

Title of presentation

Sharing Insights: Equality, Diversity and Inclusion in the Pharmacy Curriculum

Presenters

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Abstract

Background: The General Pharmaceutical Council (GPhC) Standards for the Initial Education and Training of Pharmacists (2021) states that we must have “a greater emphasis on equality, diversity and inclusion (EDI) to combat discrimination and deal with health inequalities” (General Pharmaceutical Council, 2021a).

Aims:

- To expand EDI on the curriculum and staff engagement with EDI in their teaching.
- To review the learning environment and emphasis we [pharmacy degree provider] place on EDI to ensure there is a diverse student population with all students having a fair chance of succeeding.

Method: A working group was established to identify gaps and opportunities within the Master of Pharmacy (MPharm) degree programme. In addition, the scope of the working group included having responsibility for annual protected characteristics data analysis. Membership included School of Pharmacy EDI committee members, a race equity champion, a disability officer, the widening participation lead and the Programme Director for Student Support and Engagement. Several pertinent resources informed discussions including a recent report prepared by Advance HE for the University (Moody, 2021) and the GPhC’s EDI strategy (General Pharmaceutical Council, 2021b). This working group reported suggestions and concerns to the Director of Education who addressed these and/or ensured changes were implemented.

Results: Examples of EDI expansion on the curriculum, with numerous teaching staff now involved, include: more teaching about skin conditions in black and brown skin (and increasing our photo bank), using a diverse range of patients for case studies and within patient-led workshops, developing a workshop about transgender medicine-related issues, designing assessments with an EDI focus, enhancing digital accessibility, having final year research projects about EDI, and introducing active bystander training to complement the existing unconscious bias training.

In terms of our diverse study population, we have recently introduced a pathway opportunities programme and continue to engage in student recruitment, including international students. With regard to the learning environment and student performance, female students are more likely to graduate with a first class honours degree (66.2% females versus 37.1% males in 2019-2020 obtained this classification).

Conclusion: It is important that students have an opportunity to apply their new learning in an authentic context and throughout the course, otherwise efforts to embed EDI can seem like tokenism. Work is ongoing to increase male success, including having male role models and using male student testimonials.

References

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