Bridging the Gap to Leadership:
Fostering Inclusive Spaces for Black, Asian, Mixed Heritage, and Other Minority Ethnic Students to Thrive in Higher Education and Practice Learning

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Agenda

1. Recognise the structural and interpersonal barriers faced by Black, Asian, Mixed Heritage, and Other Minoritised Ethnic students in practice learning environments

2. Share insights from the Bridging the Gap to Leadership project

3. Co-identify what is required in a practical toolkit to better support equity, belonging, and leadership development within practice learning

4. Contribute to shared vision by creating the space for you to influence the project and project outputs.

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Bridging the Gap to Leadership

Beyond the Institution Working with External Stakeholders and the Community

- Many of our programmes include placements
  - Approx. 50% of time on placements
- Our students will go on to be leaders
- Working to decolonising the profession
- **Asset based** approach vs **deficit model**

In my Shoes

Why do we need to re-imagine?

'Where you stand, is what you see'

Racism in Health Care

– 90% of Black and Asian doctors and medical students have experienced racism

– 73% of mixed heritage doctors and medical students have experienced racism

– 64% of White doctors and medical students believed racism in the profession is an issue

The Student Voice: On Placements

'I constantly lived in a state of fear'

'I felt that I picked the wrong course as I was literally on my own'

'I always get pulled up on things that other students don't get pulled up on'

'I felt like I didn't belong there'

'It was lonely being the only person of colour'

'I hated my placement experience and I couldn't wait for it to end.'

'I was exhausted from constantly trying to fit in'

'I couldn't believe it, there were so many lies in my supervisors report'

'The way that they treated their BAME members of staff was so bad that I wasn't such if this was the place for me'

'She just kept touching and commenting on my hair she never asked for permission. One time she even pulled my hair'

'I felt like I was constantly being watched as if they were waiting for me to do something wrong so that they have a reason'

'I was too scared to ask for help'

'They never commented on the quality of my work only ever on that I have a good awareness of the needs of BAME clients'

'I avoided speaking about my religion as when I did they made me feel like I was an extremist'

'Nothing will change if I speak up'

'I felt like I had to work harder than other students because if I didn't I would get called lazy'

