any changes in representatives through the year should be communicated to Oxford SU (ARO@oxfordsu.ox.ac.uk).
- 4.9. Information about the student representation system in place should be provided by departments as part of student induction and should be included in course handbooks. New staff joining the department should also be introduced to the student representation system as part of their induction.
- 4.10. Departments should provide course representatives with access to email lists for, or other electronic means of communicating with, students in their department, enabling them to contact their constituents regularly. This may be indirect, via a department administrator.

Responsibilities

Course representatives

- 4.11. Course representatives should:
- regularly seek out the views and opinions of the students they represent on all matters concerning their student experience;
 - bring course-level issues and concerns raised by the students they represent to meetings of the JCC/GJCC or equivalent;
 - attend and contribute, as far as possible, to any other meetings with staff to which they are invited;
 - ensure that they are prepared for meetings by reading papers and consulting with the students they represent on the issues to be discussed;
 - provide feedback back to the students they represent on the outcomes of meetings;
 - liaise with other course representatives to form a picture of the views of the department student body;
 - attend training for course representatives provided by Oxford SU.
- 4.12. From amongst the departmental cohort of course representatives the following specific responsibilities should be distributed:
- the chairs or co-chairs of the JCC and GJCC, or the course representatives involved in the agenda setting for these bodies;
 - the link to the divisional board representatives (see section 5) and Oxford SU;
 - the co-ordination of communication with the student body of key updates from the JCC/GJCC or equivalent and matters passed on by the Divisional Board representatives;
 - representation on other departmental committees.

- 4.13. How these responsibilities are allocated may vary depending on the size and complexity of the department, and in some cases a lead department student representative may be identified to take on several of these responsibilities.

Department staff

- 4.14. Departments should identify a lead administrative contact who is responsible for effective administration of the student representation system, including the following responsibilities:
- acting as first point of contact for student representatives for all administrative matters, for example, meeting arrangements, communicating with the student body etc.;
 - administration of JCC/GJCC meetings including the preparation and distribution of papers and publication of minutes;
 - communicating with Oxford SU regarding the names and contact details of course representatives.
- 4.15. Departments should identify a lead academic or academics (it may be more likely to have separate leads for undergraduate and graduate matters where these are operated through a JCC and GJCC) responsible for the effective operation of the student representation system including the following responsibilities:
- acting as first point of contact with course representatives regarding any issues or concerns they wish to raise through the JCC/GJCC or other mechanisms as appropriate.
 - acting as first point of contact for students and staff regarding the operation of the student representation system, including any complaints regarding course representatives.
 - chairing, co-chairing or supporting course representatives in setting the agenda for the JCC/GJCC, as appropriate.

Support and training

For course representatives

- 4.16. Oxford SU offers training and support to all new and returning course representatives on an annual basis. They also provide support and guidance to course representatives in relation to specific issues.
- 4.17. The relevant Director of Studies and chair of the JCC/GJCC (if these are not the same person) should meet with all new course representatives after their selection, along with the relevant department administrator. Alternate forms of induction should be in place for part-time students where necessary.
- 4.18. Wherever possible, departments should encourage and facilitate a direct handover process between cohorts of course representatives.

For staff

- 4.19. Oxford SU have developed guidance for staff on supporting effective student representation.¹

Department student-staff committees (JCC/GJCC)

- 4.20. Department staff-student committees have a dual purpose. They are a forum for students to be proactively consulted on matters related to their educational experience and for students to raise issues they wish to be discussed. They are a venue for two-way dialogue between students and staff.
- 4.21. Staff-student committees are normally expected to take the form of a Joint Consultative Committee (JCC) and a Graduate Joint Consultative Committee (GJCC) and their membership should consist of all course representatives in the department. These should meet at least termly. The lead academic (see paragraph 4.14) should attend along with any other relevant staff.
- 4.22. In order to ensure full and effective student involvement in the JCC/GJCC one of the following three options should be in place: a student chair, a student co-chair, or a close working relationship between a designated student representative and staff chair. This student should be selected by agreement amongst the course representatives in the department (see paragraph 4.11).
- 4.23. Small departments may choose to operate a single JCC for all students or offer all-student meetings, but these should be organised in a way that still enables them to meet the substance of the terms of reference given below. Informal, ad hoc meetings are unlikely to be able to fulfil this requirement.
- 4.24. Secretarial support should be provided by the department, i.e. organisation of meeting room, preparation of the agenda with the Chair, taking notes and circulation of notes and actions. The agenda and notes from each meeting should be made available to all students through the department WebLearn site or website as appropriate.
- 4.25. JCCs should have clear reporting lines to relevant departmental committees and a transparent system should be in place to monitor matters referred and report back any action taken. Reporting mechanisms should be arranged to ensure the provisions of Statute XIII are taken into account relating to the right to consultation.²

Terms of reference

- 4.26. The following items should be incorporated into the terms of reference for all JCCs/GJCCs or equivalent.

