

# Differential Attainment



**Dr David Mendel  
Dr Oluseyi Adesalu  
Jacqueline MacDonald-Davis JP**

**13<sup>th</sup> February 2020**

Developing people  
for health and  
healthcare

[www.hee.nhs.uk](http://www.hee.nhs.uk)

# Professional Support Unit

**Service of expert resources to support the professional development of clinicians in London and KSS**

- Careers
- Coaching
- Communication Skills
- Individual Support Team
- Dyslexia Assessment

<https://www.lpmde.ac.uk/professional-development/professional-support-unit>

# To be covered



DEFINING  
TERMS



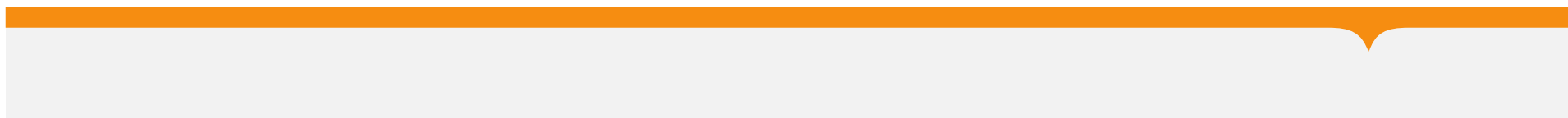
THE DATA



THE  
EXPERIENCES



MOVING  
FORWARD



## Definition

Differential attainment (DA) is what we call the gap between attainment levels of different groups of doctors. It occurs across many profession

- Differentials that exist because of ability are expected and appropriate.
- Differentials connected solely to age, gender or ethnicity of a particular group are unfair.

(GMC)



## 9 Protected Characteristics under the Equality Act 2010:

Age	Disability	Gender reassignment
Marriage and civil partnership	Religion or belief	Race*
Pregnancy and maternity	Sex	Sexual orientation

**\*[colour, nationality, ethnic or national origins]**

**In medicine, country of Primary Medical Qualification as well as Ethnicity.**

## Measures of Attainment

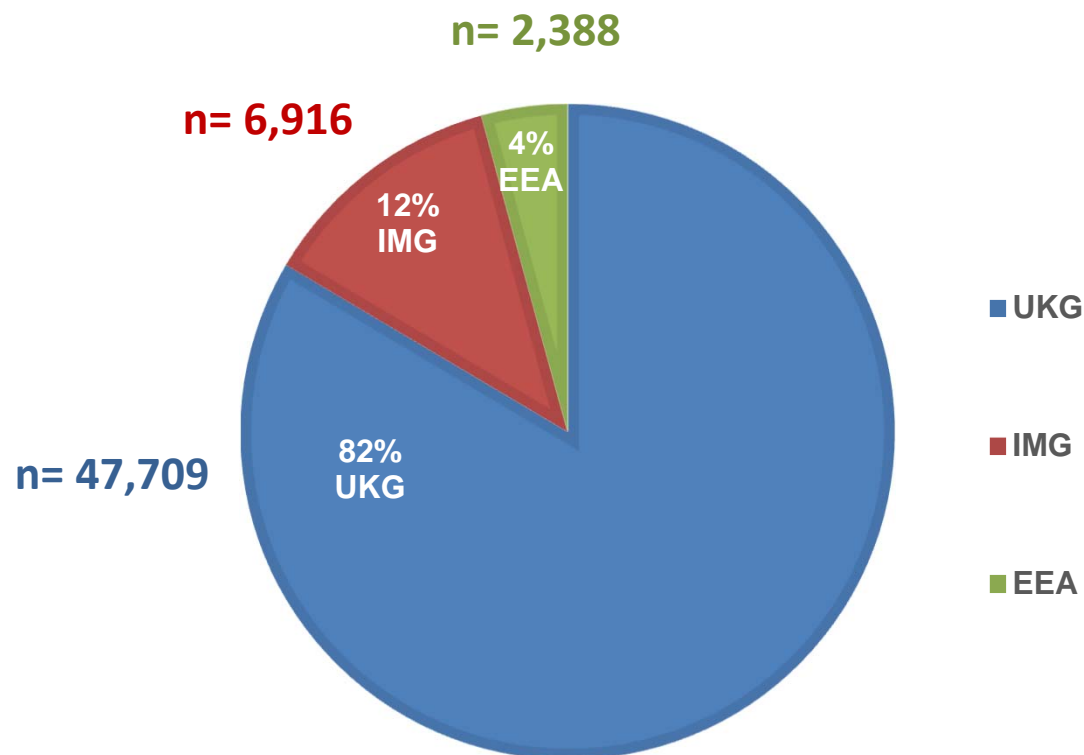
1. Examination pass rate
2. ARCP outcomes
3. Post-graduate recruitment outcomes

