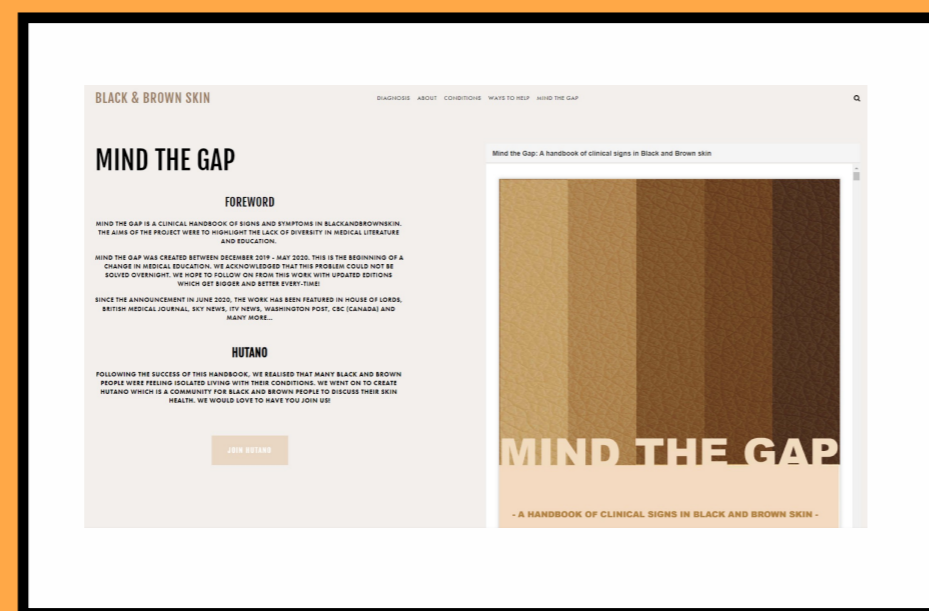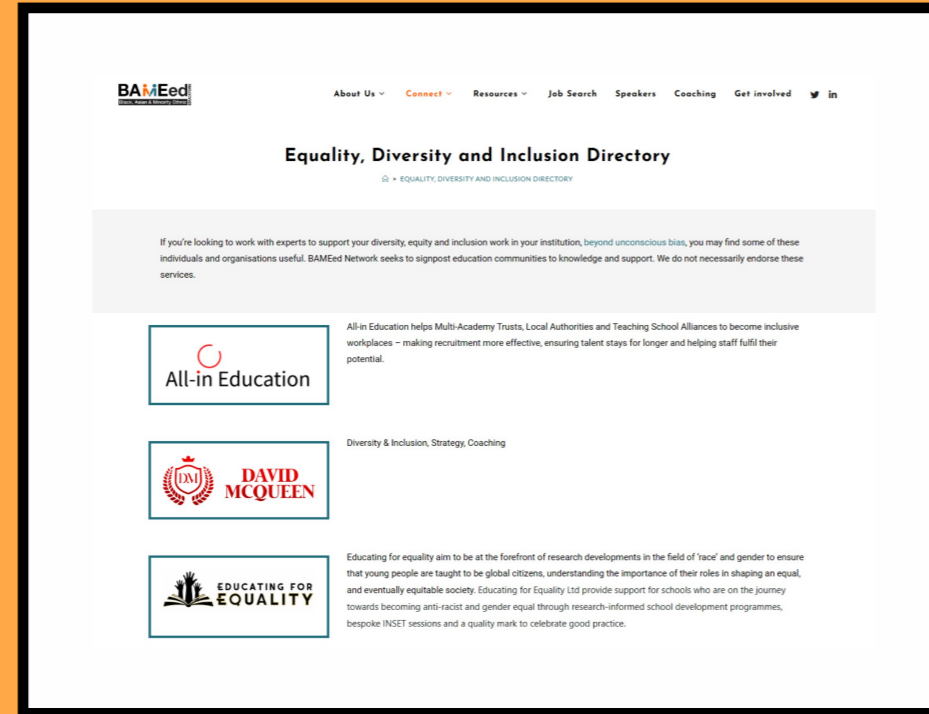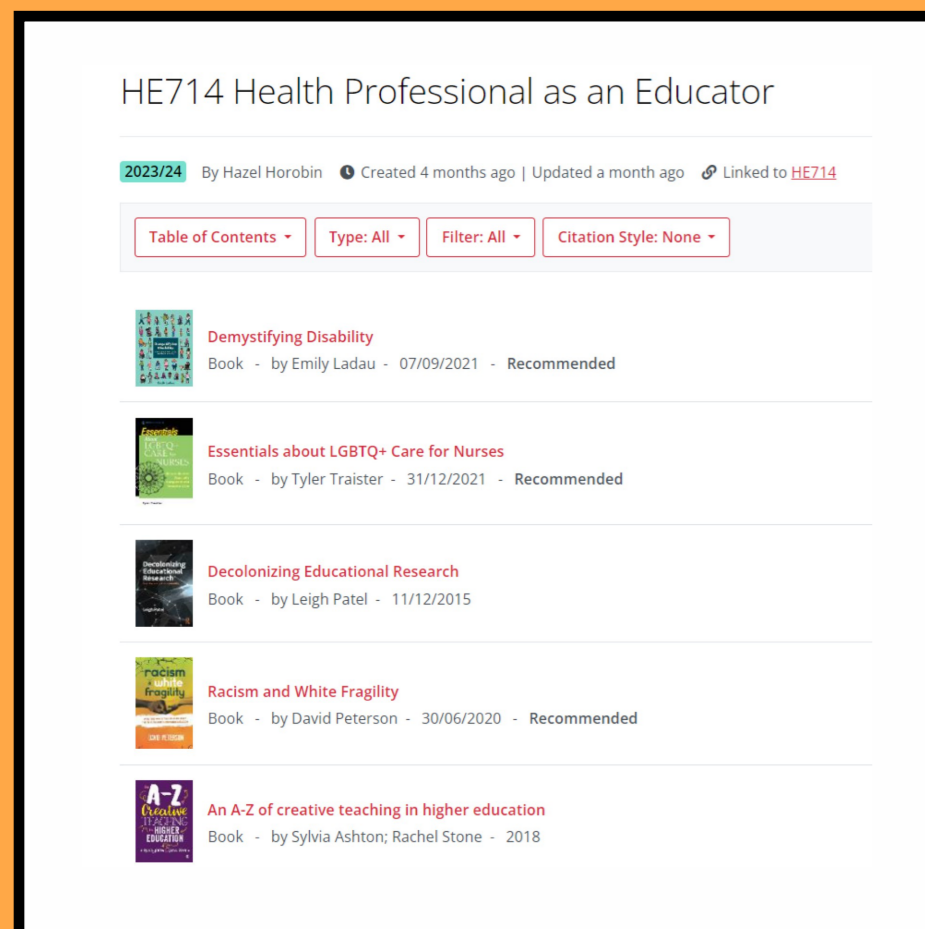