'I was always excluded'
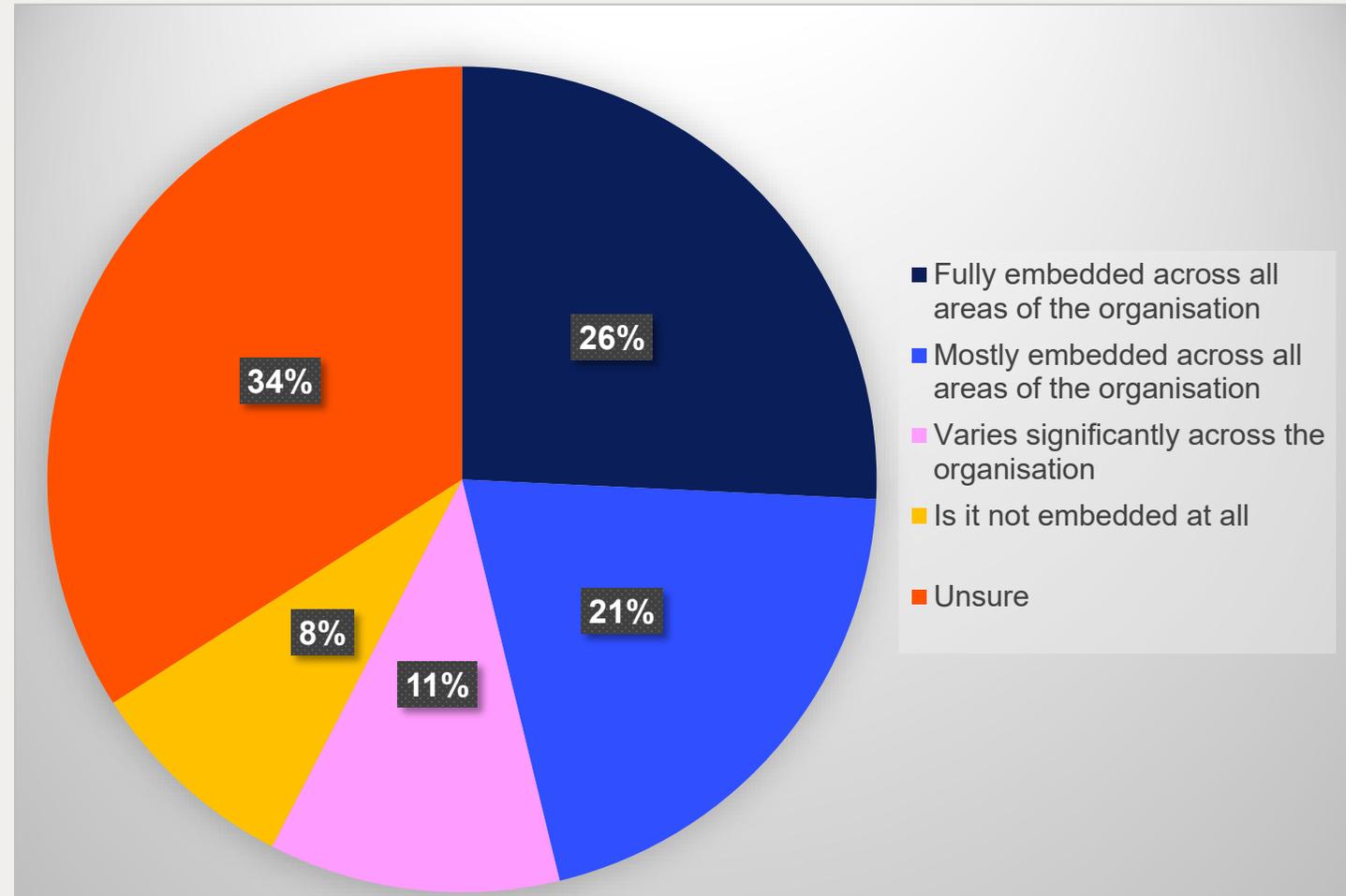
One Student's Placement Experience

I am a Black female nursing student. During my placement in a hospital setting, I was with students from a White ethnic background. We were all assigned a Practice Assessor – in my case, my Practice Assessor was often absent on my shifts or too busy to work with me. It was impossible to get my practice assessment document (ePad) signed off in a timely way. The other students always got their ePad signed, they also were often called upon to join team meetings and other learning experiences such as wound dressings. Meanwhile, I was either told to keep an eye on a patient or answer the bell when needed because according to one of the nurses 'there was not enough room' for me to join in with the other activities such as meetings.

Throughout the placement, my name was always spelled incorrectly despite my complaining about it. The White students were allowed to bring their laptops and do their academic work in the rest room and were also given the privilege of picking their shifts. I, on the other hand, was the only student allocated to work every weekend throughout the entire placement. In addition, I was not allowed to do any academic work, not even my reflections.

I was only spoken to by staff when tasks were being allocated which made it impossible for me to get to know them. I was asked about my hair texture and if they could touch it. Due to the preferential treatment given to the White students, the other Black student decided to change to night shifts to be able to work with Black, Asian, Mixed Heritage and Minoritised Ethnic staff members – this helped her to get her proficiencies signed off. Also, the other White students were always allowed to go home early whereas I was asked to attend each handover before my time sheet would be signed off, even though I had to catch the last bus home. After enduring racism on placement, I decided to complain to the University about it. - **Consider how you would address this with staff and the student**

Our Research: Has your organisation implemented/commissioned training around race, racism or implicit/unconscious bias for staff or students within your organisation to support students on placements?

