PhSC
Pharmacy Schools Council

NHS
Health Education England

Pharmacy Education Summit: EDI





Inclusive Curriculum Design and Delivery

Leila Neshat Mokadem, Sumeya Loonat & Richard Hall, Gautam Paul

Hosted by: Nina Walker (University of Hertfordshire)

Welcome to the Inclusive Curriculum Design & Delivery Strand

Leila Neshat Mokadem – Robert Gordon University

Sumeya Loonat & Richard Hall – De Montfort University

Gautam Paul – University of Nottingham

Equity Diversit
Inclusion

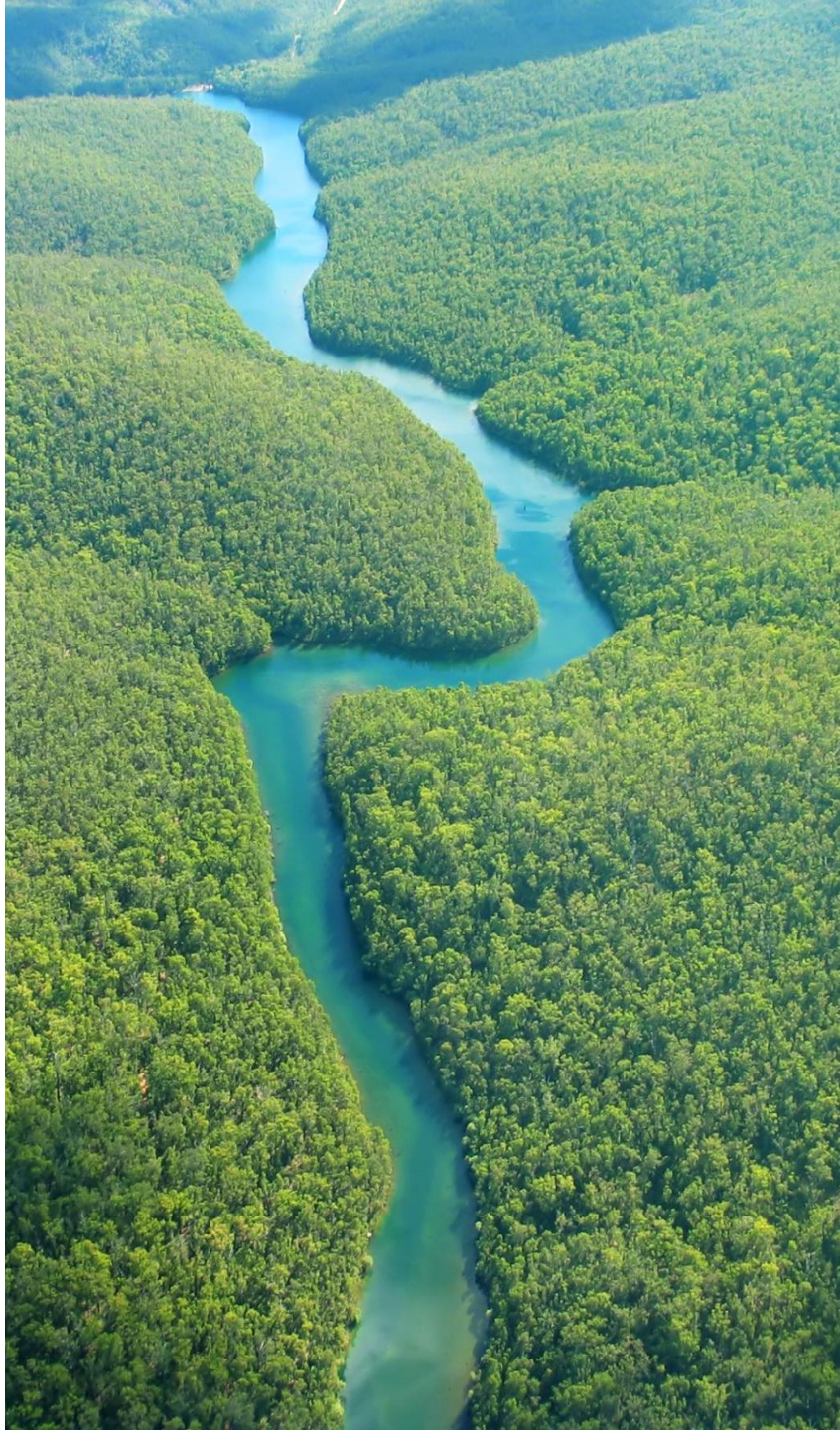
Exciting First steps of a winding journey…



