

Differential Attainment Update

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Associate Dean

Ethnicity Differential Attainment

- Difference between the average attainment of:
 - White UK graduate trainees and the average attainment of BAME UK graduate trainees
 - Of ALL UK graduates and average attainments of international medical graduates (IMGs) and European Economic Area graduates (EEA)
- Indicators are: ARCP outcomes, exam pass rates & overall satisfaction (NTS OvS) from the national trainee survey
- Programme level data

Data Update

Updated in Oct 2019

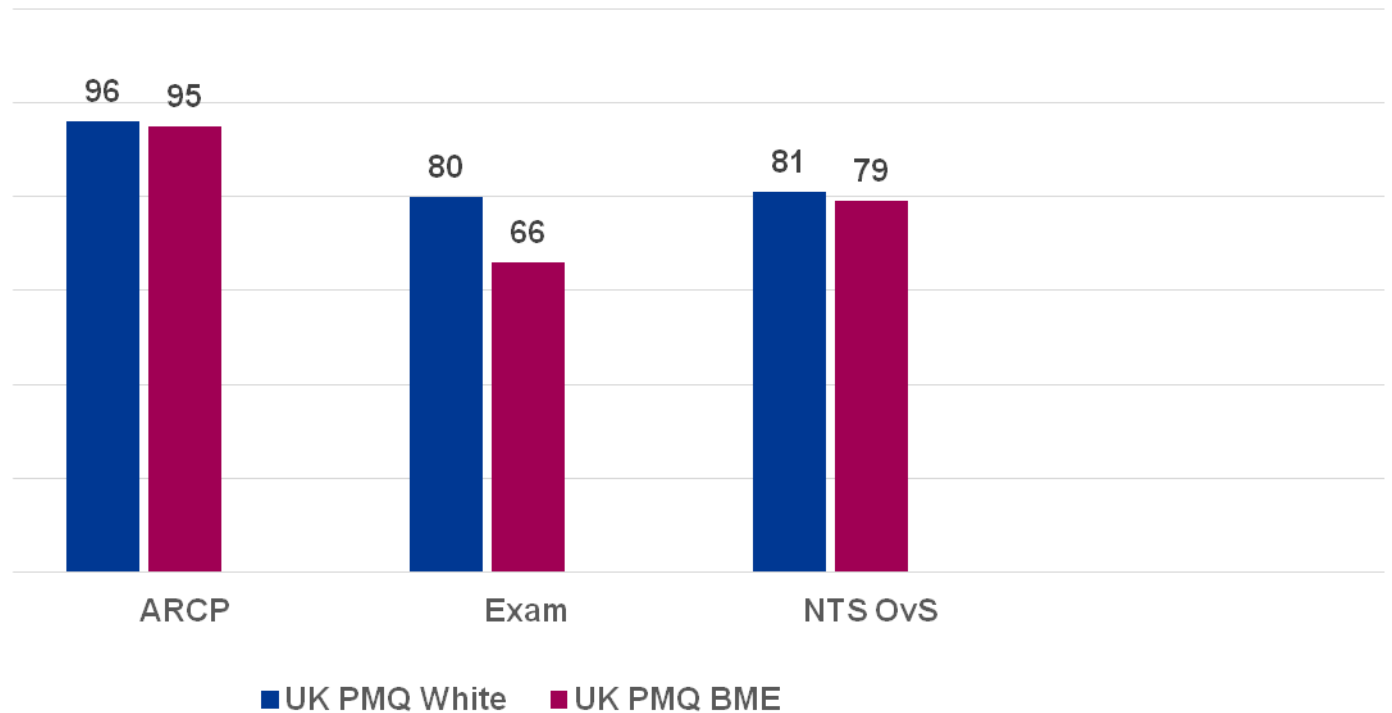
- ARCP and exam data covers four years 2014-2018
- Exam data is all exam attempts in the programme
- NTS Overall satisfaction data is from 2019
- The figures are mean percentages
- Exam failure has been filtered out of ARCP outcomes
- Some speciality data is incomplete

