



**DE MONTFORT  
UNIVERSITY**  
LEICESTER

**DECOLONISING  
DMU**

**CAITE**

**Decolonising DMU Toolkit**

# **Examples of Good Practice**

**Faculty of Health and Life Sciences**

# Decolonising DMU: HLS Examples

## Helen Root

### Pharmacy

Through the conversations started by our involvement with the Freedom to Achieve project, the Pharmacy programme team recognised how important the sense of community and open channels of communication are for our students. We have introduced a welcome lunch for staff and students during induction week, providing the opportunity for people to meet one another in a relaxed and informal environment. Building on this success and the positive feedback, this format has been adopted by our other two undergraduate programmes in the School of Pharmacy for 2019/20. I find more students stop and say hello since its introduction and staff recognise our new students from day 1, making them quickly feel part of the school community. In addition, for the last two years the MPharm programme team have all offered open office hours every week for students during term time, making it easier for students to just pop by to ask a question or seek advice. Our staff/student communication pathway is published both in module handbooks and throughout the Hawthorn Building to remind them of all the ways they can seek support.

## Professor Antony D'Emanuele

### Pharmacy

A cross-school DMU global trip was organised and students from courses in the Schools of Pharmacy and Nursing and Midwifery participated. This intense 9 day trip to Hong Kong included visits to the Hong Kong Museum of Medical

Sciences, the Taipingshan Medical Heritage Trail, the School of Pharmacy, University of Hong Kong, the Hong Kong University School of Chinese Medicine, the Hong Kong Monetary Authority, and the Po Lin Monastery & Big Buddha with additional free time for students to explore the culture and sights. The trip was well evaluated and gave students a greater insight into what are described as “alternative” or “complementary” therapies in the West but are in more commonly used in the East, and an opportunity to hear different perspectives from other members of the multi-disciplinary teams working within the NHS and private sector in the UK.

## Dr Paul Bremner

### Pharmaceutical and Cosmetic Science



Science should offer an opportunity to everyone, and Marvin Munzu, one of the BAME speakers at “[Plan Ahead, Value Employability](#)” (PAVE), a conference with a full set

of external speakers organised by the Health and Life Sciences faculty, giving students the opportunity to talk directly to pharmaceutical and cosmetic based employers, emphasised this – he was a dynamic and inspiring speaker for all, speaking about succeeding in pharmacy. Marvin Munzu inspired over 120 students present that anyone can succeed whatever their background. Just believe, know yourself and be positive! Students and staff present all agreed that he presented exceptionally well, connected to his audience and inspired them.

## Dr Olivier de Condappa

### Psychology

As part of their second year research methods module, Level 5 psychology students complete an assessed qualitative research report using interpretative phenomenological analysis (IPA). IPA is a new approach to our students, so two workshops are dedicated to practicing IPA on an existing dataset. These workshops presented an opportunity to incorporate further inclusivity within the Psychology programme by focusing on a topic that takes into account our learners' identities, experience and history: the Hajj Pilgrimage. Hajj is an annual pilgrimage that should be undertaken by all able Muslims at least once in their lifetime. Diaries written by pilgrims are analysed and discussed by students in the workshops, with a range of socially, culturally and globally relevant mixed media resources provided on Blackboard, and a tutor available to support students' learning. In terms of best practice, this approach highlights the suitability and adaptability of research methods training for embedding inclusivity into programme curricula. Topics can be chosen to reflect the demographics of the cohort, and changed easily from one year to the next by using readily available data (e.g. online diaries, blogs, public datasets etc.). Therefore, research methods training is an excellent opportunity for educators to enable more students to see themselves reflected in their learning.

## Ross Purves

### Education



We created a series of 'profiles' with pictures and interviews of former DMU Education Studies students who are now in various types of professional roles, including psychotherapists,

children's social workers, personal trainers, and academic researchers. The idea was to present these profiles as examples of 'real people' who were once where current students are, but who have gone on to achieve in a variety of professional areas. The intention was to create role models, and encourage students by showing them 'if they

can do it, so can I'. This workshop was very well received by students who were present.

## Dr Annette Crisp

### Criminology

Ensuring that education is fit for purpose



to engage diverse groups, means reflecting a holistic representation of diversity within teaching materials and media. Keen to develop a multi-centric representation of diversity for

recruitment, induction and teaching purposes; animated scenarios, talking head signpost activities and lecture materials were developed and embedded within teaching and outreach activities. This innovative approach aligns with research which reflects that avatar based media has the power to instill avatar empathy and understanding but becomes more relevant if the observer can relate to the avatar delivering the message. Avatar role models and academic guides have an ability to inspire all students without resorting to stereotypes and other influences more typically represented in the media. Most important however is ensuring that colleagues fully understand the opportunities provided by these methods which is why dissemination is such good practice.

## Bernadette Gregory

### Nursing & Midwifery



After being awarded a CAI sabbatical Fellowship award in 2020 I have now been able to develop a prototype online space created by Dr Rob Weale from CELT as a hub through which

interactive online scenario-based materials have been developed for teaching, learning and assessment. Here was an opportunity to explore the potential of introducing an innovative approach to our course design, incorporating co-creation with students, academic staff, service users and researchers to develop, refine and evaluate these materials before embedding into the undergraduate midwifery curriculum as



we prepare for revalidation in 2021. "Northside" comprises an interactive map of a fictitious area within a fictitious city, called Montfort, created to reflect our own local multi-cultural, diverse city where our students live and socialise and also undertake clinical placements. Scenario-based materials are accessed via the map.

A number of residents and a large number of co-created fictionalised "stories" have been developed where students can reflect upon the lived experience of service users based on their in-practice experiences; adopt a solutions based approach to care issues, and be signposted to further independent study resources as preparatory or adjunct material.