Leila Neshat Mokadem (She/Her)

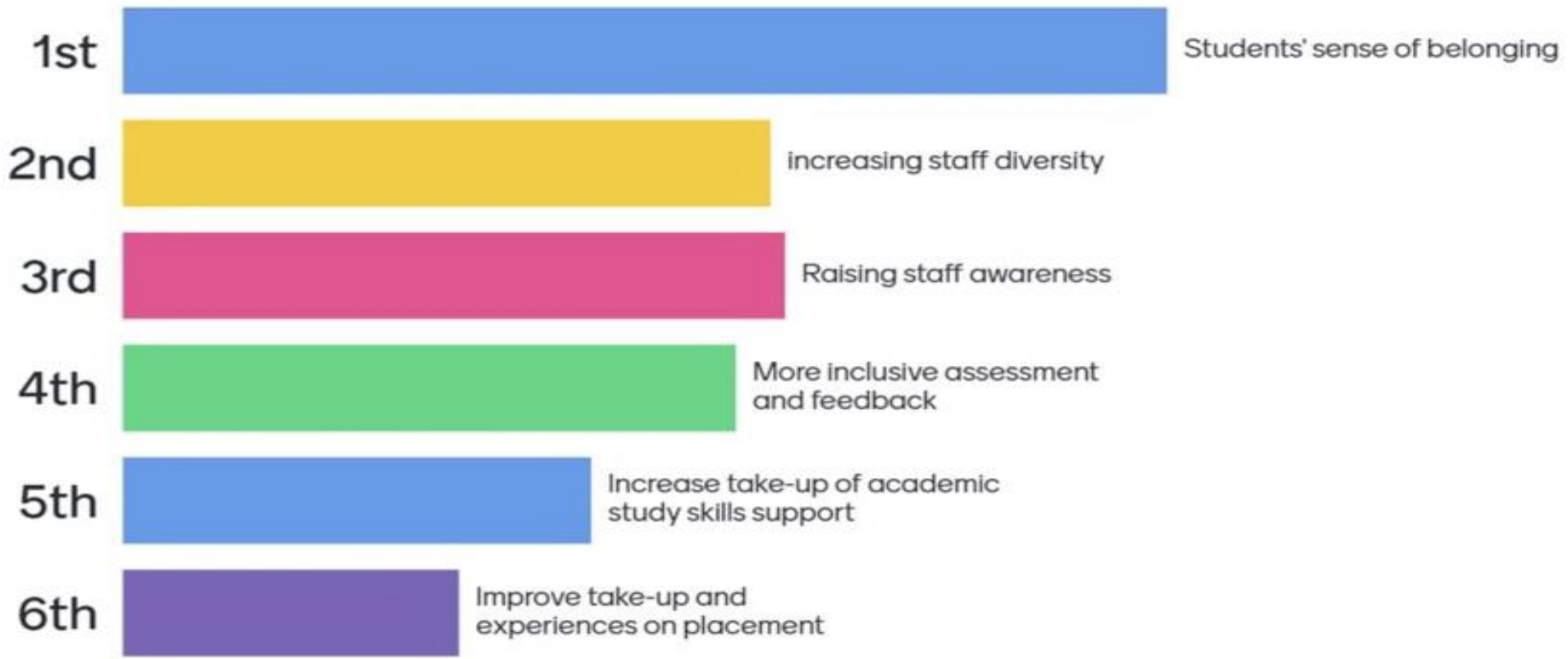
RGU Race Equality Champion
Postgrad Course Leader – MSc Clinical Pharmacy Service Development

ROBERT GORDON UNIVERSITY ABERDEEN



What are the identified **PRIORITY** areas of **EDI** that need to be **addressed across HE?**

(UWE Bristol Festival of learning 2021)



What do our students say?

"It's hard to feel a sense of belonging or part of the MPharm programme from a social perspective, most events involve alcohol or settings that minority students don't feel comfortable going to " 3rd yr MPharm

"I noticed a difference in the diversity of the content and delivery between post-grad and undergrad level…at undergrad level there isn't as much consideration of diversity." Postgrad student

"There are wider societal issues that affect minority group patients and we don't cover these in our degree, like my grandparents are Chinese and they struggle with English sometimes & as pharmacists we need to know how to counsel all patients" 4th yr MPharm student

"Student Rep selection process isn't anonymized so minority students don't feel confident to put themselves forward for fear of not getting as many votes" 3rd yr MPharm

"Not many staff use pronouns in meetings and emails and it would e nice to see more staff awareness around LGBT+ issues" Research student

Where to start this journey???



