

# Knowing me Knowing you

## Supporting IMGs in Appraisals



**Professor Nitin Gambhir**  
Lead Dean Director  
NHS Education for Scotland

The state of medical education  
and practice in the UK

## Workforce report 2023



42%  
doctors on  
the GMC  
register are  
IMGs

52% joining  
the register  
were IMGs

45% GP  
trainees  
are IMGs

By 2036  
IMGs will  
make up  
36% of the  
register

# FAIR TO REFER?



Reducing disproportionality in fitness to practise concerns reported to the GMC

Microsoft V

## Fairer Employer Referrals

## General Medical Council

IMPROVING MEDICAL EDUCATION AND PRACTICE A

HOME

ABOUT

HOUSE RULES

EDUCATION AND TRAINING, EQUALITY AND DIVERSITY

### Fair training pathways: understanding differential attainment in medicine



## Fairer Training Pathways

# Challenges



Culture Shock

Unconscious Bias  
and Discrimination

Lack of  
Psychological  
Safety (fear of being  
labelled  
problematic)

Communication  
Challenges

NHS/Work Culture

Lack of supportive  
relationships

Education, Learning  
and Assessments

# Differential Attainment

**Exams and Assessments**

**Recruitment**

**Entire Career**

**All Specialties and Grades**

**Western countries**



## Disproportionality

BAME doctors have more than double the rate of being referred by an employer compared to white doctors.

Non-UK doctors have 2.5 times higher rate of being referred by an employer compared to UK graduate doctors

## FAIR TO REFER?



Reducing disproportionality in fitness to practise concerns reported to the GMC

Microsoft

The GMC has taken the report's findings seriously and has set targets to eliminate disproportionate referrals of BAME doctors by 2026

<b>Avoiding difficult conversations</b>	<b>Timely honest &amp; direct Feedback</b>
<b>Partial/Poor Induction and Support</b>	<b>Comprehensive Induction</b>
<b>Isolated/Segregated Working</b>	<b>Integration into teams and roles</b>
<b>Blame Culture</b>	<b>Learning Culture</b>
<b>Out-group Bias (In-group favoritism)</b>	<b>Inclusive environments and culture</b>
<b>Lack of visible Leadership</b>	<b>Cohesive and approachable leadership</b>