# EDUCATION FOR INCLUSIVITY IN PRACTICE BASED EDUCATION
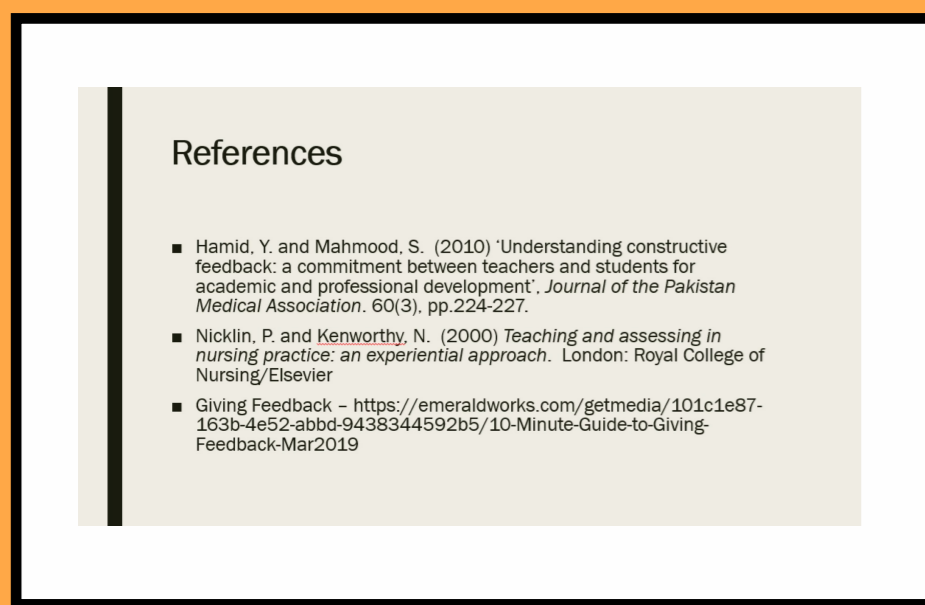
OVERVIEW

