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# Global citizenship: co-creating a culture of EDI-S in course design and delivery.

NESHAT MOKADEM, L. and KERR, A.

2022

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# GLOBAL CITIZENSHIP



**Leila Neshat Mokadem (She/Her)**

RGU Race Equality Champion  
Postgrad Pharmacy Course Leader

**Dr Aisling Kerr (She/Her)**

Module Leader – MPharm stage 1



**Co-creating a culture of EDI-S in course design and delivery**

# What did our PALS 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 “ 3<sup>rd</sup> 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*

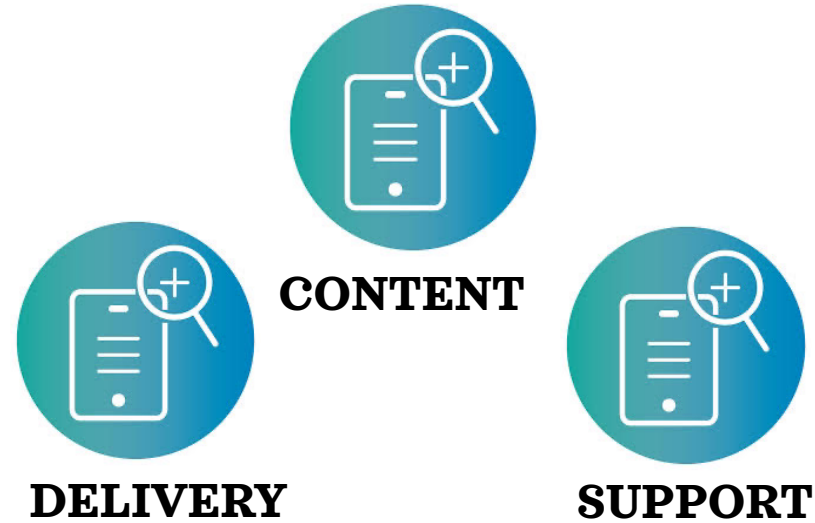
*“There are wider **societal issues** that affect minority group patients and we don’t cover these in our degree, like my grandparents are Chinese and they struggle with English sometimes & as pharmacists we need to know how to counsel all patients” 4<sup>th</sup> yr MPharm student*

*“**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” 3<sup>rd</sup> yr MPharm*

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



## We look at EDI through THREE lenses....



### Bringing together....

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



# 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
- 5.5 Monitoring cycle

## EQUITY DIVERSITY INCLUSION



### IDENTIFY KEY PALS PRIORITIES



### DESIGN & BUILD INCLUSIVE CURRICULUMS



### SHARE EDI ACTIONS/GOALS



### STAKEHOLDER ENGAGEMENT



### EVALUATE OUR PERFORMANCE & TRAINING NEEDS



### GATHER & DISSEMINATE DATA



### LISTEN TO STUDENT & STAFF EXPERIENCES



### REPRESENTATIVE LEADERSHIP



### CULTIVATE CULTURE OF BELONGINGNESS

# EDI TOOLKIT

## 6. Global Citizenship Framework (GCF)

- 6.1 Introduction to Global Citizenship Framework - the 3 Cs
- 6.2 **Connect** – connecting communities to curricula
- 6.3 **Create** – co-creating diverse curricula
- 6.4 **Celebrate** – bring your whole self to PALS/RGU
- 6.5 Scoping review – resources, staff, training, platforms, technology, finances.
- 6.6 Online GC resources