Clinical Performance

Communication

Teamworking

Reflection and Insight

Ethical Framework

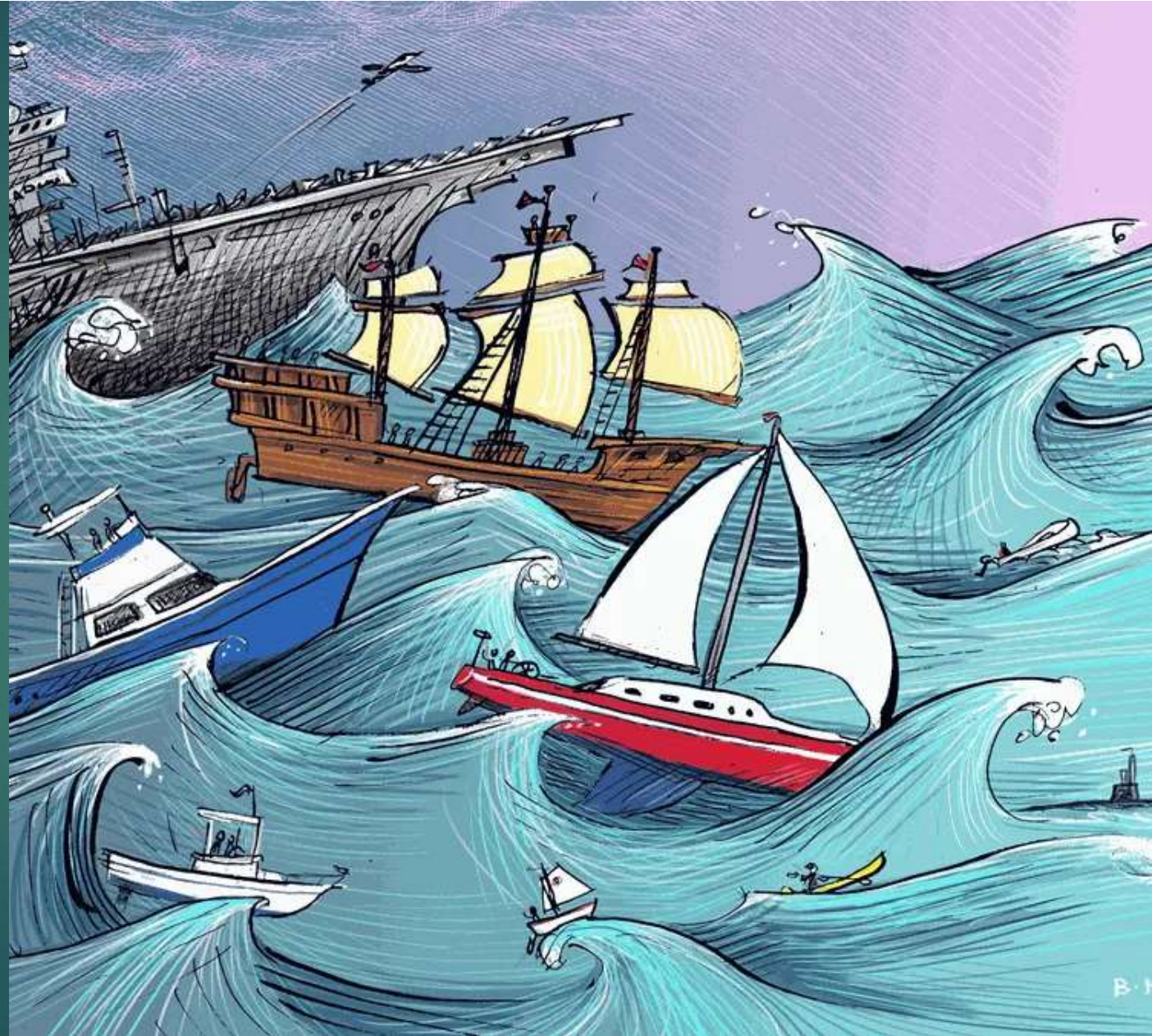




“ I am a UK trained and a reasonably senior surgeon. I moved 400 miles to join a hospital in the community where my wife worked. I reckon it took me two years to finally work out the nuances of language, accent, behaviours and relationships so I largely became accepted. How much longer would it take someone with a different accent who is perfectly competent but trained thousands of miles away in a different environment? ”

