Faculty development initiatives to address the BAME Attainment Gap in undergraduate medicine

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Disclosure

I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.

Date: 24.09.2019
Overview

- Context on attainment gap
- WMS findings
- FD initiatives
- Summary
What is the BAME Attainment gap?

➢ In HE: The attainment gap is the difference in the proportion of White versus Black Asian & Minority Ethnic (BAME) students achieving a 1\textsuperscript{st} or 2\textsuperscript{nd} class upper degree.

➢ An \textit{attainment gap} exists across nearly all HE institutions and nearly all courses in the UK

➢ In WMS: The attainment gap is the difference in the proportion of white versus BAME students achieving Merits / Distinctions and Honours
The attainment gap is the difference in the proportion of White versus BAME students achieving a 1st or 2nd class upper degree.

In 2015/16 the attainment gap between White and BAME students was 15.6% and 13% in 2017/18.

### UK Higher Education Attainment Gap

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% obtaining a first class or second upper degree in 2015/16</th>
<th>Award / attainment gap in percentage points</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>78.8</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Black</td>
<td>50.5</td>
<td>28.3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>61.8</td>
<td>17.0</td>
</tr>
<tr>
<td>Indian</td>
<td>70.7</td>
<td>8.1</td>
</tr>
<tr>
<td>Chinese</td>
<td>72.2</td>
<td>6.6</td>
</tr>
</tbody>
</table>

ECU 2016, NUS 2019 Data
UK Higher Education Award/Attainment

BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES: #CLOSINGTHEGAP

6 September 2016
Published by HEFCE
## UK Academia and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>UK Professors</th>
<th>Other Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>White female</td>
<td>3,880</td>
<td>21.6</td>
</tr>
<tr>
<td>White male</td>
<td>12,420</td>
<td>69.2</td>
</tr>
<tr>
<td>BAME female</td>
<td>345</td>
<td>1.9</td>
</tr>
<tr>
<td>BAME male</td>
<td>1,310</td>
<td>7.3</td>
</tr>
<tr>
<td>All staff</td>
<td>17,955</td>
<td>100</td>
</tr>
</tbody>
</table>

BAME university staff are poorly represented in UK academic leadership. BAME ethnic women are poorly represented in UK academic senior grades.
Overview

➢ Context on attainment Gap
➢ **WMS findings**
➢ FD initiatives
➢ Summary
WMS Background

Composition: **All Graduate Entry**

- Admissions – 1\textsuperscript{st} or 2:1 undergraduate (**any** discipline).
- UCAT
- 70 hours Work experience
- Selection centre (Multiple Mini Interviews)
- Four year course:
  - Phase I: Foundations of science and medicine (Year 1)
  - Phase II: Principles of clinical practice (Year 2)
  - Phase III: Preparation for Foundation training (Year 3,4)
Findings....

- Admission Data

- 54% of BAME applicants were successful at securing an offer

- 67.6% of White applicants were successful.

- White applicants 25% more likely than BAME applicants to get an offer following our application and selection centre process.
Overall Students Merit and Distinction Awards

- BME: 25.5%
- White: 36.8%
## Student Honours Attainment MB ChB 2009/10 to 2017/18

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Mixed</th>
<th>Chinese</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of students from 2009 to 2018 passing medical degree</strong></td>
<td>1184</td>
<td>126</td>
<td>106</td>
<td>74</td>
<td>38</td>
<td>89</td>
</tr>
<tr>
<td><strong>Number of honours</strong></td>
<td>209</td>
<td>12</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>% of students within each ethnic group who got an honours</strong></td>
<td>209/1184</td>
<td>12/126</td>
<td>0</td>
<td>13/74</td>
<td>2/38</td>
<td>5/89</td>
</tr>
<tr>
<td></td>
<td>17.7%</td>
<td>9.5%</td>
<td>0</td>
<td>17.7%</td>
<td>5%</td>
<td>5.6%</td>
</tr>
<tr>
<td><strong>% of students with honours expressed as % of total number of students who have passed in 9 years</strong></td>
<td>209/1617</td>
<td>12/1617</td>
<td>0</td>
<td>13/1617</td>
<td>2/1617</td>
<td>5/1617</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>0.7%</td>
<td>0</td>
<td>0.8%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
Qualitative data

Importance of relationships
- Relationships with peers: finding allies, isolation and social networks

Institution and learning
- Lack of trust with the institution
- Patient experiences

Psychosocial and identity
- Sense of self, identity masking and stereotypes
- Cultural differences
- Experiences of racism

I constantly feel like I don’t deserve to be here [...] because I don’t fit in with what your typical medic does or what their background is

The first ever patient I spoke to at med school was an elderly lady and she wouldn’t talk to me because I was “foreign”

You feel like they’re going to base all of their opinions on you, so [...] you have to kind of force yourself to make yourself more agreeable to people

There’s not enough people in the echelons of the faculty staff who [...] I can relate to, so I don’t think there’s anyone necessarily that I would go to for support

[The] faculty staff here, don’t have enough cultural training [...] so they won’t really understand the impact of say the n-word or other statements which have been made towards ethnic minority students

I don’t drink alcohol and the majority of the medical school culture is often associated with alcohol

If I answered a question, [my classmate] would totally disregard what I would say but then someone who was of the same colour as him would repeat the exact same thing as I said 2 minutes later and then he’ll be “yes, yes, I agree with you” [...] he would only do this to me or my other classmate who was of colour.

Morrison, N (2019), Research Project
Overview

- Context on BAME attainment Gap?
- WMS findings
- FD initiatives
- Summary
FD Initiatives in relation to GMC Themes

1. Learning environment and culture
2. Educational governance and leadership
3. Supporting learners
4. Supporting educators
5. Developing and implementing curricula and assessments
FD Initiatives

Theme 3: Supporting learners
- Mentorship for BAME students (staff mentors / student ambassadors)
- Training all students anti-racist pedagogy, ethnicity, inclusion and intercultural diversity, reporting concerns, bystander training
- Working in partnership with BAME medical students society / BAME association re student journey

Theme 4: Supporting educators
- Senior faculty developer (designated lead for addressing DA)
- Training workshops for all staff: Examiners, selection centre assessors, simulated patients training on equality, diversity and bystander training.
- Address cultural competence, unconscious bias, giving effective feedback, role modelling, and mentoring
- Working with others engaged in similar work: GMC, Medical Schools Council, Universities, Student Union

Theme 5: Curricula and Assessment
- Review of Case Based Learning (CBL) cases to ensure no ethnic stereotypes
- Curriculum ‘health check’
- Collate and analysis gender/ethnicity data of examiners, selection centre assessors, simulated patients
Summary

As an institution we are using FD initiatives to actively address:

- Admission selection difference
- Course attainment gap: 11.3%
- Honours gap: 12.6%
- Differential attainment that exists at every stage of the students’ journey

Uphill task: The problem is societal, systemic and institutional
Help us improve. Your input matters.

- Download the ICRE App, or
- Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.