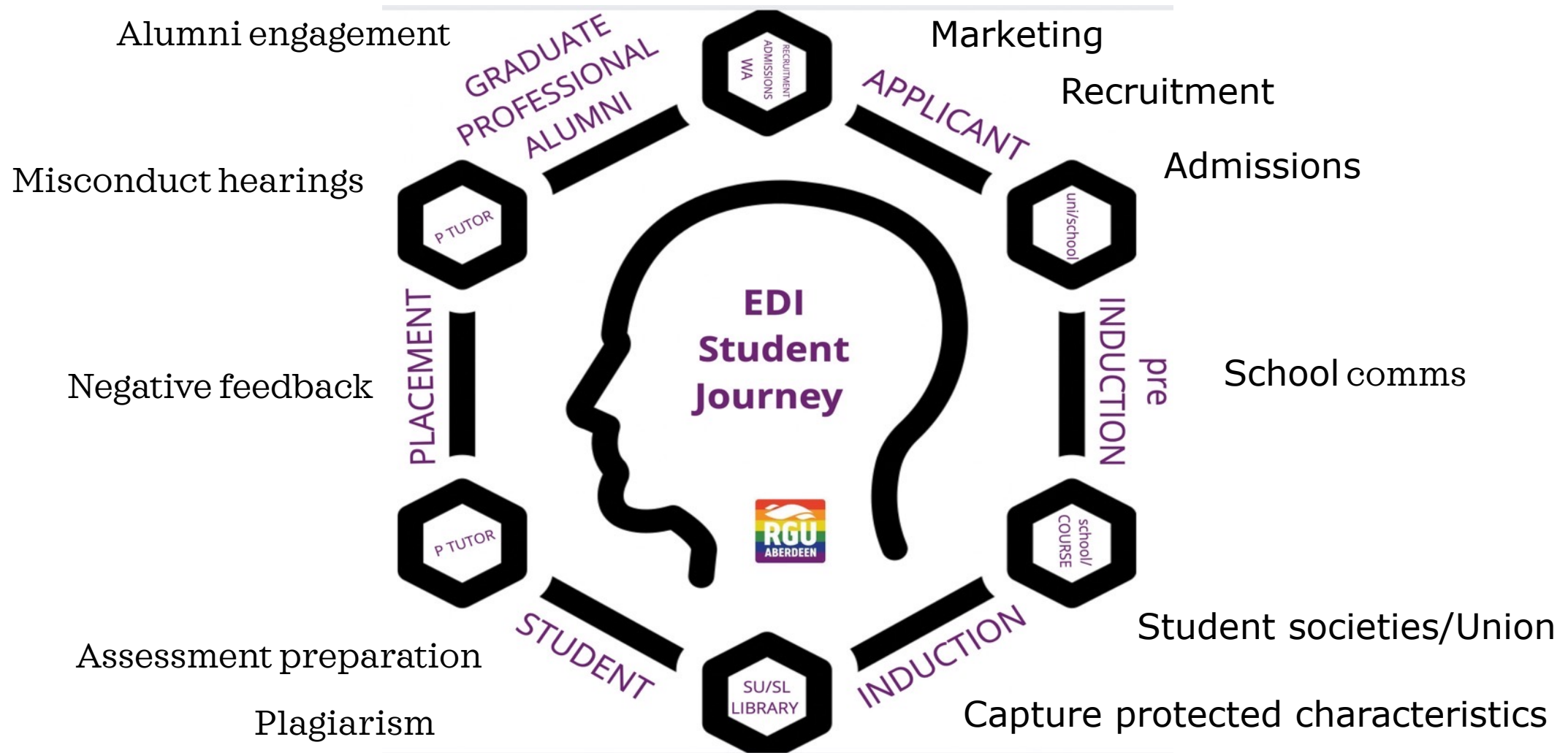
## 7. Useful resources

- 7.1 QAA Enhancement theme 2021 - Decolonising the curriculum
- 7.2 BAME support report – UCL 2020
- 7.3 Medical Schools' Council report Dec 2021
- 7.4 Advance HE EDI conference July 2021 & March 2022
- 7.5 OneHE EDI classroom resources
- 7.6 GPhC EDI report 2021
- 7.7 RPS Action in belonging, culture & diversity recommendations
- 7.8 RPS Disability awareness campaign 2022

## 8. Toolkit templates

- 8.1 Stakeholder engagement grid
- 8.2 SWOT analysis template
- 8.3 EDI action plan checklist
- 8.4 EDI action plan template
- 8.5 EDI Risk analysis template

# Transforming the APPLICANT to ALUMNI experience



# The Leaky pipeline

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



### **Induction stage** – capturing caring responsibilities

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



# What did we do to support our students?

We asked lots of questions!

