BMS Decolonisation the curriculum - Course Audit (2021-03-07)

Introduction

Bristol Medical School (BMS), like many other academic institutions, currently has an attainment gap for Black, Asian and Minority Ethnic (BAME) students. This can be at least partially explained by them not seeing their backgrounds represented in the curriculum.

Decolonised, inclusive curricula are ethical and equitable: they benefit patients, lessen inequalities, and positively acknowledge the contribution of researchers and clinicians from BAME communities.

What is 'decolonising the curriculum'?

We use the term to describe a critical examination of our curricula and teaching environments that seeks to identify potential biases (e.g. relating to race, gender, sexuality), and prevent their onwards transmission. In practice it covers improving visual content, broadening case studies, data and reading lists, exploring the history of research, acknowledging problematic content and challenging culture around us that sustains biases.

More about decolonisation in medicine here, and in the wider literature here and here.

What is the purpose of this audit?

For the decolonisation process to happen, it is up to all of us to engage, starting from the courses and units we lead and teach. This audit has been created to better understand what support will be needed to enable this important work. It asks specifically about:

- Barriers to implementation
- Support required by staff to implement changes

We expect this audit to take around 15 minutes. We know in this climate it is difficult to find time, but it is crucial that your voices are heard on the subject so that we can develop

appropriate and effective frameworks.

Consent

The results of the audit will be used to support change within BMS. These data may also contribute to published research, though no identifiable data will be made available outside of the BMS anti-racism working groups. Participation is voluntary, you have a right to withdraw your response, and any data will be anonymised prior to communicating the findings beyond the BMS anti-racism group.

Thank you for your engagement, please continue to the next page.

Consent

The collated results of this survey will be created as an internal report for BMS to help us better understand how we can support decolonisation work. In addition anonymised results of this audit may be used for external publication and research to support this topic in other medical schools. You can an information sheet about this research [here](#).

Please answer the following question focusing on consent for your answers to be used in publication. If you answer "No" your data will only be used in our internal report.

1. I consent for my anonymised answers to be used by the Bristol Medical Anti-Racism Taskforce and other selected members within the University of Bristol for the purposes of building resources to help with decolonising the curriculum. ✱ *Required*

○ Yes

○ No

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. ✱ *Required*

○ Yes

○ No

3. I consent to my de-identified data / answers to be used in publications

○ Yes

○ No

Overview

4. Which course within BMS are you completing this for? (Note: If you are course/unit lead for more than one course, please answer for only one course at a time. Please do coordinate with your colleagues to minimise the workload of having to complete the form more than once.)

○ MB ChB Gateway and Medicine

○ MSc Epidemiology

○ MRes Health Sciences Research

○ MSc Molecular Neuroscience

○ MSc Orthopaedic Surgery

○ MSc Perfusion Science

○ MSc Public Health

○ MSc Reproduction and Development

○ MSc Stem Cells and Regeneration

○ MSc Translational Cardiovascular Medicine

○ Short course: Introduction to Statistics

○ Short course: Introduction to Epidemiology

○ Short course: Introduction to R

○ Short course: Advanced Multiple Imputation Methods to deal with Missing Data

○ Short course: Introduction to Stata

○ Short course: Introduction to Linear and Logistic Regression Models

○ Short course: Introduction to Data Visualisation and Web Applications Using R

○ Short course: Mendelian Randomization

○ Short course: Epigenetic Epidemiology

○ Short course: Advanced Epigenetic Epidemiology

○ Short course: Introduction to Systematic Reviews and Meta-analysis

○ Short course: Economic Evaluation Modelling Using R

○ Short course: Mendelian Randomization

○ Short course: Essentials of Infectious Disease Modelling and Economic Evaluation

○ Short course: Questionnaire Design, Application and Data Interpretation

- ⚪ Short course: Improving your Stata: data management, publication-quality outputs, and automating tasks
- ⚪ Short course: Optimising Recruitment to Randomised Controlled Trials
- ⚪ Short course: Multiple Imputation for Missing Data
- ⚪ Short course: Introduction to Economic Evaluation
- ⚪ Short course: Introduction to Qualitative Research Methods
- ⚪ Short course: Genetic Epidemiology
- ⚪ Short course: Causal Inference in Epidemiology: Concepts and Methods
- ⚪ Short course: Introduction to Rates and Survival Analysis
- ⚪ Short course: Designing and Conducting Pragmatic Randomised Controlled Trials
- ⚪ Short course: Advanced Survival Analysis
- ⚪ Short course: Introduction to Research Governance
- ⚪ Short course: Introduction to Diagnostic Research
- ⚪ Short course: Introduction to Systematic Reviews and Meta-analysis
- ⚪ Clinical Academic training
- ⚪ Intercalated Biochemistry with Medical Biochemistry (BSc)
- ⚪ Intercalated Bioethics (BSc)
- ⚪ Intercalated Cancer Biology and Immunology (BSc)
- ⚪ Intercalated Cellular and Molecular Medicine (BSc)
- ⚪ Intercalated Child Health Research (BSc)
- ⚪ Intercalated Childhood Studies (BSc)
- ⚪ Intercalated Clinical Sciences (BSc)
- ⚪ Intercalated Epidemiology (MSc)
- ⚪ Intercalated Functional and Clinical Anatomy (BSc)
- ⚪ Intercalated Genomic Medicine (BSc)
- ⚪ Intercalated Global Health (BSc)
- ⚪ Intercalated Global Wildlife Health and Conservation (MSc)
- ⚪ Intercalated Health, Law and Society (LLM)
- ⚪ Intercalated Health Sciences Research (MRes)
- ⚪ Intercalated Health Sciences Research (Renal) (MRes)
- ⚪ Intercalated Health Sciences Research (Translational Cardiovascular Medicine) (MRes)

