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Inclusive Education Action Plan

Department Name: Warwick Medical School

Overview	Action Needed:
<p>Context: Following the 2022 Teaching Excellence Group (TEG) meetings, it is clear there is a great deal of momentum with work related to Inclusive Education within academic departments. The panels were impressed by the commitment and investment from departments in helping to identify, discuss and develop actions to improve participation and outcomes for students.</p> <p>What is the purpose of this document? We would now like to expand on these conversations further by asking departments to detail your inclusive education priorities in the form of a light touch action plan. There is widespread recognition that this work is neither quick nor easy and it requires a planned and sustained effort from everybody to achieve the structural change required. This action plan is a working document and will be developed over time, but we hope it will focus, prioritise and stagger implementation so that progress is achievable and sustainable.</p> <p>Where do we begin? Closing awarding gaps and addressing gaps in continuation is a complex issue and involves sustained work with students and staff to understand challenges in different contexts. There is a solid body of evidence that suggests some key underlying areas which impact on student success. These include but are not limited to: a sense of belonging, inclusive assessment, attending to emotional and material support needs, clear guidance, transparent regulations, raising critical understanding of conscious and un-conscious bias, decolonised curriculum, avoiding deficit models and recognising and building on community cultural capital.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • How is the department engaging students and staff to understand and tackle the barriers faced by different groups? • What mechanisms are being used to identify, discuss, and develop actions to improve participation and outcomes for students? • What are the priority actions the department wants to address in the immediate and longer term? • What support and guidance from the University would be useful to take this work further? <p>How will progress be monitored? On completion, the Inclusive Education Board will review the documents to allocate funding and see where additional support may be needed. Action plans will be collated and shared with Faculty Education Boards and should also be shared with department level EDI committees. Departments will be asked for an annual light touch update to be shared with the Inclusive Education Board. This Board will then collate the responses and report to various other committees including Senate, the Social Inclusion Committee and the Widening</p>	<p>Please fill in sections 1-5 and submit complete action plans to this online form by close of play, Monday 24th October 2022.</p> <p>SUBMIT INCLUSIVE EDUCATION ACTION PLAN</p> <p>If you have any problems submitting or have any questions about the plan, please contact Megan Caulfield on m.caulfield@warwick.ac.uk.</p> <p>Next steps: We will be running a series of workshops to help departments with completing their action plans. They will include the chance to network and share ideas, share examples of partnership working with students plus some practical support with completing the form and working with Unitemps.</p>

Participation Committee. Inclusion will also feature as a theme in existing quality enhancement processes, including TEG and ITRL, and these action plans will form part of the evidence pack for these processes.

[More information is here.](#)

1. Analysis of current position:

What inclusive practice is there in the department?

Please see below some examples that were highlighted during your recent TEG meeting. You may wish to expand on these points and add additional good practice not covered.

- Creating examples of accessible teaching PowerPoint templates that can be used for all lecturers/guest speakers etc. Taking an accessibility first approach with accessible design built-in rather than being additional work". Staff development sessions focus first on built in accessible design. Checklists including CAST recommended as tools to support with appraisal – currently in MBChB
- Adding a question to the end of module feedback to ask if there have been any issues with protected characteristics within their modules. Analysis of pooled data collected (predominantly MBChB) since inception of the question are currently being undertaken. This will be disseminated to colleagues e.g. the AGG, IE subgroup once complete. Addition of this question has provided further insight into student experiences as current approaches are quantitative in nature.
- Regularly monitor student data (UG, PGT and PGR) through a KPI digest. Issues are flagged to SMT
- Working closely with their students, they have put many mechanisms in place to identify, discuss and develop actions to improve participation and outcomes for students from different groups. This includes addressing issues around gender, sexuality, ethnicity and disability within their teaching, curriculum, and culture. This is monitored through MBChB LTQC
- Awarding Gap Working Group: co-chaired by student
- B-A MEntor scheme for students from minority ethnic backgrounds
- Mandatory anti-racism training for all MBChB staff and students now being rolled out to clinical teachers in partner NHS organisations and students
- LGBTQIA+ inclusivity training is currently being rolled out to staff (MBChB) and the Rainbow Badge scheme to students
- Digital accessibility in teaching and learning sessions for teaching staff open to both campus and NHS Trust based staff.
- Transcript correction service for recorded lectures in collaboration with central Disability team.
- Say-my-name email signatures promoted to both staff and students as well as the inclusion of preferred pronouns on staff email signatures in MBChB and UG
- Co-creation and close links with student networks and societies to identify, address, and tackle issues
- Encouraging educators to include a variety of skin tones when using images in teaching sessions, supported by the creation of a Padlet containing links to resources
- Development of an EDI strategy by the Warwick MRC-funded Doctoral Training Partnership (PGT/PGR students) with ring-fenced studentships for Black students.
- WP working group within the MRC DTP to discuss issues and develop actions to improve engagement and access. This led to the revision of the MRC DTP student recruitment processes