Legend:
- Yes
- No
- Unsure

Pie chart values: 30% (Yes), 28% (No), 42% (Unsure)
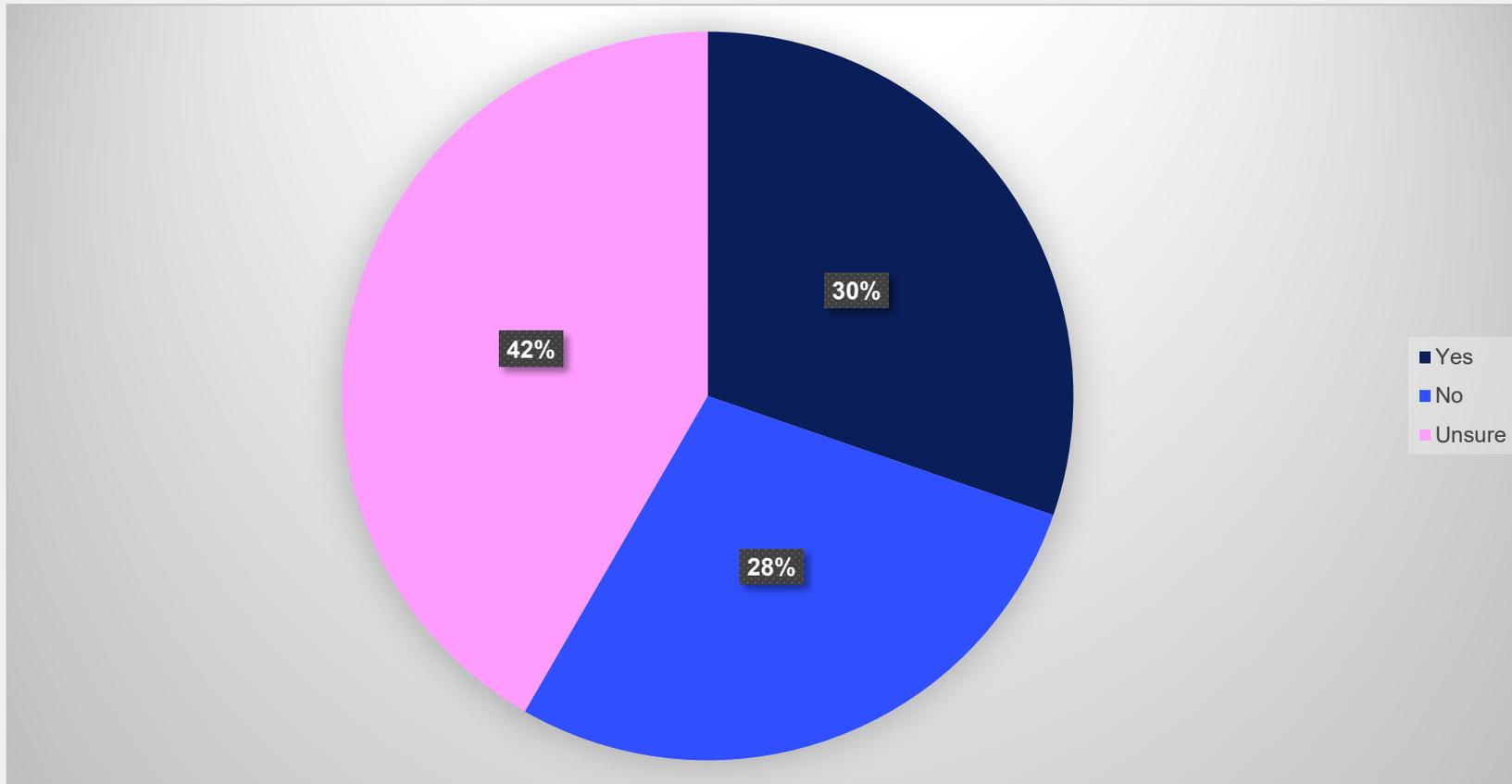
'I suggested that we have training in unconscious bias as part of our mandatory training so not just related to students but the feedback I received was that there was not clear evidence that this training worked'.

Our Research: What activities are you undertaking to understand and/or change the impact of existing practices on placement in relation to the belonging and learning experiences of Black, Asian, Mixed Heritage and Minoritised **Ethnic** students?

