



## **Senior Lecturers in Practice Learning, Practice Learning Unit - 2020-21**

### **Faculty of Medicine, Health and Social Care**

#### **Closing our Gap: Improving BAME Student Experiences on Placement**

Within the Faculty of Medicine, Health and Social Care, students spend up to 50% of programme time within practice placements in a wide variety of settings. Our placement providers range from small private, voluntary and independent sector agencies to large NHS Trusts. The Senior Lecturers in Practice Learning (SLPLs) in the Practice Learning Unit monitor and respond to capacity and quality requirements for placements, working closely with our programme teams (directly with Placement Leads) and with our practice placement providers. There are established mechanisms to address complaints/concerns raised about placement experiences, however, this strategy is purposely focusing on actively promoting the principles of equality, diversity and inclusion, to address closing our attainment gap for our BAME students.

This strategy sits within the University's wider framework for Closing our Gap; we work in close collaboration with our colleagues across the various support teams at CCCU, with our partners in practice and with our students to meet the aims of the University framework. Please refer to the CCCU Closing our Gap webpages <https://www.canterbury.ac.uk/closing-our-gap/closing-our-gap.aspx> for further information -

- Universities UK identified that nationally there is an attainment gap between students of different ethnicities at most universities, with inequalities in higher education mirroring those in wider UK society.
- Together, with the Students' Union, we are committed to close the degree attainment gap for our BAME students.

#### **Strategy Aim:**

- To address and reduce unconscious bias, racial bias, racism and microaggressions, creating inclusive and supportive practice learning environments;
- To encourage open and constructive dialogue across the University and practice placement providers, with opportunities for active listening to lived experiences, developing safe and trusted environments, appreciating the raising of concerns and viewpoints;
- To work in partnership with all our stakeholder towards excellent standards of inclusive practice;
- To support the development of future BAME leaders in the Health and Social Care professions, encouraging participation within all areas, education and research, and encouraging aspirations towards leadership roles.

#### **Ways in which the Senior Lecturers in Practice Learning (SLPLs) will support Closing our Gap this year:**

- Listening and learning from our students - student focus groups - collecting stories – using these stories as learning opportunities with our colleagues and practice partners

- Close working with placement providers, e.g. alert reporting, gathering examples of excellence
- Monitoring and responding to student evaluations of placements on PEMS (our placement database)
- Continuing to develop resources for placement preparation
- Supporting student mental health and wellbeing for students on placement, working with our Student Support Services
- Developing resources for practitioners, e.g. workshops and virtual learning resources
- Working with our placement provider organisations on careers, employment and role-modelling
- Potentially holding a Practice Education Conference towards the end of this coming academic year (2021) with an emphasis on Closing our Gap

During Covid-19, there is information and a Covid Risk Assessment for students to complete prior to being allocated a placement – this is noting that specific groups may be more vulnerable at this time. Placements are also risk rated. Details are not listed here as information may change quickly. Current information is available through the main University webpage:

<https://www.canterbury.ac.uk/about-us/coronavirus/advice-for-students/advice-for-placements.aspx>

Item	Context	Plan for 2020/21
Gathering qualitative feedback/case studies to improve future placement experiences	<p>Anecdotal evidence of pockets of poor practice are being informally reported back to the Practice Learning Unit – we need a clear way to monitor this information. This includes developing better communication across the various departments at CCCU. Through Faculty Practice Learning Sub Committee (FPLSC) meetings, regular liaison with the Strategic Lead for Closing Our Gap and the Lead for Report and Support, we can work towards addressing issues (anonymously or not) with our placement providers.</p> <p>Through identifying key issues, we can develop placement preparation resources for students to understand the support available at CCCU, how this links together and how we work together to make a difference.</p>	<p>To respond to individual complaints and concerns through our Raising and Escalating Complaints/Concerns process if possible.</p> <p>To develop case studies on BAME student experiences as resources for training and workshops.</p> <p>To develop a communication link between the Support and Report mechanism and our RAEC process, to ensure placement issues are followed up.</p>
Developing our knowledge of	Many placement providers demonstrate examples of	SLPLs to gather an overview of specific support provided by

<p>examples of good practice education</p>	<p>excellence (such as in support, role-modelling and opportunities for leadership) and we need to celebrate these examples.</p>	<p>placement provider organisations for BAME students and staff (and this links to Covid-19 support) – a scoping exercise (by end Dec).</p> <p>This provides us with information as to what works well, what we can link students into in certain organisations (e.g. BAME staff support groups) and gives us examples for organisations that may need to develop further support.</p>
<p>Supporting continuing education for our placement providers</p>	<p>The SLPL role is ‘practitioner-facing’ – supporting practitioners in supporting our students</p>	<p>Planning and delivering workshops to placement providers (NHS Trusts and PVIS: aimed at Adult Nursing practice educators as a pilot) – exploring differential attainment in undergraduate nurse education and training - and findings from the workshops will then inform our future work (see workshop plan below). The resources for a workshop will be available for SLPLs to use within established Practice Education Forums.</p> <p>Also, developing ‘Let’s Talk about Race’ as a virtual workshop for placement providers (with Mary Makinde).</p>
<p>Building trust in alert reporting and our Raising and Escalating Complaints and Concerns within Practice Environments guidance (RAEC guidance).</p>	<p>The RAEC guidance and process can work very well and has seen positive results, with excellent responses to complaints/concerns and students being thanked for raising them. However, few alert reports claim an equality or discrimination issue and we may not be capturing a large proportion of the poorer experiences. We need to develop the trust/confidence of students, and this is also through having the trust of CCCU staff in the process – possibly, some staff have previously been practitioners within the same practice organisations and may not expect change to occur through the alert</p>	<p>To continue presenting on the benefits and barriers to alert reporting, e.g. at the Closing our Gap conference (2020) - aiming to increase the trust of staff in the process and to be more prepared to challenge any dubious levels of support in practice.</p> <p>To develop resources on alert reporting for placement preparation for students and for staff new to supporting students in practice.</p> <p>To develop a panel to oversee alert report responses on a regular basis (yearly) to monitor standards and</p>