2. University priorities

As a university we have **four institutional priorities**. They are to:

- Reduce the black attainment/awarding gap
- Reduce the percentage difference in continuation rates between disabled and non-disabled students
- Reduce the percentage difference in continuation rates between mature students when compared to young students
- Reduce the percentage difference in continuation rates between WP students and non-WP Students (particularly Polar Q5 compared with Polar Q1)

We are not asking for a lot of detail within plans, rather key areas of focus. Please indicate below how you plan to respond to and achieve these priorities.

Goal/Area of Focus: Four University Priorities			
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
<p>Action(s) and/or outputs <i>What will be delivered to achieve this?</i></p>	<p>A1. Analysis of data affecting all EDI groups (Black Awarding Gap, Disability, Widening Participation and Mature students) through KPI digest – (MBChB, UG, PGT and PGR)</p> <p>A2. Ensure black students are offered a peer mentor to support their learning journey (and a clinician mentor for MBChB students)</p> <p>A3. Work with student disability network to streamline processes for reporting disabilities and accessing support.</p> <p>A4. Work with Widening Participation in Healthcare and Medicine (WHAM) society to offer WP students a peer mentor</p>	<p>A1. Conceptualise and explore novel methods to address target areas which have been identified in Y1. These may include assessment processes, student support systems, and development of community cultural capital.</p> <p>A2. From the groups identified with awarding gaps commence a PAR (Participatory Action Research) initiative with relevant stakeholders</p> <p>A3. Implement ‘train the trainer’ sessions for current mentees to become mentors.</p> <p>A4. Continue to work with disability networks to ensure new and current students know the processes on reporting disabilities and how to access support</p> <p>A5. Continue to monitor mentoring schemes across the School.</p>	<p>A1. Conceptualise and explore novel methods to address target areas which have been identified in Y2. These might include assessment processes, student support systems, and development of community cultural capital.</p> <p>A2. Continue to build on PAR portfolio in alignment to the University’s Inclusive Education Strategy</p> <p>A3. Continue the mentorship schemes in all 4 provisions – encouraging mentees to become mentors</p> <p>A4. Ensure project/initiatives continue with EDI student networks across the school, as new cohorts arrive, and current students graduate.</p> <p>A5. Audit of EDI projects to ensure all 4 provisions are included/supported.</p>

<p>Lead(s) <i>Who is responsible for delivering this work?</i></p>	<p>L1. Inclusive Education Subgroup, Awarding Gap Group L2. Black and Minority Ethnic Student Network, staff (Clinical mentors) L3. Student Disability network and student support L4. WHAM Society, Student support</p>	<p>L1. Education Committee, Relevant stakeholders (Networks, student support, Academic Leads) L2. DSEP and relevant stakeholders (Athena Swan, Student Networks, Societies) – once projects are identified. L3. Student networks, careers consultant, trainers L4. Student Disability network, Induction Teams (DSEP and provision leads), student support (MBChB, UG,PGT,PGR) L5. Mentorship Scheme Leads (student led)</p>	<p>L1. Education Committee, Relevant stakeholders (Networks, student support, Academic Leads) L2. DSEP, relevant stakeholders (Athena Swan, Student Networks, Societies) L3. Mentorship leads (Student led) and DSEP, Senior Careers Consultant, Trainers L4. Athena Swan, EDI awarding gap, student networks, societies L5. DSEP and project leads</p>
<p>Evaluation <i>How will you know if this has worked? What does success look like at each milestone?</i></p>	<p>E1. Specific actions are identified through KPI digest to implement changes. E2. All black students have been paired with a peer mentor and an evaluation of the mentorship process E3. Review the process of reporting disabilities E4. All WP students have been paired with a peer mentor and an evaluation of the mentorship process</p>	<p>E1. Continued reduction in awarding gaps (BME students) and continuations rates (disabled vs non-disabled students, mature students vs young students, WP students) E2. Research outputs, sharing good practice at school meetings, university wide subgroups (WIHEA) national and international conferences, and publish findings in relevant journals E3. Uptake of the mentorship training programme and obtain feedback from the participants E4. Liaise with student support services and review processes E5. Annual audit reports from mentorship leads</p>	<p>E1. Continued reduction in awarding gaps (Black and Minority Ethnic students) and continuations rates (disabled vs non-disabled students, mature students vs young students, WP students) in line with the university goals. It is important to note that the largest gains will be expected in Y4 and 5 of this action plan, when Y1 initiatives are fully maximised. E2. Sharing good practice across the School and relevant working groups across the university E3. Evaluation of the mentorship programmes E4. Sustainability of initiatives/projects – ensure students are supported during handover of project and leadership. E5. Actions to implement good practice and support all 4 WMS provisions</p>