We listened

We planned...together

## How did we do this?

By...using a systematic approach

Gaining baseline information at INDUCTION

Exploring student VIEWS

Designing an inclusive, flexible course in PARTNERSHIP with students

Careful planning of the timetable & assessments – DIVERSITY & INCLUSION considerations

Developed a new course model - Home or Away MSc research projects





# Who was involved in the process?

**Collaborative working** - RGU immigration compliance team, quality assurance officer, admin staff, teaching staff

**Stakeholder engagement** - Ministry of Health staff, student sponsors, workplace mentors

**Communication** – CL & HoS

**Promoting & marketing an inclusive and flexible course** - Head of admissions, marketing, recruitment teams

## What was achieved?

- Developed a new model of remote research
- Timetable planning outcome/impact
- Exploring ideas, concerns & expectations
- Improved well-being/student experience outcomes
- The feedback loop – impact of one cohort to the next

**IMPACT** of new flexible course structure: on student's **social wellbeing and achievement** – Students were highly engaged with the new model, completed MSc projects on time and on first submission.

Students were reunited with **support networks** who were able to support them during their write up. This approach had the added value of further developing links with international colleagues in support of students.

*"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 a valuable reason to attract students to RGU for this course."* Hana Al Ghussaini.



## EDI in the student journey – APPLICANT STAGE

Q. Do we have diverse **representation** on our course webpages?

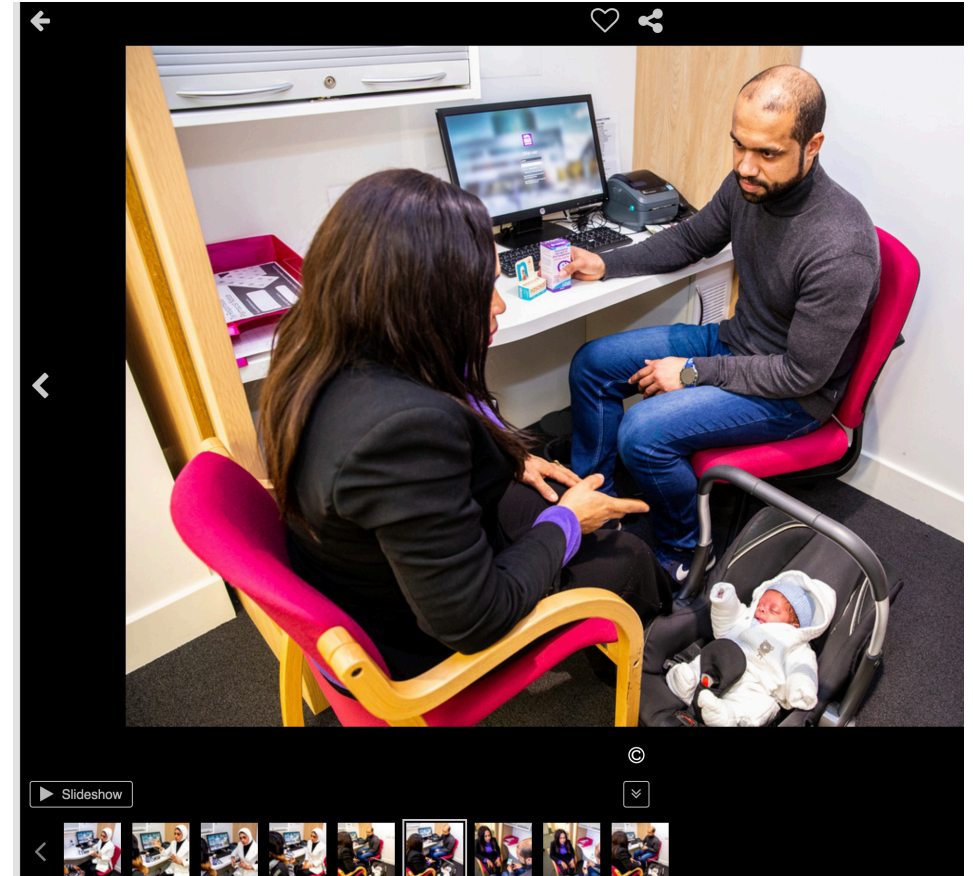
Q. Will minority groups feel welcome / a **sense of belonging** when accessing course information?

