

# Supporting trainers to support IMGs

## *The MWRES and the IMG Induction Programme LED Educators conference*

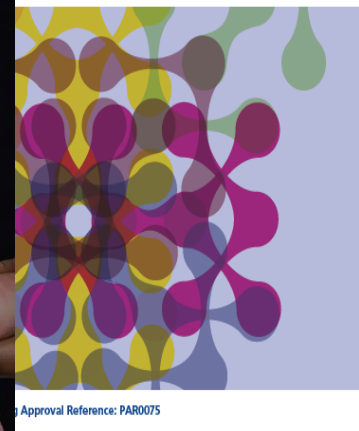
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# Race inequalities in the medical workforce: the evidence

UCAS

NHS

Health Education England



NHS

Digital



MSC Medical Schools Council



RCOA

General Medical Council

Regulating doctors  
Ensuring good medical practice

NHS

Electronic Staff Record

Academy of Medical Royal Colleges



Royal College of Physicians

BMA

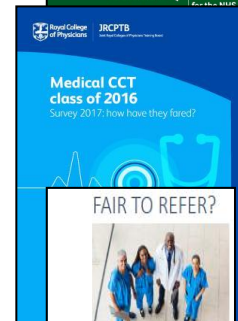
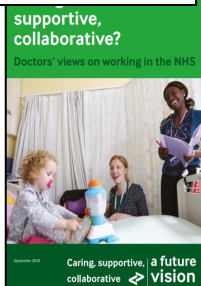
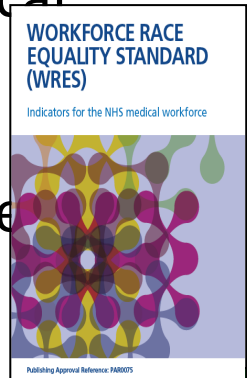


UCAT UNIVERSITY CLINICAL APTITUDE TEST

- Doctors from ethnic minority backgrounds face disadvantage throughout their careers – group effect
- Differential attainment by ethnicity persists across all measures of career progression, the entire training pathway and in all specialties
- Commitment to change evident across many organisations
- Output: the MWRES

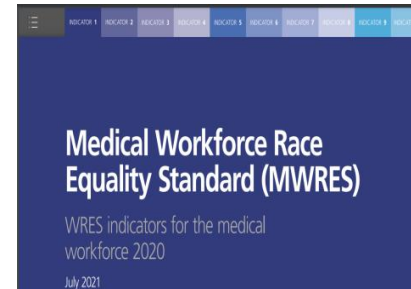
# What the MWRES launched in 2021 revealed

- EM doctors under-represented in leadership roles (eg medical clinical directors and royal medical college councils)
- Earn less
- Apply for more consultant jobs but less likely to be shortlisted or be offered a post
- More than double the rate of being referred to the GMC by employer
- More likely to have revalidation deferred
- Do less well in assessments as undergraduate and postgraduate trainees
- Report higher levels of bullying from staff and colleagues
- Report lower levels of belief that their trust offers equal opportunities for career progression
- Report fewer opportunities to contribute ideas and make changes at work
- **And despite all this, report higher levels of motivation and engagement at work!**



# How LED Educators can make a difference

- Recognise that LEDs are the most disadvantaged
- Be aware of IMG needs and backgrounds
- Encourage everyone to know the data
- Recognise that variations will occur at Trust level
- Work to achieve improvements in – workplace support, equality in training, opportunities, pay, exams, and eliminate complaints, bullying





# The challenges IMGs face

- These challenges can hinder
  - preparedness
  - performance
  - progression
  - wellbeing
  - patient safety



# Start by implementing the standardised comprehensive induction programme for IMGs

- The design informed in two ways:
  - By seeking the views of IMGs in the UK, about their experience, observations, perceptions and suggestions regarding their induction
  - By reviewing existing induction programmes to identify good practice





# IMG induction guidance launched in June 2022 - *what it recommends*

A recommendation to enable all IMGs to attend the GMC WtUKP

Guidance which includes:

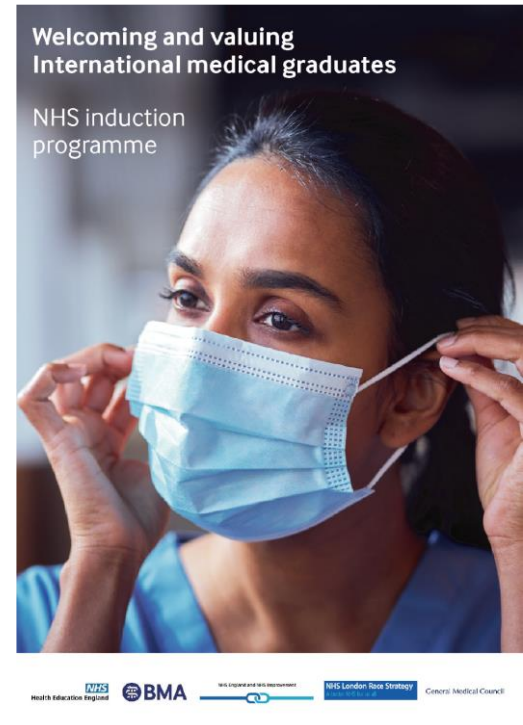
1. Welcome and Pastoral Care
2. Professional Practice Induction
3. Language and Communication Induction
4. IT Systems Induction
5. Specialty Induction – psychiatry, anaesthetics, EM, paediatrics and child health, surgery, and obstetrics and gynaecology. More will follow





# Our plan of action as advisers to the GMC

- Support you to offer better induction as a starting point + more
  - speak with Trusts, individuals, IMGs
  - work with you to ensure attendance at WtUKP
  - Support you in improving your induction programmes



# How LED educators can help IMGs

- Take an interest
- Introduce them to the fabulous cultural, social, educational, recreational opportunities
- Support their learning
- Help them with networks
- Learn from them – resource constraints
- Reflect honestly on one's own and IMG biases
- Recognise the importance of this for patient care



# Conclusion



- IMGs bring much needed expertise support to the NHS
- IMGs' knowledge of working in resource-constrained environments of particular value
- Enabling IMGs to achieve their full potential is an important means to achieving a safe high quality service
- LED Educators have an important role to achieve race equality in the medical workforce