

East of England (EoE) Equality, Diversity and Inclusion (EDI) Strategy - 2022



HEE East of England (EoE) Equality, Diversity and Inclusion (EDI) Strategy – Postgraduate Medical and Dental Education

Vision

As a region, the East of England (EoE) supports Health Education England's (HEE) aim to provide a welcoming, effective and inclusive learning environment for all. Every learner and educator will feel valued for their whole selves, whilst being supported to meet their personal and professional goals in a learning community in which they feel a sense of belonging, and feel able to bring their whole selves to any learning environment

We recognise that part of that sense of belonging extends beyond their immediate learning environment into the wider educator community. As such, our ambition is for that wider educator community to reflect the diversity of our learner workforce at all levels.

We recognise that other regulators and stakeholders will have similar goals. As such, we are committed to engaging and working with multiple stakeholders, both within and external to HEE, to develop a strategy that focusses on all learners in the EoE region. There are parts of this strategy which relate primarily to postgraduate medical and dental learners although, where appropriate, this is broadened out to include all learners.

EDI at a time of change – the scope of this strategy

This strategy has been developed and consulted on during a time of flux within both HEE and the NHS. Equality, diversity and inclusion is a key challenge faced across the health service and indeed all of society. As such this requires an approach in which we work cooperatively across organisational boundaries and professions.

These organisational boundaries are likely to change in the near future – especially with the forthcoming merger between NHSE and HEE.

This strategy has been developed with a focus around postgraduate medical and dental education (PGMDE). In large part this is to ensure that plans are in place to deliver on HEE's national commitments in years to come.

However, key to delivery over the coming years is creating a clear collaboration with NHSE which we aim to evolve into a true merger of EDI workstreams. This provides great opportunities for linking EDI work across all healthcare professions in all NHS organisations in the region, sharing both resource and best practice.

The coming years will therefore require this strategy to be updated and adapted as the structure of the organisations change. For now, it retains its focus on PGMDE – but the ambition is that there will be progressive alignment of EDI interventions such that this evolves into a truly multidisciplinary strategy.

The national context

This strategy links to three key national commitments:

- GMC commitments around differential attainment (1), namely:
 - Eliminate disproportionate fitness to practise referrals in relation to ethnicity and origin of medical qualification by 2026
 - Eliminate discrimination, disadvantage and unfairness in undergraduate and postgraduate medical education and training, by 2031.
- The five national HEE EDI commitments (2)
- The national HEE EDI QIP (3)

Our strategy is structured around the five national HEE EDI commitments (2) with a sixth strand of addressing differential attainment. We briefly review our current regional position for each of those six strands, and then outline what we are aiming to achieve, and by when. There is a degree of overlap between these six strands and, as such, some of our plans are applicable to more than one strand.

HEE's Quality Management Framework (4) is the primary mechanism for driving continuous improvements in the provision of learning environments. This strategy aims to progress the following quality descriptors and standards from that framework:

- To ensure that policies and processes are in place to promote EDI and challenge exclusion within the learning environment and ensure impartiality.
- To ensure that policies are in place to reduce the potential for differential attainment (based on protected characteristics) through excellent, inclusive education and training.
- To ensure that there is active engagement and ownership of EDI in education and training at a senior level.
- To foster a culture where all staff, including learners, are able to speak up if they have any concerns without fear of detriment.

Additionally, our EoE strategy aims:

- To ensure all our educators are aware of the breadth of issues around inclusivity, and the impact that these issues have on the progression of our learners, their careers and lives.
- To develop our educators to embrace diversity within medical education, to tackle discrimination and to support postgraduate doctors in training (PGDiT) from underrepresented groups.
- To grow a diverse and representative educator workforce to better meet the needs of our learners.

Review and iterative development

This strategy is intended to be a living document and, as such, will be reviewed at least annually.

We propose to develop an annual report to drive that review, incorporating key EDI data streams, review of issues and concerns, progress against national commitments and sharing innovation.

It is likely that during the scope of this strategy that report will merge into an annual report from NHSE.

We will use that regular review to update our medium and long-term objectives so that they become more specific with time, consider our progress and maintain their relevance for that point in time. We will continue to develop specific time-bound objectives which will evolve on an annual basis as the strategy is reviewed and as it embeds into a joint NHSE/HEE team.

HEE EDI commitment 1: We will explore ways to ringfence funding/administrative resource for EDI workstreams and committees

Related EDI QIP objective:

- Regional postgraduate deans (PGDs) to collate regional position from self-assessment report (SAR) and raise at regional people boards

Where are we now?

2021-22 saw the creation of **steering groups for our inclusivity in education and advancing equity (differential attainment) workstreams** – with limited administrative support. This structure has since evolved such that the advancing equity group is now one of six reporting subgroups of the inclusivity in education steering group. These workstreams were collectively allocated designated educator time with the recruitment of an Associate Dean for 1.5 sessions a week (also covers other workstreams) and training programme director (TPD) for advancing equity for 1 session a week, with three fellows working on combined EDI workstreams, with a total of 6 sessions. This builds on our existing workstream and assigned educator time for SAS doctors. 2022-23 sees an expansion in allocated fellowship time to 11 sessions per week across three fellows.

Where do we want to be?

Whilst 2021-22 has seen excellent progress in this regard, there remains constant pressure on HEE budgetary and administrative resource – especially at a time of restructure.

We view the merger between HEE and NHSE as a key opportunity to collaborate and ultimately merge our overlapping EDI workstreams.

We have secured funding for 18 months for a combined EDI team across HEE EoE and NHSE in advance of the forthcoming merger. This brings with it resource to expand the team working on this area – and specifically to recruit new educators to deliver the key objectives identified in this document.

We have also been fortunate to secure an expansion in our fellowship allocation. 2022-23 will see 11 sessions of fellowship time dedicated to EDI projects and this will be supplemented by linking with new SAS/LED fellows who will be working on complementary projects.

We will form a unified regional EDI team with NHSE over the coming year with designated budget and reporting lines. This team will be key to achieving the longer-term objectives described later in this document – and especially in evolving those PGMDE focused workstreams into truly multi-professional regional actions.