Q. Do we provide a course structure that takes account of **post-graduate student's well being**?

*"I've chosen RGU because I have an opportunity to study with a diverse student community. CPSD, allows for much flexibility. I love that it's timetabled for 3 days a week to allow for self-directed learning and the opportunity to complete the project away from the university with support from staff." (Ugandan applicant)*



## Student Stage – building ‘learning communities’ within & beyond the classroom



- RGU equality data (2016-2021) show lower satisfaction rates in minority ethnic students

# HOW DID WE BRING COURSES & EDI TOGETHER??



**Partnerships**



**Student engagement**

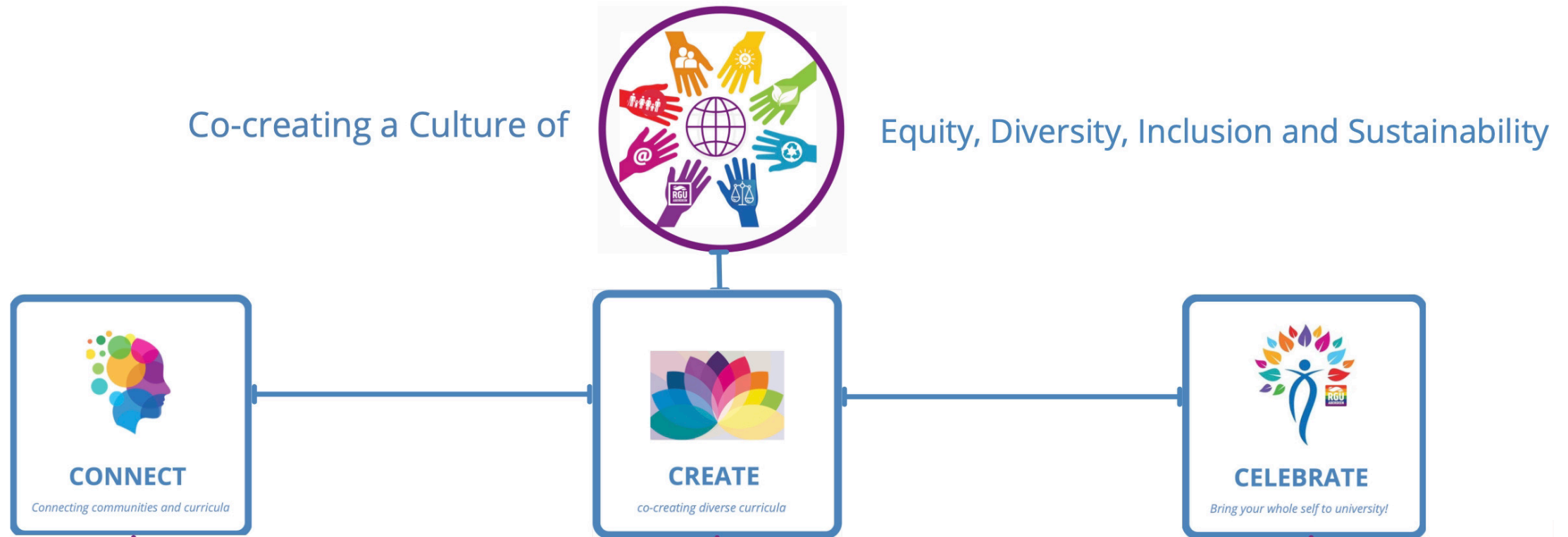


**Curriculum Diversity**



**Wellbeing/support**

# Global Citizenship Framework (GCF)



**IMPACT:** on student's awareness - *"This was a great learning experience as [it] covers different patient backgrounds in classes and focusses on diseases that happen across the world. Which prepares us for every kind of situation in practice".*

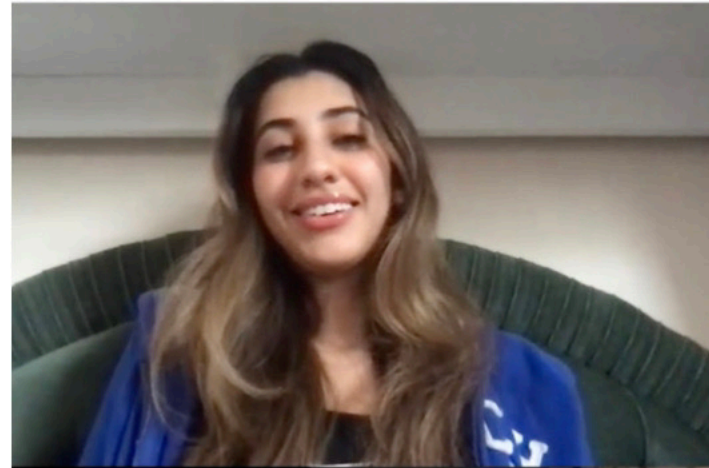
**IMPACT:** of inclusive teaching approach on student's sense of belonging - *"I'm from an ethnic minority background and have always felt like an outsider in my classes. However, in [these] classes, I felt extremely comfortable as [it] involves & includes everyone in an equal and respectful manner."*