Demographical changes

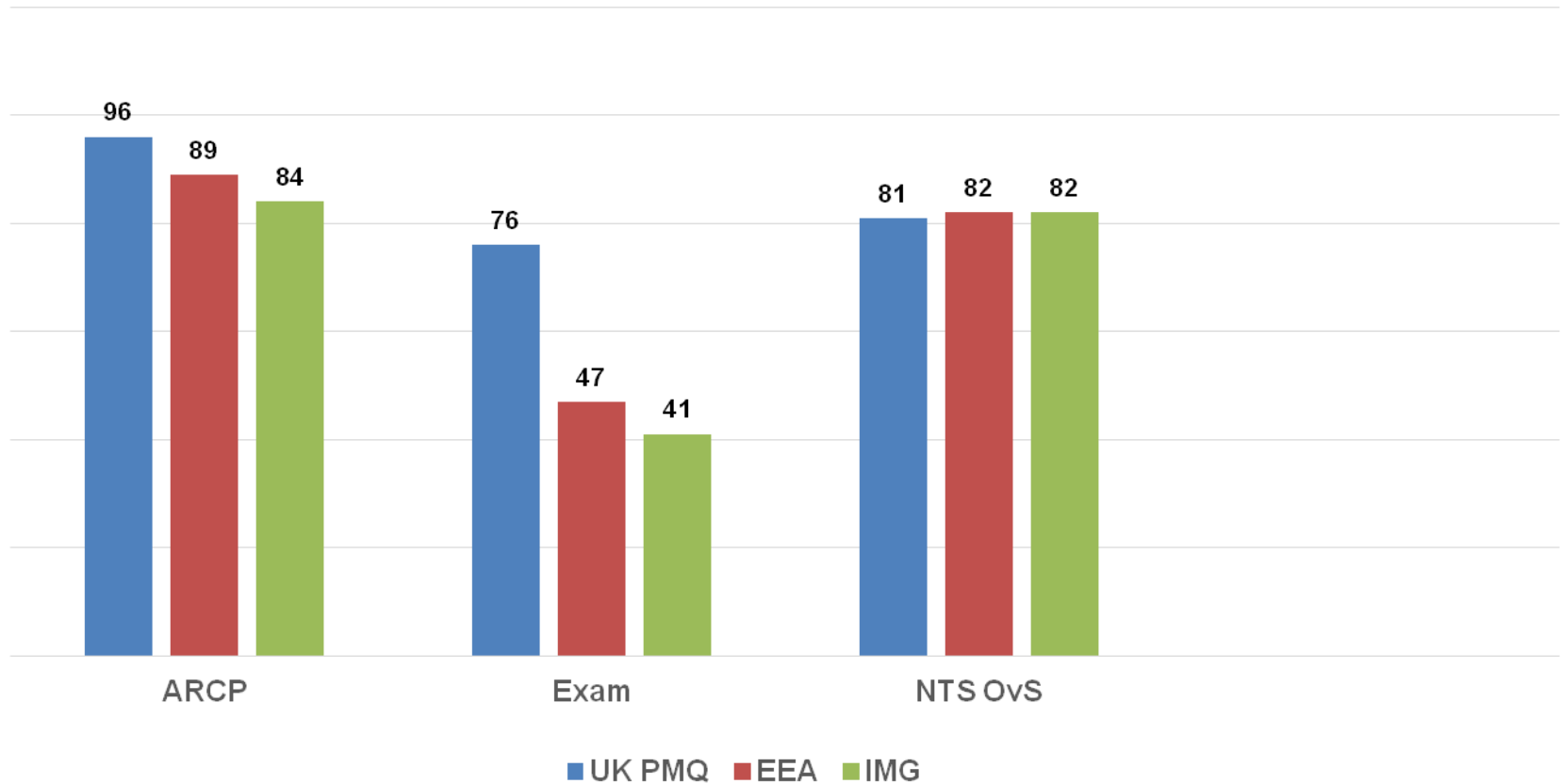
	UK PMQ White	UK PMQ BAME	EEA PMQ	IMG PMQ	Total
Wessex 2019	1150 (64%)	342 (19%)	93 (5%)	207 (12%)	1792
2018	(71%)	(17%)	(4%)	(8%)	1804

	UK PMQ White	UK PMQ BAME	EEA PMQ	IMG PMQ	Total
KSS	1449 (47%)	978 (32%)	153 (5%)	477 (16%)	3057
SW	2372 (80%)	364 (12%)	84 (3%)	195 (7%)	2985
TV	884 (52%)	557 (32%)	97 (6%)	178 (10%)	1716
Wessex 2019	1150 (64%)	342 (19%)	93 (5%)	207 (12%)	1792

Wessex Combined Specialties



Wessex Combined Specialties



Summary of the Root Causes

Research & evidence (including local) suggest that the root causes are:

1. Problematic relationships with seniors (lack of trust and support)
2. Perceived bias in recruitment & workplace based assessments
3. Lack of support in and outside work

Support & Challenge



What did we Do?

