

## 2025-26 EDI Priorities for the School of Medicine, submitted by Rowena Wang

Priority	Planned actions	Rationale	Responsible	Timeline	Measure of success
Enhance diversity and inclusion in learning and teaching	<ul style="list-style-type: none"> <li>Track and monitor Change Teaching, Assessment and E-learning Form to ensure EDI considerations are embedded in both MBBS and BMB programmes.</li> <li>Continue to deliver the EDI lecture to Phase 1a MBBS students</li> <li>Providing EDI-related services to MBBS and BMB programmes, particularly to the PVB &amp; Comms teams, to help them integrate feedback from training and student focus groups into inclusive curriculum development</li> <li>Working with Primary Care and Student Service teams to deliver a 45-minute webinar titled “Supporting Neurodivergent Students through Coaching Conversations” to MBBS academic tutors</li> <li>Promote and align existing EDI training available at Imperial —focusing on unconscious bias, active bystander intervention, and harassment prevention to enhance staff understanding of inclusive practices, strengthen academic culture and foster an equitable and supportive environment for students</li> <li>Promote and integrate college-wide inclusive teaching guidelines and accessible presentation templates within the MBBS</li> </ul>	<ul style="list-style-type: none"> <li>Reflects GMC guidance on inclusivity and responds to student feedback from BMA Charter on inclusive education, in line with Imperial’s EDI pillars.</li> <li>Supports Imperial’s Equity in Education pillar by embedding inclusivity in curriculum design, teaching, and assessment practices.</li> <li>Builds on positive feedback from 2023/24 “Challenging Inappropriate Behaviours” workshops to provide services to the ICSM community.</li> </ul>	EDI Directors, EDI Clinical Education Fellow, MBBS & BMB Programme/Phases’ Directors, PVB & Comms Leads	<ul style="list-style-type: none"> <li>Oct 2025 to June 2026</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of integration of EDI principles within teaching and student support practices</li> <li>Staff participation and feedback</li> <li>Feedback from EDI faculty training across MBBS and BMB</li> <li>Alignment with GMC benchmarks for inclusive education, evident from self-assessment questionnaires</li> </ul>

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	<p>programme through Phase Leads and curriculum committees</p> <ul style="list-style-type: none"> <li>Collaborate with the Medical Education Innovation &amp; Research Centre to develop learning resources for educators on the benefits, harms and challenges for medical education and clinical practice.</li> </ul>				
<b>Amplify student voice and foster continuous dialogue on EDI</b>	<ul style="list-style-type: none"> <li>To evaluate students' perceptions of Phase 1 Census Survey findings on faculty diversity and inclusion within the learning environment. Share findings and develop action steps to address gaps identified in student focus groups.</li> <li>Share findings from the LGBTQ+ Student Experience Survey and Focus Group to inform student learning and teaching practice.</li> <li>Hold regular town hall conversations with BMB students and staff to gather feedback and promote open dialogue.</li> <li>Run the 'Our Stories' project for the BMB programme to promote diverse staff-student experiences.</li> <li>Host EDI lunch/afternoon tea conversations with MBBS students (ICSMSU reps, SSLC reps, marginalised groups) with catering provided.</li> </ul>	<ul style="list-style-type: none"> <li>Builds on the Phase 1 Staff Census Survey findings, emphasising the need for stronger student feedback loops in line with Imperial's EDI pillars: Inclusive Recruitment, Student Experience, and Community &amp; Culture.</li> <li>Aligns with ICSM's commitment to amplify student voice and empower underrepresented groups.</li> <li>Supports Imperial's Equity in Education and Inclusive Culture pillars by embedding diverse student voices and ensuring inclusive curricula and experiences.</li> </ul>	EDI Team, ICSMSU, MBBS and BMB Programme Directors	<ul style="list-style-type: none"> <li>Jan 2026 to June 2026</li> <li>October 2025 to Jan 2026</li> <li>October 2025 to June 2026</li> <li>October 2025 to June 2026</li> <li>October 2025 to June 2026</li> <li>October 2025 to June 2026</li> </ul>	<ul style="list-style-type: none"> <li>Identification of key gaps and actionable insights for the Phase 1/MBBS programme</li> <li>Clear actions taken from LGBTQ+ Survey and Focus Group recommendations.</li> <li>Participation rate in BMB student-staff town-hall/ MBBS students' conversations</li> <li>Launch the 'Our Stories' Video for BMB, and the number of views of this video</li> <li>Participation rate in and feedback from the mentioning scheme</li> </ul>

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<b>Foster an inclusive and supportive environment</b>	<ul style="list-style-type: none"> <li>• Continue to run UGEDI Forum to discuss various EDI issues between student and staff representatives and share best practices.</li> <li>• Maintain the working group for science to guide continuous improvement in EDI-related teaching, learning and well-being support systems.</li> <li>• Organise networking events for science across the academic year to support connections across 3 years of the BMB programme, strengthening student identity and sense of belonging.</li> <li>• Co-create a seminar series on LGBTQ+ health with MBBS and BMB students to create an extra-curricular space for learning, discussion and community-building.</li> <li>• Set up acclimation days for science students from WP routes to ease transition into university life and promote greater equality across the BMB and Phase 2</li> <li>• Run the annual EDI Team Christmas Event to strengthen community belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds on student and staff feedback requesting more visible and community-building activities.</li> <li>• Reinforces College and GMC expectations for inclusivity in professional training.</li> <li>• In line with Imperial's Inclusive Culture and Accountability pillars, this fosters belonging and equity across diverse staff and student groups while ensuring transparent governance structures.</li> </ul>	EDI Team, ICSMSU, FEO and MBBS & BMB teaching staff and curriculum/phases directors	<ul style="list-style-type: none"> <li>• UGEDI Forum meets once a term during the academic year.</li> <li>• The science working group meet fortnightly during the academic year.</li> <li>• Faculty training delivered in summer term 2025/26</li> <li>• Networking events held termly (or twice a year) in 2025/26.</li> <li>• Acclimation days for WP Science students delivered in 2025/26.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of cross-faculty collaboration and impact</li> <li>- Improved feedback from BMB students on sense of identity and belonging</li> <li>- WP student satisfaction and transition confidence reported in surveys</li> <li>- Positive feedback from the EDI Team</li> </ul>

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Foster a culture of recognition and celebration	<ul style="list-style-type: none"> <li>Introduce the ICSM Student Award for Societal Engagement for both MBBS and BMB Programmes</li> </ul>	<ul style="list-style-type: none"> <li>Recognises students' contributions to community and societal engagement.</li> <li>Aligns with ICSM's goal of fostering socially responsible and compassionate future doctors.</li> <li>Directly supports Imperial's Equitable Opportunities pillar by ensuring recognition of contributions from diverse and underrepresented groups.</li> </ul>	EDI team, FEO, MBBS/BMB awards panel committee	<ul style="list-style-type: none"> <li>Nominations open Spring 2025/26</li> <li>Award presented at ICSM Student Awards Summer 2025/26</li> </ul>	<ul style="list-style-type: none"> <li>Number and quality of nominations</li> <li>Student feedback on recognition of societal engagement</li> </ul>