Issue	Actions	Reference to UCL Toolkit (purple)/BMA Harassment charter (blue) action	Deadline	Responsible	Success Measures	Completed
		Policy and practice				
Review and improve raising concerns process, and platform.	Speak to QA Unit about racial/harassment complaints received from medical students. Who reviews complaints? What feedback does the student receive? Is it possible to raise and hold? Does the Teaching Lecturer (formally Clinical Teaching Fellow (CTF)) dealing with these receive unconscious bias training, and training about supporting students who have experienced racism? Feed outcome of discussions to Amali Lokugamage (AL) to be taken into consideration with new Medical School raising concerns website.	Ensuring robust processes for reporting and handling complaints: We will include options for anonymous reporting and reporting harassment at school and on work placements; We will review existing complaints procedures against good practice and make any necessary improvements; We will keep students informed about our actions in response to racial harassment complaints.	Dec 2020		Full transparency provided on the number and themes of concerns raised Ė an appropriate level of information should be published and accessible to all staff and students. A robust and effective UCLMS platform and process in place for raising concerns process. Positive feedback on the process in place received from students. High quality data easily made available to staff and students. Increased number of appropriate concerns raised through raising concerns website. Increased number and representation of Black Asian and Minority Ethnic staff as Freedom to Speak Up Guardians.	
Improve reporting of racism amongst staff and students. This will require a multifaceted approach - this is only one aspect: equipping medical students and staff to	Undertake a review of the raising concerns training to include student input, to ensure it meets the needs of students and addresses the range of problems students face. Undertake a review of the current process for staff raising a race-related issue/complaint.		Apr 2021		Robust process in place. Positive staff feedback.	

respond appropriately to racist behaviour and be allies	Ensure details on the reporting process and support available are clearly highlighted on the UCLMS EDI website. Review of current raising concerns teaching (including session in year 5 IOM).					

Belonging

Develop a safe space for Black students to meet and discuss issues	Support the African Caribbean Medical Network (ACMN) society to develop a safe space for students. This will include gaining a clear understanding about the limitations to affiliation as a UCL society, and exploring other avenues of creating autonomy. Promote the society amongst students in RUMS bulletin. Create Advisory group where students feel safe and able to raise concerns, and discuss suggestions. Continue to raise awareness of group (e.g. RUMS bulletin, Moodle pages, EDI website), and encourage all students to contribute to items discussed.	Facilitate the development of positive peer relationships	Apr 2021 Dec 2020	EDI com.	ACMN affiliated, sustainable student model to ensure its longevity. Establishment of the Race Equality Advisory Group (REAG). Well attended with significant input from students. Develop the Schwartz round format into a more sustainable and regular session.	

	Create discussion forums where students (and staff) can share their experiences of racial discrimination.					
	Create an MBBS EDI page - to cover material available across all years. Also to include links to UCL resources, BMA harassment charter. Useful resources. Raising concerns procedure. Student support. Contacts for student EDI leads.		Oct 2020	EDI com.	Creation of a well resourced and easy to navigate MBBS EDI page.	
Equip medical students to deal with discrimination	Ensure raising concerns pathways are clearly signposted in newsletters, bulletins, and module induction information. Training students in ACMN to respond to concerns/provide resources.					

| Reducing racism amongst medical students | CPP to include teaching about racism, cultural competency, cultural safety | We will embed EDI in medical school values and engage with BAME medical students and staff in action to change culture.

Embedding EDI values into the fabric of everything UCLMS does and is must come from the top of the system and cascade into all its areas. The UCLMS SLT need to be visibly committed to EDI.

Work with BAME students and staff to initiate discussions about race equality in medical education and review policies, practices and the curriculum from a race equality perspective.

African-Caribbean societies or Asian societies for students and support networks for BAME staff are supportive environments and UCLS should support and engage with BAME medical student run organisations or societies Ë a valuable source of insight and feedback on what is needed to change culture, become more inclusive and narrow the attainment gap |

Curriculum

Lack of diversity in teaching material	Ensure teaching of clinical signs, symptoms and common investigations include variations seen in Black, Asian and other ethnic minority patients	Acknowledge any limitations in the demographic representation of course material
	Deliver an Inclusive history taking session - Year 4	Use a diverse range of resources Contextualise course materials
		Avoid stereotypes in course content and celebrate diversity;
	Review current teaching material on race and discrimination	Contextualise course materials; Staff to increase their own pedagogical knowledge
	Include more diverse reading lists for essential and recommended reading lists, and journal clubs	Reflect on your assumptions about students
	Include taught areas in SBA and OSCE stations.	We will embed EDI in medical school values
	All lecturers and clinical teachers should review their teaching material and ensure it is culturally diverse, considers the impact of eugenics, systematic racism and health inequalities	
	Compile a database of students and staff to offer support to lectures/teachers wishing to adapt their material	

	Create a resource list including diverse reading lists and clinical textbooks demonstrating signs and symptoms in black and brown skin. E.g. Mind the Gap, https://www.brownskinmatters.com Consider downloading some of the se resources on the year 4 IPads, so they are easily accessible. Collect patient videos of their experience of racism and discrimination in health care- these can be integrated into existing teaching sessions, so students can consider the impact of implicit bias Integrate teaching material exploring racism, medicine and healthcare - including areas such as the use of adjustment in eGFR, Spirometry adjustments, and also highlight significant contributions from Black, Asian and ethnic minority doctors and scientists.				