Wessex DA Framework

- Started in Oct 2018
- The IMG fellowship (***Stuart Purcell***)
- Focused on getting the balance right
- Adopted an evidence-based approach
- Avoided approaches that re-enforce the deficit model
- Included non training grade doctors
- Predominantly trust-based courses

Educational Governance & leadership

- DA is part of the HEE south; four work streams for Equality, Diversity & Inclusion (EDI)
- Established a Wessex EDI group
- DA is included in associate Dean's portfolio
- Appointed three fellows due to start in February 2020. one day/week/fellow
- Tier II visa alerts and invitation to IMG induction
- SRTT package for IMGs with additional HEE funded supervision 1 hr/week/trainee for the first four weeks, extendable on individual basis

Supporting Educators

- HEE south DA workshop in Bristol April 2019 and Winchester Nov 2019 which included unconscious bias training. Attended by 81 educators and managers
- HEE south recorded webinar with Kath Woolf in June 2019
- Sharing Wessex DA data with HOS, DMEs, TPDs, SAS tutors & education centre managers
- DA presentation at the annual senior educator conference in Jan 2019 with IMG fellows

Supporting Educators

- DA sessions for Educational supervisor faculty development days in May & Oct 2019
- Educational supervisor refreshers: **Wajid's** project (92 ESs)
 - June 2019 Dorset healthcare
 - June 2019 QA
 - August 2019 HHFT
 - September 2019 Southern House
 - November 2019 RBCH
- TPD workshop (**Mariam's** project) in Sept 2019 to explore research findings and what can be done

Supporting Learners

- IMG Induction: *Maryam's* Project: a two day course held in:
 - June 2019 in the IOW
 - July 2019 at SH
 - Aug 2019 at QA
 - Aug 2019 at RBCH
 - Sept 2019 at HHFT
- Covers: GMC welcome to UK practice, communication and professional persona, Employment rules, career advice, resilience, QI/Audit, patient safety, ARCP and revalidation
- Attended by over 100 SAS and trainee doctors

Supporting Learners

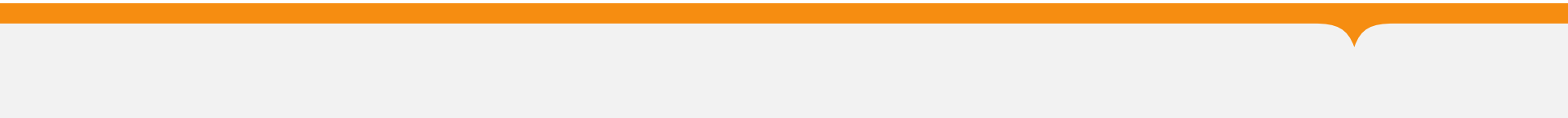
- DA slot at welcome to Wessex
- Working with centre managers to ensure IMGs' are released to attend tailored courses
- IMGs Handbook with information for doctors new to the NHS **Wael's** project
- Examination up skilling course **Nkolika's** project: held in Sep and Dec 2019. included sessions on communication under stress, cultural differences and examination preparation and techniques led by **Hilary**
- Access to coaching and mentoring via TVWLA

Learning Environment & Culture

- Positive messaging and rebranding Wessex as BAME friendly: website and a world map with countries represented in Wessex (***Nkolika***). ongoing
- Qualitative study of UK graduates' perspective on working alongside IMGs (***Mariam***) to promote inclusive learning environments. Presented at the MEF conference in Nov 2019
- Supervising IMGs workshop (***Wajid***) at MEF conference in Nov 2019

Next steps

Plan for 2020/2021

- A solution-based plan explored with researchers and other teams
 - DA as part of the annual quality reports
 - ES refreshers on supervising IMGs booked on 5/3/2020 at Southern House ? To continue or not
 - DA session with a slide pack and video for the ES faculty
 - DA for TPD/HOS/DME induction
 - A Wessex IMG charter to ensure a standard approach
 - Tier II/IV visa alert set up. Trainees will be invited to induction
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Plan for 2020/2021

- Five IMGs induction course for 2020/21 using same format; open to all IMG doctors
- Continue DA presentation as part of welcome to Wessex using a video
- Adoption of an In Training Profiler with tailored support using recruitment scores at bottom 20% and ARCP outcomes 2 &3
- Online IMG support forum and Buddy system
- Promoting Coaching and mentoring

Plan for 2020/2021

- Website review and creation of a learning environment for IMGs in collaboration with Solent University to create content e.g. positive messages, case study videos from trainees and trainers, relevant information for trainers and trainees
- Tailored SAS projects: working with SAS tutors to understand their needs and ensure better alignment e.g. CESR course, career coaching

Is This Good Enough?

What interventions are likely to work?