¹ www.admin.ox.ac.uk/edc/policiesandguidance/pandgstudentengageandrep/

² *Statute XIII: Student Members: Other Provisions* - 'No recommendation from a joint committee with student members, or other body for consultation with student members, established under any statute or regulation or otherwise, shall be rejected without the student members of the committee or body having been given an opportunity of discussion with the body with which it is a joint committee or consultative body.' <http://www.admin.ox.ac.uk/statutes/787-121.shtml>

- To act as a two-way channel of communication between the department and its students on all aspects of their educational experience in the department.
- To refer matters raised through the representation system to the relevant department committee.
- To receive and comment on any changes planned by the department with respect to admissions, induction, teaching, and assessment as referred to them by any department committee.
- To comment on physical resources within or related to the department, for example, computer facilities, laboratory provision, library provision etc. and online resources.
- To comment upon safety within the department.
- To receive and consider analyses of and department responses to: the outcomes of course evaluation mechanisms, National Student Survey and the Student Barometer; student performance and outcomes; and annual reports of the Chairs of boards of examiners, external examiners reports.
- To receive and consider reports from department reviews, course reviews and professional, statutory and regulatory bodies (as relevant and when allowed by PSRBs).
- To receive and comment on proposals by the department for fees to be charged to future student cohorts.
- To review on an annual basis the effectiveness of the student representation system in the department including identifying any changes to the system.
- To discuss follow-up action resulting from previous JCC meetings, in particular any matter which was referred to other department committees
- To report to the [agreed committee (s)] by submission of notes/summary of each meeting of the JCC.

4.27. Additional terms of reference may be added as agreed by individual JCC/GJCCs.

5. Divisional representation

Joint Consultative Forums (JCFs)

- 5.1. Divisions may consider operating their own staff-student committee in the form of a Joint Consultative Forum. Their terms of reference should be informed by that given for departmental staff-student committees (paragraph 4.26).

Divisional Board representatives

- 5.2. Council Regulations 17 of 2002 'Regulations for Divisional Boards' includes provisions for the representation of students at Divisional Board meetings – one representative for undergraduate students and one for graduate students, who are entitled to speak but not vote. Responsibility for selecting Divisional Board representatives rests with Oxford SU Council. Divisional Board representatives serve a one year term and can stand for re-election if still eligible. Details of the selection process are published annually on the Oxford SU website.

- 5.3. Divisions should also invite Divisional Board representatives to attend other relevant divisional committees.

Responsibilities

- 5.4. Oxford SU expects that Divisional Board representatives should:
- consult with students within their division, via or in consultation with course representatives, to canvass opinion on proposed changes or alterations within the division;
 - consult with students within their division, via or in consultation with course representatives, to discuss issues or matters arising relating to their educational experience to bring to the meeting;
 - contribute to meetings, relaying the views of the students they represent during discussion and decision making;
 - submit a report on their activities to Oxford SU Council and attend Oxford SU Council meetings;
 - meet regularly with the Oxford SU VP Access and Academic Affairs to discuss University wide undergraduate issues and meet regularly with the VP Graduates for University wide graduate issues as appropriate.
 - attend other relevant divisional committees when invited, providing their timetable and workload allows.

Training and support

- 5.5. Oxford SU offers training and support to all new and continuing Divisional Board representatives on an annual basis.
- 5.6. Oxford SU provides all Divisional Board representatives with the contact details of the course representatives in the relevant departments.
- 5.7. Divisional officers arrange introductory meetings for new and returning Divisional Board representatives with the Head of Division and other key staff.

6. Continuing Education Board

- 6.1. Council Regulations 15 of 2002, 'Part 16: Continuing Education Board' includes provisions for the representation of students on the Continuing Education Board. Representatives are nominated from amongst student representatives on the academic committees of the Department for Continuing Education.

7. Representation relating to services

- 7.1. Student representatives should be involved in all committees which relate to student-facing services. Most services operate University level committees with student representatives (see Annex A). Committees for Library Provision and Strategy (CLiPS) operate at a divisional level, and also at department level or relate to a specific library.