3. Individual department priorities

As discussed in your recent TEG meeting, you may also have your own individual department priority in relation to Inclusive Education. Please detail how you plan to address this priority below.

Goal/Area of Focus: WMS (MBChB, UG, PGT and PGR)			
Key:	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
<p>Action(s) and/or outputs <i>What will be delivered to achieve this?</i></p> <p>Themes</p> <ol style="list-style-type: none"> Inclusive Assessment Actions affecting certain student groups Awarding gaps 	<p>Cultural and Community values:</p> <ol style="list-style-type: none"> Exploring and sharing knowledge on inclusive education by having a ‘World Café’ event for the School Implement the Anti – racism and LGBTQIA+ training to all staff and students in WMS. Introduce a community kitchen and breakfast club opportunities Continue to schedule Wellbeing events at the school (Student led) <p>Curriculum Development (Diversifying and Decolonising): <u>Assessment Design</u></p> <ol style="list-style-type: none"> Course teams and students (via internships) to carry out a mapping exercise via the university dashboard (or APG data when data is not available via the dashboard e.g. PGT provision) to identify awarding gaps within their courses (these may have already been identified in some provisions and other provisions are commencing work on this) 	<p>Cultural and Community values:</p> <ol style="list-style-type: none"> Development of a central-hub where student/staff can access societies and network information Development of a WMS central-hub for students (MBChB) to identify opportunities in research, education and leadership pathways. Continue to schedule Wellbeing events at the school (e.g. wellbeing activities, external speakers etc) Continue to offer students access to the community kitchen and breakfast club opportunities (staff-student led) <p>Community Development:</p> <ol style="list-style-type: none"> Provide new staff within the school - as part of welcome training with information on accessible teaching training. All new staff to complete Anti-racist, LGBTQIA+ and Trauma Induced Pedagogies training as part of an induction package. 	<p>Cultural and Community values:</p> <ol style="list-style-type: none"> Exploring and sharing Knowledge on inclusive education within the school Maintenance of the central hub where student/staff can access societies and network information Development of a WMS central-hub for students (UG, PGT and PGR) to identify opportunities in research, education and leadership pathways. Continue to schedule Wellbeing events at the school Continue to offer students access to the community kitchen and breakfast club opportunities (staff-student led) <p>Community Development:</p> <ol style="list-style-type: none"> Continue to provide new staff within the school - as part of welcome training with information on accessible teaching training and training packages . Pilot the disability training programme in WMS.