## **A safe space to connect...**

Learners to diverse leaders  
and communities,  
Lived experiences platform  
To share, inspire and learn  
Mentoring scheme  
Connecting modules

## Connecting...Diverse Alumni to current Students



Zahra  
connecting  
from Kuwait



Chidera  
connecting  
from Nigeria



2021-09-28



# Connecting to...the local community

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

 Grampian Regional Equality Council



- ✓ Collate a directory of organisations to support patients, colleagues, students, trainees...

**Who We Are**

Saheliya is a specialist mental health and well-being support organisation for black, minority ethnic, asylum seeker, refugee and migrant women and girls (12+) in the Edinburgh and Glasgow area.

**What We Offer**

Our Services;

- Counselling
- Complementary Therapies
- Practical and Emotional Support
- Groupwork
- Outreach Work
- Young Saheliya Groupwork and

**Our Mission**

To promote mental well-being by combating the effects of discrimination and abuse, reducing the stigma of mental health, and improving access to mainstream services.

## Celebrating Global and Individual Diversity...



Nurturing a sense of belonging to  
Profession and Uni  
Student voice/Allyship  
Linking Student union/societies to courses  
Social activities without alcohol  
Course diversity calendar of celebrations!  
Diverse student advisors/advocates  
Reward and Recognition

## SENSE of BELONGING

- Pledges for stage 1 MPharm - sense of belonging to profession AND institution
- Social events that don't involve alcohol – picnics by the river 😊
- 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



## Be creative with expressing allyship & celebrating diversity!

Include **pronouns** (if you feel comfortable)

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

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

## Example staff email signature

Kind regards,



**Leila Neshat Mokadem (SHE/HER)**

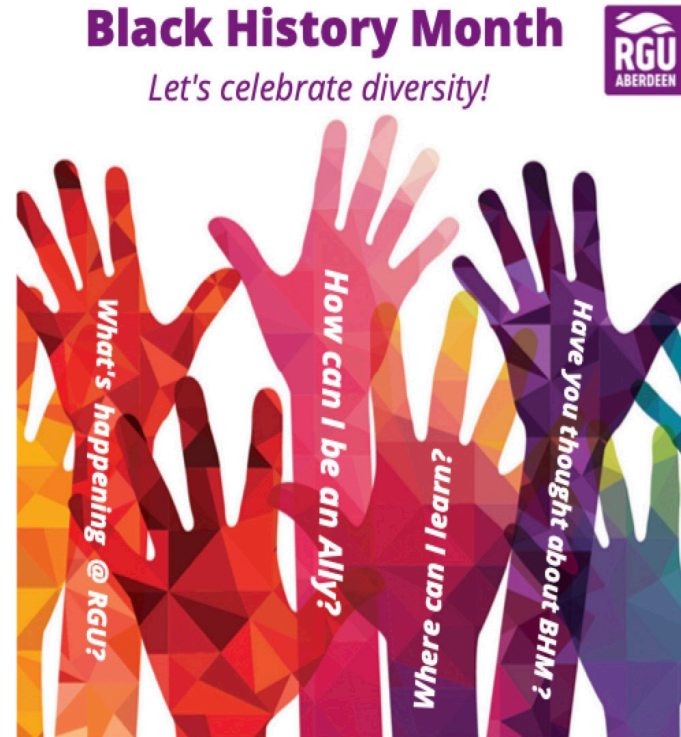
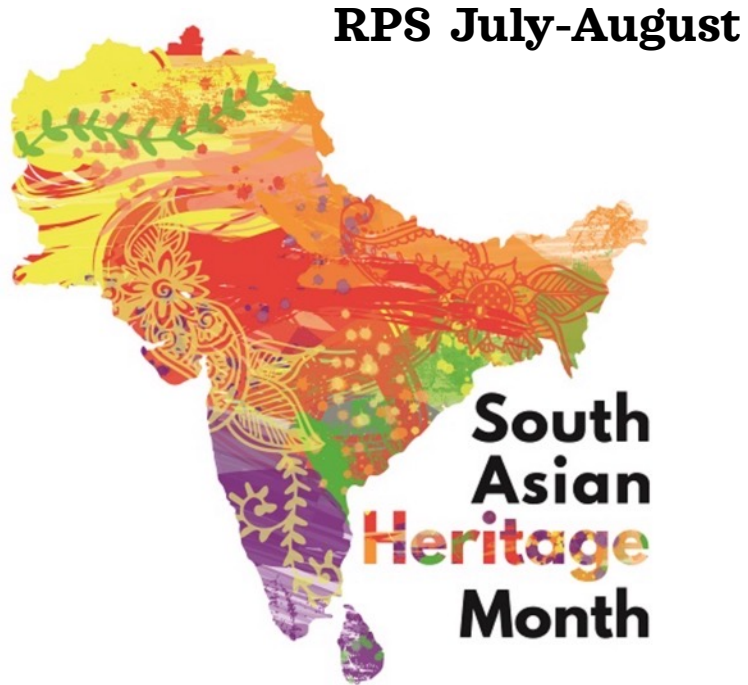