Nothing

Pie chart showing:
- 15% Staff EDI Training
- 11% Staff race-related training
- 5% Changes to student evaluations
- 8% Changes to student feedback methods
- 8% Changes in how students are inducted to placements
- 7% Reviewing staff representation
- 9% Development of student forums
- 6% Other (please state)
- 31% No activities

Legend:
- Staff EDI Training
- Staff race-related training
- Changes to student evaluations
- Changes to student feedback methods
- Changes in how students are inducted to placements
- Reviewing staff representation
- Development of student forums
- Other (please state)
- No activities

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Bridging the Gap to Leadership

The bridge has two meanings. It symbolises the two universities working together and the filling of the gap between practice educator and student. The book represents leadership and how education can play an important part in helping two sides gain a mutual understanding. The people represent students and a practice educator. The students are on a journey through their placement while the practice educator is receiving them in open arms. Suggesting acceptance and willingness to help. We tried to keep the image as gender neutral as possible and so avoided putting any faces.

The logo was produced by **Japheth Rubiato and Dimple Hirani**, Physiotherapy students at Canterbury Christ Church University and University of Brighton, whilst on their **Bridging the Gap to Leadership Placement** (Mar 21). The aims of the project are to encourage inclusivity and support for our Black, Asian, Mixed Heritage and Minority Ethnic students whilst on their Health and Social Care placements. For further resources, please see: https://blogs.canterbury.ac.uk/bridgingthegaptoleadership/

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Principals of Bridging the Gap to Leadership
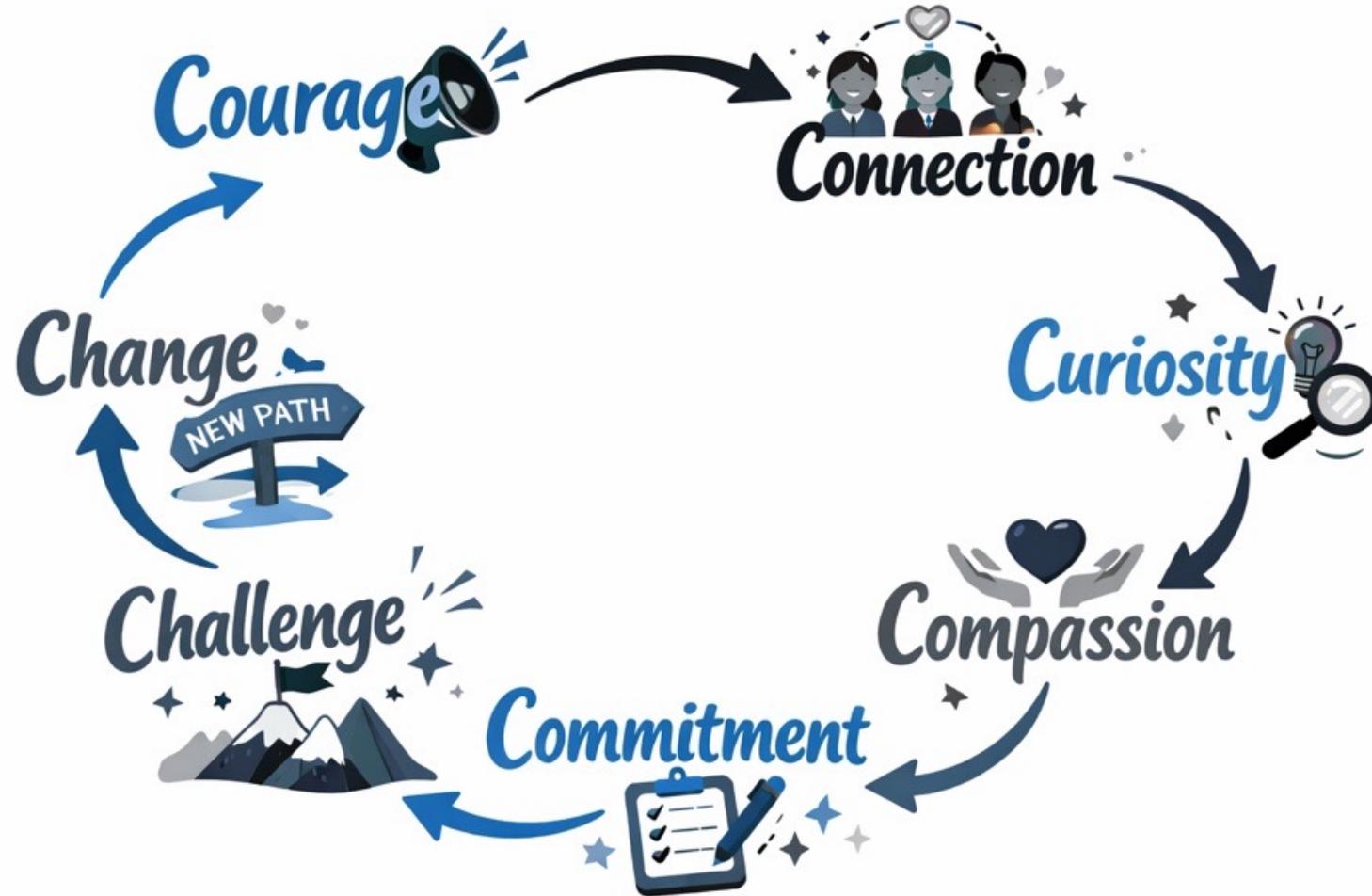
Student-led Activities