# Literature

- ***Perceived causes of differential attainment in UK postgraduate medical training: a national qualitative study*** (Woolf et al 2016)
- ***Organisational perspectives on addressing differential attainment in postgraduate medical education: a qualitative study in the UK*** (Woolf et al 2018)
- GMC commissioned report by Work Psychology Group – ***What supported your success in training?*** (2019)

# Doctors in UK post-graduate training (2019)

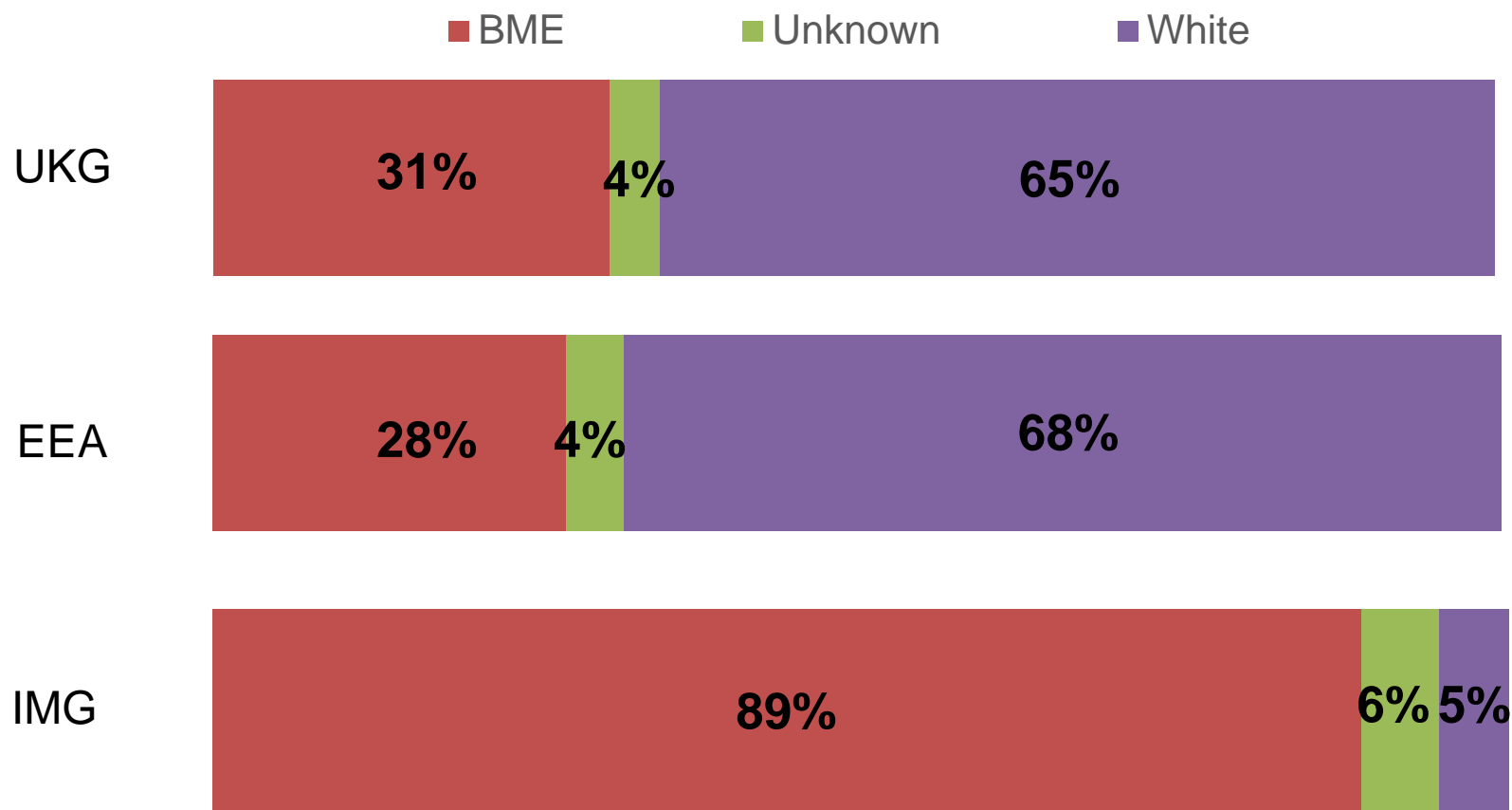
57,013 in total



*The state of medical education and practice in the UK (GMC, 2019)*



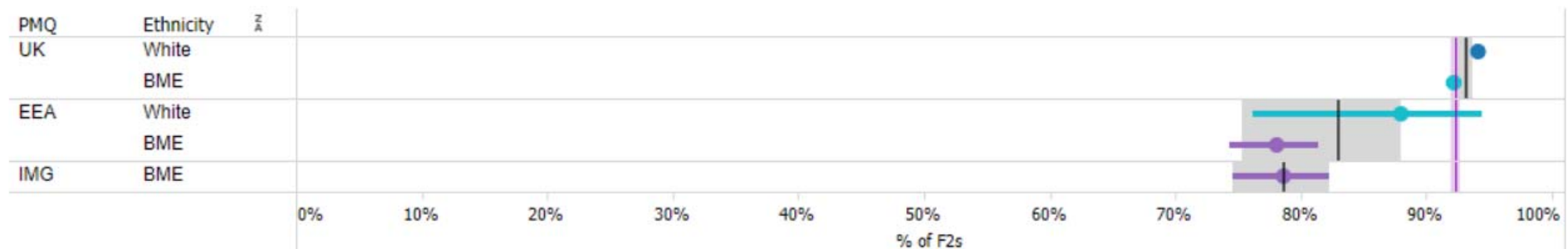
# Ethnicity of Trainees by PMQ (2019)



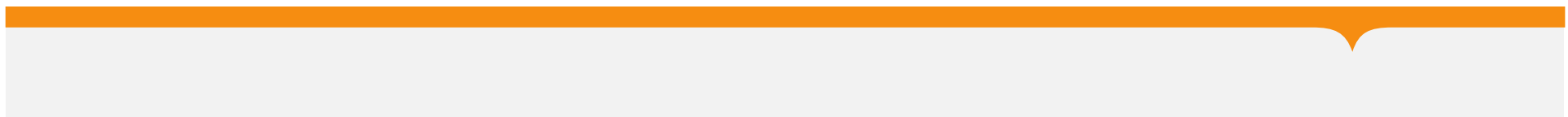
*The state of medical education and practice in the UK (GMC, 2019)*

# Recruitment to ST1 from F2

Proportions of F2s who Are appointable to All Level 1 nationally recruited specialties in round one