The 'Health Professional as an Educator' module at the University of Brighton aims to enhance the educational expertise of health and social care professionals supervising students on practice placements. Aligned with the University's Inclusive Practice Charter Mark, this poster highlights the module's diverse educational practices, emphasising inclusive principles in content, teaching design, global perspectives, and student partnerships. It showcases the module's commitment to fostering an inclusive learning environment (Collins et al., 2019).

RESOURCES

Books, websites, and articles offer a broad range of study material.

Material that addresses issues of diversity is also integrated directly into teaching and learning sessions.

GLOBAL OUTLOOK

The curriculum is global in outlook, addressing issues of supporting newly UK registered professionals, and working in diverse multi-disciplinary teams. Module participants consider issues of social justice through the consistent consideration of the issues relating to inclusivity.

The assessment is related to the UKPSF (Advance HE 2011 version, at present) which has as part of its requirement a wider understanding of context (dimension V4). Module participants are encouraged to understand how different social, economic, and cultural factors may influence outcomes and perspectives.

MODULE DEVELOPMENT

The curriculum is co-created, reviewed and developed in partnership with students. Importance is placed on module evaluation and module participants collaborate with formal (central University generated) and informal evaluation involving the student representatives and the teaching team.

Tutor and peer feedback forms a key underpinning to the module curriculum and is woven into the module design. There are multiple opportunities for students to submit work for formative feedback.

