

Inclusive curricula design and delivery: demonstrating impact at course level.

NESHAT MOKADEM, L.

2022

The CC BY-NC-ND licence applies only to original materials created by the author(s). Third-party materials used for illustrative purposes in presentation slides are not covered by this licence and permission should be sought from the original copyright holder for any reuse of such materials.



ENHANCING FOR IMPACT

RGU'S ANNUAL LEARNING AND TEACHING CONFERENCE

INCLUSIVE CURRICULA DESIGN & DELIVERY
demonstrating impact at course level

Leila Neshat Mokadem

Senior Lecturer, Course Leader, PALS EDI co-ordinator, RGU Race Equality Champion



What will we cover today?

1. To explore inclusive teaching practices through a **wellbeing lens**
2. To share good practice **case study** at course level
3. To demonstrate **impact** as student, school and external level
4. To provide **attendees with info & confidence** on developing their own inclusive practices



My Background...

- Mixed heritage (Lived experience)
- Joined UK Education system at GCSE level (International student insights)
- Began 'Diversifying' curricula in 2010
- 'Cross-cultural approach to Healthcare'

Leila لیلی

Leila Neshat Mokadem (She/Her)

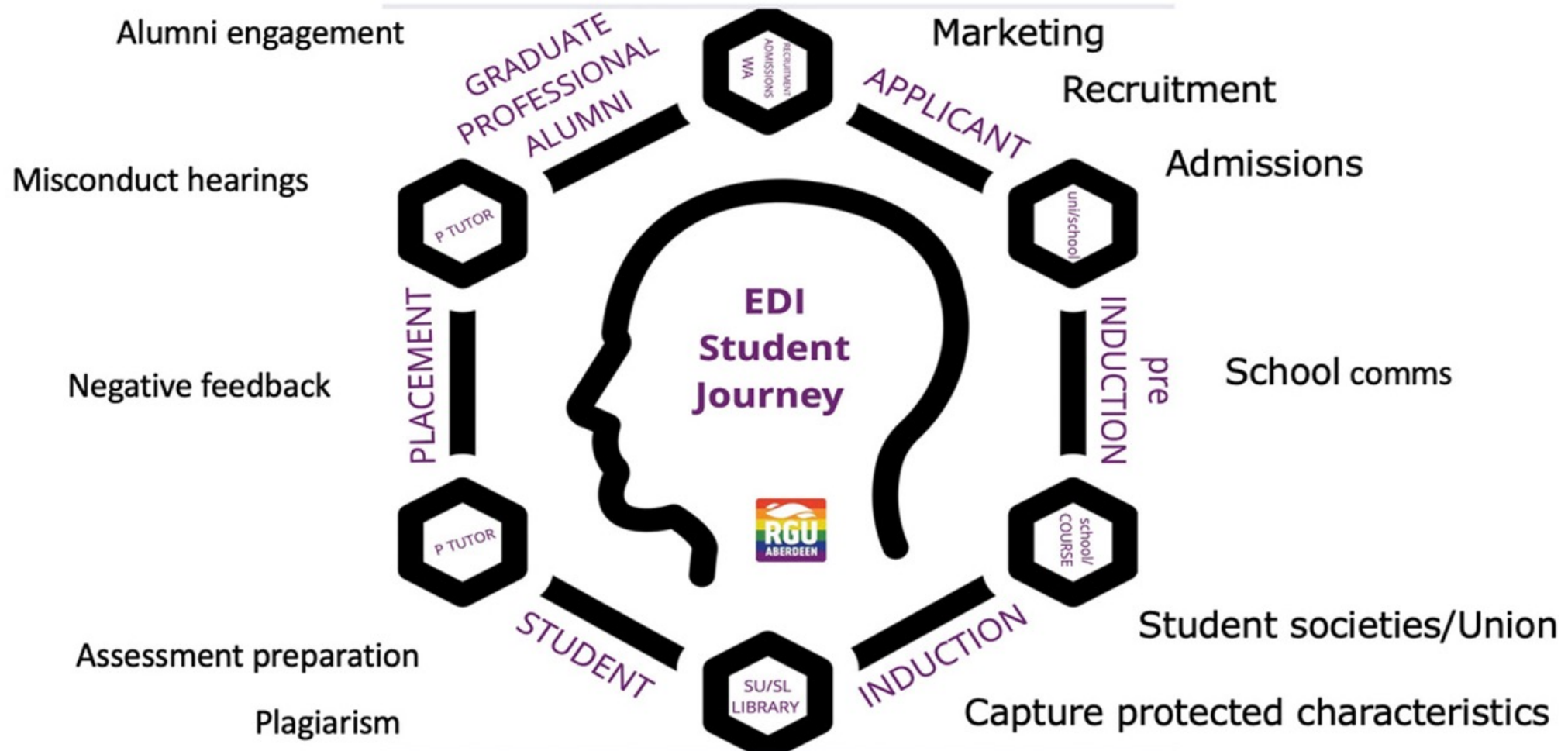


Senior Lecturer (Clinical Pharmacy) Course Leader

RGU Race Equality Champion

MPharm Stage 1 Lead, School EDI Lead, RGU days Mon to Wed

Transforming the APPLICANT to ALUMNI experience



My philosophy for inclusive teaching practices



Formula for success?