Get your people on board!

EdI Self Check Questions

Data – what do we know/not know

SCOT Analysis

Stakeholder engagement

Pledges/Mission statement

Gather student/staff feedback/interviews

Research – what has already been published

School level strategy? Aligned to institution & profession?

Leadership/working group

EDI TOOLKIT

Content

Foreword
1. Introduction to EDI

1.1 The legislative context
1.2 The academic context
1.3 The Professional/Regulatory body context (RPS/GPhC/Chem…)
1.4 HE sector findings
1.5 PALS student testimonials
1.6 The student journey – applicant ,pre-induction, induction, student, out-duction, graduate, alumni

2. EDI at RGU/PALS
2.2 RGU – EDI policy/data
2.3 RGU cross departmental engagement – student life, student union, library, IT, inclusion/WA, support services, study skills, international office, recruitment & marketing, admissions, DELTA, TLASC, Estates
3.2 ILSR recommendations
3.3 EDI & School business plan/ILSR response
3.4 SAB/Annual course appraisals/STEG

3. Preparing an EDI action plan

3.1 Setting a PALS mission statement
3.2 Appoint a lead/school committee/action team
3.3 Self-check questions (schoolwide reflection)
3.4 SCOT analysis
3.5 Stakeholder engagement - undergrad/postgrad/research/staff/university departments/community
3.6 Set SMART objectives
3.7 Agree timescales

4. PALS Strategy

4.1 Approaches at course and module level
4.2 4-stages of EDI in courses
4.3 Governance
4.4 Cross University Department engagement – Library, WA, Study skills, Student Union, Student Life, HR
4.5 Curriculum design – co-creating diverse content, LOs, assessment, feedback, partnerships
4.6 Course delivery – staff diversity, diversity calendar, student & patient group voices
4.7 Pastoral care – personal tutors/tutees, EDI voice platforms, sense of belonging network, placements
4.8 Dissemination processes

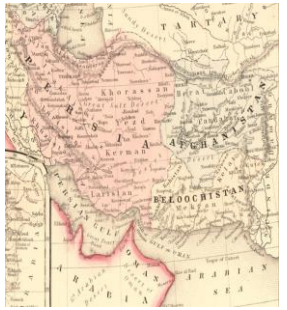
5. Impact assessment

5.1 Benchmarking
5.2 Setting Success Measures
5.3 Data collection tools
5.4 EDI risk analysis
6.5 Monitoring cycle





Let's start by looking at the history of **Pharmacy** as a professional body..



The Pharmaceutical Society received its grant of arms (shield of arms, crest and motto) on 14 March 1844. The two 'supporters' were granted on 27 March 1844. Both grant documents carry a full colour pictorial representation of the achievement.



Galen was born in Pergamum (Bergama, now in Turkey) in 129 A.D. and lived until about 216 A.D. He studied medicine in Alexandria, travelled widely in Egypt and learnt much of the pharmacology of India and Africa. He started his professional career as doctor to the gladiators in Pergamum. He later moved to Rome and eventually served in the Roman Imperial Service. His prolific texts and recipes were used by practitioners until well into the 1600s. He continues to be revered as a 'father of medicine'.

Galen is shown with a gold, hand held steelyard, a weighing device widely used in the Roman period.

Avicenna lived in Persia from 980-1037 A.D. His extensive writings included a 'Canon of Medicine' which fused much of Galen's earlier thinking into a definitive medical discipline. Translated into Latin as early as the 1100s, Avicenna's 'Canon' was published in Venice in 1527. It was subsequently translated into Hebrew and a variety of European languages. Its influence on medical thinking in Renaissance Europe was immense.