Key to the planning of the structure of this combined team is establishing outward links to each of the regional ICSs, local education providers and other regional stakeholders.

Within PGMDE, we see a key objective being the creation of a PGDiT led EDI network – building on the success of a similar model in the North West. We anticipate this to be a key project for one of our fellows for the coming year, but administrative support for its long-term success is likely to be dependent on securing the resource described above.

We recognise that many aspects of day-to-day business of HEE EoE (e.g. recruitment, faculty development, fellowships etc) would benefit from a detailed review of processes. The new combined team will develop a strategy for delivery of these assessments rolling out over the coming years – the outputs of which will report into the annual review and future iterations of this strategy. The incorporation of expertise from NHSE will help to drive this process.

When?

Short term goals

- Complete recruitment into EDI fellowships, assign key projects for the 2022-23 year and induct our new fellows (30th September 2022)
- Reapply and secure allocated fellowship resource for 2023-24 (31st December 2022)
- Complete development of proposed unified NHSE and HEE regional team, define its reporting and management structures, objectives, KPIs and funding (31st December 2022)
- Confirm budgetary approval for the above team (31st December 2022)
- Recruit to new TPD roles, onboard and induct staff in combined EDI team (31st December 2022)
- Recruit/identify fellow and senior educator to lead on project to create a PGDiT led EDI group (31st December 2022)
- Review the structure, working, and reporting of the six reporting subgroups of the inclusivity in education group. Align groups to the key aims in this strategy and ensure the accountability of the groups for delivery against key objectives (31st December 2022)

Medium term goals

- Create terms of reference, reporting and cross representation with existing PGDiT forum, promote and advertise forum for participants and have initiated forum meetings (30th June 2023)
- Ensure PGDiT led EDI forum can identify the key priorities of PGMDE PGDiTs for future innovation ahead of annual review of this strategy (30th June 2023)
- Create an outline plan, prioritise, and ensure identified resource to undertake detailed reviews of process on key HEE regional office functions over the next 3-5 years (30th June 2023).
- Inclusivity in education group to create first annual regional EDI report covering PGMDE and use this as basis for annual review of this strategy, and to enable the Postgraduate Dean to report to people board (30th June 2023)

- Ensure that regular collaborative working links are established between the new combined NHSE and HEE team and regional ICSs, local education providers and other interested stakeholders (ongoing from 30th June 2023)
- Combined NHSE and HEE EDI team to review this strategy to ensure cross-fertilisation of ideas and collaboration in plans. This should be with a focus on translating successful workstreams from both organisations and adopt a multi-professional approach (30th June 2023)
- Following combination of teams consider if this strategy continues as a standalone PGMDE strategy or becomes a part of a wider regional combined approach (30th June 2023)
- Have an established combined team leading on EDI between NHSE and HEE and driving change within all ICSs across the region (30th June 2023 onwards)
- To have undertaken a review of at least one key HEE EoE function (e.g. recruitment) to consider the EDI impact – including completion of an equality impact assessment – and have enacted recommended change (31st December 2023)

Long term goals

- Continue to apply and lobby for designated fellowship time to drive forward new priority projects and innovation across the region (annually from 31st December 2023). Explore funding streams around how these could evolve or be expanded with multi-professional appointments to the fellowship roles (from 31st December 2023)

HEE EDI commitment 2: We will ensure that equity is embedded into existing quality management functions and reporting systems, and that colleagues learn from incidents

Related GMC commitment:

- Eliminate disproportionate fitness to practise referrals in relation to ethnicity and origin of medical qualification by 2026

HEE EDI QIP related objectives:

Educational governance and leadership

- Local education providers (LEPs) report on complaints received by learners by protected characteristics and resulting action
- HEE local office report on complaints received by learners by protected characteristics and resulting action
- Monitoring of protected characteristics of locally recruited fellowships
- Evidence of learning from incidents

Delivering curricula and assessments

- Each PGD to monitor annual ARCP progression data by all protected characteristics
- Each PGD to report on protected characteristics of each GMC referral
- Monitor revalidation recommendations by protected characteristics
- Monitor examination pass rates by protected characteristics

Where are we now?

2021 saw the creation of the regional inclusivity in education group in the East of England. This group contains representation from a breadth of regional stakeholders including PGDiTs and are tasked with driving forward the regional strategy to put equality, diversity and inclusivity at the heart of the region's approach to education.

A working group of the inclusivity in education steering group is reviewing systems for raising concerns, including the recording of, and learning from, such events.

2022 sees the start of a new designated regional project from within the quality team to consider how data relating to EDI concerns can be used within quality systems to ensure that patterns are identified, concerns triangulated and ensure that EDI is at the heart of the regional quality approach.

There is variability across functions about how well equality considerations are built into HEE core business. Areas of strength include recent innovations to monitor study leave awards by ethnicity and location of primary medical qualification.

Where do we want to be?

Our ambition is to move from the current situation to one where equality is embedded as a core principle across HEE EoE functions.

By creating a combined HEE/NHSE EDI group we can learn from the EDI expertise of our aligned agencies and combine this with the educational expertise within HEE. We aim to utilise this knowledge and experience to review the relevant HEE functions (such as recruitment and assessment), to undertake targeted equality impact assessments of these areas and to implement changes to process to improve equality.

We seek to have established systems to gather, integrate and review data around equality from the different HEE functional areas. These systems should cover all protected characteristics where possible, not just ethnicity, and should respond both to statistical data and to concerns raised from PGDiTs and educators. A group has been formed aligned with the quality team to identify and combine such data into a working dashboard over the coming year with the aim of being able to identify “hot spots” across the region where EDI concerns are more severely impacting training, and to utilise the quality management system to target interventions. This intervention will also enable us to readily report on the data streams requested for the HEE EDI QIP.

We aim to have reviewed and bolstered reporting systems for concerns such that we have systems in place in which individuals have confidence, feel empowered to use and have the knowledge that complaints will be taken seriously. This will be the focus of one of the training programme directors (TPDs) recruited in the new combined HEE/NHSE team.