Partnership does not end with the students, but regular contact with health service commissioners supports the ongoing relevance of module content.
The External Examiner, someone with experience of teaching overseas, was also selected this year with the thinking that he would support the team about our ongoing work towards inclusivity and the embracing of diversity.
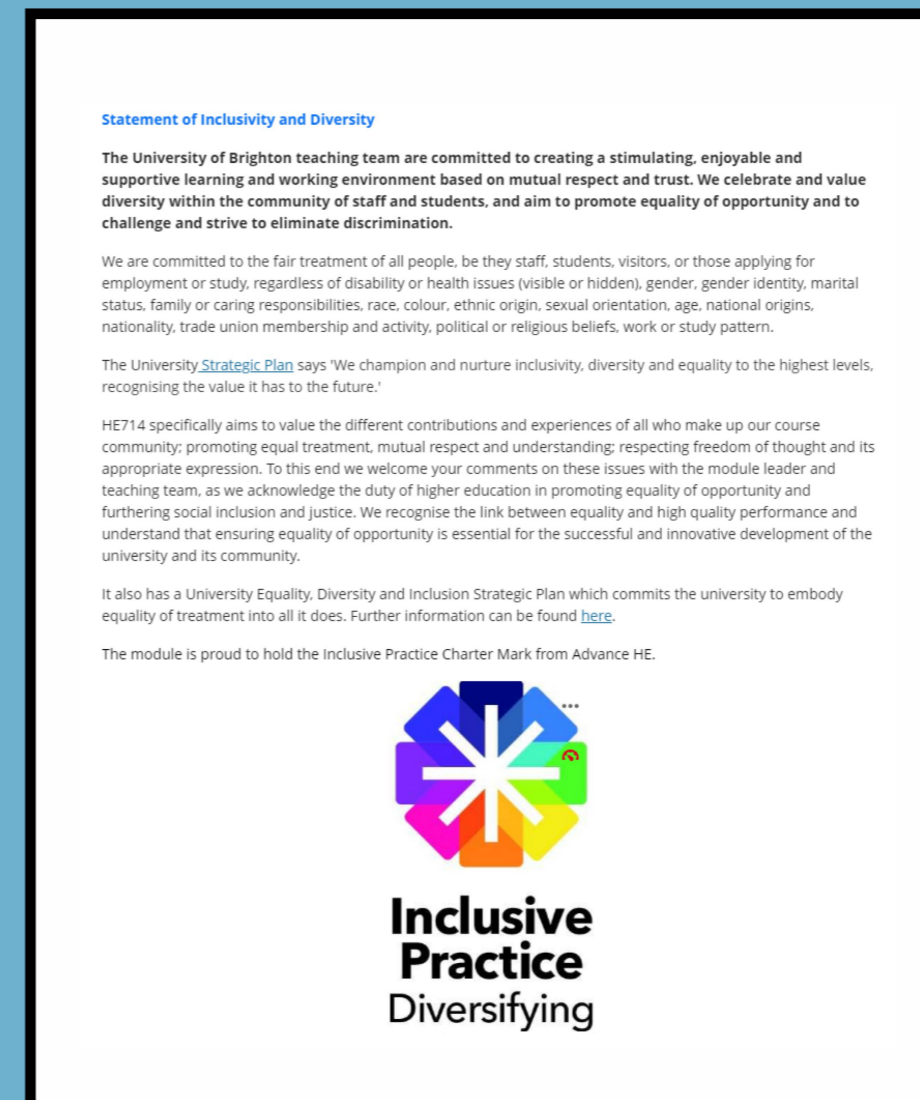
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- Collins, A., Azmat, F. and Rentschler, R., 2019. 'Bringing everyone on the same journey': revisiting inclusion in higher education. Studies in Higher Education, 44(8), pp.1475-1487.

- Hemmings, N., Buckingham, H., Oung, C. and Palmer, W., 2021. Attracting, supporting and retaining a diverse NHS workforce.

- Honey, P. and Mumford, A., 1989. Learning styles questionnaire. Organization Design and Development, Incorporated.
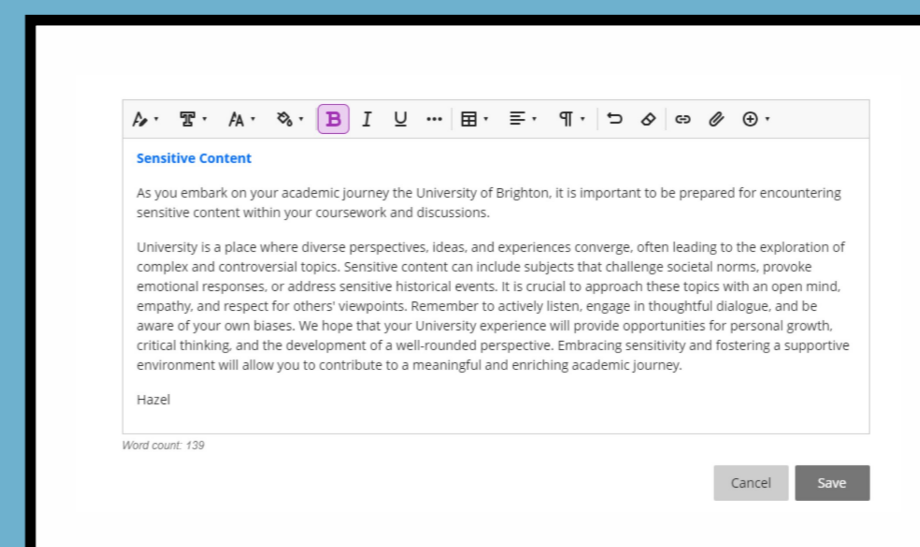
TEACHING STRATEGY

A) Setting the scene for diversity.

