

Differential Attainment: What's the Prescription?



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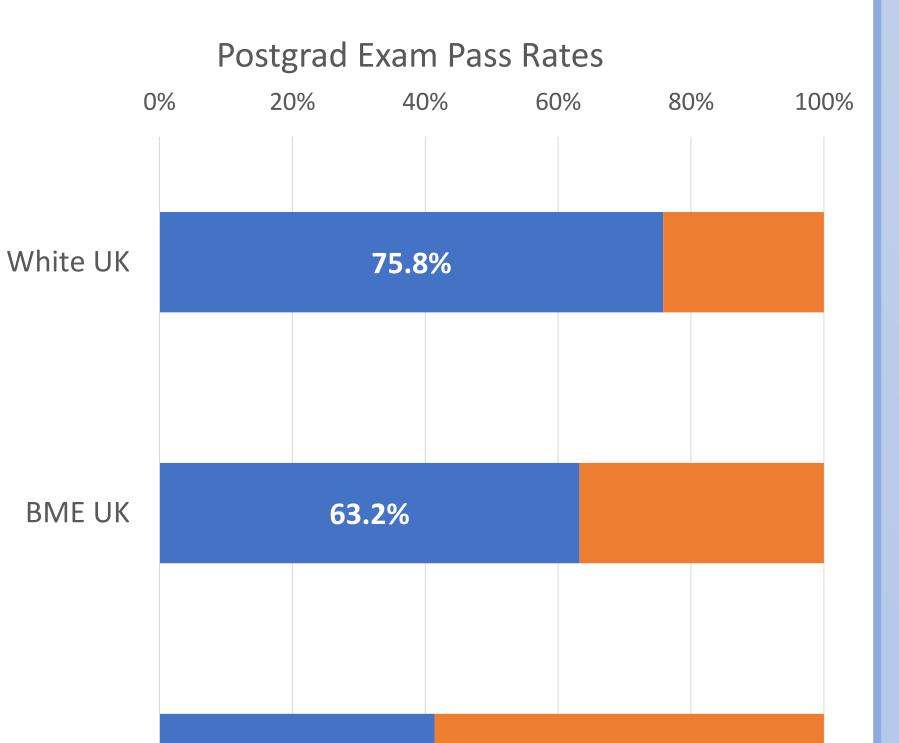
1. Introduction

The phenomenon of differential attainment has been recognised in medical education for many years. The term refers to the inequality of educational outcomes among different demographic groups, notably Black, Asian and minority ethnic and international medical graduate doctors undertaking the same assessment. GMC Research identified multiple factors which affect rates of progression including the influence of key relationships with trainers and the extent to which trainees had a sense of belonging and felt supported.

HEE London & Kent, Surrey and Sussex Professional Development Team has extensive experience supporting trainees from diverse (PDT) backgrounds in their preparation for postgraduate medical assessments, clinical practice and specialty selection. Now, in response to concerns from the GMC and local trusts in relation to completion of training and subsequent retention within the profession, the team has piloted a **Differential Attainment Toolkit** for educators.

2. The Numbers

- The average postgraduate exam pass rate for all UK medical graduates is **71%**
- This rises to **75.8%** for those who are **White**
- This falls to 63.2% for UK **BME** medical graduates
- This falls to **41.4%** for



International Medical Graduates (GMC 2015)