We aspire to ensure that recruitment and assessment panels have not just undertaken mandatory EDI training, but that these panels are visibly representative of our PGDiTs and the populations we serve which will require systems to record the relevant data. We aim to explore the possibility of PGDiT representation in educator recruitment processes.

When?

Short term goals

- Recruit to and establish the new HEE/NHSE EDI combined group, establish the internal structures and collaboration and terms of reference of the new structures. This will enable the combined expertise to begin to tackle internal systems and processes (31st December 2022)
- Using the influence of the EDI data steering group ensure that a system of recording the protected characteristics of educators is established, managed, and reported upon regularly (31st December 2022)
- Recruit to new TPD role as lead on “raising concerns” to build on established work in this area over the last year and to spearhead the ongoing development of this important area (31st December 2022). This role will need to link with the freedom to speak up guardian network and existing quality team.

Medium term goals

- To have agreed a plan around how we as a region will encourage, record, act on and feed-back the raising of concerns. Specifically, this will aim to address the reluctance of PGDiTs with protected characteristics to raise concerns via existing routes (31st March 2023)
- Via the new EDI data steering group - review the existing information data streams about EDI (e.g. MWRES, NETS, trust data etc) – with the aim to develop an in-house reporting dashboard to proactively identify EDI data concerns, and feed this into quality management systems (30th June 2023). This data stream work will enable the region to report on the information required for the HEE EDI QIP.
- To have undertaken a review of at least one key HEE EoE function (e.g. recruitment) to consider the EDI impact – including completion of an equality impact assessment – and have enacted recommended change (31st December 2023)

Long term goals

- Expand systems of recording educator protected characteristics to include clinical and educational supervisors, and wider workforce colleagues as well as fellows (31st March 2024)
- To have embedded new EDI dashboard within the regional quality management system such that concerns are escalated and interventions planned. This will require review and refinement of systems. This dashboard will, where possible, include information about the multi-professional workforce (30th June 2024)
- The Quality Management Framework will have fully incorporated EDI within its systems – such that both data and individual concerns around EDI are received, heard and acted upon (30th June 2025)
- To have an established EDI dashboard, which is reviewed in light of new data streams. To consider external evaluation of the utility and benefits of the dashboard once it is created in order to share best practice (30th June 2025)
- Have an embedded process to evaluate, review and act upon concerns around EDI raised by individuals – which sees greater reporting around EDI concerns – especially from those who fall into protected groups (30th June 2025)

HEE EDI commitment 3: We will utilise resources to improve understanding and appreciation of Deans and their faculties, and take a more intersectional approach to inclusive learning environments

Related EDI QIP Objectives:

Learning environment and culture

- High quality EDI training for learners and faculty
- Regional PGDs to collate regional position from SAR and raise at regional people boards

Supporting and empowering educators

- Enhanced EDI training

Where are we now?

In the East of England, we are proud of some of our recent work in this area - particularly that around differential attainment. For some years now, themes of cultural safety have regularly been a feature of educator development events. Our educators, ARCP and recruitment panels all undergo EDI training.

We delivered a successful three day educational symposium in Spring 2022 with a specific focus around EDI and differential attainment.

Our tiered educator training system already includes EDI training and is currently being adapted so that differential attainment is specifically considered as a component of all new educator training.

Where do we want to be?

We aspire that inclusivity and equity is central to all aspects of education. We aim to foster a culture of inclusivity and cultural awareness across the region. We want to expand our current regional steering groups into a PGDiT-led, regional, equality and diversity network so that there is a clear pathway for PGDiT to influence education at a deanery level. Alongside this, we aim to introduce a reciprocal mentoring for inclusion programme for senior educators to ensure that awareness is raised at a senior level within our region.

We aim to develop integrated packages of educational opportunities and resources for our educators, PGDiT and staff. The early stages of this approach are being explored this year with the commissioning of active bystander training and the development of virtual reality (VR) modules looking at various EDI aspects. We intend to expand this offer over the coming years to provide a comprehensive suite of EDI resources and educational materials covering all the protected characteristics, along with the key themes around EDI education. This will include links to external resources and support covered by guidance such as the GMC "Welcomed and Valued" and differential attainment resources. We intend this to include a blended approach with both online and human training resources aimed at all our PGDiTs, and accessible to educators.

Key to these aspirations is capacity and resource. These projects all take time to create, curate and update. The first step in delivering on these ambitions is to ensure that the new and expanded NHSE and HEE joint EDI team are established and recruited. The approach to the future team structure and resource has been explained in commitment 1.

When?

Short term goals

- Promote the active bystander training for educators which is being offered this year (31st October 2022)

Medium term goals

- Development of **virtual reality training modules on EDI themes** is underway. Development to be completed, and then rolled out widely and promoted (31st March 2023)
- **Develop a PGDiT-led EDI network.** A fellow has been recruited. TPD lead to be recruited as part of new combined NHSE/HEE EDI team. Aim for initial launch by Spring 2023 (31st March 2023)
- Introduce a **reciprocal mentoring for inclusion programme for senior educators.** A fellow has been recruited. TPD lead to be recruited as part of new combined NHSE/HEE EDI team. Aim for initial launch in Spring 2023 (31st March 2023)
- Following restructure of the EDI subgroups, action plan to be formulated covering development of specific learning modules, resources, and events for PGDiTs over next 3-5 years. This work to be led by the new PGDiT education focused EDI subgroup (30th June 2023)

Long term goals

- To bring together the current and proposed educational resources and events (as per 2023 plan) into clear and integrated pathways for PGDiTs and educators – building on the successes of the regional “leadership ladder” approach (30th June 2024)
- To use learning from the reciprocal mentoring programme and the PGDiT led EDI network to feed into future updates of this strategy, such that it remains current and timely (30th June 2024)
- If successful, to expand the reciprocal mentoring for inclusion programme to training programme directors and potentially, college tutors and educational supervisors (31st December 2024)
- To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions. This network to be supported to identify and deliver its aims and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025)

- To have in place a comprehensive pathway of EDI education resources for educators and learners of all disciplines to access. It is envisioned this will include a blend of online and in person training and make optimal use of our virtual learning environment to maximise access and take advantage of technological options including VR. This pathway to be regularly reviewed and updated to remain current and relevant – and to be shaped by user voice (30th June 2025)
- If successful, to have embedded reciprocal mentoring for inclusion as standard practice for medical educators and to expand this programme to be multi-professional. To ensure its scope is expanded to cover all aspects of equality and diversity (31st December 2025)

HEE EDI commitment 4: We will provide better opportunities for postgraduate doctors in training (PGDiTs) from underrepresented groups to contribute to learning environments

Related EDI QIP objective:

Supporting and empowering learners

- Access to careers advice
 - For those on commissioned programmes may be accessed via HEI
 - For provided programmes (doctors and dentists) may require provision from local office

Where are we now?