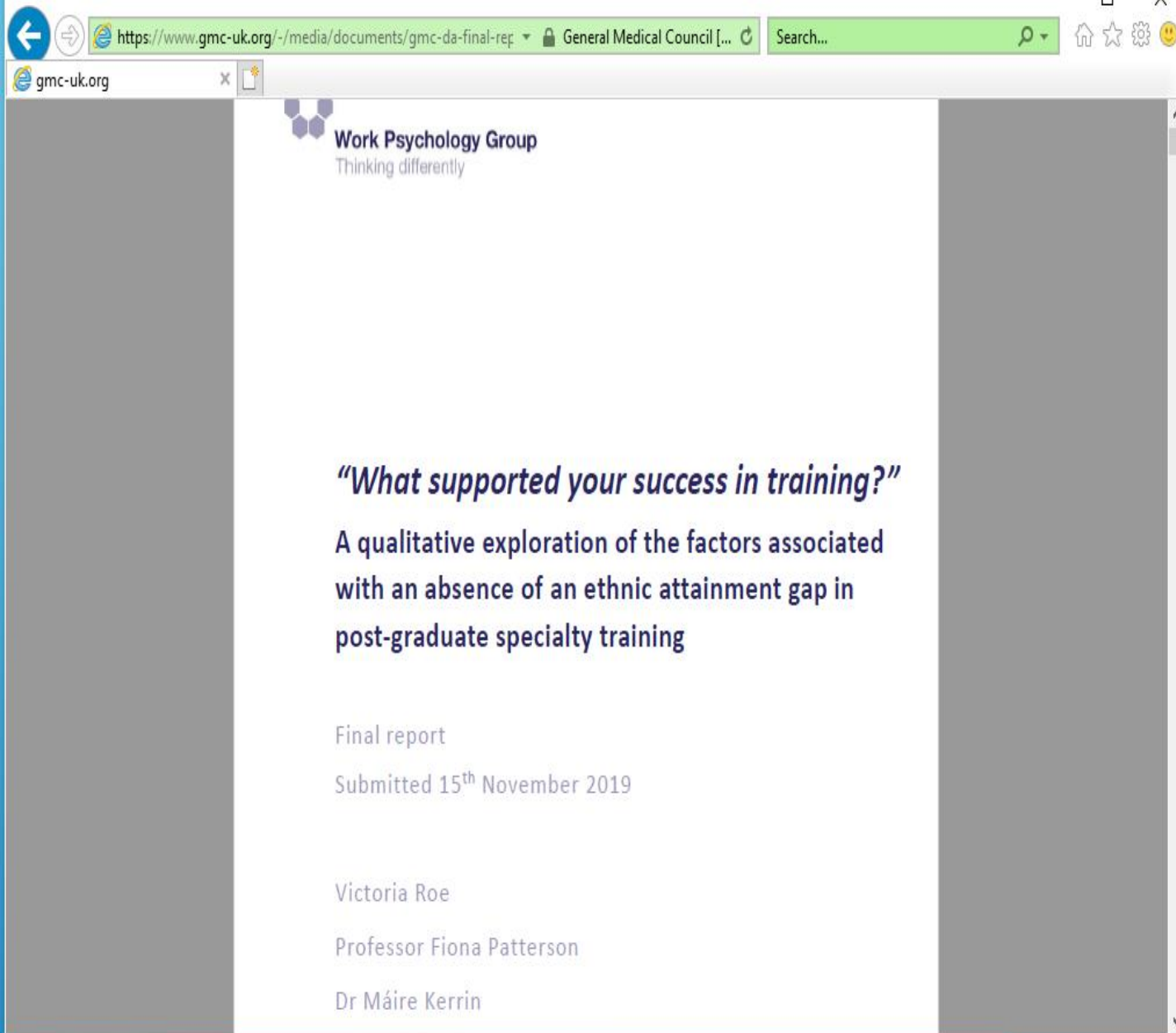
- Positive trainer-trainee relationship through:
 - Valuing contributions
 - Time to support trainees
 - Sponsorships for All (belief, trust etc.)
 - Inclusive advocacy schemes
 - High challenge with support (Steeling)
- Role models and inspiring trainers

Facilitating mixed peer support

- Random allocation to activities (to teaching groups; to pair/group work within teaching groups).
- “Getting to know you” activities in formal setting.
- Facilitating inclusive extra-curricular social activities (not just going to the pub).
- Emphasise shared identities (e.g. specialty or practice identity)

↑ *intergroup contact* = ↓ *prejudice*

Woolf et al (2012) *Med Teach*
Ashford & Mael (1989) *Acad Man Rev*



The screenshot shows a web browser window with the following content:

Work Psychology Group
Thinking differently

“What supported your success in training?”

A qualitative exploration of the factors associated with an absence of an ethnic attainment gap in post-graduate specialty training

Final report
Submitted 15th November 2019

Victoria Roe
Professor Fiona Patterson
Dr Máire Kerrin

Diversity Enhances Creativity

Questions/Suggestions?