Setting the context. A statement about diversity is on the module virtual learning site, to acknowledge the importance and relevance of inclusivity in higher education.
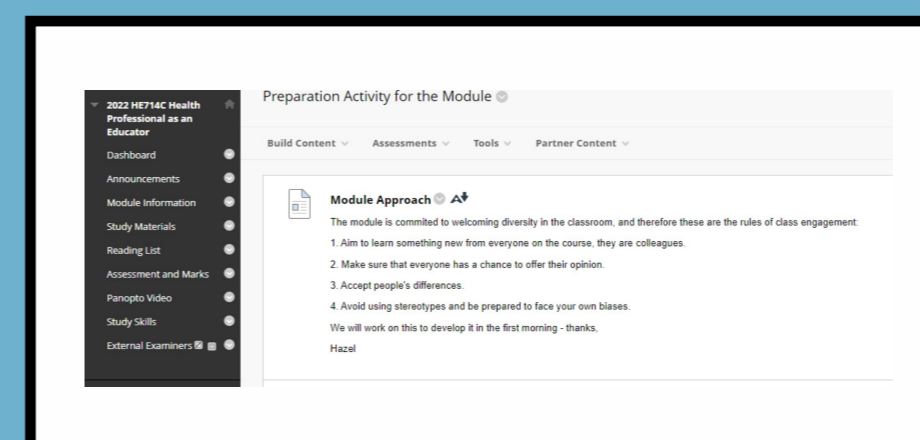

Recognising and encouraging diversity in the student body. Most module participants work in the NHS, which actively employs a broad diversity of people (Hemmings et al, 2021). Inclusive recruitment and admissions processes welcome diversity and representation from across NHS.
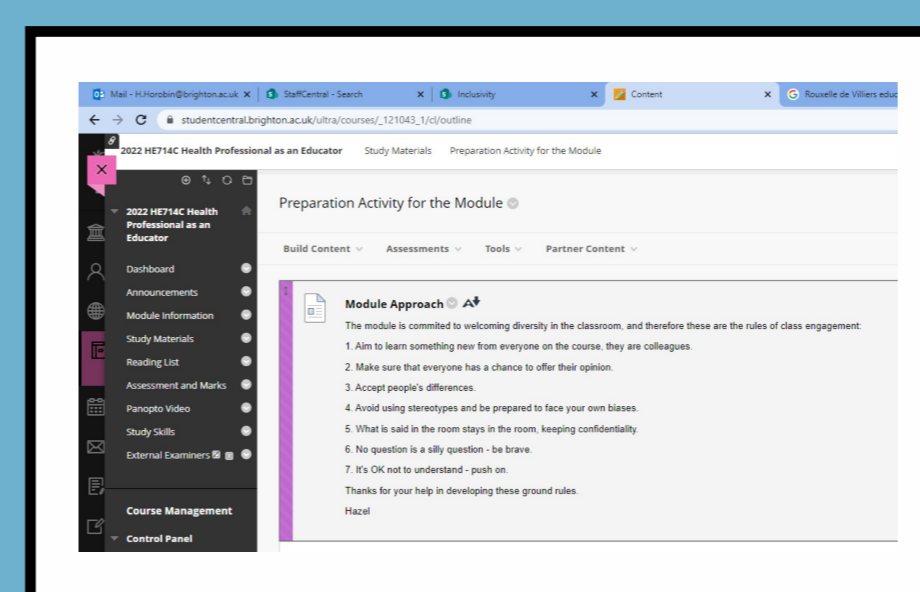
Sustaining openness. In class discussion address module participants experiences and sometimes oppressive practises are exposed. Recognising these practises for what they are is the start of understanding them and the power inequality's that produce them. We discuss the intercultural issues within the NHS exploring, exposing, and reflecting on the impact of prevalent stereotypes, with acknowledgement from the virtual learning platform.