8. University representation

- 8.1. Representation at the University level is provided for through direct election of the officers of Oxford SU. This is provided for within Statute XIII and takes into account the University's obligations under the Education Act 1994.
- 8.2. Any formal committee of the University which has direct relevance to the student experience should have appropriate student representation. The nature of that representation should be discussed with Oxford SU. Student representatives are in attendance at Council and are entitled to speak but not vote.³ Student representatives are members of relevant subcommittees of Council and are entitled to speak but not vote in accordance with Council Regulations 14 of 2002, part 2.3.⁴ Current representation arrangements are listed in Annex A.

9. Review and evaluation of the representative system

- 9.1. The review of the overall operation and effectiveness of the student representation system is a joint responsibility of Education Committee and Oxford SU. This is undertaken through an annual report to Education Committee and Oxford SU Council.
- 9.2. Education Committee expects that the effectiveness of arrangements for student representation in a department should be considered specifically in the six-yearly review of each department.

10. Student engagement in evaluation and feedback

- 10.1. The student representation system allows the student body to engage collectively with the evaluation and enhancement of their educational experience. The University also recognises individual student evaluation as an essential component of its systems and processes for the quality assurance and enhancement of the University's education provision.

Opportunities for students to provide evaluation and feedback

- 10.2. Every department should provide regular opportunities for all students – undergraduate and graduate - to provide individual feedback on their educational experience. At a minimum this should take place on an annual basis. For one-year courses it is good practice to provide an early opportunity for students to provide feedback on their experience. Student evaluation gives departments vital feedback on their teaching and course organisation, and how and where it could be improved.
- 10.3. The form this evaluation takes will vary between departments. It might for example, be through local course questionnaires, focus groups, or informal meetings with opportunities for one to one discussion. Departments should consult with their student body, through the JCC/GJCC, on the form and timing that student evaluation and feedback should take.

³ Council Regulations 13 of 2002 - www.admin.ox.ac.uk/statutes/regulations/1101-120.shtml

⁴ Council Regulations 14 of 2002 - <http://www.admin.ox.ac.uk/statutes/regulations/519-122.shtml>

- 10.4. Departments should ensure that students are informed of the outcomes of evaluations and are informed of the changes made as a result of the information they have provided. This should be in addition to consideration of the results and proposed actions at the JCC/GJCC.
- 10.5. The University gives students the opportunity to provide feedback individually and anonymously through the National Student Survey (NSS) and Student Barometer.
- 10.6. Committees responsible for joint schools (e.g. joint standing committees) should consider student evaluation and feedback specific to the joint school. This should include feedback through the NSS and Student Barometer where possible (the opportunity to do this may be limited for smaller joint schools, because small joint schools are typically combined with cognate subjects in student surveys to increase the likelihood of reaching reporting thresholds).

Use of student evaluation and feedback data in quality assurance and enhancement

- 10.7. The information gathered through student evaluation and feedback exercises is used in a number of quality assurance and enhancement processes:
- Annual monitoring processes (see the *Procedure for the annual monitoring of courses*⁵);
 - A multi-year analysis of NSS and Student Barometer data is included in the self-evaluation document of all department reviews; and
 - Other reviews, for example, course reviews.

11. Student engagement in quality assurance and enhancement

- 11.1. The University's *Policy and Guidance on new courses and major changes to courses (including closure)* requires that students are involved in the process of developing new courses or making major changes to courses.
- 11.2. The University's process for the review of departments and faculties involves a student member of the review team. Current students are also engaged in the process through meetings with the review panel.

12. Review of this policy

- 12.1. Education Policy Support, officers from the divisions and the Department for Continuing Education, and Oxford SU will review this policy on a biennial basis, drawing on the annual report to Education Committee and Oxford SU (see paragraph 9.1). The next review is due to take place during 2018-19.

⁵ www.admin.ox.ac.uk/edc/qa/pamc/

Annex A Student membership details for University-level committees, and for Conference of Colleges committees

See table overleaf.