Equity + Wellbeing + Inclusion = Student Success

Equity = enablers

e.g. study skills support, resilience building, developmental opportunities, peer mentorship

Wellbeing = course design, delivery & support

e.g. Timetable, assessments, feedback, support (academic & pastoral & tailored)

Inclusion = student voice, co-creation

e.g. Alumni engagement, inclusive curricula, representation, diverse role models

INDUCTION STAGE

Q. What challenges are our post-grad students facing?



CL reflections...

- Induction - transitioning stage – International students -->UK study
- **'Bio data Survey' V1 - 2010**
- Capture background info
- Study skills confidence, protected characteristics, caring responsibilities...

Bio data survey – 2010 results:

Barrier

Student voice:

- mature working students (n=35)
- 4day/wk in class
- challenging to work and study

Enabler

Course re-design

- Structure
- Timetable



Outcome

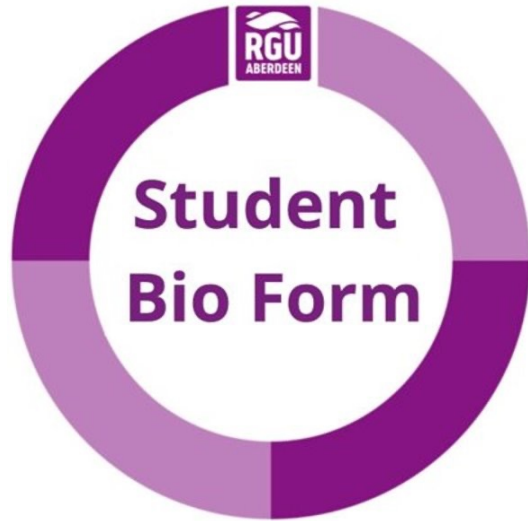
Sem2 Classes

4days--> 3days

- engagement
- retention
- success

Equity + **Wellbeing** + **Inclusion** = **Student Success**

Jan 2019...



Section 3 - Personal Circumstances

Please share any circumstances that may impact your studies or wellbeing or for which you would like additional support. Some examples are included below:

Are you currently pregnant?
if so, expected due date:

Would you like any support with RGU breastfeeding facilities?

Do you have caring responsibilities? e.g childcare

Do you have any dependants with you in Aberdeen?

Are you undergoing any medical care?

Other circumstances:

Section 4 - Skills Needs Self-Assessment

Which of the following might be challenging for you when transitioning to UK study? Please tick all that apply:

- English language skills - written/oral/understanding?
- Academic writing skills
- Presentation skills
- Research skills
- Library literacy skills e.g literature reviews
- Digital technology skills
- Other:



What did students say?

- students expressed mental wellbeing challenges from leaving behind their children in their home country
- others, here with very young dependants, were facing childcare challenges away from their usual support networks.

"Every night my kids plead with me to come back home... the call ends in tears, then I have to sit and write my assignment. It's really hard"



What did we do?

- Listened to the student voice
- Identified barriers and enablers for wellbeing & success
- Course structure review
- Timetable review
- Assessment/Placement dates review



Equity + Wellbeing + Inclusion = Student Success

Bio data survey – 2019 results:

Barrier

Student voice:

- student parents (77%)
- **caring responsibilities**
- classes start at 9am
- **financial pressures**
- rent & childcare
- placements around faith dates
- wellbeing challenges

Enabler

Course re-design

- Structure
- Timetable



Outcome

- All 5 modules timetabled to start at 10am
- Placements dates changed to avoid faith & belief celebrations

Equity + **Wellbeing** + **Inclusion** = **Student Success**

Wellbeing & financial challenges??



CL - Student partnership discussions

- New flexible course structure proposed:
- Remote supervision model (optional)
- 8mo on campus
- 4mo in home country



- Identified stakeholders
- internal & external
- Collaborative working
- Documentation
- Communication pathway



- Students re-united with family
- Support networks
- Reduced financial burden
- Improved wellbeing
- Engagement
- Retention
- Success

Stakeholder collaboration

INTERNAL

EXTERNAL





مستشفى النهضة ينظم ملتقى علميا للتعليم والأبحاث في مجال الصيدلة



■ من التكريم

■ تكريم أحد المحاضرين

والصيدلاني والى عرض جانب من الأبحاث العلمية التي قام عدد من موظفي الوزارة بتنفيذها، وحاضرت الصيدلة الأكاديمية التي تنسب مع احتياجات ومتطلبات السوق الأوسط، بالإضافة إلى استعراض تجربة المملكة المتحدة في مجال دراسة تجارب الطلبة في دراسة الصيدلة بالمرحلة المتقدمة وتدريبهم لها بعد، منسقين للعمل. وبعد المؤتمر العلمي فرصة جيدة للتوظيفين المتدربين بمجال الأبحاث العلمية، وفي مجال التعليم الصيدلاني، وللوظائف الذين يرون في إكمال دراساتهم العليا بالمملكة المتحدة في الفترة القادمة.

