

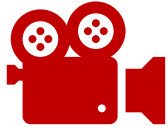


National Association of Educators in Practice

**Antidiscrimination Strategies
for fairer practice education**

Panel Discussion

Ground rules



This workshop is being recorded



Get Xing (formerly known as Twitter)

@NAEPUK

#NAEP23

#antidiscrimination

#inclusivepracticeeducation



Please get involved, ask questions and give comments



Join at menti.com use code 1575 1279

Antidiscrimination in practice education - please add questions for the panel

Waiting for responses ...



Background



Formerly HEE funded projects exploring inclusion at various stages of learner transition

Project	Collaborators
A co-produced training programme to enhance awareness, understanding of race and racism for physiotherapy practice education	Annabel Williams, John Hammond, Meriel Norris, Yetunde Dairo, Dee Ishani
Bridging the Gap to Leadership placement	Sarah-Jane Ryan, Chanine Clarke, Mary Makinde, Helen Carr
Kickstarting Allyship in occupational therapy: Exploring the leadership journey of BAME Occupational Therapy graduates	Kim Stuart, Samantha Dewis and colleagues
Disrupting the status quo: Global majority Physiotherapist's experiences of aspiring to and achieving consultant level practice	Gita Ramdharry, Adine Adonis, Andrea Wright, Jackie Walumbe , John Hammond

Background



Formerly HEE funded projects exploring inclusion at various stages of learner transition



Outline

- Rapid 5 presentations of the projects
- Questions posed to the audience
- Questions to the panel
- Action planning for next steps



Why do we need to talk about anti-discrimination for fairer practice education?

Rapid 5 - presentations

Racial inclusivity in physiotherapy practice education

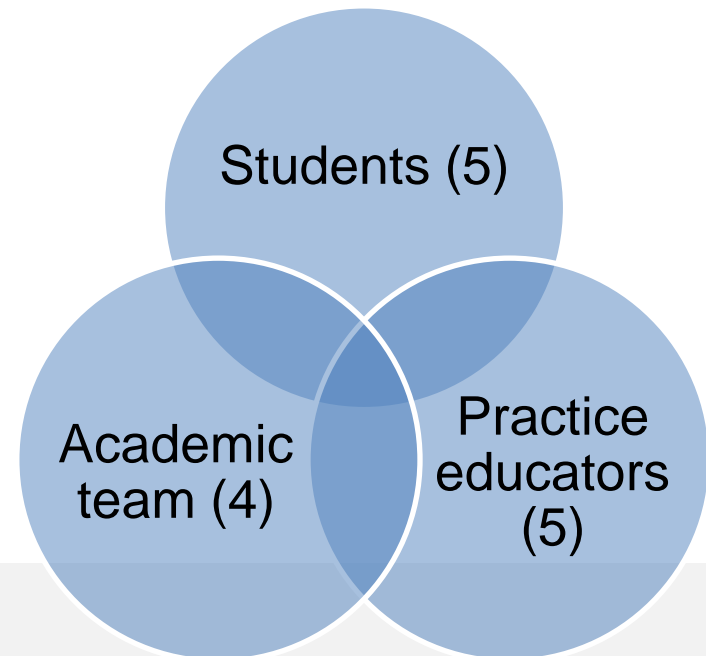
Developing a training resource for Practice Educators

Dee Ishani Yetunde Dairo, Meriel Norris, Annabel Williams, John Hammond



What was the project about?

- Physiotherapy profession 20% racially minoritised groups (*HCPC 2023*)
- Physiotherapy students from racially minoritised backgrounds report experiencing racism and struggle with a sense of belonging during their course (including placements) (*Hammond et al 2019*)
- Using student stories /voices to reflect real life experiences to provide a platform for the training resource
- Co-production
- Payment for contribution





What was the impact?

Training resource evaluation

Quantitative (survey)

- Increased confidence to recognise racism/discrimination.
- Taking action slight increase confidence. Still hesitance

Qualitative

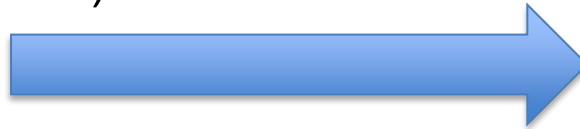
- able to recognise past experiences of racial discrimination.
now strategies to consider for future
- situations / context different – never one answer

Co-creation process

- Positive, no drop outs
- Networking useful, paid work, opportunities,
- valued in placements

What advice would you give to others about anti-discrimination?

- Having a policy on antidiscrimination that people are expected to read is not enough
- Online training not enough (tick box)
- Real life situations – fuller and avoid ‘that doesn’t happen here’ responses
- Create spaces to have uncomfortable conversations
- Don’t turn to the person who is discriminated against to provide more detail of personal experiences (and solutions)
- Try out the training





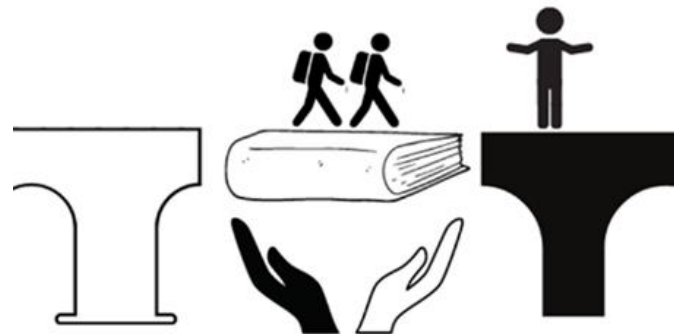
Bridging the Gap to Leadership Placement

Mary Makinde and Helen Carr (Canterbury Christ Church University),
Channine Clarke and Sarah-Jane Ryan (University of Brighton)



University of Brighton

Bridging the Gap



To Leadership



Canterbury
Christ Church
University

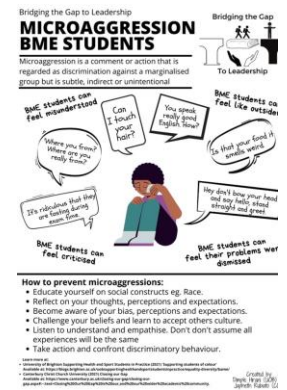


What was the project about?