St Cyrus Beach - Aberdeenshire

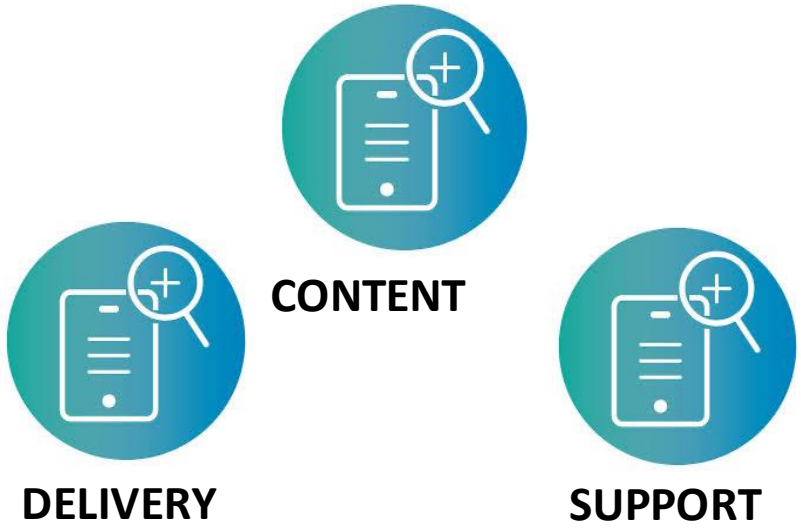
disappeared a long long time ago. Who was Saint Cyrus? Cyrus lived in Alexandria, Egypt during the 3rd and 4th Century AD. He practiced the art of medicine in a workshop which would go on to became a church, administering his healing free of charge and turning many a Pagan to Christianity by saying "Whoever wishes to avoid being ill should refrain from sin, for sin is often the cause of bodily illness." Later in his life he abandoned medicine to live a life of asceticism, giving up sensual pleasure. During the Diocletianic or Great Persecution in the year 303 AD, (the last and most severe persecution of the Christians during the Roman Empire), three holy virgins named Theoctista (15 years old), Theodora (13 years old) and Theodossia (11 years old) were arrested and Cyrus and his ally Wonderworking Unmercenary John, went to the girls to give them strength them to keep the faith and go for martyrdom. History says Cyrus and John were caught in this act and so beheaded on the 31st

Inspiration for connecting through diversity is all around us!

Look around & Be curious…
Why is a beach in Scotland named after a Persian King??



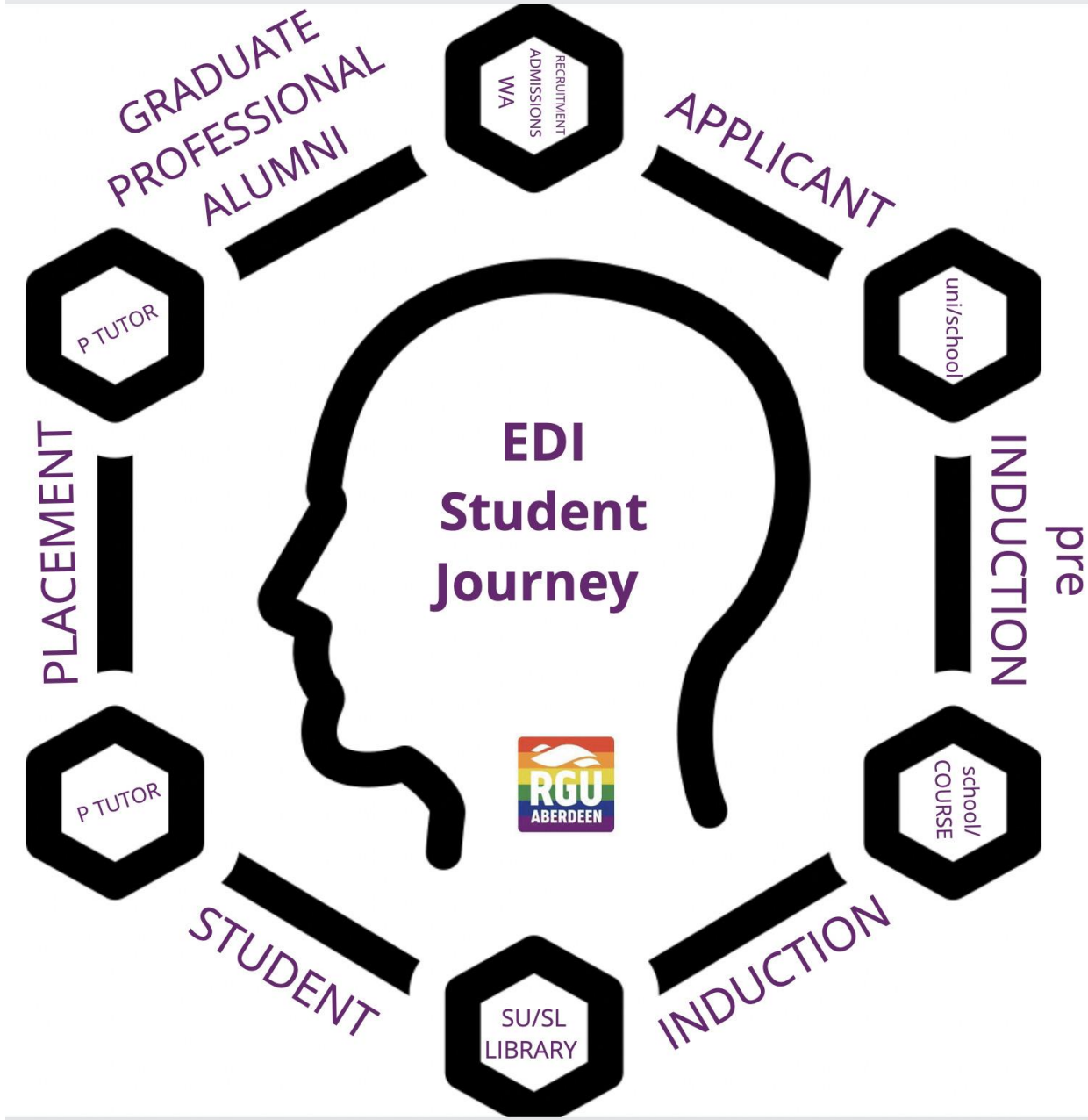
EDI can be looked at through THREE lenses….