Annex A Student membership details for University-level committees, and for Conference of Colleges committees					
University Committee	S/c of	No.	Status	Identity	Link
Council, main committees of Council and other committees reporting to Council					
Council	N/A	3	In attendance	(1) the President of the Oxford University Student Union; (2) the Vice-President (Graduates) of the Oxford University Student Union; (3) the Vice-President (Access & Academic Affairs) of the Oxford University Student Union;	http://www.admin.ox.ac.uk/statutes/regulations/1101-120.shtml
Education Committee (EdC)	Council	1	Member	(19), (20) the Vice-President (Access and Academic Affairs) and the Vice-President (Graduates) of the Oxford University Student Union.	http://www.admin.ox.ac.uk/statutes/regulations/520-122aa.shtml
General Purposes Committee (GPC)	Council	1	Member	(13) President of the Oxford University Student Union	http://www.admin.ox.ac.uk/statutes/regulations/520-122g.shtml
Planning and Resource Allocation Committee (PRAC)	Council	1	Member	one student member representative, selected by the Council of the Oxford University Student Union from among the student member representatives on [University] Council.	http://www.admin.ox.ac.uk/statutes/regulations/520-122t.shtml
Research and Innovation Committee	Council	2	Member	two graduate student member representatives, appointed by the Graduate Committee of the Oxford University Student Union, one from the Medical Sciences Division or Mathematical, Physical and Life Sciences Division and one from the Humanities Division or Social Sciences Division	http://www.admin.ox.ac.uk/statutes/regulations/520-122z.shtml
Committee for Development and Alumni Relations	Council	1	Member	one student member representative appointed by the Executive of the Oxford University Student Union from among their own number	http://www.admin.ox.ac.uk/statutes/regulations/520-122gg.shtml
Continuing Education Board	Council	1	Member	one student member working for an award under the aegis of the board (nominated from among ContEd Student reps)	http://www.admin.ox.ac.uk/statutes/regulations/520-122h.shtml
Curators of the University Libraries	Council	2	Member	(17) a student member appointed by the Executive of the Oxford University Student Union; (18) a student member appointed by the Graduate Committee of the Oxford University Student Union.	http://www.admin.ox.ac.uk/statutes/regulations/520-122o.shtml
Information Technology (IT) Committee	Council	1	Member	(11) one member of the Council of the Oxford University Student Union elected by that Council	http://www.admin.ox.ac.uk/statutes/regulations/520-122m.shtml
Museums Board	Council	1	Member	One member of the Council of the Oxford University Student Union chosen by that Council	http://www.admin.ox.ac.uk/statutes/regulations/520-122p.shtml
Socially Responsible Investment Review Committee	Council	1	Member	a student member appointed by the Executive of the Oxford University Student Union from among their own number	http://www.admin.ox.ac.uk/statutes/regulations/520-122bb.shtml
Subcommittees of Education Committee (including those with joint reporting lines and sub-panels/groups)					
Equality and Diversity Panel	EdC and PersC	1	Member	Two representatives of Oxford University Student Union	https://www.admin.ox.ac.uk/eop/
Gender Equality Advisory Group	E&D Panel	2	Member	The OUSU's VP Women and either the Graduate Women's Officer or one of the four divisional graduate reps	https://www1.admin.ox.ac.uk/eop/gender/athenaswan/athenaswanandgenderadvisorygroup/#d.en.112775
Graduate Admissions Committee	EdC	1	Member	the Vice-President (Graduates) of the Oxford University Student Union	
Graduate Student Administration & Procedures Group		1	Member	the Vice-President (Graduates) of the Oxford University Student Union.	
Joint Fees & Student Support Advisory Group	PRAC, EdC and Conf	2	In attendance	Vice President (Access & Academic Affairs) and one other OUSU sabbatical trustee NOTE: this is a change to previous description, agreed by correspondence July 2017.	http://www.admin.ox.ac.uk/pras/committees/jointbodies/jointfeesandstudentsupportadvisorygroup
Joint Student Number Planning Sub-Committee	PRAC, EdC and Conf	1	In attendance	Student representative (nominated by OUSU)	http://www.admin.ox.ac.uk/pras/committees/jointbodies/jsnpssc
Joint Subcommittee of the Education Committee with Student Members	EdC	6	Member	(8) the President of the Oxford University Student Union; (9) the Vice-President (Graduates) of the Oxford University Student Union; (10) the Vice-President (Access and Academic Affairs) of the Oxford University Student Union; (11) one student member appointed by the Executive of the Oxford University Student Union from among their own number; (12), (13) two student members elected by the Council of the Oxford University Student Union, of whom one shall be a student member who is a graduate.	http://www.admin.ox.ac.uk/statutes/regulations/520-122x.shtml