We recognise that this is an area in which we, as a region, need to improve. Progress has been made in the last year, through the creation of our inclusivity in education steering group and advancing equity reporting subgroup. We do have established access to careers advice and counselling – through our professional support and wellbeing service (PSW) as well as within training programmes.

Allied to these groups, are our newly created EDI fellowship posts - which are increasing to 11 sessions per week from 2022. The new and expanded joint working with NHSE also provides a key opportunity to move the region forward together.

Where do we want to be?

We wish that all PGDiT will be able to contribute to their learning environment. Our long-term aspiration is that it becomes routine to seek input and provide opportunities to PGDiT from under-represented groups to contribute to their learning environments. Key to achieving this transition is the evolution of our current steering group and the development of a truly PGDiT led inclusivity and diversity network across the region. A successful network would ensure that the voice of learners from all underrepresented groups are heard at a senior level within the region.

We recognise that one of the challenges in embracing inclusivity is the under representation of diverse groups at a senior level within our region, which means there is a risk of a lack of lived experience leading to matters around equity and diversity being overlooked. To try to overcome this, we hope to develop a reciprocal mentoring for inclusion programme based on the principles of successful pilots elsewhere (e.g. Yorkshire and Humber) with the first cohort to start in 2022-23. Initially this would be aimed at senior educators within HEE EoE (Associate Dean level and above). We would hope in the coming years that this will be rolled out to other educators, including Training Programme Directors.

When?

Short term goals

- Recruit/identify fellow and senior educator to lead on project to create a PGDiT led EDI group (31st December 2022)

- Recruit/identify fellow and senior educator to lead on reciprocal mentoring for inclusion project (31st December 2022)

Medium term goals

- Identify mentors and mentees at senior educator level to launch reciprocal mentoring for inclusion programme (31st March 2023)
- Create terms of reference, reporting and cross representation with existing PGDiT forum, promote and advertise forum for participants and have initiated forum meetings (31st March 2023)
- Ensure PGDiT led EDI forum can identify PGDiT key priorities for future innovation ahead of annual review of this strategy (30th June 2023)
- Regional EDI network to feed PGDiT priorities into next iteration of this strategy (30th June 2023)

Long term goals

- Explore developing a regional alumni fellowship network, potentially linked to the relevant Integrated Care System, so that projects can be handed on and developed over several years with the continuing support and involvement of previous fellows (30th June 2024)
- If successful, to expand the reciprocal mentoring for inclusion programme to training programme directors and potentially, college tutors and educational supervisors (31st December 2024)
- Link the regional alumni fellowship network to both the regional PGDiT EDI network and the general regional PGDiT forum to integrate and consolidate the power of the PGDiT voice in shaping our learning environments (31st December 2024)
- To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions including the National Learners Assembly. This network to be supported to identify and deliver its aims and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025)
- Develop a mechanism for celebrating the work of the regional alumni fellowship network and the impact this has on the delivery of training within the EoE as well as at the system level (30th June 2025)
- If successful, to have embedded reciprocal mentoring for inclusion as standard practice for medical educators and to expand this programme to be multi-professional. To ensure its scope is expanded to cover all aspects of equality and diversity (31st December 2025)

HEE EDI commitment 5: We will provide tailored career opportunities for underrepresented groups

Related EDI QIP objective:

Supporting and empowering educators

- Monitoring of protected characteristics of faculty
- Action plan of improving participation and diversity

Where are we now?

We currently have an Associate Dean with responsibility for locally employed doctors, and alongside our professional support and wellbeing (PSW) service we can provide support for this group.

Our PSW service hosts events aimed specifically at the support and development of international medical graduates, including careers counselling (available to all).

However, we recognise the need to go much further in this domain – to offer opportunities more widely, especially tailored career opportunities to encourage underrepresented groups to progress careers within medical education.

Where do we want to be?

As a region, we are committed to the principle of equity, rather than simple equality. Underrepresented groups face a variety of additional hurdles, unconscious biases and systemic challenges which limit career opportunities. We recognise that providing much-needed equity will require us to introduce and embrace programmes of positive action.

To this end, as stated above, we are seeking to introduce a reciprocal mentoring for inclusion scheme, initially aimed at senior educators. If this scheme is successful, we intend to roll it out to training programme directors and other interested educators to ensure the challenges faced by underrepresented groups are truly understood within our educational faculties. Our merger with NHSE gives us the possibility to expand this programme – if successful – to a wider NHS audience ensuring a multi-professional approach.

It is important to us that our faculties become more representative of our training community and the populations which we serve. We hope initially to introduce a programme of positive action for educators who self-identify as members of underrepresented groups to have access to a bespoke career development and support programme, based on the models proposed in Yorkshire and Humber. We would anticipate that this workstream will, with time, crossover into our PGDiT support offer – moving such positive action support into our offer to PGDiTs.

We are committed to creating systems to collate data about the representation of our current (and future) educator faculty, to ensure this expands in future beyond the confines of postgraduate medical and dental education into the multidisciplinary space and to create defined, realistic and timebound targets to increase representation in our faculty. We envision

that our positive action programme will help to improve this – but this will need to be monitored, evaluated and refined.

It is crucial that such work extends to the whole medical workforce, as well as our educators. We are exploring how to best measure the differential rates of opportunity provided to our learners and workforce, using such tools as study funding allocated, and success rates of applications to fellowships and bursaries. We aim to develop resource and programmes of assistance to ensure that access to such opportunities is equitable.