Bringing together….

- Professional & regulatory bodies/standards
- Institution/organisation level strategies/policies
- Student & staff voices & lived experiences




GRADUATE
PROFESSIONAL
ALUMNI
RECRUITMENT
ADMISSIONS
WA
APPLICANT
uni/school
pre
INDUCTION
school/
COURSE
INDUCTION
SU/SL
LIBRARY
STUDENT
P TUTOR
P TUTOR
PLACEMENT
EDI
Student
Journey
RGU
ABERDEEN

SO HOW CAN WE BRING COURSES & EDI TOGETHER??



Partnerships



Student engagement



Curriculum Diversity



Wellbeing/support

A framework being used/trialed at postgrad level in our team

Our planet…

Our patients…

Our profession…



GLOBAL CITIZENSHIP

Equity, Diversity, Inclusion & Sustainability @PALS



CONNECT

connecting communities to curricula



Create

Co-creating Diverse Curricula



Celebrate

Bring your whole self to university

Connecting Diverse Alumni to current Students

CONNECT @mentoring

Supporting diverse learning communities



Other **CONNECT** projects under development…





Connecting to the community…

✓ **Find, Explore & Collaborate with local EDI organisations on our door-step**



✓ **Collate a directory of organisations to support patients, colleagues, students, trainees…**





Some questions to ask ourselves for curricula CONTENT…

Q. Do we include a wide range of **conditions** & **considerations** affecting minority patients?

- Jehovah's witness patients – care pathway for surgical procedures
- **Sickle cell disease**
- **Prostate cancer** in black men
- **Mental health** in African heritage families - removing the stigma
- Oral cancer in Asian & Middle Eastern heritage – cultural use of Khat
- Diabetes treatment in **Ramadan**
- **Perception of disease** & religious beliefs
- **Neurodiversity**, disability considerations in **designing clinical pharmacy services**,
- Do we show conditions e.g. **Dermatology** in diverse skin tones…
- **Organ donation** & faith

Some questions to ask ourselves with DELIVERY…

Q. Do we give students/trainees the opportunity to develop **consultation skills** to deliver person-centred care in diverse patients?

Q. Do students get to engage with diverse **patient volunteers**?

Q. Are our **guest speakers** and external visiting lecturers representing the diversity in our communities?

Q. Do students/trainees have a **platform to discuss lived experiences** or raise EDI related concerns?

Q. Do we **train our personal tutors/trainers** in EDI – microaggressions, intersectionality, allyship…

Q. Do we address EDI as part of **person-centred care?**
Exploring ethics, health engagement & protected characteristics…

Q. Are we delivering flexible learning for those with **caring responsibilities** - **timetable considerations**







Study Support for Resilient Learners



Resilient Learner

nurturing a growth mindset

As part of the **Resilient Learner** theme. this workload planner has been designed to help you transition into postgraduate study. It can be used as a study aid to help you stay organised, motivated and manage your own learning effectively.