Podcasts

Posters

Videos/ animations

Photo display on microaggressions

Presentations/ conferences

Articles – e.g. RCOT journal

Linking with NHS Trusts

Participating in stakeholder meetings

Joining staff networks

Topics included:

- Microaggressions
- Active bystandership / upstandership
- Allyship
- Black history 365
- Reciprocal mentoring and active allyship
- Supporting culturally and linguistically diverse students (CALD)
- White privilege, sanction & fragility
- Support with an LSP/dyslexia on placement
- Religious festivals
- Cost of living impacts
- Being a carer impacts
- Structural advantage
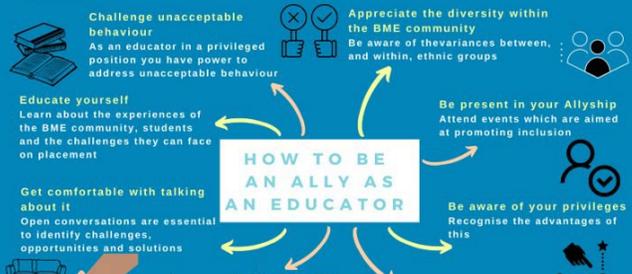- Leadership styles

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Poster 1: Are you a good Ally?

Are you a good Ally?

Allyship is...
- A white individual who supports those from minority groups
- A lifelong process of building relationships based on trust, accountability with marginalised individuals or groups of people
- Chance to reflect about our own views
- Giving those from minority groups a voice

Allyship is not...
- A badge of honour or title
- A white saviour complex where BME individuals can be 'saved'
- Being praised for you actions
- Only being an ally when there is a BME audience
- A pass for you to speak on behalf of BME people
- A favour but a lifestyle

Challenge unacceptable behaviour
As an educator in a privileged position you have power to address unacceptable behaviour

Educate yourself
Learn about the experiences of the BME community, students and the challenges they can face on placement

Get comfortable with talking about it
Open conversations are essential to identify challenges, opportunities and solutions

HOW TO BE AN ALLY AS AN EDUCATOR

Appreciate the diversity within the BME community
Be aware of the variances between, and within, ethnic groups

Be present in your Allyship
Attend events which are aimed at promoting inclusion

Be aware of your privileges
Recognise the advantages of this

Poster 2: A Student's Name

A Student's Name

Should be pronounced correctly
A study by Morrison (2019) had identified that many students found the mispronunciation of their name frustrating.
'no one personally makes the effort to get it .... I feel like, it's just like a basic sign of respect'

Should not be shortened without permission
Morrison (2019) study had also found that shortening a student's name without permission made it difficult to build a relationship.
'Yeah, I'm not sure when people are talking to me if they know who they're actually talking to'