University Committee	S/c of	No.	Status	Identity	Link
Joint Supervisory Committee for Visiting Students	EdC	1	Member	(10) One person from the President and Vice-Presidents of Oxford University Student Union as may be agreed between them	https://weblearn.ox.ac.uk/access/content/group/9ab65f1a-a9db-461c-a6db-fb88eb474e0b/home%20pages/JSCVS%20home%20page
LGBT Advisory Group	E&D Panel	1	Member	LGBTQ Officer (appointed by OUSU) LGBTQ Society member (appointed by LGBTQ soc)	https://www1.admin.ox.ac.uk/eop/sexualorientation/lgbtadvisorygroup
Permanent Private Hall Supervisory Committee	EdC	1	Member	(10) the Vice-President (Access and Academic Affairs) or the Vice-President (Graduates) of the Oxford University Student Union, as may be agreed between them. NOTE: this is correct as at 31 July 2017. Alterations to this to be sought in MT17.	http://www.admin.ox.ac.uk/statutes/regulations/520-122ll.shtml
Quality Assurance Subcommittee	EdC	2	Member	(15) the Vice-President (Access and Academic Affairs) of the Oxford University Student Union; (16) the Vice-President (Graduates) of the Oxford University Student Union.	http://www.admin.ox.ac.uk/statutes/regulations/520-122kk.shtml
Race Equality Working Group	E&D Panel	2	Member	Vice President (Welfare & Equal Opportunities) Co-Chairs of the Campaign for Racial Awareness and Equality (CRAE) Two postgraduate students	https://www1.admin.ox.ac.uk/eop/race/raceequalityworkinggroup/
Research Degrees Panel	EdC & ResC	1	Member	OUSU Vice-President (Graduates)	
Student Attainment Gap Working Group		2	Member	OUSU Vice-President (Women) OUSU Vice-President (Access & Academic Affairs)	
Student Wellbeing Subcommittee	EdC	1	Member	(14) the Vice-President (Welfare and Equal Opportunities), Oxford University Student Union; (15) the Vice-President (Women), Oxford University Student Union; (16) the Vice-President (Graduates), Oxford University Student Union or their nominee;	http://www.admin.ox.ac.uk/statutes/regulations/520-122w.shtml
Taught Degrees Panel	EdC	2	Member	OUSU Vice-President (Access & Academic Affairs) OUSU Vice-President (Graduates)	
University Sports Strategic Subcommittee	EdC	1	Member	(14) a sabbatical officer of the Oxford University Student Union, nominated by that body.	http://www.admin.ox.ac.uk/statutes/regulations/520-122s.shtml
Subcommittees of PRAC					
Buildings and Estates Subcommittee	PRAC	1	Member	(11) one student member representative, selected by the Council of the Oxford University Student Union (OUSU) from among its Executive.	http://www.admin.ox.ac.uk/statutes/regulations/520-122d.shtml
Property Management Subcommittee	PRAC	1	Member	the Vice-President (Graduates) of the Oxford University Student Union	http://www.admin.ox.ac.uk/statutes/regulations/520-122dd.shtml
Sustainability Steering Group	PRAC	1	Observer	(h) a student observer, appointed by the OUSU Executive from among their own number or from the membership of the OUSU Ethics and Environment Committee	http://www.admin.ox.ac.uk/estates/aboutus/managingtheestate/environmentalsustainabilitytravel/sustainabilitysteeringgroup/
Subcommittees of GPC or committees reporting through GPC					
Security Subcommittee	GPC	1	Member	(16) one member of the Council of the Oxford University Student Union elected by that Council.	http://www.admin.ox.ac.uk/statutes/regulations/520-122mm.shtml
Clubs Committee	GPC	1	Member	(5) a resident student member appointed by the Graduate Committee of the Oxford University Student Union; (6) a resident student member appointed by the Executive Committee of the Oxford University Student Union; (7), (8) two resident student members, being the secretary of a non-sports club or publication registered with the Proctors, appointed by the Clubs Committee.	http://www.admin.ox.ac.uk/statutes/regulations/181-084.shtml
Committee for the Proctors Office	GPC	1	Member	(8) one student member representative appointed by the Executive of the Oxford University Student Union from among their own number.	http://www.admin.ox.ac.uk/statutes/regulations/181-084.shtml
Subcommittees of Research Committee					
Intellectual Property Advisory Group (IPAG)	ResC	1	Member	Student representative	https://www.admin.ox.ac.uk/researchsupport/researchcommittees/scworkgroups/ipag/
Subcommittees of IT Committee					
Education IT Board	IT Cttee	1	Member	One member from OUSU, nominated by the President of OUSU.	
Innovation IT Board	IT Cttee	1	Member	the President of the Oxford University Student Union;	
Subcommittees of Personnel Committee					