International

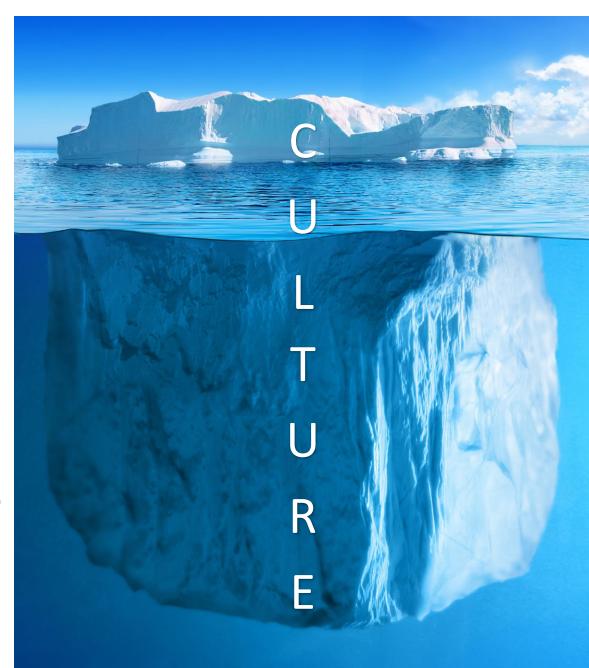
Pass Rate Fail Rate

41.4%

3. Methods

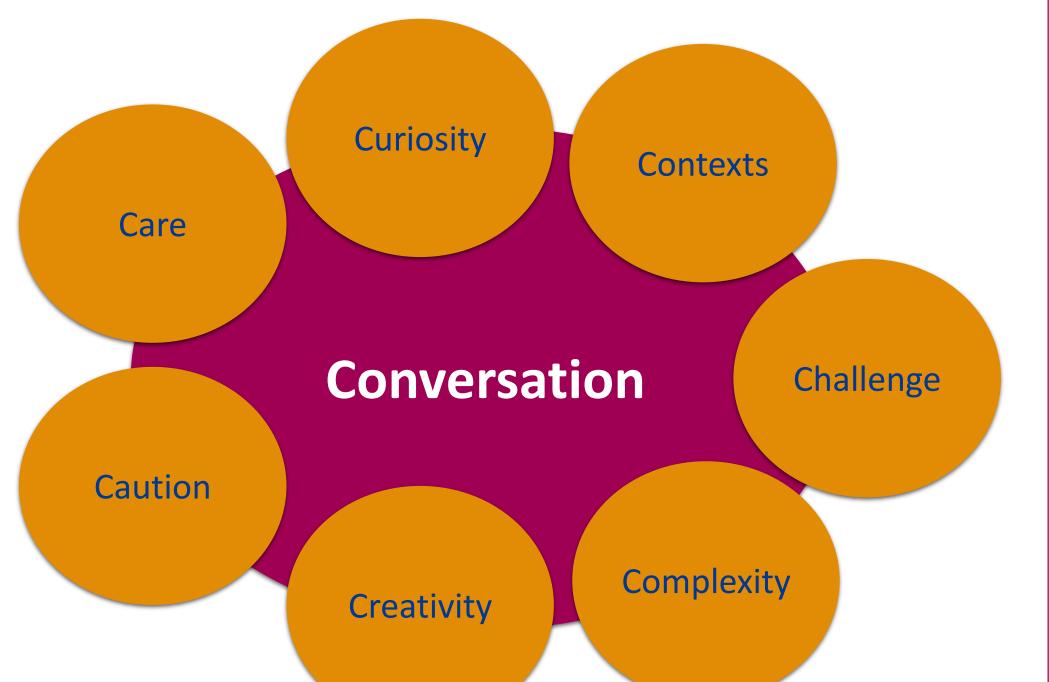
Following conversations with deputy deans several key development needs were expressed around issues thought to be relevant to differential attainment. The topics prioritised were:

Support for clinicians from diverse linguistic and cultural **backgrounds** to address the complexity of the challenges this group of doctors can face.



□ Facilitating challenging **conversations** with trainees about their progress, cited as a key area of difficulty.

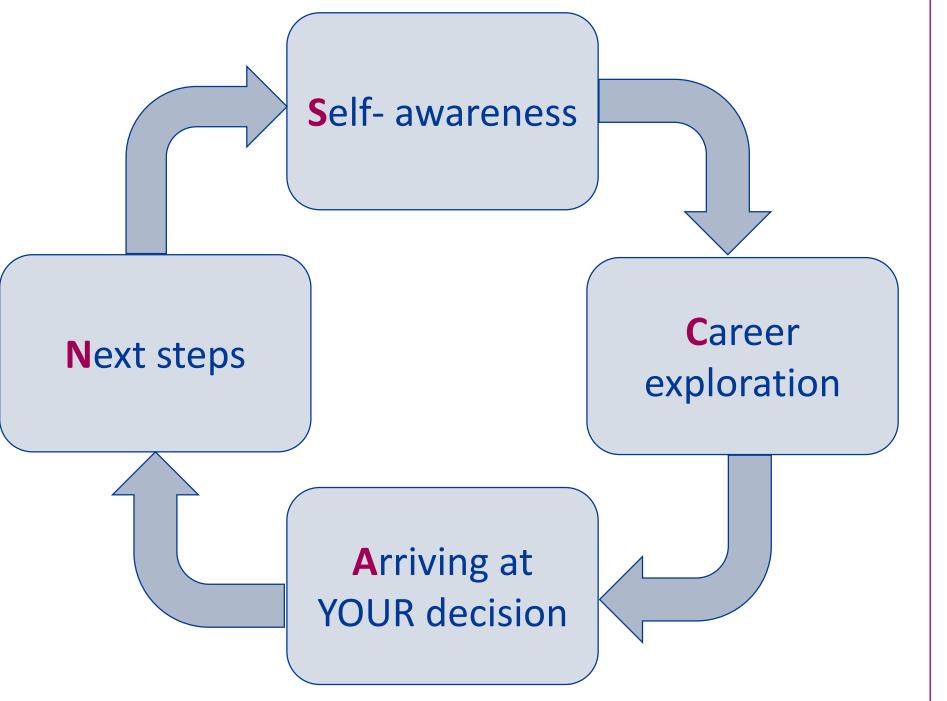
Models, such as the 7 Cs (shown on the right) are used to help guide trainers through challenging conversations with the aim of improving outcomes for trainees and reducing pressure for trainers.



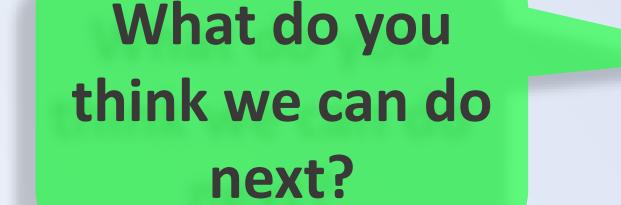
Exam outcomes and the knock on effect on confidence and performance.



Career coaching to optimise career development of trainees. The SCAN model provides a Next steps framework for individuals to plan and manage their careers. It primarily focusses on reflective and informed decision making.



A two-day train the trainer workshop on these themes was designed and delivered by PDT specialists, with the aim of empowering attendees to cascade new knowledge and skills to local colleagues and encourage sharing best practice across trusts. Original, innovative and interactive learning materials were produced, with the opportunity to practise techniques, discuss case studies and share experiences.



4. Implications

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Immediate post workshop evaluation highlighted the value of such training, the importance of having the space to share experiences and explore potential interventions.

The next stage is to fine tune the workshop materials and to produce a final version of the educators' toolkit for distribution to the trusts and to be hosted on the PDT website.

To measure the impact on differential attainment we aim to introduce regular evaluations and follow up with local monitoring and professional support to ensure the quality of the initiative is maintained.

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