Should not be associated with stereotypes
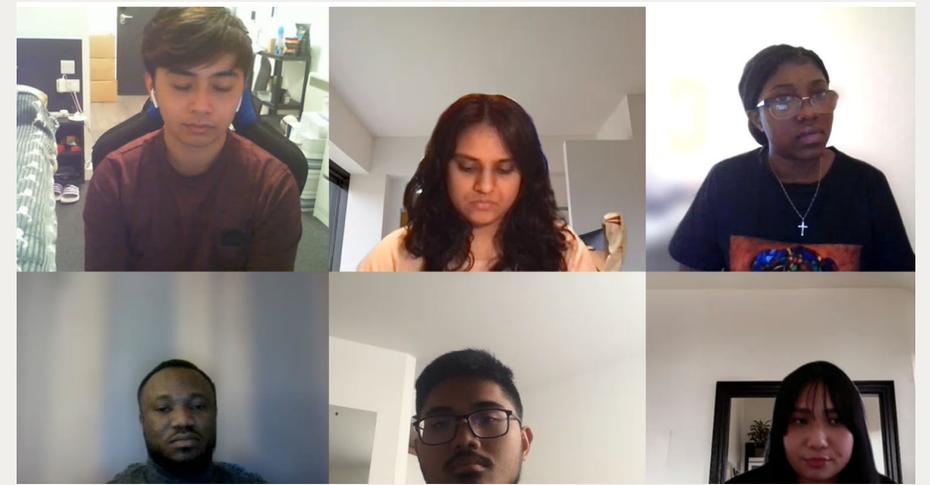It has been identified that many students have experienced some sort of microaggression due to their

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Poster 3: RACE vs ETHNICITY

RACE

pertains to common physical characteristics and traits of individual's. People are assigned to a race based on characteristics such as skin colour eg. black or white

VS

refers to an individual culture. Grouping people based on their common heritage, language and traditions eg. English Chinese, Nigerian

ETHNICITY

These two terms are often used interchangeably but are not actually synonymous with each other. It is important to remember the difference as these terms are used to describe an individuals identity. Understanding the difference can help you to use terms that are acceptable and respectable.

Tip - People of the same colour may be viewed as the same race. People who live in the same country, speak the same language or have the same traditions will tend to be of the same ethnicity. If in doubt just ask. Many people have their own preference to what they want to identify as.

Learn more at:
- University of Brighton Supporting Health and Sport Students in Practice (2021) 'Supporting students of colour' Available at: https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/equality-diversity/bame/
- Canterbury Christ Church University (2021) Closing our Gap Available at: https://www.canterbury.ac.uk/closing-our-gap/closing-our-gap.aspx#:~:text=Closing%20Our%20Gap%20is%20our,and%20our%20wider%20academic%20community.

Created by:
Dimple Hirani (UOB)
Japheth Rubiato (CC

Poster 4: Microaggression BME Students

MICROAGGRESSION BME STUDENTS

Microaggression is a comment or action that is regarded as discrimination against a marginalised group but is subtle, indirect or unintentional

BME students can feel misunderstood

BME students can feel like outsider

'Where you from? Where are you really from?'

Can I touch your hair?

You speak really good English. How?

Is that your food it smells weird.

It's ridiculous that they are fasting during exam time.

Hey don't bow your head and say hello, stand straight and greet.

BME students can feel criticised

BME students can feel their problems were dismissed

How to prevent microaggressions:
- Educate yourself on social constructs eg. Race.
- Reflect on your thoughts, perceptions and expectations.
- Become aware of your bias, perceptions and expectations.
- Challenge your beliefs and learn to accept others culture.
- Listen to understand and empathise. Don't don't assume all experiences will be the same
- Take action and confront discriminatory behaviour.

Learn more at:
- University of Brighton Supporting Health and Sport Students in Practice (2021) 'Supporting students of colour' Available at: https://blogs.brighton.ac.uk/uobsupportinghealthandsportstudentsinpractice/equality-diversity/bame/
- Canterbury Christ Church University (2021) Closing our Gap Available at: https://www.canterbury.ac.uk/closing-our-gap/closing-our-gap.aspx#:~:text=Closing%20Our%20Gap%20is%20our,and%20our%20wider%20academic%20community.