When?

Short term goals:

- Recruit and identify fellow and supervisor to lead workstream on positive action for educators (31st December 2022)
- Liaise with Yorkshire and Humber team to review their programme, design and plan for implementation of East of England programme and resources (31st December 2022)
- Recruit and identify fellow and supervisor to lead workstream on creating a PGDiT-led Inclusivity and Diversity Regional Network similar to that created in the North West. This is likely to become a forum for ideas and vehicle for promotion and development of career support for underrepresented groups (31st December 2022)
- Liaise with North West region to review their EDI network structure, design and forum Terms of Reference and discuss how will work with existing EOE PGDiT forum (31st December 2022)
- Identify and establish mechanism for recording protected characteristics of regional educator faculty. Ensure this is collected and reported on regularly. This is likely to be in the form of a national process which is due to be launched soon (31st December 2022)

Medium term goals:

- Promote, recruit to, and launch regional EDI network (31st March 2023)
- Launch positive action programme in East of England (31st March 2023)
- Review success and challenges of positive action programme for educators, refine and establish as business as usual (30th June 2023)
- Review this strategy incorporating key priorities, ideas and support from regional PGDiT led EDI network (30th June 2023)
- Learning from positive action programme for educators to develop a plan to extend this support to learners – our next generation of educators. This is likely to include the need to ensure equity (rather than equality) of access to educational courses for PGDiT (e.g. LEAF-BUD) so that we propagate the development of the next generation of leaders and educators (30th September 2023)

- Aligned to the above - introduce support for doctors from underrepresented groups to help prepare them for applications for developmental opportunities provided by the Deanery – such as fellowships or bursaries. This support may include interview, presentation and writing skills (30th September 2023)
- Expand collection of educator data – ensuring it covers characteristics of clinical and education supervisors in postgraduate medical and dental education, and scope how this data may be collated for the allied professions (30th September 2023)
- Look to expand successful aspects of positive action programme to make accessible for aspiring educators and PGDiTs, work with schools and HEE teams to plan how to embed this into our training offer (31st December 2023)

Long term goals:

- Review whether any successes from the positive action programme for educators can be expanded to allied professional groups through linking up with NHSE. Learn from other successful innovations via NHSE and seek to expand and improve both programmes (31st March 2024)
- To review and refine the regional offer of support provided for SAS/LED doctors who aspire to enter training posts (30th June 2024)
- To have an established positive action programme to support the educational development and careers of underrepresented groups. To have refined this programme based on feedback and expand the learning into allied health professional groups via the new HEE/NHSE joint EDI team (31st December 2024)
- Ensure systems of quality assurance are embedded to evaluate and learn from the interventions put in place (31st December 2024)
- To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions including the National Learners Assembly. This network to be supported to identify and deliver its aims and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025)

Additional theme: Addressing differential attainment

Related GMC commitment:

- Eliminate discrimination, disadvantage and unfairness in undergraduate and postgraduate medical education and training, by 2031.

Related EDI QIP objective:

Developing a sustainable workforce

LEP/system

- If the local system/employer is considering recruiting overseas for any learner that EDI issues and training is available.

Where are we now?

Addressing differential attainment (DA) is a key priority, both within the region and nationally. We are actively working towards the GMC aim to eradicate differential attainment in postgraduate medical examinations by 2031.

Differential attainment will only truly be overcome when equity is achieved across medical education – and perhaps society as a whole – so this section of the strategy should be read as part of the region's whole EDI strategy. Here we will consider the more focused issue of differential attainment.

We currently have areas of strength in some schools and trusts. There are active programmes to tackle DA and support international learners in our schools of General Practice, Psychiatry and Foundation. This is not yet a universal or coordinated regional approach though. Likewise, recent surveys involving our trusts and learners have highlighted the degree of variation in the availability of enhanced induction and support for international doctors in trusts across the region.

The creation of the advancing equity steering group and the appointment of our first advancing equity fellows has led to the opportunity to start work to both raise awareness and develop a unified regional approach to addressing differential attainment.

2022 has seen us launch regional enhanced induction events for international graduates alongside the development, and launch, of a regional handbook to support the onboarding of international doctors.

Where do we want to be?

Ultimately, we aspire to be in a position whereby difference in exam performance and career development, when broken down by protected characteristics has been overcome, i.e. that an individual's career is determined by their individual skills, performance and experience and not by other factors. To reach this aim, we recognise that we need to embrace the concept of equity – to provide additional support and assistance to certain protected groups to overcome some of the institutional and societal disadvantages – whilst at the same time striving to eliminate these disadvantages.

To achieve this, we expect to implement a coordinated package of support for international doctors to help them achieve their potential within the NHS. This will include a supported onboarding and induction process and improved 1:1 educational support including promoting the use of personalised learning plans. We hope this support will be available for all international doctors – and in time all international staff – not just those in training posts.

We are sharing school specific GMC DA reports with our heads of schools (HoS) and aim to develop a standard dashboard providing an overview of differential attainment in schools across the region. This will help us to target those areas with the greatest differential. We hope to build this into a regular review process within quality management systems and school development plans to make review of differential attainment business as usual.

When?