	process – whereas we want to encourage an ethos of a preparedness to challenge.	make recommendations for the process.  To continue to promote the RAEC process and to share a yearly report on the themes and responses from alert reports to Placement Leads and at FPLSC.
Student Evaluations of Placement Experiences	Student evaluations are gathered through PEMS. Placement Leads and SLPLs monitor evaluations and respond accordingly. If a complaints or concern of differential treatment or discrimination on placement is noted on a PEMS evaluation, this is forwarded to the Placement Lead to investigate further with the student.	The evaluation tool on PEMS is being updated so we have the optimum questions to elicit an accurate response of experience from BAME students, giving the SLPL and Placement Leads better data.
Increasing dialogue, working together in partnership to promote equality, diversity and inclusion.	To continue working with practitioners to improve practice education, listening to the student voice.	Aiming to hold a Faculty Practice Education Conference - Summer 2021- looking at working in partnership to Closing Our Gap, including students, academic staff and practitioners in the conversation (taking into account STW).
Careers, employment and role-modelling		Through speakers at our conference  Through examples of excellence  Through developing placement opportunities with BAME leaders within the placement organisations
Supporting the mental health and wellbeing of BAME students on placements	During Covid-19, a pilot project was initiated to offer extra support to students with their mental health and wellbeing during difficult circumstances.	An SLPL (HC) supported Student Support Services in their running of a pilot project – a virtual support group, one hour each week in June/July for students on placement with mental health and wellbeing concerns. This service was not taken up by students, so it is on hold, and can be reinstated if Heads of School request this in the future.

<p>HEE bid with University of Brighton to create 2/3 placements for BAME students (submitted 2/10/20)</p>	<p>This would be a collaborative project, with 2-3 BAME students having an emerging-role placement across the two universities, looking to produce resources to improve practice education and experiences for BAME students on AHP placements.</p>	<p>Regardless of the outcome of the bid for funding, this project could still be taken forward as an exciting innovation and co-working with students. Students will require an identified practice educator. To date, this work has been led by Channine Clark and Sarah-Jane Ryan (University of Brighton) and Helen Carr (SLPL) and Mary Makinde (CCCU BAME Strategic Lead for Closing our Gap).</p>
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### **Draft Workshop Plan for Placement Providers - for Adult Nursing Placements**

A series of workshops will be planned and delivered to practice and academic nurse educators in partnership with the Trusts and PVIS placement providers to enable the educators to deliver knowledgeable support to students in reaching their full potential.

The workshops will be informed by partnership with BAME student groups – key partners in consulting for their student practice learning experience.

#### **Intended Learning Outcomes from the Workshops:**

1. Increasing understanding and recognition of differential attainment in adult nurse education
2. Increasing recognition of possible causes of differential attainment
3. To explore how practice educators can support equality, diversity and inclusion
4. To promote the principles of equality, diversity and inclusion

#### **Critical Thinking: Questions for Discussion**

- What are the key challenges for practice educators in supporting BAME student nurses?
- What do we do well in practice education and learning?
- What is the BAME students' experience?
- What support is working well and why?
- What tools can we develop at CCCU to support practice education and learning for BAME adult nurse students?

#### **Fair Training Routes in Adult Nurse Education**

Principles of assessment apply - fair, valid, justifiable and replicable and the right level for acquisition across the three domains: cognitive (knowledge), proficiency/competency (skills) and affective (attitudes, behaviours, values and ethics for professional practice).

- Individuals regardless of their ethnicity should have the right opportunities to achieve their potential.
- Evidence of intended or unintended bias is addressed with clear actions and consciousness raising.
- The workshops will include looking at equal opportunities: law, policy and professional and regulatory standards, alongside CCCU policy and standards to support student attainment and emotional wellbeing.

**The evidence:** qualitative and quantitative evidence will be provided, such as social economic, qualification and ethnicity, BME performance, gender, age statistics.

#### **What is Known about the Causes of Differential Attainment?**

This will include:

- Myths that impact negatively
- Language issues & cultural issues/linguistics
- Examiner bias – Practice & academic lack of knowledge

#### **Relationships and Belonging - Influence on Differential Attainment**

To consider:

- Environmental Factors (the wider educational and sociocultural landscape, the macro)
- Institutional Factors (meso)
- Individual Factors (micro)

All interlink - practice education can be a barrier or protection process - an individualised holistic approach is essential – practice educators need the knowledge and proficiency to provide holistic assessment.

Adult nurse education is rigorous but some groups may face additional barriers – to ask BAME students what they are, what is the extra baggage they have to carry. To gather student quantitative and qualitative data of experiences - *Some feedback may centre on perceived bias, lack of autonomy about geographical location which leads to separation from personal support networks, poor life balance compounding risks to progression.*

#### **Steps we can take to address Differential Attainment?**

- Developing positive student-practice educator relationships: trust, understanding & confidence, students feeling understood, practice educators believing in student
- Assure practice educators they are valuable and essential support and can seek extra support from CCCU
- Facilitate peer support – *ask all students how to achieve*
- Consider part time education
- Make support to students 'normal', destigmatise
- Collect and share examples of excellent support to BAME students

(Siobhan Atherley, Senior Lecturer in Practice Learning)

To contact our team: [slpl@canterbury.ac.uk](mailto:slpl@canterbury.ac.uk)