Created by:
Dimple Hirani (UOB)
Japheth Rubiato (CC

Resources for Practice Educators and Staff

https://youtu.be/VxnSvAZz1Hk

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Conferences, Events and Workshops

- Students have taken part in and led on a range of events

- Events provided opportunities for students to communicate their lived experiences and what works/what doesn't

- Such events included:
    - AHP Faculty Conferences
    - National conferences on tackling racial inequalities in Higher Education
    - Council of Deans of Health

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Building Allyship: Reflections as a White Student

Apply my research and share resources with my university and NHS organisations about the benefits and how this may facilitate active allyship.

How to be an active bystander

For the first time I am having conversations with friends about their experiences

Educate myself and network with others from a variety of ethnic backgrounds to better inform my knowledge about the attainment gap and struggles health students have on placement and in workplaces

Recognise my own privilege as a White student

It has helped me to understand the role I play in change

Have open communication with staff, fellow students and peers about race and ethnicity

Understand what mentoring means from different perspectives

Acknowledge the link between reciprocal mentorship and organisational change for inclusion

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Impact on Students

"I was thinking about changing my career as I had imposter syndrome and [BGL] helped me so much, I'm a different person now"

"Seeing our personal growth, our remarkable achievements and genuine desire to strive for equality was refreshing and encouraging"

Quantitative evidence demonstrates a reduction in the ethnicity awarding gap following the BGL placement for all students e.g. for the 10 Physiotherapy students, 7 were awarded 1st, 2 at 2.1 and 1 awarded 2.2, all students had previously been averaging 2.2 in at Level 5.

Designing the Toolkit: Group Discussion 1

Based on your own experience(s) and positionality, what does an anti-racist, inclusive and equitable practice learning environment look like to you?

What do you need?

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Designing the Toolkit: Group Discussion 2

Imagine that you are supporting the development of a toolkit for academics, practice educators or students to foster inclusive, leadership-enabling practice?

1. What guidance or resources would help you to feel more confident supporting ethnically minoritised students in practice?

2. What conversations do you struggle to have and what would help?

3. What tools would be useful?

4. What would make a toolkit practical and usable, not just aspirational?

5. How would you like the toolkit shared?

What do you need?

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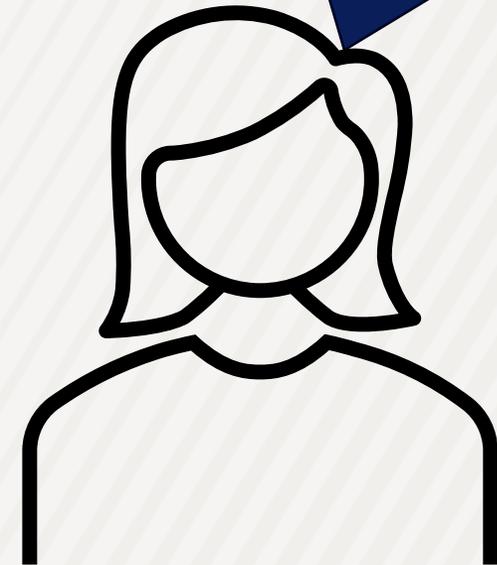
Thank you

"Practice learning environments can be spaces where students simply survive or where they thrive and begin to see themselves as leaders. What we design, tolerate, and challenge matters."

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Sarah-Jane Ryan s.j.ryan@brighton.ac.uk

And you can be directed to our participating student partners

Websites: CCCU AND UoB

Bridging the Gap

To Leadership

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University of Brighton

References

Council of Deans (April 2023) Anti-racism in AHP Education: Building an Inclusive Environment, Available at: https://www.councilofdeans.org.uk/wp-content/uploads/2023/03/Anti.racism.in_.ahp_.education.report.pdf, Last accessed 14/4/23

Universities UK, Closing the Gap: three years on, Available at: https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/closing-gap-three-years/data, Last accessed 14/4/23

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