Short term goals

- Having created a regional handbook for new international doctors to the NHS in the EoE, to update the regional website and promote these resources to trusts and schools to assist new international starters (31st October 2022)
- To form a regional steering group around international medical induction in response to the new national guidance. This group aims to build on the HEE enhanced induction currently being run to try to design a co-ordinated regional approach bringing together HEE, trusts and the GMC (31st December 2022)
- To continue to share the GMC progression reports around DA with each school, accompanied by discussions to promote the learning and individual school plans around this issue. The aim is for all schools to have DA as an objective in school development plans and discussed at School Boards as a standing item (31st December 2022)
- To ensure that differential attainment remains a key component in new educator training in the East of England as tiered training is revised (31st December 2022)
- Review internal HEE processes to ensure that characteristics of new recruits (where consented) – including place of primary medical qualification - are communicated to educators involved in training. This will enable tailoring of training plans and that induction time and support is optimised (31st December 2022)

Medium term goals

- Once the structure of the regional enhanced induction events is embedded within a regional approach to medical induction, to review, refine and develop these events based on participant feedback. Consider running separate events for those pre-arrival in UK (focusing on onboarding process) and those who have recently arrived (31st March 2023)
- Develop educator training resources and events on differential attainment beyond the initial tiered training system. To include both online learning resources on Bridge and several in person events which can be run as masterclasses or at symposia on relevant topics to upskill our existing faculty (31st March 2023)

- Develop the GMC DA progression reports and local knowledge into a regional DA dashboard by school to monitor development in this area. The aim of this would be to review this annually (31st March 2023)
- Further explore the logistics of offering two weeks shadowing to new international starters, prior to commencing work. This is a complex logistical operation due to visa and employment restrictions, but several regions are trying to implement this. Review and learn from their experiences with an aim of offering a pilot in 2023 (31st March 2023)
- Explore hosting a regular DA event for regional educators to share best practice across schools in the EoE (30th June 2023)
- Look to identify and co-ordinate existing peer support and buddying programmes open to international doctors available across the region with a view to identifying how to ensure universal access (30th June 2023)
- Support schools in exploring early identification systems for PGDiTs at increased risk of difficulty in training in order to target specific support (31st December 2023)

Long term goals

- Ensure that interventions put in place are regularly reviewed and refined to ensure they are constantly relevant to the audience and continue to improve in quality (31st March 2024)
- Expand the focus around differential attainment beyond ethnicity and place of primary medical qualification. Apply lessons learned to other protected characteristics as data around these become more accessible through the other sections of the strategy (30th June 2024)
- Ensure the work done to support international doctors is expanded into other professional groups – whilst also learning from the support already offered to our allied health professionals e.g. nurses (30th June 2024)

References

(1) GMC to cut complaints about ethnic minority doctors BMJ 2021:373:n1269

(2) HEE 5 EDI commitments - HEEDs ED&I Call for Evidence – findings and recommendations October 2021

(3) HEE Quality Framework from 2021:

<https://healtheducationengland.sharepoint.com/Comms/Digital/Shared%20Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enh%2Euk%20documents%2FWebsite%20files%2FQuality%2FHEE%5FQuality%5FFramework%5F2021%2Epdf&parent=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enh%2Euk%20documents%2FWebsite%20files%2FQuality&p=true>

List of abbreviations

Acronym	Description
ARCP	Annual review of competence progression
BMJ	British Medical Journal
DA	Differential attainment
EDI	Equality, diversity, and inclusion
EoE	East of England
GMC	General medical council
HEE	Health Education England
HEI	Higher education institute
HoS	Head of school
ICS	Integrated care system
KPI	Key performance indicator
LEAF-BUD	Learning to be educators and facilitators – basics underpinning delivery
LED	Locally employed doctor
MWRES	Medical workforce race equality standard
NETS	National education and training survey
NHS	National Health Service
NHSE	NHS England
PGD	Postgraduate dean
PGDiT	Postgraduate doctor(s) in training
PGMDE	Postgraduate medical and dental education
PSW	Professional support and wellbeing
QIP	Quality improvement plan
SAR	Self-assessment report
SAS	Specialty and associate specialist doctors
TPD	Training programme director
VR	Virtual reality

Summary table

Commitment	Short term goal	Medium term goals	Long term goals
<p>1. We will explore ways to ringfence funding/administrative resource for EDI workstreams and committees</p>	<ul style="list-style-type: none"> • Complete recruitment into EDI fellowships, assign key projects for the 2022-23 year and induct our new fellows (30th September 2022) • Reapply and secure allocated fellowship resource for 2023-24 (31st December 2022) • Complete development of proposed unified NHSE and HEE regional team, define its reporting and management structures, objectives, KPIs and funding (31st December 2022) • Confirm budgetary approval for the above team (31st December 2022) • Recruit to new TPD roles, onboard and induct staff in combined EDI team (31st December 2022) • Recruit/identify fellow and senior educator to lead on project to create a PGDiT led EDI group (31st December 2022) • Review the structure, working, and reporting of the six reporting subgroups of the inclusivity in education group. Align groups to the key aims in this strategy and ensure the accountability of the groups for delivery against key objectives (31st December 2022) 	<ul style="list-style-type: none"> • Create terms of reference, reporting and cross representation with existing PGDiT forum, promote and advertise forum for participants and have initiated forum meetings (30th June 2023) • Ensure PGDiT led EDI forum can identify the key priorities of PGMDE PGDiTs for future innovation ahead of annual review of this strategy (30th June 2023) • Create an outline plan, prioritise, and ensure identified resource to undertake detailed reviews of process on key HEE regional office functions over the next 3-5 years (30th June 2023). • Inclusivity in education group to create first annual regional EDI report covering PGMDE and use this as basis for annual review of this strategy, and to enable the Postgraduate Dean to report to people board (30th June 2023) • Ensure that regular collaborative working links are established between the new combined NHSE and HEE team and regional ICSs, local education providers and other interested stakeholders (ongoing from 30th June 2023) • Combined NHSE and HEE EDI team to review this strategy to ensure cross-fertilisation of ideas and collaboration in plans. This should be with a focus on translating successful workstreams from both organisations and adopt a multi-professional approach (30th June 2023) • Following combination of teams consider if this strategy continues as a standalone PGMDE strategy or becomes a part of a wider regional combined approach (30th June 2023) • Have an established combined team leading on EDI between NHSE and HEE and driving change within all ICSs across the region (30th June 2023 onwards) • To have undertaken a review of at least one key HEE EoE function (e.g. recruitment) to consider 	<ul style="list-style-type: none"> • Continue to apply and lobby for designated fellowship time to drive forward new priority projects and innovation across the region (annually from 31st December 2023). Explore funding streams around how these could evolve or be expanded with multi-professional appointments to the fellowship roles (from 31st December 2023)

