

Issue	Actions	Reference to UCL Toolkit (purple)/BMA Harassment charter (blue) action	Deadline	Responsible	Success Measures	Completed
Policy and practice						
<p>Review and improve raising concerns process, and platform.</p>	<p>Speak to QA Unit about racial/harassment complaints received from medical students. Who reviews complaints? What feedback does the student receive? Is it possible to raise and hold? Does the Teaching Lecturer (formally Clinical Teaching Fellow (CTF)) dealing with these receive unconscious bias training, and training about supporting students who have experienced racism?</p> <p>Feed outcome of discussions to Amali Lokugamage (AL) to be taken into consideration with new Medical School raising concerns website.</p>	<p>Ensuring robust processes for reporting and handling complaints:</p> <ul style="list-style-type: none"> We will include options for anonymous reporting and reporting harassment at school and on work placements; We will review existing complaints procedures against good practice and make any necessary improvements; We will keep students informed about our actions in response to racial harassment complaints. 	Dec 2020		<p>Full transparency provided on the number and themes of concerns raised – an appropriate level of information should be published and accessible to all staff and students.</p> <p>A robust and effective UCLMS platform and process in place for raising concerns process.</p> <p>Positive feedback on the process in place received from students.</p> <p>High quality data easily made available to staff and students.</p> <p>Increased number of appropriate concerns raised through raising concerns website.</p> <p>Increased number and representation of Black Asian and Minority Ethnic staff as Freedom to Speak Up Guardians.</p>	
<p>Improve reporting of racism amongst staff and students.</p> <p>This will require a multifaceted approach - this is only one aspect: equipping medical students and staff to</p>	<p>Undertake a review of the raising concerns training to include student input, to ensure it meets the needs of students and addresses the range of problems students face.</p> <p>Undertake a review of the current process for staff raising a race-related issue/complaint.</p>		Apr 2021		<p>Robust process in place.</p> <p>Positive staff feedback.</p> <p>Details available on UCLMS EDI webpage.</p> <p>Delivery of a high quality sessions.</p> <p>Positive feedback received from students.</p>	

	Create discussion forums where students (and staff) can share their experiences of racial discrimination.					
	Create an MBBS EDI page - to cover material available across all years. Also to include links to UCL resources, BMA harassment charter. Useful resources. Raising concerns procedure. Student support. Contacts for student EDI leads.		Oct 2020	EDI com.	Creation of a well resourced and easy to navigate MBBS EDI page.	
Equip medical students to deal with discrimination	Ensure raising concerns pathways are clearly signposted in newsletters, bulletins, and module induction information. Training students in ACMN to respond to concerns/provide resources.	We will provide guidance to medical students about what to do if patients are racist or abusive. This will include how to report an incident of racial harassment while on placement.	Nov 2020 Apr 2021		Clear guidance in place and sign posted from UCLMS EDI webpage Training delivered and appropriate resources available on UCLMS EDI webpage	

<p>Reducing racism amongst medical students</p>	<p>CPP to include teaching about racism, cultural competency, cultural safety</p>	<p>We will embed EDI in medical school values and engage with BAME medical students and staff in action to change culture.</p> <p>Embedding EDI values into the fabric of everything UCLMS does and is must come from the top of the system and cascade into all its areas. The UCLMS SLT need to be visibly committed to EDI.</p> <p>Work with BAME students and staff to initiate discussions about race equality in medical education and review policies, practices and the curriculum from a race equality perspective.</p> <p>African-Caribbean societies or Asian societies for students and support networks for BAME staff are supportive environments and UCLS should support and engage with BAME medical student run organisations or societies – a valuable source of insight and feedback on what is needed to change culture, become more inclusive and narrow the attainment gap between white and BAME students within UCLMS.</p> <p>Check if your medical school provides training on active by-standing. If they don't, you can ask for it to be provided. You could do this directly or through your BMA student representative.</p> <p>We will provide guidance and training on how to challenge behaviours and active bystanding.</p>	<p>Apr 2021</p>		<p>Introduce new sessions on cultural competency, cultural safety.</p> <p>Review of current CPP session and adapt to consider impact of discrimination, and increasing diversity of material.</p>	
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		<p>Model inclusive behaviour and attitudes Address challenging behaviour head on and use these as teachable moments Facilitate the development of positive peer relationships Design and facilitate effective group work. Model inclusive behaviour and attitudes</p>				
Staff						
<p>Black, Asian and Ethnic Minority students feel under supported and unable to approach staff.</p>	<p>Increase awareness and promote the further development of student support staff and personal tutors on how to support Black, Asian and Ethnic Minority medical students. Improve staff support of Black, Asian and Ethnic Minority students.</p>	<p>We will ensure access to trained, confidential contacts that are sensitive to the needs of BAME students. Reflect on your assumptions about students</p>	<p>Jun 2021</p>		<p>Students feel supported by UCLMS staff. Robust policies and processes in place. Increased engagement between students and staff on relevant issues. UCLMS acting promptly on student feedback when appropriate and communicating progress. In regards to navigating the 'real-world' clinical system, career development and extracurricular opportunities, a network of non-UCL clinical allies is established to support and guide UCLMS Black, Asian and Minority Ethnic students. Increased number and representation of Black Asian and Minority Ethnic staff as Freedom to Speak Up Guardians.</p>	

Curriculum

<p>Lack of diversity in teaching material</p>	<p>Ensure teaching of clinical signs, symptoms and common investigations include variations seen in Black, Asian and other ethnic minority patients</p> <p>Deliver an Inclusive history taking session - Year 4</p> <p>Review current teaching material on race and discrimination</p> <p>Include more diverse reading lists for essential and recommended reading lists, and journal clubs</p> <p>Include taught areas in SBA and OSCE stations.</p> <p>All lecturers and clinical teachers should review their teaching material and ensure it is culturally diverse, considers the impact of eugenics, systematic racism and health inequalities</p> <p>Compile a database of students and staff to offer support to lectures/teachers wishing to adapt their material</p>	<p>Acknowledge any limitations in the demographic representation of course material</p> <p>Use a diverse range of resources Contextualise course materials</p> <p>Avoid stereotypes in course content and celebrate diversity;</p> <p>Contextualise course materials; Staff to increase their own pedagogical knowledge</p> <p>Reflect on your assumptions about students</p> <p>We will embed EDI in medical school values and engage with BAME medical students and staff in action to change culture.</p>	<p>On-going</p>			
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	<p>Create a resource list including diverse reading lists and clinical textbooks demonstrating signs and symptoms in black and brown skin. E.g. Mind the Gap, https://www.brownskinmatters.com</p> <p>Consider downloading some of the se resources on the year 4 iPads, so they are easily accessible.</p> <p>Collect patient videos of their experience of racism and discrimination in health care- these can be integrated into existing teaching sessions, so students can consider the impact of implicit bias</p> <p>Integrate teaching material exploring racism, medicine and healthcare - including areas such as the use of adjustment in eGFR, Spirometry adjustments, and also highlight significant contributions from Black, Asian and ethnic minority doctors and scientists.</p>					
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