University Committee	S/c of	No.	Status	Identity	Link
Childcare Steering Group	PersCttee	1	Member	Vice President (Women) Student Parents and Carers Officer	https://www.admin.ox.ac.uk/childcare/childcaresteeringgroup/
Subcommittees of the Health and Safety Management Subcommittee of GPC					
Consultative Committee for Health and Safety	H&S Man Cttee	2	Member	(19) the Vice-President (Welfare [and Equal Opportunities]) of Oxford University Student Union (20) a postgraduate student from one of the Science or Medical Science departments, who shall be appointed by Oxford University Student Union	http://www.admin.ox.ac.uk/safety/policy-statements/upss213/upss13sr2/
Other					
Rules Committee		6	Member	(7), (8) two student members (who must at the time they take up office have been matriculated for at least three terms) elected by the Council of the Oxford University Student Union from among its members; (9), (10) two student members (who must at the time they take up office have been matriculated for at least three terms) appointed by the Executive of the Oxford University Student Union not necessarily from among its members; (11), (12) two graduate student members appointed by the Executive of the Oxford University Student Union not necessarily from among its members	https://www.admin.ox.ac.uk/statutes/regulations/244-062.shtml
Conference of Colleges Committee					
<i>NB does not include Forums</i>					
Conference of Colleges	N/A	1	In attendance	an officer of the Oxford University Students Union (OUSU)	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/confere
Admissions Committee	Steering Cttee	1	Non-voting member	Vice President (Access & Academic Affairs)	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/ac
Admissions Executive	ADCOM	1	Member	Junior Member	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/ac
College Librarians' Committee	STC	1	Non-voting member	an officer of the Oxford University Students Union (OUSU) (normally the Vice President (Access & Academic Affairs))	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/ccl
Domestic Bursars' Committee	Steering Cttee	1	Non-voting member	an officer of the Oxford University Students Union (OUSU)	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/db
Estates Bursars' Committee	Steering Cttee	1	In attendance	an officer of the Oxford University Students Union (OUSU)	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/ebc
Graduate Committee	Steering Cttee	2	In attendance	Two student representatives, one of whom shall be a representative of the Oxford University Student Union (normally be the Vice President (Graduates)), and the other a representative chosen from the MCR Presidents' Committee	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/gc
ICT Steering Committee	Steering Cttee	1	In attendance	(c) a representative nominated by the President of OUSU.	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/cict
Senior Tutors' Committee (STC)	Steering Cttee	2	In attendance	Two student representatives, one of whom shall be a representative of the Oxford University Student Union (normally be the Vice President (Access and Academic Affairs)), and the other a representative chosen from the JCR Presidents' Committee.	https://weblearn.ox.ac.uk/portal/hierarchy/colleges/confcoll/senior tutors
Quality Assurance Working Group (QAWG)	STC / GradC	2	In attendance	Two officers of the Oxford University Students' Union (normally the Vice-Presidents for Access & Academic Affairs and for Graduates).	

Annex B Glossary of terms and acronyms

Course representatives	The generic term to refer to student representatives at the department level; departments may use other terms locally (see para 4.2).
Divisional Board representatives	The student representatives selected to sit on the Divisional Board (see para 5.2ff)
GJCC	Graduate Joint Consultative Committee, a form of staff-student committee
JCC	Joint Consultative Committee, a form of staff-student committee
Oxford SU	Oxford University Student Union
Staff-student committee	A dedicated committee for the dialogue between staff and students within a department, normally takes the form of a JCC/GJCC (see para 4.20)
Student representative	The collective term used to mean any student selected to represent a group of students. This includes: course representatives, Divisional Board representatives and Oxford SU Sabbatical Trustees

**MATHEMATICAL INSTITUTE
CONSULTATIVE COMMITTEE FOR GRADUATES**

Unconfirmed Minutes of the Consultative Committee for Graduates meeting
held on Tuesday 09 May 2023 at 1.00pm

Present: Mareli Grady, Peter Howell, Boyang Liu, Benedickt Stock, Patrick Nairne, Maria Tsiannis, Shyam Popat, Maks Manko, Leo Gitin.

In attendance: Tom Sanders

1. Welcome and Apologies

2. Minutes of the meeting held on 31 January 2023

The minutes were approved.