By planning your workload across all modules on a weekly basis, through a technique called **micro-tracking** you will be able to see the work that needs to completed in one place.

Micro-tracking invloves a 3 step process.

1. Review - at the start of each week, review your timetable and the tasks set by each module and make a note of these under the tasks heading.
2. Set goals - for each module, design your own learning goals for the week ahead.
3. Plan - think about the ways in which you will be able to achieve the learning goals and the tasks. These are called success criteria.

Microtracking is more effective when coupled with self-reflection.
At the end of each week, it's recommended that you do a **mini self assessment** to reflect on your motivation levels and how you are progressing against your own learning goals.

CALENDAR of CELEBRATIONS – Create your own!

Celebrate

Bring your whole self to university

Nurturing a sense of belonging…

Themes – Student voice / lived experiences platform

Allyship,

Student union/societies

Diversity calendar

Diverse Student advisors/advocates



What's happening @ RGU?

Find out here! https://www.rguunion.co.uk/whatson/blackhistorymonth/

Where can I learn more?

Check out the library BHM resources… https://library.rgu.ac.uk/c.php?g=695080&p=4989084

Hear from fellow RGU staff & students…

https://www.rgu.ac.uk/rgview/student-experience/4510-proud-to-be-emerging-stronger

https://www.rgu.ac.uk/rgview/our-people/3503-black-history-month-q-a-with-dr-ibiye-iyalla

SENSE of BELONGING

Suggestions from OUR students and HE sector findings

- Pledges for 1st yr MPharm - sense of belonging to profession AND institution
- Social events that don't involve alcohol
- Photographic/phonetic class lists – pronounce names correctly!
- Anonymised class rep pitches
- Platform to raise concerns/anxieties of issues relating to EDI
- Use of pronouns in emails & online platforms/meetings
- Personal tutor training







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Let's help embrace celebration of diversity!

Example staff email signature

Includes **pronouns**

Name written in an alphabet recognizable by prospective students from
many nations

e.g. speakers of Urdu, Arabic, Farsi, Azari…

Leila
ليلى

Leila Neshat Mokadem (SHE/HER)



Course Leader - MSc Clinical Pharmacy Service Development
Module Leader - Health Services Research

SCOTTISH UNIVERSITY OF THE YEAR
(The Times and Sunday Times Good University Guide 2021)

RGU ROBERT GORDON UNIVERSITY ABERDEEN TEF Gold



GLOBAL CITIZENSHIP

Equity,Diversity,Inclusion & Sustainability @CPSD







Decolonising DMU: Building the Anti-Racist University

Pharmacist Education Summit: Equality, Diversity and Inclusion

Sumeya Loonat and Richard Hall
@DecolonisingDMU

Decolonising DMU: Some context

Beyond the sector BAME Awarding Gap: whole institution

- Freedom to Achieve 2017-2019
- Decolonising DMU launch November 2019
  - 5 strands: student; staff; institution; Library; research/evaluation.

Racial Disparities amplified

- COVID-19 and Black Lives Matter
- Conversations about White Privilege/Fragility
- Real action and change: the anti-racist University

DDMU priorities

Institutional structures, cultures and practices:

- effectively aligned with the Race Equality Charter; positioning with the Access and Participation Plan; work on University policies; understanding impact of racism; talking about whiteness and privilege; decolonising the self/mind as well as the institution; hearing the narratives/stories of those affected by a sense of 'not belonging'.

Staff development:

- including developing communities of practice and a curriculum toolkit; DDMU/CAI expert group; briefing sessions, workshops and digital drop-in; a new 'partnering model' with faculties and directorates.

Student engagement:

- including partnership-working with the student union; training and development of tackling racism and microaggressions; 'bouncebackability!'; Unapologetically B.A.M.E.

Library and Learning Services:

- including decolonising collections and reading lists; staff development; read to debate sessions; use of place and space in the learning environments.

Research:

- including enriching the research environment; evaluating practice considering impact and progress; exploring understanding, perceptions and learning.

Institution forced to consider the relationships between factors that enable/disable students/staff from seeing themselves, their identities, images, histories and stories reflected in it.