GMC Progression Reports 2019



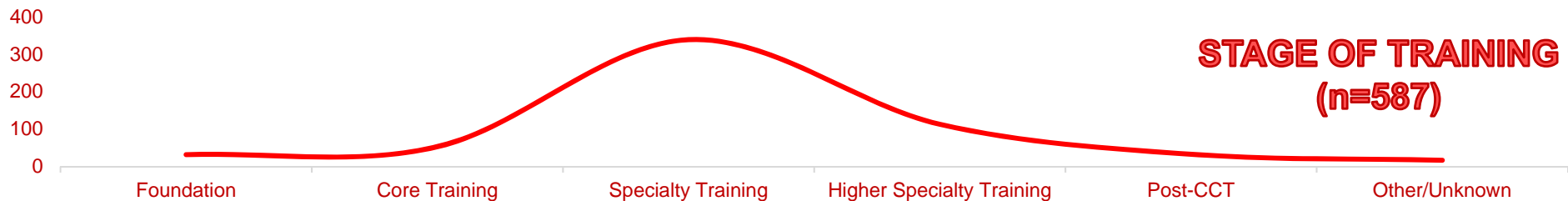
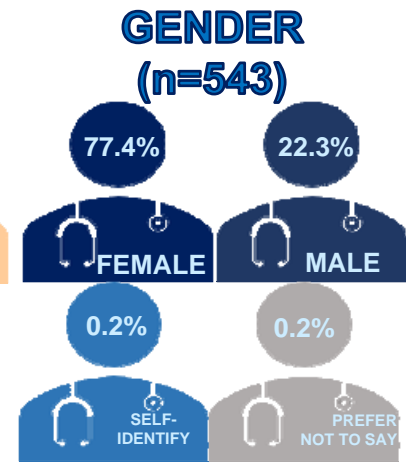
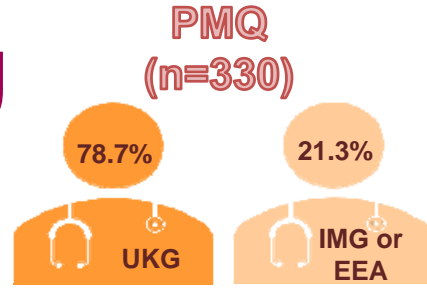
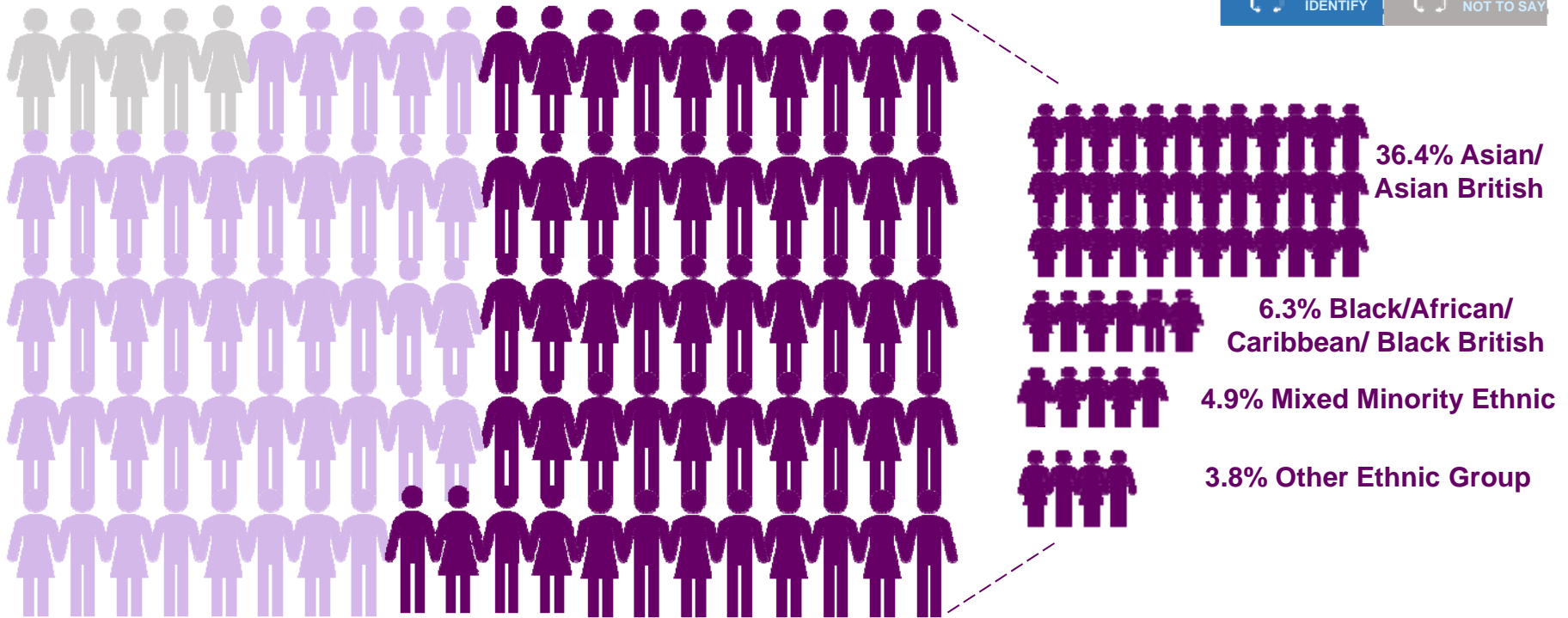
# London and KSS PSU Evaluation