3. Matters Arising

The Committee noted the following:

- a. MSc Supervision: The PGT review is looking at MSc supervision and standardisation across courses.
- b. Travel funding: Finance will conduct a data review over the next financial year.
- c. Junior seminars: £200 per research group has been approved by Research Committee, but the process for accessing this is not established. Students wishing to run a junior seminar and access these funds should contact their Seminar Approver and Research Group Assistant. [**Action:** DHAA to add to the student handbook]
- d. Race Equality Action Plan: Head of HR and Faculty Services has asked to update CCG at the meeting in MT.
- e. Example classes: Concerns passed on to team and work will take place over the summer to see if the process can be simplified to reduce error.

4. Research student survey results

Departmental induction dissatisfaction stood out. Suggestion that arrival experience of new students can be improved, perhaps by ensuring a personal welcome by the supervisor or buddy. Guidance for buddies may also need to be updated and enhanced, and having the buddy lunch a bit earlier can help new students settle in. [**Action:** DHAA]

Suggestion that handbook should be circulated as a link rather than email copy to prevent versioning issues. [**Action:** DHAA]

Agreed that CCG members will circulate an agenda items request to the groups they represent prior to committee meetings, to increase the profile of CCG and the reps. DHAA to send links to mailing list page and committee webpage to members. [**Action:** DHAA]

<https://lists.maths.ox.ac.uk/mailman/listinfo>

<https://www.maths.ox.ac.uk/members/governance/committees/standing-orders-and-memberships/consultative-committee-graduates>

5. Outcomes of ICC review

Intercollegiate Classes Working group recommendations, subject to approval by Teaching Committee:

Proposed changes 2023-24

- Part B intercollegiate classes – problem sheets will be reformatted into the three-part structure seen in Part C problem sheets, to reduce marking workload for TAs and allow sufficient feedback to students.
- Part C intercollegiate classes – only problem sheets 1 and 3 will be marked, and TAs not required in classes
- Problem sheet solutions will be released for Part C sheets that are not being marked.
- Large courses – a pilot of having 1 or 2 very large classes (30-50 students) run by a DPhil class tutor with multiple markers who are not required to attend the classes. The course lecturer will offer 4 office hours to give students opportunity to ask questions. Office hours can be held either in person in classrooms or via Teams.
- TAs will be paid an additional 2 hours of preparation time in Week 1 or 2 of term per set of classes, unless they are doing multiple sets for the same course.
- Enhanced intercollegiate class training will be given to DPhil students, as well as improved guidance for TAs.
- Specific student consultations will take place on whether the department should consider releasing all problem sheet solutions instead of marking work at Part C.

Proposed changes 2024-25

Based on feedback from students in 2023/24 academic year, Teaching Committee will consider further reducing marking at Part C if appropriate.

CCG members expressed concern about exam performance with less marked work at Part C. CCG member expressed concern about how TAs will build up teaching experience to become Tutors. This can be achieved by acting as TAs for Part B, where TAs will still be present in classes.

It was noted that if TAs don't attend classes, Tutor will need to take the register and provide it to the TA, as this is usually entered at same time as grade.

[Action: DGS to feed back to GSC]

6. Graduate outreach strategy

CCG member reported that most graduate course and institution recommendations are by word of mouth. Suggestion that allowing prospective applicants to contact a DPhil student or the RGA in the research group they are interested in (rather than just academics) might allow for more informal queries.

Suggestion for admissions videos by research group to capture differences.

It was mentioned that webpages of DPhils are not always updated to make them informative and friendly, which may also help prospective applicants. Suggestion for more communication on the benefits of updated webpages to graduate students.

[Action: DHAA to send communication to PGR students]

7. Circulation of career/job adverts

The committee discussed the best way to circulate career or job adverts aimed at graduate students. Agreed that a section in bulletin for job adverts would be ideal.

[Action: DHAA to agree job advert advertising with Dyrol Lombard]

8. AOB

Thank you to outgoing members (Boyang Liu, Maks Manko). From MT the new DGS will be Tom Sanders, and the DHAA will be Dave Borthwick.

Date of Next Meeting – Tuesday 24 October 2023

Maths CCG Michaelmas Term 2023

Radcliffe Science Library Report

1. Radcliffe Science Library update

The refurbished Radcliffe Science Library building will soon be open to all University members. The new RSL has a variety of reading rooms and flexible spaces such as -

- Bookable groups study rooms
- Teams rooms
- Individual study spaces
- Seminar space
- Breakout rooms
- Wellbeing room

Let us know if you are a member of a University Club or Society that might be interested in using some of our new spaces to host a future event. Please send any suggestions or questions to alessandra.vetrugno@bodleian.ox.ac.uk

There will be a series of opening events, tours and talks throughout Michaelmas Term to celebrate the reopening. Please check the RSL website <https://www.bodleian.ox.ac.uk/libraries/rsl> or follow the RSL on X/Twitter: <https://twitter.com/radcliffescilib> to stay up-to-date with our news, services and events programme.