○ Intercalated Medical Humanities (BA)

○ Intercalated Medical Microbiology (BSc)

○ Intercalated Neuroscience (BSc)

○ Intercalated Pharmacology (BSc)

○ Intercalated Physiological Science (BSc)

○ Intercalated Public Health (MSc)

○ Intercalated Social Policy (BSc)

○ Intercalated Translational Cardiovascular Medicine (MSc)

○ Intercalated Virology and Immunology (BSc)

○ Intercalated Zoology (BSc)

4.a. Are you answering this as a course or unit lead? (Choose all that apply)

☐ Programme Director/Co-Director

☐ Deputy Programme Director

☐ Year Lead

☐ Unit/Module Lead

☐ Other

4.a.i. If you selected Other, please specify:

5. Is your course/unit primarily:

○ Clinical, patient-centred

○ Clinical, non patient-centred

○ Lab-based

○ Non-clinical (e.g. statistical methods, epidemiology)

○ Other

5.a. If you selected Other, please specify:

_____

6. Is your course/unit:

☐ Part of the Undergraduate Medical Curriculum
☐ Undergraduate stand-alone (Intercalated BSc)
☐ Postgraduate (MSc or MRes)
☐ Other

6.a. If you selected Other, please specify:

_____

7. Are you aware of any guidelines or resources already produced/provided by the University to help you to diversify and decolonise your teaching?

☐ Yes
☐ No

7.a. Did you find these useful?

➕ More info

☐ Yes
☐ No
☐ Other

7.a.i. If you selected Other, please specify:

7.a.ii. Can you explain your answer?

8. Do you think the idea of decolonisation applies to your topic?

☐ Yes

☐ No

8.a. Can you briefly justify your answer?

9. Which of the following do you see as the biggest barriers to decolonising and incorporating more diversity into your course? (select all which apply) 1 = not relevant and 5 = very relevant

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5

Your time/workload	☐	☐	☐	☐	☐
Your tutors' time/workload	☐	☐	☐	☐	☐
Clarity of scope	☐	☐	☐	☐	☐
Available examples/blueprints	☐	☐	☐	☐	☐
Support by colleagues with experience	☐	☐	☐	☐	☐
Admin support	☐	☐	☐	☐	☐
Allocated resources	☐	☐	☐	☐	☐
Education on decolonising your teaching	☐	☐	☐	☐	☐
Lack of relevance to the course	☐	☐	☐	☐	☐
Lack of confidence	☐	☐	☐	☐	☐
Worries about language or causing offence	☐	☐	☐	☐	☐
Fear of getting it wrong	☐	☐	☐	☐	☐

9.a. If you can think of a barrier not listed please add it here and provide a score. (1 = not relevant and 5 = very relevant)

10. What help or support would you need to decolonise your curriculum? (tick all those

which apply)

- ☐ Brief guidance document
- ☐ In-depth guide
- ☐ Written exemplars of (clinical/non-clinical)
- ☐ Live online interactive tutorial
- ☐ Online tutorial/webinar (asynchronous)
- ☐ Admin support
- ☐ Sharing the load with others
- ☐ Acknowledgement of this activity within workload models
- ☐ Formalised input from students
- ☐ Recognition of work within job description/workload
- ☐ Peer-to-peer support (discussions, reviews etc)
- ☐ Other

10.a. If you selected Other, please specify:

10.b. Can you specify an approximate FTE you might need for admin support?

11. In your view, how might diversification and decolonisation benefit your teaching? If you are unsure please write N/A.

12. Are you aware if there is a specific attainment gap for Black, Asian and Minority Ethnic (BAME) students on your course? (Note: attainment gaps exist when marks awarded to students from BAME backgrounds are lower than those from white backgrounds. This occurs for a number of reasons.)

○ Yes

○ No

12.a. If yes, are you aware of any specific figures?

○ Yes

○ No

13. Are you aware of any work being done on your course or unit to improve the BAME attainment gap?

○ Yes

○ No

13.a. If yes, can you give examples?