- To work collaboratively as two HEI's to enhance Black, Asian, Mixed Heritage and Minoritised Ethnic students' experiences of practice learning in the South East
- To help bridge the degree awarding gap for Black, Asian, Mixed Heritage and Minoritised Ethnic students in higher education
- To create resources for practice educators supporting Black, Asian, Mixed Heritage and Minoritised Ethnic students on placement
- Provide the opportunity to explore & understand own leadership and to develop leadership skills

What was the impact?

- 40 students have successfully completed the placement
- Range of resources created for practice educators
- Websites: [CCCU](#) AND [UOB](#)
- Students have presented at AHP Faculties, BGL conference, webinars, national conferences on tackling racial inequalities in Higher Education, Council of Deans Health Podcast
- Impact on students- confidence, leadership, awareness, allyship, project management
- Impact on educators- eg awareness, compassion, reflection on own practice, allyship





What advice would you give to others about anti-discrimination?

For Educators:

- Create a sense of belonging for learners in practice
- Create safe spaces for learners to speak up if they have concerns- listen!
- Have regular touchpoints with learners to enable them to share experiences
- Have the confidence to be an effective ally for learners, colleagues, service users
- Be open to feedback and show a willingness to educate yourselves

For Learners:

- Talk to your Placement Lead if you experience discrimination in practice
- Have the confidence to speak up
- Be an effective ally for your peers



Kickstarting Allyship in Occupational therapy: Exploring the leadership journey of BAME OT graduates

Samantha Dewis, Kim Stuart



What was the project about?

The project set out with an appreciative, assets-based approach to exploring the questions we had.

PART 1: Survey to Coventry University Alumni

- The aims of this aspect of project were to investigate the career progression of Coventry University Occupational Therapy Graduates and to explore any differences across ethnicity.

PART 2: A Qualitative Study to Explore the Experiences and Perceptions of Leadership Journeys of black and minority ethnic Occupational Therapy Graduates of Coventry University

- The aims of this aspect of the project were to identify potential enablers of change to support Coventry University graduates from a black and minority ethnic background into leadership.

What was the impact?

Part 1: This survey did recruit a significant sample size of 102 participants. Key findings were:

- Only 56% of all participants considered themselves to be in a leadership position.
- The 19% WRES target was met for participants in bands 5, 6 and 7 but no black and minority ethnic respondents were employed above band 7.

Part 2: The data analysis process established three overarching themes across the leadership journey of the participants.

1. Structural influences
2. Professional and personal influences
3. Developmental transitions

What advice would you give to others about anti-discrimination?

- Don't be afraid to start and to facilitate the conversation, to ask the questions that need asking.
- Be prepared to sit in an uncomfortable space, a space that both acknowledges structural advantage but also challenges structural disadvantage.
- The questions asked in our focus group interviews were purposely written using an appreciative framework and explore an assets-based approach.

Disrupting the status quo: Global majority physiotherapists experiences of consultant practice

Jackie Walumbe, Adine Adonis, Andrea Wright, John Hammond, Gita Ramdharry



What was the project about?



What are the **lived working experiences** of qualified physiotherapists from BAME backgrounds who are aspiring to or have achieved consultant level practice?



How do **current practices in the physiotherapy profession** perpetuate privilege and how can BAME colleagues, who are aspiring or have achieved consultant level practice, be supported to disrupt this?



How can physiotherapists who identify from a BAME background who have been excluded from, or dropped out of a trajectory of consultant level practice, **be better supported in practice and through policy?**

What was the impact?

you know, I'm really happy **you guys are doing this**, I was initially very reluctant to do these things. Because I've done them before. And haven't really seen the real tangible change”

how do we use this and how we change the **status quo, or disrupt the status quo**, because to be honest, **it needs disrupting**, it does need disrupting

Participants

We are our ancestors wildest dreams

Researchers

The tone of the statement is accusing the readers of being racist (with questionable evidence), which is likely to alienate them. The readers are more likely to examine their own behaviours if invited to by the authors, through being made aware of the problem and the unfairness of current practices that do not consider all.

BMJ Leader
reviewer

What advice would you give to others about anti-discrimination?

For those like us

- **Be brave, be bold**, find your tribe, find your voice and use it
- **Don't leave others behind**
- **Collaborate**, don't compete

For gatekeepers

- **Critically Review** policies, procedures
- **Challenge traditional ways of working** (e.g. team social events)
- **Co-create** new ways of working
- **Celebrate** diversity



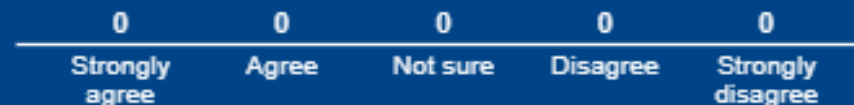
Why do we need to talk about anti-discrimination for fairer practice education?

Questions for the audience



Join at menti.com use code 1575 1279

I am comfortable in having conversations about discrimination with students and colleagues from marginalised groups





Why do we need to talk about anti-discrimination for fairer practice education?

Questions for the panel



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Why do we need to talk about anti-discrimination for fairer practice education?

Next steps



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What might be priorities for NAEP in relation to anti-discrimination in practice education

Waiting for responses ...

