

**Abstract category:** Personal experience

**Abstract Title:** Bridging the Gaps: personal experience from Reverse Mentoring Programme for Educational Supervisors, Yorkshire and Humber (YH) Deanery 2022/2023.

Aala Farah- Paediatric Specialty Trainee ST4, Emma Guy- Paediatric Respiratory Consultant, Royal College of Paediatrics and Child Health Tutor, Leeds children's Hospital.

**Abstract:**

**Introduction:** Differential attainment among international medical graduates (IMGs) represents a pressing concern within the medical education field. IMGs, face unique challenges that can hinder their academic and professional success, as emphasized by a collection of BMJ publications and on a recent GMC report that addressed challenges in medical education.

**Methods and outcome:** As part of YH's Reverse Mentoring initiative, I committed as an IMG paediatric trainee to mentor a paediatric respiratory consultant who holds the role of Royal College Tutor and has willingly joined the project. In 6 months, we have engaged in discussions about disparities IMGs face in training opportunities, exam results, work schedule, Annual Review of Competency Progression (ARCP) outcomes, subspecialty posts, workplace microaggressions and racism in addition to social life balance, immigration policies, tax and pension scheme, and professional indemnity membership. The concrete recommendations from our inverted paradigm mentorship were for the paediatric school to set bi-annual portfolio and ARCP training sessions, develop an IMG doctors' supervision module for educational supervisors and to publish an updated IMG handbook. To break barriers with IMGs, healthcare trusts and departments could enhance IMG inductions, utilise Multifaith calendars to highlight religious holidays to facilitate Rota swaps, and establish local Buddy schemes to support IMGs training progression and address microaggressions and racism. Our bi-directional learning was positive in both achieving higher level of understanding of training dynamics and attainment gaps among IMGs and in the impactful changes at organisational levels. I gained valuable insights into my mentee's leadership style, expanded my professional network and joined an IMG working group creating a learning platform for paediatric IMGs within Blackboard.

**Conclusion:** Implementation of similar mentoring schemes throughout local, regional and national healthcare boards, will advocate equitable opportunities and foster inclusive environment within the healthcare workforce, a step into the future.

## References:

1. General Medical Council. (2021). Tackling disadvantage in medical education. [https://www.gmc-uk.org/-/media/documents/96887270\\_tackling-disadvantage-in-medical-education-020323.pdf](https://www.gmc-uk.org/-/media/documents/96887270_tackling-disadvantage-in-medical-education-020323.pdf)
2. Madhok R. Racism in the NHS: we should focus on defining the question. *BMJ* 2022 April 06;377: o857. doi: 10.1136/bmj.o857.
3. Powell RA, Njoku C, Elangovan R, Sathyamoorthy G, Ocloo J, Thayil S, Rao M. Tackling racism in UK health research. *BMJ*. 2022 Jan 18;376:e065574. doi: 10.1136/bmj-2021-065574. Erratum in: *BMJ*. 2022 Jan 24;376:o204. PMID: 35042720; PMCID: PMC8764577.
4. Woolf K. Differential attainment in medical education and training. *BMJ*. 2020 Feb 11;368:m339. doi: 10.1136/bmj.m339. PMID: 32047006.