UKG White Surgeon

WE ARE IN  
THE SAME  
STORM BUT  
NOT IN THE  
SAME BOAT



# Small Groups (20 min)

## *Barriers and Facilitators*

Reflection, PDP, Portfolio

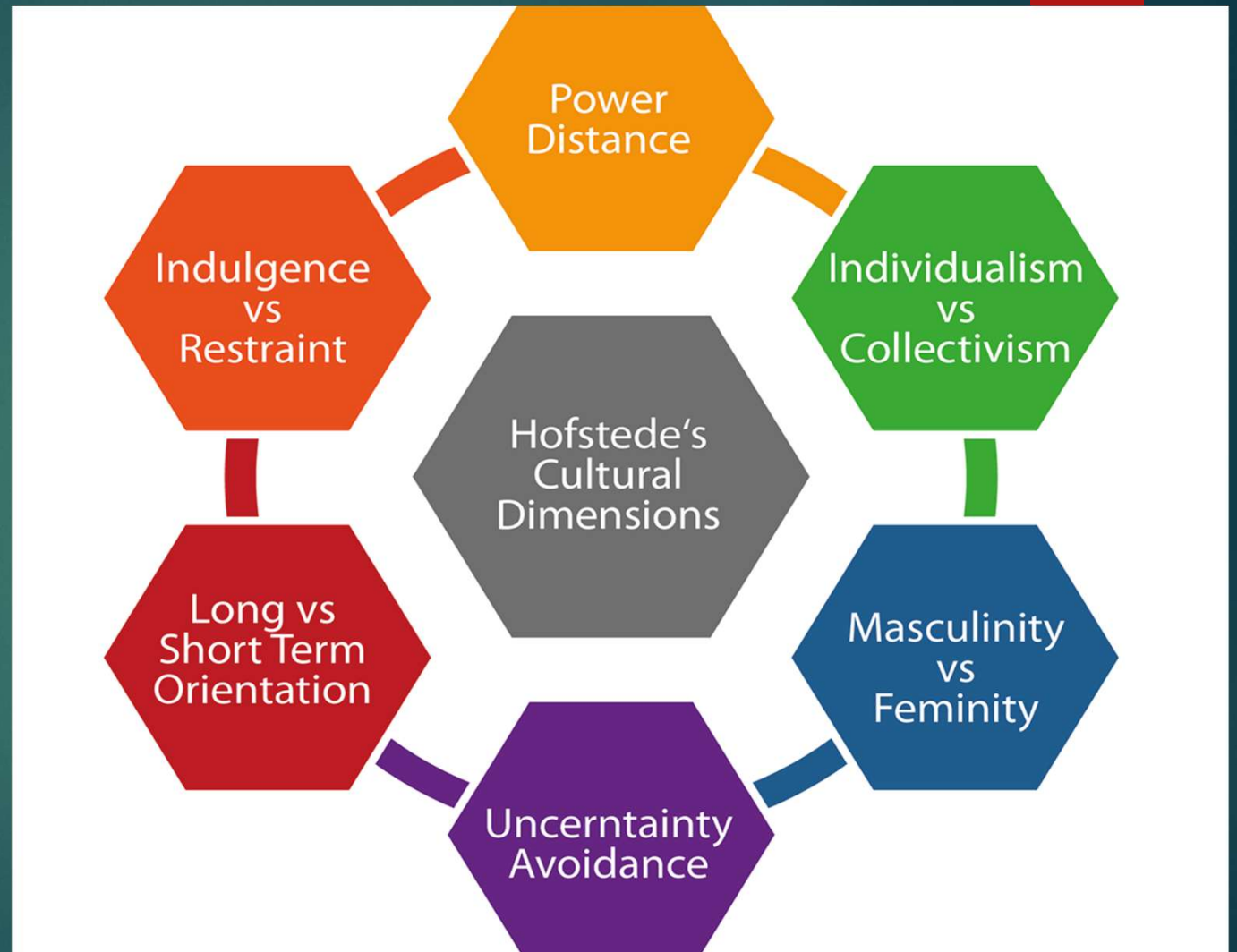
Quality Improvement and Safety

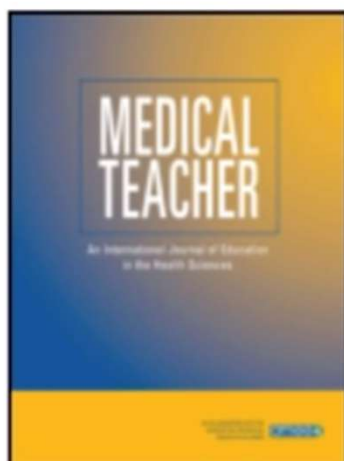
Communication and Teamworking

Trust and Professionalism



# Cultural Dimensions





**Medical Teacher**



ISSN: 0142-159X (Print) 1466-187X (Online) Journal homepage: <http://www.tandfonline.com/loi/imte20>