	<p><u>Assessment and feedback</u></p> <p>A6. Inclusive question design ensuring a variety of ages, gender identities and skin tones are included in assessment questions and identify who the assessors are.</p> <p><u>Teaching Practices</u></p> <p>A7. Audit teaching resources to ensure they are suitable for neurodiverse students</p> <p>A8. Adding a question to the end of all module feedback forms (inclusive of all 4 provisions) to address issues with protected characteristics within modules.</p> <p>A9. Exploratory work with students to identify avenues to offer Academic Skills Support (such as academic writing, referencing, presentation skills etc) to peers - encouraging student agency in teaching and creating 'mentoring groups'</p> <p>A10. Implement the Guidance for educators: Trauma-informed approaches in MBChB, UG and PGT</p>	<p>A7. Support student led projects in developing training resources (disability training)</p> <p>Curriculum Development (Diversifying and Decolonising):</p> <p>A8. Supporting staff to engage with Blackboard Ally to ensure accessibility of sessions</p> <p>A9. Continue to provide academic skills support workshops</p> <p>A10. Create a bank of academic skills resources co-created with students (internships)</p>	<p>Curriculum Development (Diversifying and Decolonising):</p> <p>A8. Review 'self-evaluation' toolkits for staff to review courses/modules through the inclusive education lens</p> <p>A9. 'Test run' the toolkits for a select number of courses</p> <p>A10. Continue to maintain the academic skills workshops and continue to build on the resource</p>
<p>Lead(s) <i>Who is responsible for delivering this work?</i></p>	<p>L1. DSEP, Athena Swan, Student Networks, Awarding gap group</p> <p>L2. Awarding Gap Group, LGBTQIA+ network and DSEP</p> <p>L3. Senior Personal Tutors, current students, DSEP</p> <p>L4. DSEP, Senior Personal Tutors, Wellbeing support</p> <p>L5. DSEP, Course Directors and Student network (BME and Disability)</p> <p>L6. Assessment leads, Student networks (BME and Disability)</p>	<p>L1. Kelly Coles, Charlotte Simms (MBChB student), Gurpreet Chouhan, Sean Barrett</p> <p>L2. Kelly Coles, Charlotte Simms (MBChB student), Gurpreet Chouhan, Sean Barrett</p> <p>L3. DSEP, Senior Personal Tutors, Wellbeing support</p> <p>L4. Senior Personal Tutors, current students, DSEP</p> <p>L5. Pro-Dean Education Office, Division line managers and HR</p>	<p>L1. Athena Swan, Student networks, awarding gap group</p> <p>L2. Kelly Coles, Charlotte Simms (MBChB student), Gurpreet Chouhan, Sean Barrett</p> <p>L3. Kelly Coles, Charlotte Simms (MBChB student), Gurpreet Chouhan, Sean Barrett</p> <p>L4. DSEP, Senior Personal Tutors, Wellbeing support</p> <p>L5. Senior Personal Tutors, current students, DSEP</p>

	<p>L7. Course Teams/Module Leads L8. Module Leads, Teaching Quality Team L9. Senior Personal Tutors, DSEP L10. Dr Helen Nolan (WMS), Dr Elisabeth Blagrove (Psychology) Jessica Sinyor (MBChB student) (WMS).</p>	<p>L6. Pro-Dean Education Office, Division line managers and HR L7. Disability Student network, Academic Technologists L8. Academic Technologists L9. Senior Tutors, Student Mentors, DSEP, Senior Academic Technologists L10. Senior Tutors, Student Mentors, DSEP, Academic Technologists</p>	<p>L6. Pro-Dean Education Office, Division line managers and HR L7. Student Disability network L8. Working groups within provisions L9. Course Directors and member of the working group L10. Senior Personal tutors and DSEP and student interns</p>
<p>Evaluation <i>How will you know if this has worked?</i> <i>What does success look like?</i></p>	<p>E1. Feedback from attendees E2. Evaluation of the training package and respond to feedback E3. Frequency of students using the foodbank and breakfast clubs E4. Attendance and informal feedback from students E5. Course teams, assessment leads, portfolio coordinators, E6. Review during phase/course meetings, Examiners/Question setters and assessors E7. Audit through Moodle and implemented across all provisions . E8. Responses to the question and ensure comments are addressed by module leads/phase leads E9. Significant attendance during scheduled sessions E10. Integrated evaluation form to capture data after completion of training resource</p>	<p>E1. All students know and have access to the central hub E2. All students know of opportunities available to them via the WMS central hub E3. Attendance and informal feedback from students E4. Continued use of the community kitchen and breakfast club E5. New staff implement accessible resources during their teaching preparation and sessions E6. Integrated evaluation forms in all training packages E7. Successful launch of the disability training package E8. Collect feedback to assess staff confidence in using Blackboard Ally E9. Attendance at workshops and evaluation of sessions E10. Launch of resources via Moodle (or appropriate platform)</p>	<p>E1. Feedback from participants and attendees E2. Central hub becomes the go-to platform to access information E3. Central hub becomes the go-to platform for to identify research, education, and leadership opportunities E4. Attendance and informal feedback from students E5. These initiatives become self-sustainable through funding and donations E6. Integrated evaluation forms in all training packages E7. Integrated evaluation forms to collect initial data E8. Development of toolkits E9. Feedback collected from 'users' and functionality of the toolkits E10. Student mentorship programmes continue to support peers</p>

