

Co-creating compassionate classrooms.

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Co-creating Compassionate Classrooms



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Advance HE Race Equality Charter Reviewer



What will we cover today?

An Exploration of Barriers and Enablers for Student Success:

- The **WHAT?** what do we need to consider when ***designing*** compassionate classrooms? what did the students tell us...
- The **WHY?** why consider ***equity*** within and beyond classrooms
- The **HOW?** how to co-create ***inclusive*** curricula
- The **WHERE?** reflect on where we go from here



The WHAT?



Student Success Formula

Equity + **Wellbeing** + **Inclusion** = **Student Success**





Equity = enablers

e.g. Bespoke study skills, resilience building, developmental opportunities, peer mentorship



Wellbeing = course design, delivery & support

e.g. Timetable, assessments, feedback, support (academic & pastoral & tailored)

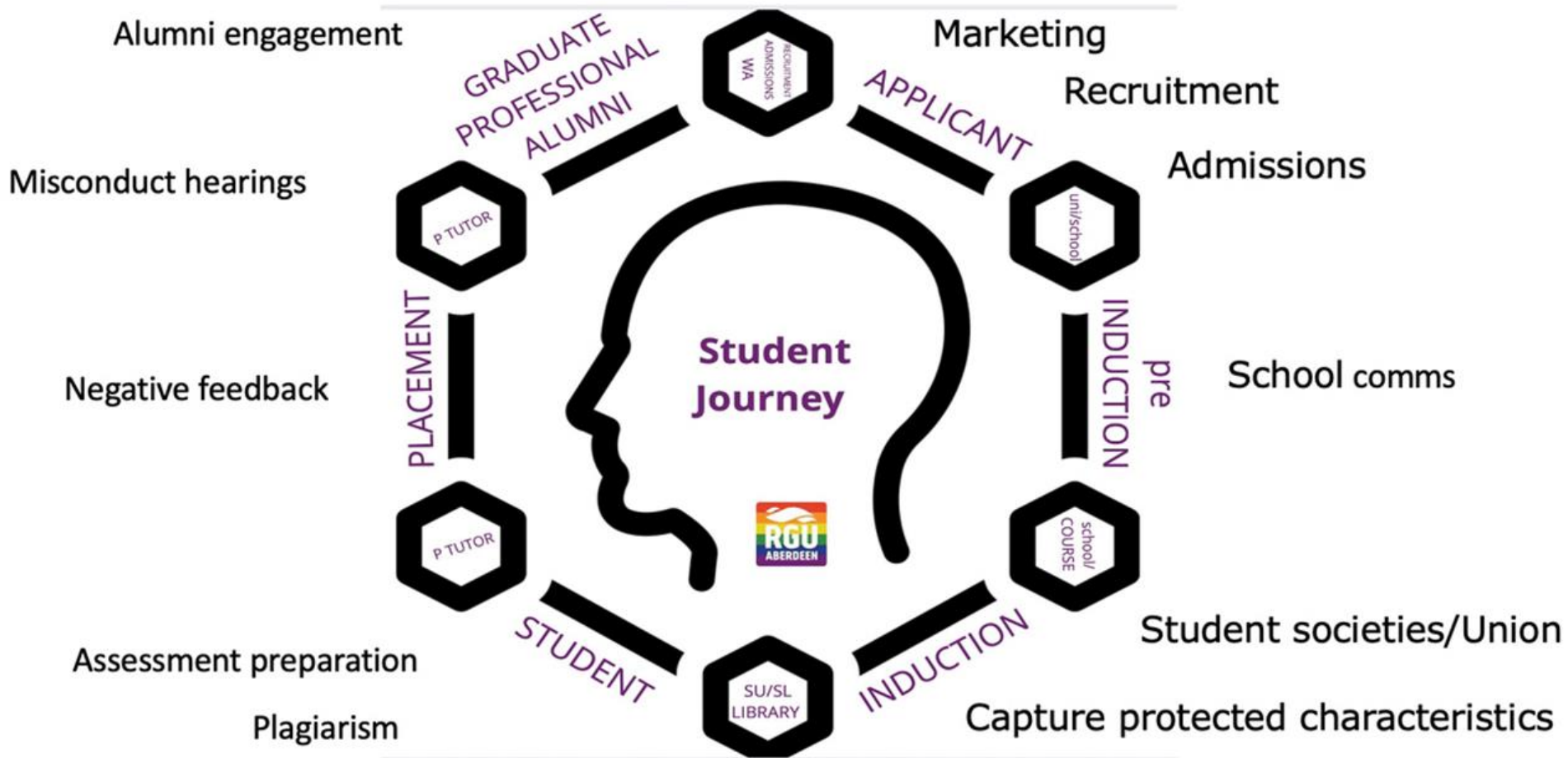


Inclusion = student voice, co-creation

e.g. Alumni engagement, inclusive curricula, representation, diverse role models

The WHY?

Transforming the APPLICANT to ALUMNI experience



When creating compassionate classrooms...

Do you consider - **Equity, Wellbeing, Inclusion?**

At **each stage** of the student journey?