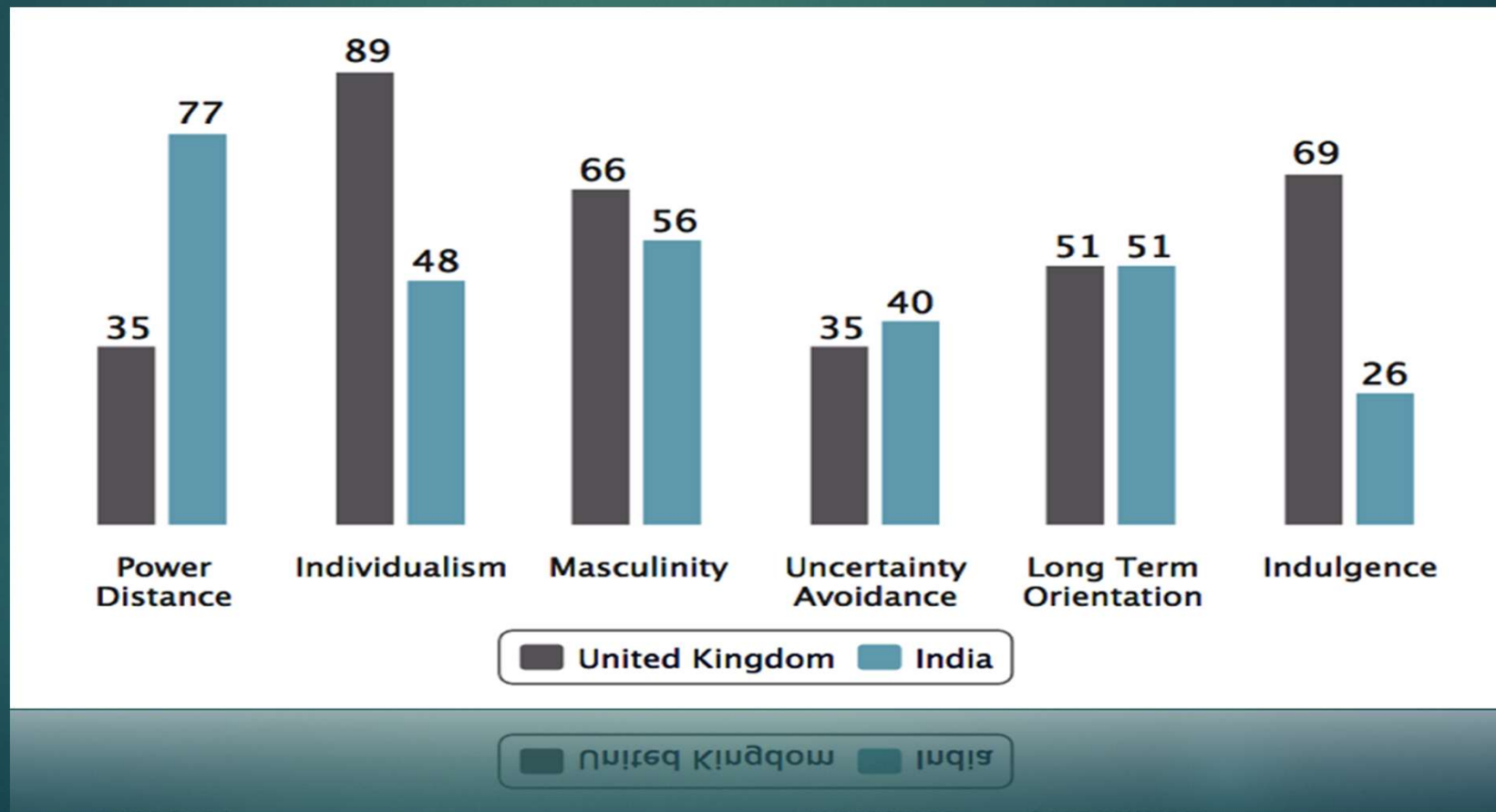
## **Cultural dimensions in the transition of overseas medical graduates to the UK workplace**

**Gill Morrow, Charlotte Rothwell, Bryan Burford & Jan Illing**

To cite this article: Gill Morrow, Charlotte Rothwell, Bryan Burford & Jan Illing (2013) Cultural dimensions in the transition of overseas medical graduates to the UK workplace, *Medical Teacher*, 35:10, e1537-e1545, DOI: [10.3109/0142159X.2013.802298](https://doi.org/10.3109/0142159X.2013.802298)

To link to this article: <http://dx.doi.org/10.3109/0142159X.2013.802298>

**Power Distance:** Relates to the unequal distribution of power in a society and the degree to which less powerful members accept this.





**“In most Asian countries,  
doctors are seen as a higher  
level compared to the nurses”  
(Iraq)**

**‘It was quite difficult for me . . .  
where we come from the  
consultants are usually assertive  
and authoritative and you can’t  
speak to them really . . .’  
(Pakistan)**

## **Power Distance**

**“In my country we don’t give  
patients too much choice, we  
decide everything for them.  
Here the patients are deciding  
everything” (Syria)**

**“Patient- centred approach feels  
to me like a Doctor-absent  
approach” (India)**



**Clinicians are the experts!**

**Authoritarian Doctor  
Centred short  
Consultations**

**Less patient choice.**

**Informed Consent a  
weak concept.**

**Students respect  
teachers (gurus). Junior  
doctors are terrified of  
seniors. Less likely to  
express opinions and  
disagreements.**

**Mistakes by doctors  
may be tolerated**

# Reflection

Reflection is assumed to be a new concept for many international graduates, with most describing their previous education as 'science-orientated'.



IMGs have been shown to favour didactic, teacher-focused educational techniques.



Time consuming, forced and fears of medico-legal implications  
Poor Feedback experiences



Poor Feedback experiences



# Good conversations, fairer feedback:

A qualitative research study into the perceived  
impact and value of feedback for doctors in training.