- 2-phase project evaluating the Professional Support Unit as part of commitment to addressing Differential Attainment at organisational level
- Phase 1: ***Who are our service users?***
- Phase 2: ***What do our service users think of the PSU?***

# London and KSS PSU

## ETHNICITY (n=286)

4.9% Prefer Not To Say      43.7% White      51.4% Black and Minority Ethnic



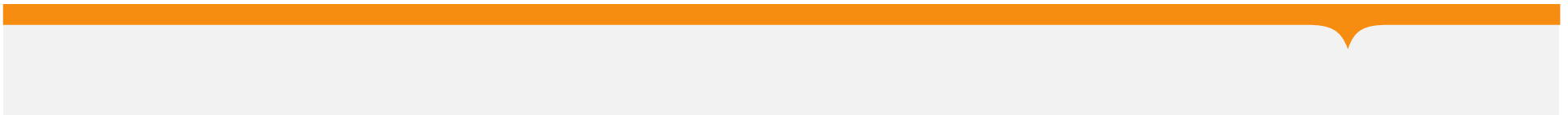
# Trainee Voice

*The training environment was toxic, which led to my health being compromised*

*I think it was the first.. the first time I felt as though I was being **seen** as an **individual***

*The PSU felt **safe***

*It was when I had an unsatisfactory ARCP outcome... one of my supervisors, she was Asian too... she said 'I know this isn't you - have you heard of the Professional Support Unit?'*



# Differential Attainment is a Multifaceted Issue

Curricula and learning

Psychological and identity factors

Socioeconomic background

Culture

Interprofessional relations

# Multi-level Success Factors

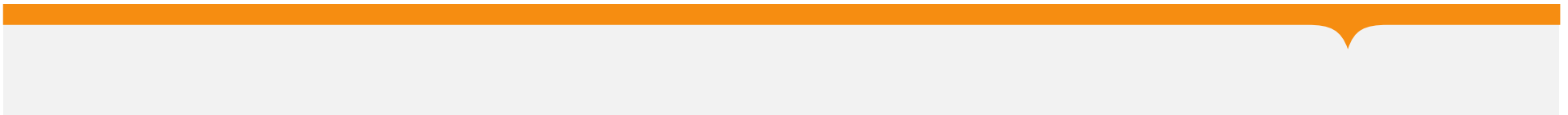
Success Factors	Factor Group	Amenable to change
1: Valuing diversity	Working & Learning Environment	
2: Learner as individual		
3: Inspirational seniors	Who supports learning	
4: Supportive trainer		
5: Peer support		
6: Work arrangements	What supports learning	
7: Maximising Learning		
8: Career clarity		
9: Navigating exams		
10: Motivation & Drive		

Roe, Victoria, Fiona Patterson, Máire Kerrin, and Helena Edwards. "What supported your success in training?." (2019).



# Considerations

- Important not to view any group as homogenous
- Careful **identification of barriers** for the progression of learners and develop plans to address these.
- Centring the **trainee narrative** when developing action plan





# Moving Forwards

- Review of **Educational Supervisor** training
- Facilitating difficult or **challenging conversations**
- Establish more positive **trainee-trainer relationships**
- Establish a regular **working group** with representatives from the educator network to develop and action DA plans
- **Proportional representation** among decision makers
  - Recruitment and ARCP panels, educational and clinical supervisors, senior educational leadership roles

# Moving Forwards

- **Transparency** of recruitment process
- Impact of **undergraduate differential attainment**
- **ARCP** outcomes
- **Further research** on impact of socioeconomic background and disability on trainee attainment
- *Is bias unconscious?*

# Differential Attainment Toolkit

The PSU has created a “Differential Attainment Toolkit” for educators using a cascade model:

- Understanding DA
- Difficult Conversations
- Exam Support
- Language & Culture
- Careers Coaching

Lesson plans & PowerPoints on the PSU [DA Page](#)