Decolonising DMU: Some context

- 4 commitments:
  - equality of education and research;
  - progression, talent and representation;
  - governance and accountability; and
  - understanding culture and behaviour.

- A potential focus on mapping to Access and Participation Plan, Race Equality Charter, and the awarding gap

Lessons from research on what DDMU means

- Need to educate people about racism and its impact on self, society and institution
- Creating places and spaces for conversations is essential
- Building trust and legitimacy takes time
- Needs to be an institution-wide approach, without being defined by formal project management methodologies
- Bring established work to life (e.g. REC)
- The message is better outcomes for all
- Linking to social/economic/environmental justice is a challenge
- Is this about mitigation or adaptation? Is this the management of risks or emergencies?

The Inclusive University

What impact can equality, diversity and inclusion strategies and processes have on the lived experiences of staff an

BAME Researchers

What challenges do Black, Asian and minority ethnic researchers face in the University? Is there a lack o

Re-thinking BAME

The use of the terminology BAME, which stands for Black, Asian and Minority Ethnic, as a catchall term to describ



Research Article

Struggling for the anti-racist university: learning from an institution-wide response to curriculum decolonisation

Richard Hall, Lucy Ansley, Paris Connolly, Sumeya Loonat, Kaushika Patel & Ben Whitham

Received 12 Jan 2021, Accepted 29 Mar 2021, Published online: 20 Apr 2021

Download citation https://doi.org/10.1080/13562517.2021.1911987 Check for updates

Some resources

T: @DecolonisingDMU

E: decolonisingdmu@dmu.ac.uk

DDMU Resources/Publications

DDMU Podcast

University of Nottingham
UK | CHINA | MALAYSIA



Inclusive curriculum design and delivery

Gautam Paul

Associate Professor

Deputy MPharm Course Director

University of Nottingham
School of Pharmacy

Drivers

Degree attainment gap

Gap in MPharm awards between students of different ethnicities and backgrounds

GPhC Registration Assessment

Black African candidates have performed less well in the GPhC Registration Assessment.

Office for Students (OfS)

Require an Access and Participation Plan with targets



GPhC IET Standards

"MPharm degrees must be based on, and promote, the principles of equality, diversity and fairness; meet all relevant legal requirements; and be delivered in such a way that the diverse needs of all students are met" (Standard 2)

Staff-student partnerships

https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1029

Change in attitude and a rethink of our materials

External factors

Worldwide situations raising the EDI profile

Right thing to do

EDI suggestions

- Grouping students in diverse groups.
  - Students **agreed** that working in small groups for activities **helped them to understand other cultures and circumstances**.
- Separate mini-EDI training module at the beginning of each academic year
- EDI-related topics that should be woven throughout the curriculum:
  - TNB (Transgender and Non-binary)-related care
  - Religious and Cultural Considerations in healthcare
- Add in performance report by protected characteristics in module assessment performance reports
- **Staff and students should be encouraged to have their pronouns in the footers of their emails (e.g. he/him, she/her, they/them)**



Increase Diversity of Simulated Patients

- Examples of patients:
  - Patients with physical or mental disabilities/conditions
  - Patients from different cultures, ethnicities, religions or sexualities
  - Previous drug abusers

- Debate/discuss on EDI or health inequality related scenarios in workshops /professional practice classes



Strategic Planning

- Director of People and Culture
  - Lisa White
  - Lead and embedding the principles of equality, diversity and inclusivity, alongside a wider health and wellbeing focus into all School activities

Inclusive Education

- **University strategy: Education and Student Experience Strategic Delivery Plan**
- Should not be disadvantaging any students through teaching delivery or assessment methods
- Disadvantage may be evident by looking at statistics relating to different demographic groups in:
  - Student intake
  - Student experience
  - Degree award
  - Employment (or other) outcomes
- Some aspects of disadvantage may not show up in statistics – **engage with students to understand their needs**

Next Steps

2021

Initial staff discussions

Ditch, change, keep – staff and students.