		the EDI impact – including completion of an equality impact assessment – and have enacted recommended change (31st December 2023)	
<p>2. We will ensure that equity is embedded into existing quality management functions and reporting systems, and that colleagues learn from incidents</p>	<ul style="list-style-type: none"> Recruit to and establish the new HEE/NHSE EDI combined group, establish the internal structures and collaboration and terms of reference of the new structures. This will enable the combined expertise to begin to tackle internal systems and processes (31st December 2022) Using the influence of the EDI data steering group ensure that a system of recording the protected characteristics of educators is established, managed, and reported upon regularly (31st December 2022) Recruit to new TPD role as lead on “raising concerns” to build on established work in this area over the last year and to spearhead the ongoing development of this important area (31st December 2022). This role will need to link with the freedom to speak up guardian network and existing quality team. 	<ul style="list-style-type: none"> To have agreed a plan around how we as a region will encourage, record, act on and feed-back the raising of concerns. Specifically, this will aim to address the reluctance of PGDiTs with protected characteristics to raise concerns via existing routes (31st March 2023) Via the new EDI data steering group - review the existing information data streams about EDI (e.g. MWRES, NETS, trust data etc) – with the aim to develop an in-house reporting dashboard to proactively identify EDI data concerns, and feed this into quality management systems (30th June 2023). This data stream work will enable the region to report on the information required for the HEE EDI QIP. To have undertaken a review of at least one key HEE EoE function (e.g. recruitment) to consider the EDI impact – including completion of an equality impact assessment – and have enacted recommended change (31st December 2023) 	<ul style="list-style-type: none"> Expand systems of recording educator protected characteristics to include clinical and educational supervisors, and wider workforce colleagues as well as fellows (31st March 2024) To have embedded new EDI dashboard within the regional quality management system such that concerns are escalated and interventions planned. This will require review and refinement of systems. This dashboard will, where possible, include information about the multi-professional workforce (30th June 2024) The Quality Management Framework will have fully incorporated EDI within its systems – such that both data and individual concerns around EDI are received, heard and acted upon (30th June 2025) To have an established EDI dashboard, which is reviewed in light of new data streams. To consider external evaluation of the utility and benefits of the dashboard once it is created in order to share best practice (30th June 2025) Have an embedded process to evaluate, review and act upon concerns around EDI raised by individuals – which sees greater reporting around EDI concerns – especially from those who fall into protected groups (30th June 2025)
<p>3. We will utilise resources to improve understanding and appreciation of Deans and their faculties, and take a more intersectional approach to inclusive learning environments</p>	<ul style="list-style-type: none"> Promote the active bystander training for educators which is being offered this year (31st October 2022) 	<ul style="list-style-type: none"> Development of virtual reality training modules on EDI themes is underway. Development to be completed, and then rolled out widely and promoted (31st March 2023) Develop a PGDiT-led EDI network. A fellow has been recruited. TPD lead to be recruited as part of new combined NHSE/HEE EDI team. Aim for initial launch by Spring 2023 (31st March 2023) Introduce a reciprocal mentoring for inclusion programme for senior educators. A fellow has been recruited. TPD lead to be recruited as part of new combined NHSE/HEE EDI team. Aim for initial launch in Spring 2023 (31st March 2023) Following restructure of the EDI subgroups, action plan to be formulated covering development of specific learning modules, 	<ul style="list-style-type: none"> To bring together the current and proposed educational resources and events (as per 2023 plan) into clear and integrated pathways for PGDiTs and educators – building on the successes of the regional “leadership ladder” approach (30th June 2024) To use learning from the reciprocal mentoring programme and the PGDiT led EDI network to feed into future updates of this strategy, such that it remains current and timely (30th June 2024) If successful, to expand the reciprocal mentoring for inclusion programme to training programme directors and potentially, college tutors and educational supervisors (31st December 2024)

		<p>resources, and events for PGDiTs over next 3-5 years. This work to be led by the new PGDiT education focused EDI subgroup (30th June 2023)</p>	<ul style="list-style-type: none"> • To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions. This network to be supported to identify and deliver its aims and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025) • To have in place a comprehensive pathway of EDI education resources for educators and learners of all disciplines to access. It is envisioned this will include a blend of online and in person training and make optimal use of our virtual learning environment to maximise access and take advantage of technological options including VR. This pathway to be regularly reviewed and updated to remain current and relevant – and to be shaped by user voice (30th June 2025) • If successful, to have embedded reciprocal mentoring for inclusion as standard practice for medical educators and to expand this programme to be multi-professional. To ensure its scope is expanded to cover all aspects of equality and diversity (31st December 2025)
<p>4. We will provide better opportunities for postgraduate doctors in training (PGDiTs) from underrepresented groups to contribute to learning environments</p>	<ul style="list-style-type: none"> • Recruit/identify fellow and senior educator to lead on project to create a PGDiT led EDI group (31st December 2022) • Recruit/identify fellow and senior educator to lead on reciprocal mentoring for inclusion project (31st December 2022) 	<ul style="list-style-type: none"> • Identify mentors and mentees at senior educator level to launch reciprocal mentoring for inclusion programme (31st March 2023) • Create terms of reference, reporting and cross representation with existing PGDiT forum, promote and advertise forum for participants and have initiated forum meetings (31st March 2023) • Ensure PGDiT led EDI forum can identify PGDiT key priorities for future innovation ahead of annual review of this strategy (30th June 2023) • Regional EDI network to feed PGDiT priorities into next iteration of this strategy (30th June 2023) 	<ul style="list-style-type: none"> • Explore developing a regional alumni fellowship network, potentially linked to the relevant Integrated Care System, so that projects can be handed on and developed over several years with the continuing support and involvement of previous fellows (30th June 2024) • If successful, to expand the reciprocal mentoring for inclusion programme to training programme directors and potentially, college tutors and educational supervisors (31st December 2024) • Link the regional alumni fellowship network to both the regional PGDiT EDI network and the general regional PGDiT forum to integrate and consolidate the power of the PGDiT voice in shaping our learning environments (31st December 2024) • To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions including the National Learners Assembly. This network to be supported to identify and deliver its aims

