

Diversity Education at UCL Medical School

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Equality and diversity are an essential part of education at UCL Medical School. The following educational and engagement activities show a growing commitment by faculty to a socially responsible curriculum concerned with preparing future health professionals who are aware of their role in identifying and addressing inequalities.

1. Equality and diversity is part of our **core teaching**:

The Clinical and Professional Practice “Vertical Module” runs throughout the 6 years of the course and includes:

Social Determinants of Health (SDH) module which teaches on health inequalities including discrimination, and the healthcare of vulnerable migrants. For example, in Year 5 students do a whole morning on migrant health taught by expert tutors and developed together with medical students, which is very highly evaluated. Students in earlier years have guest lectures e.g. Sir Michael Marmot.

Patient Pathway in Integrated and Community Care (PPICC) e.g. <https://www.ucl.ac.uk/pcph/undergrad/cbt/year1-2> Community Care teaching which includes visitors from the community, disability workshops, community placements, and teaching about community care. The teaching is very highly evaluated.

Mental Health module includes teaching on disability, chronic pain and society culture and mental health.

Ethics and Law module includes specific sessions on abortion, LGBT+ issues, FGM, domestic violence and abuse, forced marriage and raising concerns about prejudice. The focus is on the experiences of individuals and there are frequent visitors e.g. woman who has had FGM, woman who has had an abortion. Jayne won a Provost’s Teaching Award for this module.

Integrated Ethics and Law, SDH and PPICC sessions on *Justice and Health Care* which includes teaching on equalities legislation, human rights, discrimination and equitable health care in Year 2.

The core nature of this teaching is reflected by the inclusion of these topics in *summative written and clinical assessments*.

2. We run a number of highly popular **Student Selected Components (SSCs)** and provide academic support to a range of successful **student societies**. For example:

Projects that run across multiple years:

- *Target Medicine*: student-led widening participation programme
<https://www.ucl.ac.uk/target-medicine>
- *Open Minds*: improving attitudes to mental health
<http://www.ukopenminds.org/course/>

- *Sexpression*: sex education in secondary schools <http://sexpression.org.uk/>
- *Viva la Vulva*: gender equality political action group, raising awareness and campaigning on e.g. gender-based violence, FGM, and access to abortion & contraception – UCLU award winner
<https://uclmsnews.wordpress.com/2015/06/17/viva-la-vulva-wins-ucl-best-new-student-project/>

Other SSCs:

- *Who Cares?* Develops students' understanding of factors that impact on the health and wellbeing of individuals and communities and develops their confidence and communication skills with people who are stigmatised by society.
- *Learning Together* workshops with medical students and refugee doctors. These identify the needs of refugee doctors looking to gain clinical employment in the NHS alongside the need to increase the social awareness and responsibility of medical students as future members of a global health workforce with a culturally diverse patient population.
- *Speak of Donation* students learn about organ donation including issues around ethnicity and organ donation and then teach pupils at ethnically diverse state schools about organ donation.

We also worked with students to set up *LGBTalk*: a network of students supporting other LGBT medical students.

3. We involve medical students in numerous **Patient and public involvement** projects, which have won multiple awards, including:

Stories from the Soul, *Reel Health Stories* and *Behind the Scenes at UCL Medical School*. These help medical students understand contentious issues such as abortion and FGM from the perspective of the woman, help students relate to elderly and disabled patients as people, and use the creative arts to connect with the most diverse communities.

4. Ethnic and gender inequalities in medical education is a core theme in the UCLMS **research** strategy and formed the basis of an Impact Case Study in REF 2014.

<http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=37179>

5. UCLMS staff act as **role models** to students, showing their dedication to equality and diversity by their visible involvement in equalities activities including:

Co-Chairing the university's *Race Equality Steering Group* and membership of the *50:50* (gender equality) group and *LGBTQ+ Equality Advisory Group*. Our staff were part of the team that got UCL the *Bronze Race Charter Mark* (UCL is the only university to hold Silver Athena SWAN and Race Charter Mark). The Medical school also holds a *Silver Athena SWAN* award and is planning to go for Gold next time.

Our female Faculty have been nominated as *UCL Science Role Models* and our current and former Directors are both Professors of Medical Education and have both won *Women in the City Awards*. Our former Director is currently only the third female President of the *Royal College of Physicians of England* in its 500-year history as well as being a Professor and consultant rheumatologist.