Establishing the context for managing classroom interaction. Module participants contribute to the setting of an environment where people's differences are welcomed, and people encouraged to listen and learn from each other through the establishment of expectations and the setting of ground rules.

Ground rules post session discussion, developed following discussion with the students:

B) Teaching and Learning Techniques
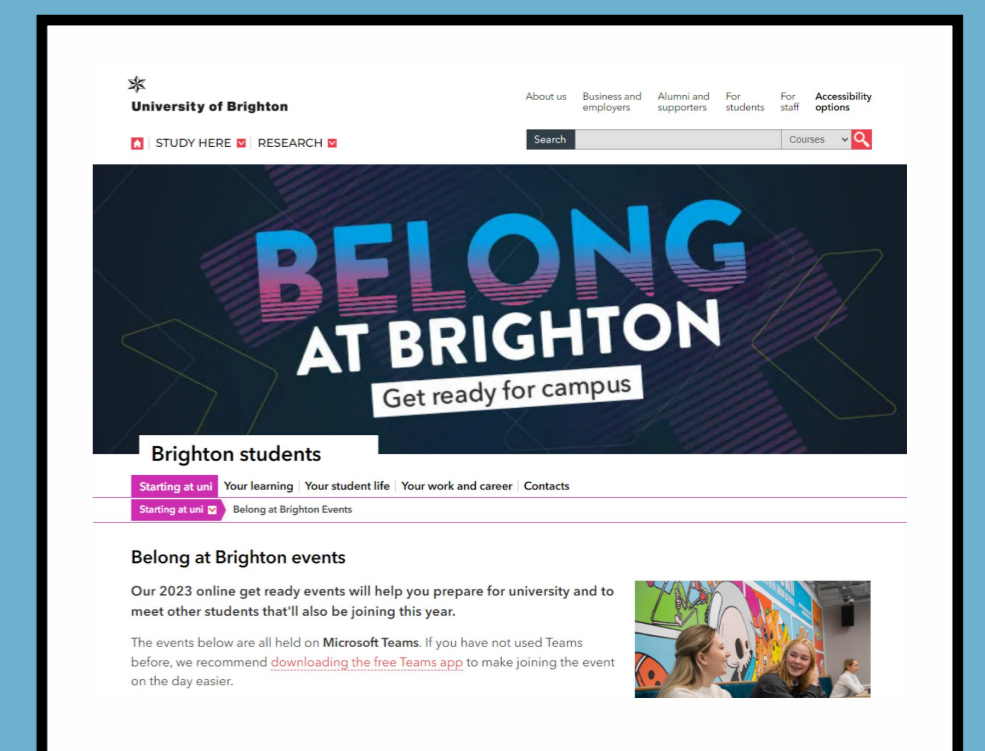
a) Within the module

The teaching and learning strategies include the positive encouragement for module participants to voice their own perspectives and experiences and its importance in shaping the curriculum.