حدثت الجلسات بشكل عام، المؤتمر العلمي استهدف مشاركة أكثر من ٧٠ من الصيدلة العاملين بالهيئات الصحية في مختلف محافظات السلطنة، وحاضر فيه ثمانية محاضرين من الكوادر الطبية من السلطنة والمملكة المتحدة.

ومن دور الصيدلة الأكاديمية ومسؤوليتها، وعن معلومات وممارسات الأهل في استخدام المضادات الحيوية، والمقاومة البكتيرية، ومحاضرة عن وصف انتشار التعداد الدولي لخصائص الكوادر كيميائي الحس في مستشفى صحي، وعن الفوائد بين دولتي زيمبابوي وكينيا والوفدين (سولة الدم) الحاصنين بمنع العلمية. بالخالين الصحي

بالمقابلة مجموعة من المحاضرات العلمية كان من بينها عن الأبحاث الصيدلانية والابتكار في التعليم الصيدلاني والأبحاث بالمملكة المتحدة، وعن شهادة الماجستير بالصيدلة الأكاديمية من التطور الدولي، ومحاضرة أخرى عن الأبحاث التي قام بها مجموعة من الصيدلة بالهيئات الصحية بالسلطنة عن مجال الصيدلة.

نظم مستشفى النهضة ممثلاً في قسم الصيدلة والاختصاص الطبية وبالتعاون مع كلية الصيدلة بجامعة روبرت جوردون البريطانية للمنتقى العلمي للتعليم والأبحاث في مجال الصيدلة، بحضور الدكتور حمد الحارثي مدير مستشفى النهضة وعدد من المسؤولين والكوادر الطبية والعاملين بالمستشفى، ولقد بلغ عدد المؤتمرات بالمستشفى.

المقابلة بدأ بكلمة ألقاها الدكتور زهير بن صالح السطحي رئيس قسم الصيدلة والاختصاص الطبية بمستشفى النهضة أوضح خلالها أن أهمية المؤتمر الذي يتم تنظيمه لأول مرة كما تحدث عن الأبحاث الصيدلانية والتعليم الصيدلاني الذي يتم مناقشته ودرسته خلال مدة ثلاثة، وعن أهمية الأبحاث العلمية في تطوير الخدمات الصيدلانية المقدمة بالهيئات الصحية في مختلف محافظات السلطنة.

بعدها قدم عدد من المشاركين



IMPACT of new flexible course model on student's wellbeing and success:

- Engagement
- Completion rates
- Outcomes

IMPACT: ILSR report

*"Extracts from School of Pharmacy and Life Sciences' Institutional-Led Subject Review (ILSR) (Section 3.3.11 (vi) the Panel **recommended** that the School engaged with University-wide initiatives in supporting international students in acclimatising to study at RGU.*

***There would also be benefit in considering the work undertaken within the School around some of these areas as evidenced in the snapshot session.** The presentation at the ILSR stayed with me and had obvious applicability across the School and University as evidenced by the ILSR Panel's comments."* Lucy Jack (Academic Quality Officer)

Impact on student:

*"This innovative idea had many benefits not only in my professional area but also positively affected my **psychological status** as I returned home with my kids and family and my **excellent academic results** reflect this. I think this model could be valuable for future students on this course."*



YOUR 'inclusive teaching practices' journey?

Lots of sources of help, toolkits, evidence based research...

- [QAA](#) Scotland Enhancement Themes
- [Advance HE](#) EDI resources
- [PSRB](#) new EDI standards – reaccreditation
- [RGU](#) Equality & Diversity pages
- Join an RGU [staff Network](#)
- Join an RGU [Equality Action Group](#)
- [DELTA](#) – Teach meets – EDI October 31st
- Reach out to an [equality champion](#) – staff & students



Explore Peer Review Opportunities

STEM knowledge Exchange Conference
(May 2022)



"The work that you're doing, was the best and most inspirational I have heard (and I've been to a lot of EDI meetings!). Absolutely amazing work!"

*Professor C.M.Abbott
Centre for Genomic & Experimental Medicine,
Uni of Edinburgh*



ENHANCING FOR
IMPACT

Thank you for listening :)

Please reach out if you'd like to collaborate, I'd love to hear from you!

l.neshat-mokadem@rgu.ac.uk