INDUCTION STAGE

What challenges are our international students facing?



CL reflections...

- Induction - transitioning stage
- Capture background info
- **'Bio data Survey' V1 – 2010, V4 2021**



Student Biography Form

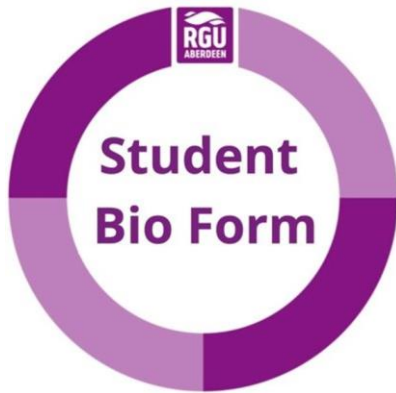
The survey will take approximately 5 minutes to complete.

This form is designed to help our course teams

[Start now](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the





Section 3 - Personal Circumstances

Please share any circumstances that may impact your studies or wellbeing or for which you would like additional support. Some examples are included below:

Are you currently pregnant?
if so, expected due date:

Would you like any support with RGU breastfeeding facilities?

Do you have caring responsibilities? e.g childcare

Do you have any dependants with you in Aberdeen?

Are you undergoing any medical care?

Other circumstances:

Section 4 - Skills Needs Self-Assessment

Which of the following might be challenging for you when transitioning to UK study? Please tick all that apply:

- English language skills - written/oral/understanding?
- Academic writing skills
- Presentation skills
- Research skills
- Library literacy skills e.g literature reviews
- Digital technology skills
- Other:

Section 4 - Global Citizenship



Alt text: Students gather outdoors to walk and cheer for the RGU boat team.

We love to celebrate our learners from all over the world & we welcome you to help build a learning community for your cohort!

Photo: Wellbeing walk & cheering for RGU boat race team!

15

Please suggest any celebratory events/dates that you would like to enjoy with your class:

Photo: In class baby shower!



What did students say?



"Every night my kids plead with me to come back home. The call ends in tears, then I have to sit and write my assignment. It's really hard"



What did we do?



Bio data survey results (2019)

Barrier

- caring responsibilities
- financial pressures
- placements & faith dates
- wellbeing challenges

Enabler

Course re-design

- Structure
- Timetable



Outcome

- All 5 modules timetabled to start at 10am
- Placements dates to avoid faith & belief celebrations

Equity + Wellbeing + Inclusion = Student Success

The HOW...



CL + Cohort
partnership
discussions



New **flexible** course
structure:
Remote supervision
model
9mo + 3mo = MSc



Identified
stakeholders

Collaborations

Documentation
Communication

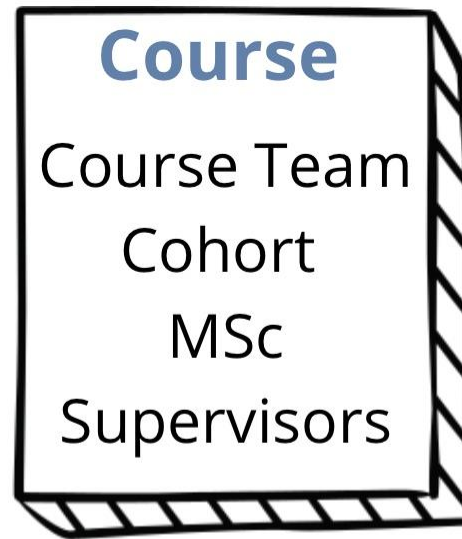


Support networks

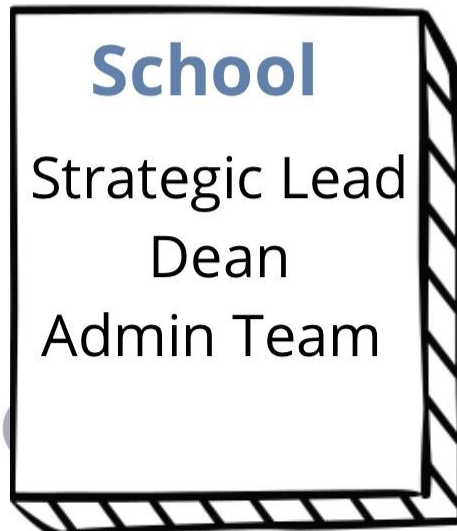
Reduced financial
burden

Improved:
Wellbeing

Engagement
Success (SEQ data)



Stakeholder Collaborations



Impact on students?

*"This innovative idea had many benefits not only in my professional area but also positively affected my **psychological status** as I returned home with my kids and family and my **excellent academic results** reflect this. I think this model could be valuable for future students on this course."*

Hana MSc student (2019-2020)



Celebrating International Student success!

- **Collaborative** research showcase day - underpinned by a pedagogy of compassion and equity for success
- **Global** - attracting audiences from Ministry of Health and clinical directors, employers...
- **Success** beyond the classroom - skills
- **Dissemination** - highlighted to RGU colleagues a novel way of creating a positive research culture.