Course Leader - MSc Clinical Pharmacy Service Development  
RGU Race Equality Champion

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

 **ROBERT GORDON UNIVERSITY ABERDEEN** 

# CALENDAR of CELEBRATIONS – Create your own!



## 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>

**OCTOBER**

## **A collaborative venture between staff and students to...**



Co-create diverse curricula  
Global Citizenship  
Cross-discipline Collaboration  
Authentic Assessments  
Inclusive delivery Modes  
Creating Resilience in Learning  
Bespoke Study skills support  
Longitudinal Induction - transitioning to UK study

## 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 be completed in one place.

Micro-tracking involves 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.



wk	Format	Topic	Notes															
4	ONLINE SEMINAR 	<table border="1"> <thead> <tr> <th>TUESDAY</th> <th>PHM104 Task</th> <th>Success Criteria</th> </tr> </thead> <tbody> <tr> <td></td> <td>PHM101 Task</td> <td></td> </tr> <tr> <th>WEDNESDAY</th> <td>PHM103 Task</td> <td></td> </tr> <tr> <th>THURSDAY</th> <td>PHM102 Task</td> <td></td> </tr> <tr> <td></td> <td>PHM105 Task</td> <td></td> </tr> </tbody> </table> <p>My learning goals for this week are</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>This week I am feeling motivated</p> <p>☹️ 😞 😊 😄 😁</p> <p>This week I have met my learning goals</p> <p>☹️ 😞 😊 😄 😁</p>	TUESDAY	PHM104 Task	Success Criteria		PHM101 Task		WEDNESDAY	PHM103 Task		THURSDAY	PHM102 Task			PHM105 Task		<p>Note to self/Staff Questions/Peer Comment</p>
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Recipients of  
**RESILIENT LEARNER AWARD**



# An example of how we introduced 1<sup>st</sup> yr student pharmacists to the diversity of their future profession...

We started by looking at the history of Pharmacy as a professional body...

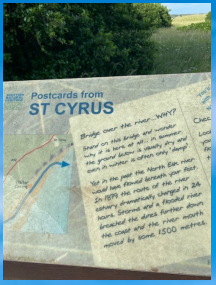
The Pharmaceutical Society received its grant of arms (shield of arms, crest and motto) on 14 March 1844. The two 'supporters' were granted on 27 March 1844. Both grant documents carry a full colour pictorial representation of the achievement.



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.



