

Title of presentation

Embedding UN Sustainable Development Goals within Taught Programmes:
The School of Pharmacy's Approach

Presenters

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Abstract

Background: In recent years, many pharmacy and healthcare organisations including the Royal Pharmaceutical Society and National Health Service have placed great importance on resolving the climate emergency and contributing to the United Nations (UN) Sustainable Development Goals (SDGs).^{1,2} It is therefore important that we evaluate our education provision in this area.

Aims and objectives:

The overall aim was to embed the UN SDGs within undergraduate programmes in the School of Pharmacy. The objectives were to:

- Review current coverage of the UN SDGs
- Develop an action plan to address gaps in coverage
- Implement that plan

Method: This work was initiated by the Directors of Education (LAH and MH), before the involvement of two new staff members, the School of Pharmacy UN SDG Champion (SK) and Digital Lead (DC). It involved content analysis of modules on Canvas and liaison with staff and students, both within and beyond the School. During the process, exemplar practice at a module level was also identified.

Results: There was reasonable coverage of UN SDGs across all UG courses. Students are made aware how the School contributes to global health and how pharmacists can help reduce health inequalities, including improving access to medicines and health services. Students debate ethical issues around

prescribing decisions, branded medicines and cost, and the impact on developing countries. Students are taught about causal links for medical conditions, including the impact of pollution. From a pharmaceutical industry perspective, students appreciate good manufacturing practice and appropriate disposal of medicines and medical devices to reduce their carbon footprint. Students receive training around barriers for 'inclusive societies' including unconscious bias.

However, gaps were apparent, including the lack of explicit links to specific UN SDGs on many occasions and a lack of standardisation and consistency at module level. Action plan points that arose from the initial review included: posting general information on the one-stop-shop PMY1000 Canvas module, developing a Canvas template for all module teams, showing staff examples of good practice and liaising with them individually to provide support. Further areas of work centre on developing a School statement about how it is contributing to the UN SDGs and reducing its carbon footprint.

Conclusion: While there are further points to action, we deem our initial approach has been successful, largely because we have a dedicated UN SDG Champion and staff with extensive expertise with Canvas. We also acknowledge Dr Laura Steele (Queen's Management School) who guided our work.

1. RPS joins forces with FIP in climate fight. Available: <https://www.rpharms.com/about-us/news/details/RPS-joins-forces-with-FIP-in-climate-fight> (accessed 30th January 2022)
2. Greener NHS. National ambition. Health and climate change. Available <https://www.england.nhs.uk/greenernhs/national-ambition/national-commitments/> (accessed 30th January 2022)