

Working with students on EDI

Celebrating 2 years of the Student EDI forum

Led by Dr Jo Hartland (they/them), over the last 2 years this group has:

- Consulted on the development of new teaching in trans healthcare and fasting during religious holidays
- Communicated with students on important EDI matters
- Identified key areas from the literature and student body for EDI work
- Input into the creation of the school EDI strategy putting students at its core.

Advocates over the last 2 years:

- International Students - Sarah Shivani Arunakumar
- Mature Student's - Abimbola Johnson Olabode
- Mental Health - Nina Promieńska
- Neurodiversity and learning difficulties - Sandra Banares-Aldea
- Widening Participation - Samera Bi
- Pregnancy and Child Care - Claire Harris
- Race and Ethnicity - Rakeb Yoseph
- Refugee and Asylum Seekers - Khadija Meghrawi
- Religion and Faith - Ayesha Siddiqi Abbas
- Sexual Orientation - Louis Davenport and Rebecca Dayan
- Transgender and Gender Non-Conforming - Molly Hawes
- Physical and Sensory Disability - temporarily vacant due to illness
- Inclusive Women's - vacant

Where it all began...

Dr Jo Hartland started as the 3D lead for the Medical programme teaching mainly around disability and supporting students. In recognition of their work, Jo was then appointed as Deputy School Education Director for Student EDI. Jo advocates for students in senior leadership spaces, and the students supervise Jo's role and are advocates for change. All of the fantastic work highlighted here was co-produced with students, along with the support of professional services staff.

Jo has now been recognised nationally for their work improving teaching on LGBTQ+ health, developing curricula to identify bias and privilege in clinical practice, and making sure marginalised community voices are heard.

Achievements

- Close partnership working with student groups like Galenicals, BME Medics, BAME-MSG, Muslim Medics, LGBTQ+ medics
- Responding to students concerns such as the letter regarding racism in the school and NHS.
- Bystander training for staff (over 150 NHS/uni staff trained) and students (years 1 and 5 with over 6500 visits from students across the faculty to the sway)
- Introduction of pronouns for student placement badges
- Introduction of Undergraduate Speak Up Guardians in academics
- Increasing work and transparency regarding the racialised attainment gap and the provision of reasonable adjustments in exams (acknowledging the work of Dr Andrew Blythe)
- Co-creation of teaching content and case-based learning with students and 3rd sector groups to represent the voices of marginalized communities in UG teaching
- Regular EDI support for academics, UG and PG senior tutors to help with complex situations or patterns of discrimination

Reverse mentoring

EDI forum advocates mentored senior school and faculty academic and professional services staff

It was just great. I really enjoyed it. I think some of the sessions we could have probably spoken for hours and they just didn't seem long enough

My mentor and I went through a set of lecture notes that I had been a bit worried about and they were very supportive and helpful saying 'No, it's going to be tricky to deliver that, but you've got to it's important.'

It greatly benefited the senior staff members as all of us agreed that it is a shame people involved in 'creating' the university experience don't really get a chance to speak to the students about issues like discrimination or struggling with one's mental health very often

It was amazing to get to know, briefly but in depth, two people who were very different to me in many aspects and engage in constructive discussions with them. It's not something that we, as students, get a chance to do often so I really appreciated it!

I think it was fascinating. It was, it was really great. I'd recommend it to anybody