Culture

14. Are you aware of issues raised by students or staff regarding the content of the curriculum, with respect to racist/colonialist legacy, a lack of diversity, or problems associated with course delivery?

- ○ Yes
- ○ No

14.a. How was this dealt with?

- ☐ Staff/Student meeting
- ☐ Re-working content
- ☐ Disciplinary action
- ☐ Formal apology
- ☐ No action taken
- ☐ Outcome pending
- ☐ Other

14.a.i. If you selected Other, please specify:

[   ]

15. How confident are you with the following statements? (rate all that apply) 1= not very confident and 5 = very confident

Please don't select more than 1 answer(s) per row.

	1	2	3	4	5
You could identify acts of microaggression	☐	☐	☐	☐	☐

You could identify acts of racism or other discrimination	☐	☐	☐	☐	☐
You would know how to react to incidences of microaggression	☐	☐	☐	☐	☐
You would know how to react to incidences of racism or other discrimination	☐	☐	☐	☐	☐
Incidences of racism and other issues of discrimination would be effectively and formally dealt with	☐	☐	☐	☐	☐

Next section

16. To direct you to the next section please select which best describes your course.

○ Clinical

○ Non-clinical / research

Clinical Course Questions

What have you done already to decolonise your curriculum and learning material?

17. Have you written an action plan to decolonise your curriculum?

○ Yes

○ No

○ In the process of

18. Have you undertaken work to review the degree of diversity represented in the following categories? (e.g. inclusion of a diverse array of religions, ethnicity, sex, transgender and non-gender conforming people, sexuality, types of relationship, age, disability etc.)

Please don't select more than 1 answer(s) per row.

	Yes	No
Patient cases/data used in teaching	☐	☐
Mannequins	☐	☐
Diagrams	☐	☐
Photographs	☐	☐
Simulated patients	☐	☐
Exam questions	☐	☐
OSCEs	☐	☐
Populations represented by research	☐	☐
Scholars on your reading list	☐	☐
Global perspectives on the topic	☐	☐
Generalisability of results from core studies	☐	☐

Bias in published research	☐	☐

18.a. Other examples not listed?

[ ]

19. What work have you done on symptoms and their clinical signs for darker (black and brown) skin?

Please don't select more than 1 answer(s) per row.

	Yes	No
When teaching a condition, do you show symptoms and effects beyond white skin?	☐	☐
Do you have books in your reading list to reflect this?	☐	☐
When there are insufficient resources available to teach this do you highlight this to students and stress the resulting risk in delayed diagnosis?	☐	☐

20. Do you teach about differences in treatment or management based on ethnicity e.g. eGFR, prescribing practices, lung function?

○ Yes

○ No

20.a. Are you aware of any controversy in this area? If yes please give an example.

[ ]

21. In your unit do you cover the impact of cultural and religious differences? (e.g. fasting, dietary restrictions for prescribing, care after death)

○ Yes

○ No

22. Do you have diverse case studies in your teaching that challenge harmful stereotypes?

○ Yes

○ No

22.a. Can you give an example?

[   ]

Non-Clinical

What have you done already to decolonise your curriculum and learning material?

23. Have you written an action plan to decolonise your curriculum?

- ○ Yes
- ○ No
- ○ In the process of

24. Have you undertaken work to review the degree of diversity represented in the following categories? (e.g. inclusion of a diverse array of religions, ethnicity, sex, transgender and non-gender conforming people, sexuality, types of relationship, age, disability etc.)

Please don't select more than 1 answer(s) per row.

	Yes	No
Images in teaching	☐	☐
Examples in teaching	☐	☐
Populations represented by research	☐	☐
Scholars on your reading list	☐	☐
Global perspectives on the topic	☐	☐
Generalisability of results from core studies	☐	☐
Bias in published research	☐	☐
Exam questions	☐	☐

24.a. Other examples not listed?

25. In your unit how do you cover the impact of cultural and religious differences related to the topic? (e.g. fasting, dietary restritctions for prescribing, care after death)

○ Yes

○ No

26. Do you have diverse case studies in your teaching that challenge harmful stereotypes?

○ Yes

○ No

26.a. Can you give an example?

Follow up consultations

Further information

27. Would you be willing to be contacted for a more focused discussion on the support and resources that lecturers might need to work on decolonising and diversifying the curriculum?

○ Yes

○ No

27.a. If 'Yes' please provide an email address via which we can contact you

Please enter a valid email address.

27.b. Do you, as a teacher in the school, wish to raise any other aspects relating to decolonising and diversifying the curriculum which have not been covered in this survey?

Final page

Thank you for completeting this survey. We appreciate the time you have taken to help us understand what is currently being done on the topic of decolonisation in BMS, and how we can support further work in this field.

For more information on the Special Interest Group focusing on Decolonisation and Diversification please contact either:

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