4. Support:

What additional support would help you to achieve this?	Upcoming events you may wish to attend:
<ul style="list-style-type: none">• Obtaining underpinning data for EDI students? SPA and analytics support• Supporting WMS with resources and funding for students who require academic skills support.• Ensure frequency of funding for sustainable projects specifically to help students with the cost of living.	<ul style="list-style-type: none">• Inclusive Education Action Planning Workshop, 14 September, 13:00-14:30, In person. Book your place here. <p>Coming soon:</p> <ul style="list-style-type: none">▪ Evaluating the impact of inclusive education work – date TBC▪ Evaluating and analysing diversity and inclusion data – date TBC
	<p>Previous event recordings</p> <p>There are lots of resources within Warwick and the sector related to Inclusive Education. As a starting point, please see a few pages you may find useful:</p> <ul style="list-style-type: none">• Academic Development Centre Inclusivity Resources• ADC previous events and resources• Anti-racism resources• Neurodiversity Toolkit• Social Inclusion Resources• Warwick Inclusion Conference• Warwick Education Conference recordings• Warwick Inclusion Conference• WIHEA Learning Circles

5. Funding | This year the decision has been taken to distribute £5000 of the student success fund to each department to help support with action planning (subject to conditions).

Eligibility and Criteria	To be eligible for funding, the work must:	Work aligning with the following would be particularly welcome:
	<ul style="list-style-type: none"> Align with the objectives of Warwick's Inclusive Education model Aim to enrich and enhance students' university experience Be designed by and directly involve joint working with students and staff Have a defined project outcome and planned legacy Include evaluation 	<ul style="list-style-type: none"> Equality, diversity and inclusion: Ensuring we work in partnership to promote a community where all are welcome, respected and able to succeed. This includes intentional efforts to meet the needs of our diverse community, recognising intersectionality, and adapting practice to ensure some individuals and groups, who traditionally have been underserved, feel welcome and able to engage Transforming learning and teaching: Engaging in curriculum enhancement through student-staff co-creation. Recognising the power of learning, teaching, and assessment to transform the student experience. Supporting work on university-wide curriculum transformation Community: Supporting staff/students to develop, enhance, and support resilient learning communities that promote wellbeing and belonging

Please provide a brief overview below of how this funding may help support your department with implementing inclusive practices:

Project Overview	This summary should outline how this money will support your department to deliver your action plan and how you plan to evaluate the success of any funded work – 500 words max
	<p><i>This funding will support various inclusive education initiatives currently taking place or due to commence at Warwick Medical School as highlighted in the action plan. The funding will predominantly support initiatives to address the cost-of-living crisis for example supporting the community kitchen and breakfast clubs for all students in the 4 provisions of the School (MBChB, UG, PGT and PGR) (£1000). The funding will also support various projects led by or co-created with students, for example, developing and implementing the disability training led by the student disability network via an internship programme (1 x internship circa £700). LGBTQIA+ students have piloted training for staff within MBChB this funding will enable students to roll this out to all of WMS and pay the students to deliver the training and evaluate it (1x internship circa £700). Furthermore, a PAR project that would be relevant for all courses would also fund students via internships to identify if there is an awarding gap for LGBTQIA+ students, or qualitatively explore their experiences. Some provisions within the school will commence mapping exercises with course teams and students to identify awarding gaps within their courses (PGT) and continue to evaluate the question design ensuring a variety of ages, gender identities, neurodiversity are included, this work will be led by assessment leads and student networks (Black and Minority Ethnic Student network and Disability network) across the school. Exploratory work with student interns will identify various ways to offer Academic Skills Support to peers - encouraging student agency in teaching and creating resources. Mentoring groups for example through an</i></p>

'Open House' skills workshop will allow staff (Senior Tutors) and students to lead these sessions as well as evaluate the sessions (2X internship circa £1200). The WMS inclusive education subgroup recognises the importance of exploring and sharing knowledge on inclusive education, therefore a 'World Café' event, open to all staff and students at WMS will be organised. This event will include speakers from the wider university and various other universities (circa £1200). The funding will also support projects such as wellbeing events that would benefit with incentives such as vouchers, raffle prizes etc, (£200) for student volunteers. Please note only selected initiatives have been outlined in this section and come to a sum of £5000, if further funding was made available this would be allocated for further student led initiatives via internships outlined in the action plan above.