Teaching techniques that encourage people to talk authentically, and confidentially, about what they do and the attitudes they have and the meaning of these to their work and students. For example, the use of a 'carousel' question technique. This raises diverse issues, but generally we address issues of cross-cultural communication, the role of the teacher, the use of humour in teaching, stereotypes and what they can perpetuate and how they can be challenged. A diversity of perspectives from the student body is facilitated in this way and involving the carousel approach means that no one is exposed or shamed in these discussions.
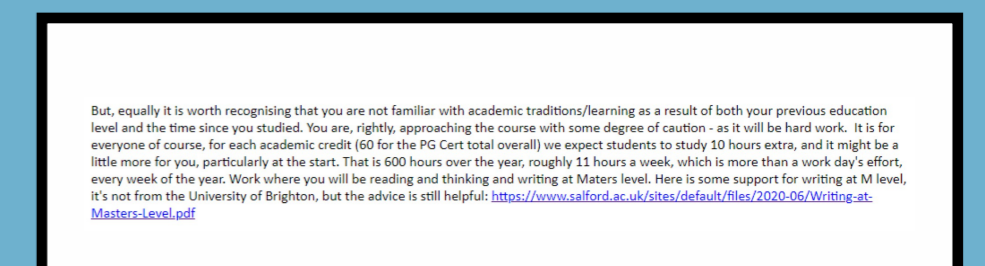

b) Campus climate and support services

The University supports the integration of students via centralised Belong@Brighton activities:
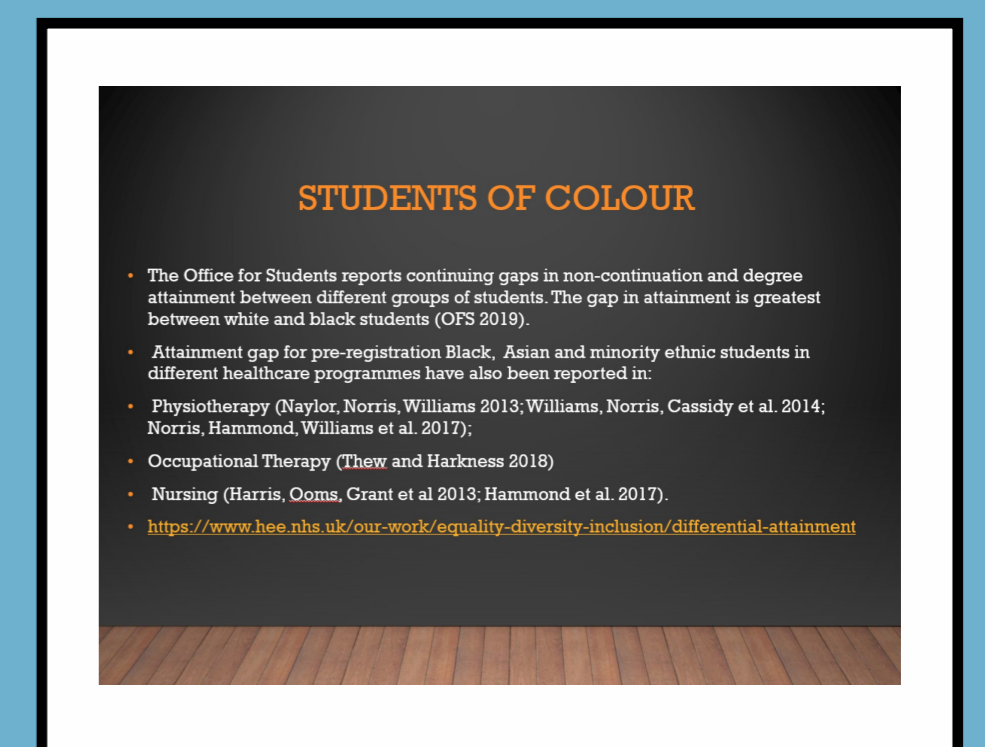

Students are encouraged to utilise all support services in pre-course emails:

Library support services also take part in the module delivery.

C) Module Content

Inclusivity and an awareness of difference forms a key aspect of the curriculum content, for example, different approaches to learning (Honey & Mumford, 1989).

D) Reflection

Reflection is both integral to the module aims and its delivery. There is a continued emphasis on reflection throughout the module.

The summative assessment is a reflective essay. Learning outcomes directly highlight the students' own experiences. In this way module participant's perspectives are represented and valued.

University of Brighton