Ideas for EDI – review team and staff

Student interns – student questionnaire, alumni questionnaire and focus groups, mapping to standards and comparing staff ideas => ideas and plan for course

Stakeholder meeting

Staff consultation

Student Consultation

Patient consultation, using patient café and public

More detail on the final plan, checking teaching, learning and assessment plan

2022

Further planning and preparing documentation for GPhC visit

Roll out of course starting Sept 2022

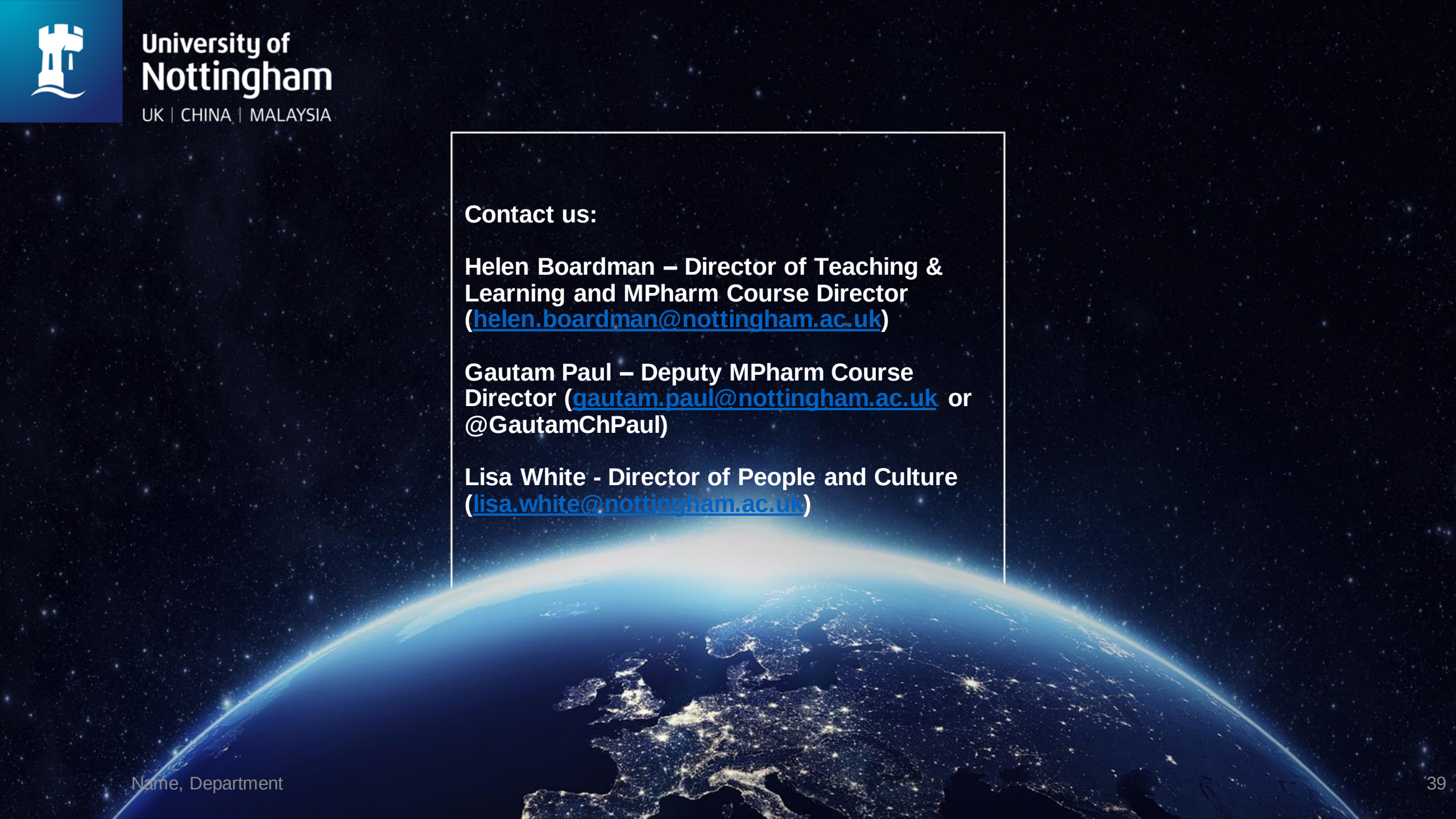
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Upcoming event at SOAS: Decolonising Global Health
https://teams.microsoft.com/registration/K5Gn_5ewMUGcD9DoB1Wyqw,QrLg2Csd80aYTlXwnDKLiw,qu2Yyn4W3ES7XxndF4pIWQ,z5V7CklOJE2DU7LEm1yFSA,02hL3-F4L0CrcZEus1OT5A,Cav7uVhlhUOr5e5U561mnA?mode=read&tenantId=ffa7912b-b097-4131-9c0f-d0e80755b2ab