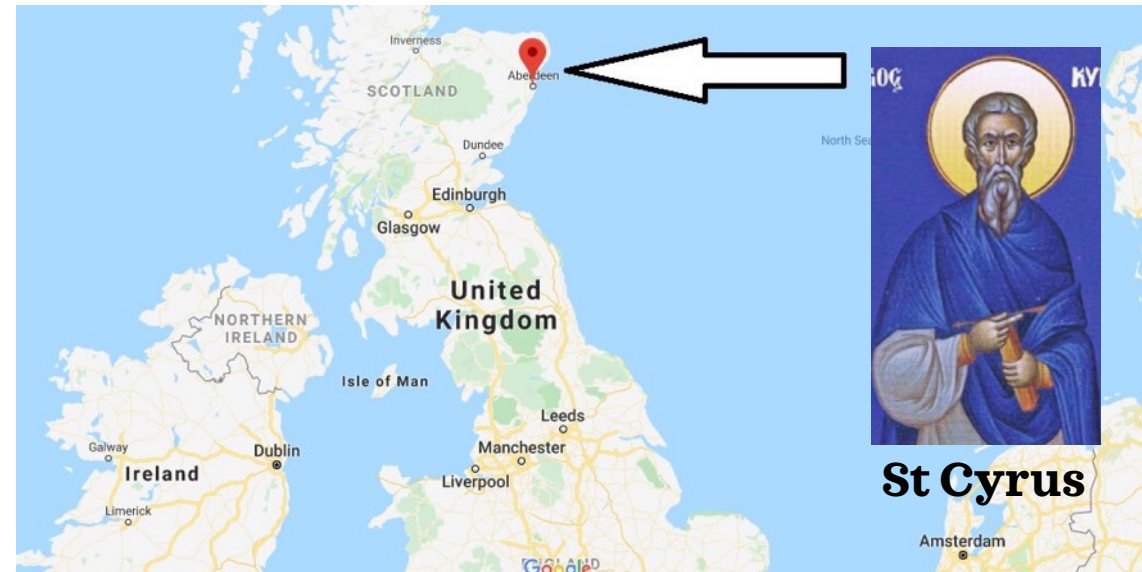
## St Cyrus Beach - Aberdeenshire

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 become 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 spot.

# Inspiration for connecting through diversity is all around us!

Look around & Be curious...

Why is a beach in Scotland named after a Persian King??



## 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**? e.g. How does a person's beliefs affect their engagement with their own health e.g. relationship between pain/death & religious beliefs, prescriber beliefs and decision making

Q. Do we help our graduates to develop **Cultural Competence**?



## Implementation of Global Citizenship seminar for 1<sup>st</sup> year MPharm Students

### SUSTAINABLE DEVELOPMENT GOALS



- Students asked to consider origin and meaning of their names and their unique background, identity and lived experiences and to reflect on how this may influence future careers
- If the world was a village of 100 video
- Health inequalities in Glasgow video
- Cross-cultural approach to healthcare
- Ethnic minority patients
- Practical Considerations
- Sustainability- SDG
- External contributions from Royal Pharmaceutical Society on EDI and Sustainability

# List 3 skills and attributes pharmacists need to practice EDI?



- 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
- Black & Minority ethnic **representation in Clinical Trials**



## Examples provided of diverse patient groups

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# Student Testimonial Following Seminar

*'I have always been aware the various **global challenges** on equality, diversity and inclusion, but the seminar expanded on the issue beyond my knowledge and understanding of the problem and predicted possible solutions.*

*I loved that it was a **creative session** in a **safe space** of a classroom to share, hear different experiences and perspective from other people and to discuss possible solutions, while considering how we could make a lasting positive difference in this area in our future careers.*

*Introducing **EDI early on** in the MPharm program will help create and develop the **awareness** and **culture** of equality, diversity and inclusion that will hopefully be **carried on into the profession**.*

*It also provided a **great opportunity for bonding and rapport** among a cohort that mostly interact online as a result of the pandemic induced restrictions.'*

**1<sup>st</sup> Year MPharm – EDI Student partner**





# Student Learning



*'What you may have an opinion on shouldn't interrupt the opinion of your patient. You must be respectful at all times no matter what you believe'*

*'Every profession is important in global sustainability'*

*'It was good to be reminded of the different things we need to consider when speaking to patients from different cultures. More about LGBTQ people and neurodiverse people would be good.'*

*'Made me aware of the health inequality in Scotland alone'*

*'Made me more aware of the problems globally that we are faced with'*

*'Importance of working together communication and team working for better living'*

*'The 100 people video was very helpful for putting global issues into perspective'*

*'The seminar gave me an insight into lots of different scenarios to consider whilst practicing and ideas of how to deal with them respectfully'*

*'We need global equality to help everyone contribute to improving the SDG goals.'*

*'Raised awareness of how to adapt to different communities and how to be respectful of their beliefs within pharmacy. '*