As an adaptive, interactive multimedia educational approach which encourages independent and autonomous student learning using web-based technologies, it supports the principles of UDL. Lecturers can adapt the characters and scenarios, with residents' stories evolving over time as in reality, with an opportunity to discuss encounters with health and social care professionals and agencies during their reproductive journey and as the course topics become more complex and refined for different educational levels.

Co creation enables ideas generation through shared knowledge and experiences which should lead to a better understanding of the service user lives and hopefully improve student experiences and student satisfaction scores.

It is hoped that by including our own student users and the service users affected by the education offered to our Midwifery students and a wider range of Faculty colleagues and researchers into the co creation of our educational materials this will give a platform for more voices to be heard, allow room for more diversity and difference and desires to be incorporated in the production of our education materials.

One finding from my work with the *Freedom to Achieve: Reducing BAME attainment gap* project that was repeated across subject areas and was worrying to hear was that students stated that where diversity and culture was included in their curriculum, which was often negligible, it was almost always with a negative lens and when

health and social care professionals are portrayed is not always reflective of the demographics of the 21st century NHS workforce. It is hoped that these issues have been addressed in this project because of my approach to their creation. As we are all reviewing online provision of course delivery this has been an opportunity to embed anonymous recording of voices and imagery to further enhance these educational materials and reflect contemporary UK society.

<https://www.all4maternity.com/decolonising-midwifery-education-part-1-how-colour-aware-are-you-when-assessing-women-with-darker-skin-tones-in-midwifery-practice/>

<https://www.all4maternity.com/decolonising-midwifery-education-part-2-neonatal-assessment/>

<https://nadp-uk.org/vic2021/conference-week-4/>

[Promoting teaching excellence for all](#)

## Kim Sadique

### Criminology and Criminal Justice

The Religion, Faith & Crime module was created a number of years ago to offer students the opportunity to discuss the role of religion & faith in crime and responses to crime. The module aims to engage students of all faiths and none to consider the religious and cultural issues around global real world problems, for example: hate crime, terrorism, honour violence, faith-based prisons/prison communities and witchcraft-related crime.

Further, it was created to address the misrepresentation of issues as being 'religiously' or 'culturally' related and to support students to consider their own identity (in terms of both religion and culture) and to be able to challenge stereotypes, misunderstandings and generalisations.

The learning in the module has been designed to be authentic (involving guest speakers who are 'people of faith' or representatives from professional organisations involved with a particular issue – e.g. hate crime) and each session is contextualised to provide a socially, culturally and globally relevant input. From the outset, the class is designated a 'safe learning

space' where students feel comfortable to contribute to discussions around quite sensitive topics and often from their own experience and religio-cultural contexts.

A core text for the module entitled 'Religion, Faith & Crime: Theories, Identities and Issues' (edited by two CCJ staff – Kim Sadique & Perry Stanislas) was published in 2016 to address lack of textbooks in this area. It is an edited collection with contributions from the global academic community and covers topics that students from all backgrounds, experiences and histories can identify with.

Use of a 'cartoon drawing session' to enable students to consider sensitive topics is also included providing the opportunity for all learners to contribute whatever their learning preferences and /or skills – every students is supported to contribute something.

## Karisha George

### Health & Wellbeing

Students are exposed to various psychological theories related to health and illness and theories of health decision making. In addition we look at a range of topics such as identity, bereavement, help-seeking, adherence and specific mental illnesses.

Within each of these sessions, we present the issue as it relates to the students' day-to-day experiences. For instance, in the session on health and bereavement, we debate the obsession with preventing ageing, and how this is related to avoidance of death, and we compare this to previous years such as the Black Plague, using images, videos and Ted Talks. Students then debate their views on ageing and issues of caring for elderly in their homes, and what this has taught them about death.

The aim of this is to relate the topic to students' backgrounds and experiences, so that they are engaged from the outset of the lecture, and continue to be engaged even after theory has been introduced.


## Penny Tremayne & Lorna de Bourg

### Nursing

To ensure learning is authentic and contextualised. Throughout this module students have access on the BB shell to reading lists and information about monthly health promotion initiatives (national and regional) that they can use a self-directed learning. In addition it is hoped that this will help students to become more culturally aware and sensitive: not only to the needs of their clients and service users but also their colleagues – eg the importance of Ramadan and EID: important considerations in meeting professional conduct requirements and for success in passing clinical assessment competencies as demanded by professional bodies as key skills.

In addition to this we run a health promotion day for students undertaking this module so they can participate in activities such as yoga, stress reduction techniques and dance as well as learning about fall preventions, pets as therapy and an opportunity to meet service users. For many students, in this 1st year of the course, this is an ideal opportunity to work in "an inclusive and engaged manner with their peers" in a smaller group format than more usual large lecture halls and is an ideal opportunity to meet service users in a safe environment where there maybe more opportunity to ask searching questions from service users and learn about other cultural perspectives and challenge their own prejudices, open their minds to alternative practices and different patient perspectives – all important factors in preparing health professionals.

introduced by "Engineers Without Borders UK". This award winning initiative is embedded in our undergraduate engineering courses and gives students the opportunity to learn and practice the ethical, environmental, social and cultural aspects of engineering design. The students need to search for the solutions globally and adapt it to the local situation to ensure the solution is sustainable and beneficial for the local social environmental and economical development. Each year the project focuses on a different region in the world.



The focus is mainly on developing countries in which many BAME students could have links with. Some students who have done this in the past found this experience very useful and they were interested to apply the solutions to their own country by doing a final year project in year-3. All students studying the module are involved and required to do this as a group assignment.