2. Wellbeing at the RSL

As part of the RSL reopening we'll be launching a Wellbeing Room and a programme of Wellbeing events. The room has a range of comfortable armchairs, beanbags and a sofa. Students can avail of a range of wellbeing activities including Lego, knitting, origami, colouring and more. Details of the programme are in the poster attached to this report.

The room can be booked by discussion groups, clubs and societies, book clubs or any group that want a space for their activities.

Contact rsl-wellbeing@bodleian.ox.ac.uk for suggestions on activities or to book the Wellbeing room.

3. New Equality, Diversity, and Inclusion Portraiture at the Re-Opening of the Radcliffe Science Library

We are delighted to present a display featuring historical scientists connected to Oxford to various degrees thanks to recommendations we received from staff and students at the University.

The display has been created to put equity and belonging at the heart of the RSL, as we work to prioritise and celebrate the most minoritized of groups, such as people of varying disability, gender, and race, who have not historically received the recognition that they deserve.

The portraiture, which will be refreshed on a regular basis, includes the broadest possible range of deceased, barrier breaking scientists, spanning from the 16th to the 21st centuries. You will encounter their gaze in several locations within the library, primarily in the reading rooms above doors, and at the end of bookcases housing works related to the subjects they worked on. There is a QR code next to each portrait to find out more about the individuals featured. It also includes a reading of the winning essay from our writing competition, Lola Milton-Jenkins piece: "Robert Burton: Pioneer of Men's Mental Health".

We also have a display of current members of our scientific community selected from our nomination call who have made outstanding contributions to support equality, diversity, and inclusion in the medical and mathematical, physical, and life sciences divisions. We hope that you will find the newly renovated library, along with its new portraiture, an inspiring place for study and reflection. Somewhere that you feel welcome, appreciated, and proud to be.

If we have inadvertently overlooked any historic scientists with a connection to Oxford whom you believe should be celebrated on our walls, please provide us with their details. We will periodically review our display every two years.

4. Changes to SOLO

On 24 August 2023 we upgraded to a new library system. Most of the changes are 'behind the scenes' but we have also taken the opportunity to make changes to some aspects of SOLO. Changes include the ability of seeing loan periods personalised to you once you sign in with your SSO, and improved book location names. For a full list of the changes and improvements please check the SOLO LibGuide: <https://libguides.bodleian.ox.ac.uk/solo>.

5. Changes to Bodleian borrowing rules

On 24 August we have introduced changes to our borrowing policy. Borrowing rules are now standardised across all the Bodleian libraries for all types of readers. We have introduced loans auto-renewals for up to 112 days and we have removed fines for overdue books. Please check the new borrowing rules on the 'Bodleian Libraries borrowing policy webpage: <https://www.bodleian.ox.ac.uk/services/borrow>

6. Book recommendations

Our print collection is back on the RSL open-shelf and we are constantly working at expanding it. In addition to our teaching and research collection, in the new RSL we also have:

- Wellbeing collection including works of fiction, poetry, mindfulness graphic novels and more
- Equality Diversity and Inclusion collection, including fiction, biographies, non-fiction related to a science or medicine theme.
- Science writing and science journalism collection

If there are any books you would like to see in the library that are not currently in our collections, please send recommendations to alessandra.vetrugno@bodleian.ox.ac.uk.

7. Bodleian Tours

We offer tours of the Old Bodleian including Duke Humphrey's Library and the Radcliffe Camera. A step-free tour is also available for those with reduced mobility. Each tour is open to MSD and MPLS postgraduate students and is led by an RSL Subject Librarian. There are still few spaces available for tours in Michaelmas Term. For full details and to pre-book a place please see the link:

<https://tinyurl.com/RSLTours23>

8. New Open Access website and RDM website user testing

The new Open Access at Oxford website (<https://openaccess.ox.ac.uk/home>) is now live! The new version aims to provide improved visuals, accessibility and usability.

The Open Access Oxford and the Research Data Oxford websites both provide University members with essential information and resources to help with publishing and managing research. Both sites are undergoing user testing in Michaelmas Term so that information is shown in a more user-friendly way and that the content on both sites is aligned with the needs of students, researchers, administrators and academics.

Please visit the page <https://openaccess.ox.ac.uk/feedback> if you wish to leave your feedback on the new Open Access website.