مستشفى النهضة ينظم ملتقى علميا للتعليم والأبحاث في مجال الصيدلة



■ من التكريم

■ تكريم أحد المحاضرين

والصيدلاني والتي عرض جانب من الأبحاث العلمية التي قام عدد من موظفي الوزارة بتنفيذها، ومناقشة آية تصميم برامج ماجستير للصيدلة الأكاديمية التي تتناسب مع احتياجات ومتطلبات الشرق الأوسط، بالإضافة إلى استعراض تجربة المملكة المتحدة في مجال دراسة تجارب الطلبة في دراسة الصيدلة بالمملكة المتحدة وتجربتهم لها بعد مياضرتهم للعمل.

حدثت الجملعات بشكل عام، الملتقى العلمي استهدف مشاركة أكثر من ٧٠ من الصيدلة العاملين بالأساسات الصحية في مختلف محافظات السلطنة، وحاضر فيه ثمانية محاضرين من الكوادر الطبية من السلطنة والمملكة المتحدة. وهدف الملتقى إلى تشجيع الأبحاث العلمية بالمجالين الصحي

وعن دور الصيدلة الأكاديمية ومسؤولياتها، وعن معلومات وممارسات الأهل في استخدام المضادات الحيوية والقائمة الإلكترونية، ومحاضرة عن وصف انتشار العدوى الدوائية لمضادات الكولدين مرضى كبار السن في مستشفى صحار، وعن المقارنة بين دوائي ريفير وكسيميان والواشرين (سيولة الدم) الخاصين بمنع

بالملتقى مجموعة من المحاضرات العلمية كان من بينها عن الأبحاث الصيدلانية والابتكار في التعليم الصيدلاني والأبحاث بالمملكة المتحدة، وعن شهادة الماجستير بالصيدلة الأكاديمية من منظور الدولي، ومحاضرة أخرى عن الأبحاث التي قام بها مجموعة من الصيادلة بالأساسات الصحية بالسلطنة عن مجال الصيدلة،

نظم مستشفى النهضة ممثلاً في قسم الصيدلة والمخازن الطبية وبالتعاون مع كلية الصيدلة بجامعة زوبرت جوردون البريطانية الملتقى العلمي للتعليم والأبحاث في مجال الصيدلة، بحضور الدكتور حمد الحارثي مدير مستشفى النهضة وعدد من المسؤولين والكوادر الطبية والعاملين بالسلطنة، وذلك بإقامة المؤتمرات بالمستشفى.



"This was the first time (in the school) that the student's success was celebrated in their respective country and provided an impetus for all colleagues to consider what else may be possible with respect to creative design thinking."

Prof Anita Weidmann

ويعود للملتقى العلمي فرصة جيدة للموظفين المهتمين بمجال الأبحاث العلمية وفي مجال التعليم الصيدلاني، وللموظفين الذين يراغبون في إكمال دراساتهم العليا بالمملكة المتحدة في الفترة القادمة.

في ختام الملتقى قام الدكتور حمد الحارثي مدير مستشفى النهضة بتكريم المحاضرين والطلبة المهتمين للدراسة في المملكة المتحدة.

الملتقى بدأ بكلمة ألقاها الدكتور زهير بن صالح السلطاني رئيس قسم الصيدلة والمخازن الطبية بمستشفى النهضة أوضح خلالها أن أهمية الملتقى الذي يتم تنظيمه لأول مرة كما تحدث عن الأبحاث الصيدلانية والتعليم الصيدلاني الذي يتم مناقشته ودرسته خلال مداراته، وعن أهمية الأبحاث العلمية في تطوير الخدمات الصيدلانية المقدمة بالأساسات الصحية في مختلف محافظات السلطنة.

بعدها قدم عدد من المشاركين

External Review of IMPACT: ILSR report

*"the Panel recommended **there would be benefit in considering the work undertaken within the School around some of these areas as evidenced in the snapshot session.***

The presentation at the ILSR stayed with me and had obvious applicability across the School and University as evidenced by the ILSR Panel's comments." Lucy Jack (Academic Quality Officer)

WHERE are we now?

How do we achieve equity with study away model?



WHERE are we now?



The course staff have provided a strong support system for us international students and I was so happy with the in-class baby shower! International students are really very welcome at RGU.

Ewere Vivian Okafor (from Nigeria)

Student Success



"The course really was exceptional, with different learning styles, and inclusive for all learners. The peer-to-peer learning gave me confidence and developed my critical thinking skills. The Resilient Learner series developed my coping skills in tackling obstacles and it has had a significant impact on my wellbeing. I enjoyed sharing traditions and cultures as part of the Global Citizenship approach of the course."

Sameh Al Maqbali (from Oman)

Where next?

QAA Enhancement
Funded project



SEE ME, HEAR ME

When creating compassionate classrooms...

Do you consider - **Equity, Wellbeing, Inclusion?**

At **each stage** of the student journey?





Thank you!



Please feel free to leave feedback/comments/
collaboration details 😊