			<p>and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025)</p> <ul style="list-style-type: none"> • Develop a mechanism for celebrating the work of the regional alumni fellowship network and the impact this has on the delivery of training within the EoE as well as at the system level (30th June 2025) • If successful, to have embedded reciprocal mentoring for inclusion as standard practice for medical educators and to expand this programme to be multi-professional. To ensure its scope is expanded to cover all aspects of equality and diversity (31st December 2025)
<p>5. We will provide tailored career opportunities for underrepresented groups</p>	<ul style="list-style-type: none"> • Recruit and identify fellow and supervisor to lead workstream on positive action for educators (31st December 2022) • Liaise with Yorkshire and Humber team to review their programme, design and plan for implementation of East of England programme and resources (31st December 2022) • Recruit and identify fellow and supervisor to lead workstream on creating a PGDiT-led Inclusivity and Diversity Regional Network similar to that created in the North West. This is likely to become a forum for ideas and vehicle for promotion and development of career support for underrepresented groups (31st December 2022) • Liaise with North West region to review their EDI network structure, design and forum Terms of Reference and discuss how will work with existing EOE PGDiT forum (31st December 2022) • Identify and establish mechanism for recording protected characteristics of regional educator faculty. Ensure this is collected and reported on regularly. This is likely to be in the form of a national process which is due to be launched soon (31st December 2022) 	<ul style="list-style-type: none"> • Promote, recruit to, and launch regional EDI network (31st March 2023) • Launch positive action programme in East of England (31st March 2023) • Review success and challenges of positive action programme for educators, refine and establish as business as usual (30th June 2023) • Review this strategy incorporating key priorities, ideas and support from regional PGDiT led EDI network (30th June 2023) • Learning from positive action programme for educators to develop a plan to extend this support to learners – our next generation of educators. This is likely to include the need to ensure equity (rather than equality) of access to educational courses for PGDiT (e.g. LEAF-BUD) so that we propagate the development of the next generation of leaders and educators (30th September 2023) • Aligned to the above - introduce support for doctors from underrepresented groups to help prepare them for applications for developmental opportunities provided by the Deanery – such as fellowships or bursaries. This support may include interview, presentation and writing skills (30th September 2023) • Expand collection of educator data – ensuring it covers characteristics of clinical and education supervisors in postgraduate medical and dental 	<ul style="list-style-type: none"> • Review whether any successes from the positive action programme for educators can be expanded to allied professional groups through linking up with NHSE. Learn from other successful innovations via NHSE and seek to expand and improve both programmes (31st March 2024) • To review and refine the regional offer of support provided for SAS/LED doctors who aspire to enter training posts (30th June 2024) • To have an established positive action programme to support the educational development and careers of underrepresented groups. To have refined this programme based on feedback and expand the learning into allied health professional groups via the new HEE/NHSE joint EDI team (31st December 2024) • Ensure systems of quality assurance are embedded to evaluate and learn from the interventions put in place (31st December 2024) • To have in place an established and active PGDiT-led EDI network which integrates well with HEE/NHSE functions including the National Learners Assembly. This network to be supported to identify and deliver its aims and to have in place systems to ensure continuity as learners progress and leave training (30th June 2025)

		<p>education, and scope how this data may be collated for the allied professions (30th September 2023)</p> <ul style="list-style-type: none">• Look to expand successful aspects of positive action programme to make accessible for aspiring educators and PGDITs, work with schools and HEE teams to plan how to embed this into our training offer (31st December 2023)	
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<p>6. Addressing differential attainment</p>	<ul style="list-style-type: none"> • Having created a regional handbook for new international doctors to the NHS in the EoE, to update the regional website and promote these resources to trusts and schools to assist new international starters (31st October 2022) • To form a regional steering group around international medical induction in response to the new national guidance. This group aims to build on the HEE enhanced induction currently being run to try to design a co-ordinated regional approach bringing together HEE, trusts and the GMC (31st December 2022) • To continue to share the GMC progression reports around DA with each school, accompanied by discussions to promote the learning and individual school plans around this issue. The aim is for all schools to have DA as an objective in school development plans and discussed at School Boards as a standing item (31st December 2022) • To ensure that differential attainment remains a key component in new educator training in the East of England as tiered training is revised (31st December 2022) • Review internal HEE processes to ensure that characteristics of new recruits (where consented) – including place of primary medical qualification - are communicated to educators involved in training. This will enable tailoring of training plans and that induction time and support is optimised (31st December 2022) 	<ul style="list-style-type: none"> • Once the structure of the regional enhanced induction events is embedded within a regional approach to medical induction, to review, refine and develop these events based on participant feedback. Consider running separate events for those pre-arrival in UK (focusing on onboarding process) and those who have recently arrived (31st March 2023) • Develop educator training resources and events on differential attainment beyond the initial tiered training system. To include both online learning resources on Bridge and several in person events which can be run as masterclasses or at symposia on relevant topics to upskill our existing faculty (31st March 2023) • Develop the GMC DA progression reports and local knowledge into a regional DA dashboard by school to monitor development in this area. The aim of this would be to review this annually (31st March 2023) • Further explore the logistics of offering two weeks shadowing to new international starters, prior to commencing work. This is a complex logistical operation due to visa and employment restrictions, but several regions are trying to implement this. Review and learn from their experiences with an aim of offering a pilot in 2023 (31st March 2023) • Explore hosting a regular DA event for regional educators to share best practice across schools in the EoE (30th June 2023) • Look to identify and co-ordinate existing peer support and buddying programmes open to international doctors available across the region with a view to identifying how to ensure universal access (30th June 2023) • Support schools in exploring early identification systems for PGDiTs at increased risk of difficulty in training in order to target specific support (31st December 2023) 	<ul style="list-style-type: none"> • Ensure that interventions put in place are regularly reviewed and refined to ensure they are constantly relevant to the audience and continue to improve in quality (31st March 2024) • Expand the focus around differential attainment beyond ethnicity and place of primary medical qualification. Apply lessons learned to other protected characteristics as data around these become more accessible through the other sections of the strategy (30th June 2024) • Ensure the work done to support international doctors is expanded into other professional groups – whilst also learning from the support already offered to our allied health professionals e.g. nurses (30th June 2024)
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