2023-24 EDI priorities for School of Medicine

Submitted for October 2023 meeting of the College EDI Forum, by Chioma Izzi-Engbeaya, Trisha Brown, and Rowena Wang

Priority	Planned actions	Rationale (including baseline data)	Responsible	Timeline (including milestones)	Measure of success (including key metrics)	End of year review and update (RAG rated)
Continue to develop a diverse and culturally competent curriculum	Implement new teaching materials that support students in handling difficult situations in clinical practice. Also, review support available for BMB students in similar situations.	Evidence generated from work to implement the BMA Charter to tackle racism highlights students' lived experiences on clinical placement. Evidence from BMB students also has similar issues.	EDI Director and Phase Directors	Work to commence in September 2023 and to progress through governance and operational processes ready for implementation in 24/25. Milestones to be agreed subject to Board approval.	Evaluation of student data to show they feel able to tackle difficult behaviours whilst in clinical practice.	
Ensure that our curriculum and student support meet the guidance set out by the GMC	Audit of our activities within the MBBS to ensure that it meets the recommendations set out in the GMC guidance.	Publication of GMC guidance on EDI and placements	Clinical/EDI Fellow, Head of School Secretariat	To be completed by Jan 2024	Demonstration of how the school meets guidance in GMC SAQ Return	

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Continue to support learners and educators by promoting an inclusive culture and learning environment	Monitor and evaluate, the perceptions of learners and educators, as well as outcomes and trends	Evidence gathered from work to implement the BMA Charter to mainstream equality, diversity, and inclusion (EDI) across the learning environment, which is in line with the GMC's guidelines for equality and diversity considerations	EDI Director, Phase Directors, Student Reps, Head of School Secretariat	- Continue to promote the UGEDI Forum - Disseminate the findings from the Assessment Review project in Phase 2 - Disseminate the findings from the Phase 1 Staff Census to inform the senior management team and student body - Disseminate the 'Our Stories' project to promote an inclusive learning environment -Analyse HESA differential data to understand student attainment and progression.	-Monitor & implement actions raised -Train educators to enable them support students with disabilities - Evaluation of perception of staff diversity - Circulate 'Our Stories' outputs & evaluate impact - Develop and implement action plans to address issues highlighted by analysis.	