Dr Alice Rutter and Dr Catherine Walton  
GMC Clinical Fellows 2019–20

Working with doctors Working for patients

General  
Medical  
Council

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Theme

**Feedback's Value**

**Effective Feedback**

**Feedback Challenges**

**Missed Feedback**

**Positive Effects**

**Cultural Barriers**

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Insight

Enhances learning, job satisfaction, and confidence.

Needs to be timely, specific, actionable, and value-aligned.

Trainers avoid difficult feedback; poor delivery damages morale.

Creates feelings of insecurity and disconnection.

Builds engagement and shapes career development.

Feedback may feel irrelevant for trainees with protected characteristics.

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# STEP

## Scottish Trainee Enhanced Programme

- ▶ Early Enhanced Induction
- ▶ Address **Differential Attainment**
- ▶ **Trainer Trainee Relationship**
- ▶ To raise awareness of the unique challenges
- ▶ Added value towards success
- ▶ 2015 onwards

General  
Medical  
Council

### **Scottish Trainees Enhanced Programme (STEP) for IMG doctors in GP training in NHS Education for Scotland (NES)**

STEP is a programme aimed at giving international medical graduate (IMG) trainees an idea of the skills they will need as a GP trainee in the UK.

Through workshops and small group discussions, trainees can look at their own strengths and areas for development and gain insight into the factors that contribute to success.

Educational supervisors (ES) are encouraged to attend along with their trainee.





IMG Pre-induction Webinar

IMG Orientation Day

IMG Buddy Scheme

IMG support network- Facebook

Softer Landing Safer Care

Differential  
Attainment

Culture and  
Transition

Communication  
Skills

Reflection, e-  
portfolio

Thinking like a  
GP/Study Skills

Exam  
preparation

Feedback

Professionalism

Lived  
experience of  
IMGs

Success Factors



# Health and Wellbeing

Stress and  
Burnout

Stigma around  
Mental Health

Fear of impact  
in Career  
Progression

Lack of  
awareness of  
help and  
support

Looking after  
own self

TURAS | Learn

My Turas Applications - NG

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Medical Workforce Resources

International Medical Graduates NHS Guide

IMG NHS Guide - Before you start

IMG NHS Guide - Induction to NHS Scotland

IMG NHS Guide - Ongoing Support

Contact

International Medical Graduates NHS Guide


Add to favourites

This guide has been developed to support and signpost you to the induction and pastoral support available to help you settle into your new role. It is full of interactive links to take you to the outlined resources.

Some resources in this guide are suitable for doctors entering formal medical training programmes, whilst others are for doctors joining Health Boards at all grades, across all specialities.

We welcome you to Scotland and hope you develop an interesting and rewarding career in the Health Service.

What you need to know



Guide Contents

Before you start

Induction to NHS Scotland

Ongoing Support

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Resource Library

NHS Scotland Medical Workforce Hub

Medical Workforce Resources

Scotland's General Practice (GP) Workforce Centre

GP Returners - Digital Assets

CWS Medical Network Learning Sessions

Learning Session Resources

NHS Scotland Induction Standards for International Medical Graduates (IMGs)

ScotGP Retain and Sustain Digital Assets

Psychiatry in Scotland Attraction and Recruitment Support Hub

NHS Scotland Medical Workforce Hub

Add to favourites

Welcome to the Centre for Workforce Supply Medical Hub, your go-to resource for supporting international recruitment and workforce retention in NHS Scotland.

Explore a wide range of guides, learning materials, and best practice documents designed to promote shared learning and sustainable staffing solutions.

Medical Resources

Explore the wide range of medical workforce resources. This collection of resources have been coordinated and developed to support shared learning, information sharing and guidance for GPs, IMGs, GP Practices and Health Boards.

Medical Workforce Resources

Scotland's General Practice (GP) Workforce Centre

GP Returners - Digital Assets

CWS Medical Network Learning Sessions and Resources

NHS Scotland Induction Standards for International Medical Graduates (IMGs)

Browse insights from GP Returner Stories

ScotGP Retain and Sustain - Digital Assets

Psychiatry in Scotland Attraction and Recruitment Support Hub



*Plenty of high performing IMG doctors*  
*Plenty of poor performing UKG doctors*

# Thank You

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