

HEE (NW) Equality, Diversity and Inclusion Strategy 2020-23

August 2020

Vision

As a region, the North West supports HEE's aim to provide a welcoming, effective and inclusive learning environment for all trainees. Every trainee will feel valued for their whole selves, whilst being supported to meet their personal and professional goals in a community in which they feel a sense of belonging.

Mission

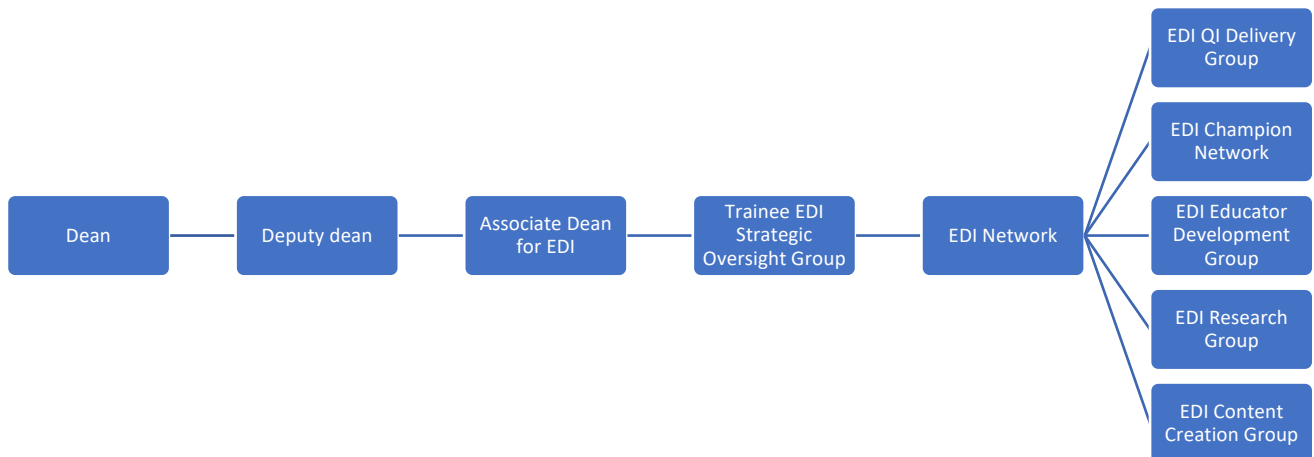
- We will ensure that structural bias and discrimination are effectively identified and prevented or dismantled by providing a safe space for trainees to share experiences and listen to ideas. Trainees from diverse backgrounds will be supported to design and implement interventions with measurable outcomes.
- We will educate the PGMDE Team, senior educators and educational and clinical supervisors, along with trainees, to ensure understanding of the effects of bias and discrimination on differing individuals and cultures, as well as the advantages conferred by privilege. Thus we will empower everyone to take an anti-discrimination stance. This includes a specific commitment to becoming an anti-racist organisation. This will empower all staff to actively challenge discrimination when they witness it, and work to ensure all their policies support equitable treatment for all staff.
- Training will be structured to remove any barriers to full participation and attainment. Barriers may be related to issues other than bias or discrimination, and education staff (as above) will also have access to educational content which highlights such barriers with advice on how to provide appropriate support.
- We will ensure diversity at every level of medical education and leadership, as well as ensuring leadership opportunities are available and encouraged in under-represented groups. This will require specific approaches to recruitment and retention of educators to ensure that we attract those from under-represented groups, effective role-modelling and mentoring, and access to educational career progression.
- We will seek to utilise the diversity of every day experience, recognising the effects of intersectionality. Trainees will receive tailored support through a range of evidence based interventions
- We will collect data to demonstrate the effectiveness of interventions and disseminate good practice
- We will encourage Schools to prioritise teaching on health inequity as well as supporting trainees to undertake improvement projects in the field.

- The EDI Network will provide an additional mechanism for raising concerns that are related to a protected or non-protected characteristic
- Details of EDI work and opportunities for involvement will be accessible to all via the HEE website
- Work will be monitored and evaluated through our trainee-led groups, at which all will be welcomed, with the principle of allyship being key
- Leadership and education skills will be developed in diverse trainees through involvement in the Network and Strategy Group which will ensure access to interesting leadership development opportunities. In addition we will rewrite job adverts and job descriptions to ensure we do not perpetuate traditional notions of acceptable leadership styles. In our leadership offer to trainees, we will ensure that leadership itself is reframed as something that everyone can do, with different leadership styles and approaches actively encouraged.

Values

- * Diversity
- * Belonging
- * Achievement
- * Innovation
- * Future generations

Governance arrangements



Working with Stakeholders

Schools and Trusts

Specialty Schools and Trusts will be our full partners in delivering our mission. They will have access to a wide range of online and in person educational resources relating to EDI topics. Trainees will support these educational offers at all stages from highlighting a need, through writing course content and delivery of sessions. This will ensure that the lived experience of trainees remains central to the development of empathy and understanding in our educator population. This will also develop valuable educational and facilitation skills in trainees from the EDI network.

Trainees, Schools and Trusts may also identify areas where there are issues relating to policy, leadership and/or culture. We will work with trainees with the support of the relevant Schools and Trusts to develop interventions through a quality improvement (QI) framework. This will ensure that interventions are targeted, actionable, measurable and with clear outcomes. Each year, QI projects will be presented and collated, with outcomes shared via a report to relevant stakeholders, including Schools and Trusts. Reports will be available on the HEE(NW) website.

Multi-professional groups

The Trainee EDI Strategic Oversight Group and Network are currently open to trainees in postgraduate medicine, dentistry and public health. In principle we support the inclusion and involvement of learners from other healthcare professions, and plan to ensure that our experiences and outcomes are shared with the Clinical Leadership Team of HEE(NW). This leads to the potential for interprofessional working and learning in the future.

[HEIs / schools](#)

We are developing a pilot module with Edge Hill University – Inclusivity in Clinical Education, which is due to commence in September 2021. This course is being co-designed and delivered between staff in the PGMDE team at HEE(NW) and faculty members of Edge Hill University. The online content of the module will contain multiple interviews between trainees, illustrating various principles through their lived experience.

We have not yet undertaken any joint working with our medical schools, but this is an option which could be explored in future.

Trainees have expressed an interest in involvement in widening participation endeavours. We will seek to facilitate this through initiatives such as school visits, careers fairs, mentoring and the provision of work experience.

[Patient groups / representatives](#)

We will explore the feasibility of involving patient representatives in some areas of our work. This will be of particular value for those QI projects that are addressing aspects of health inequity and will be best undertaken through existing patient representative networks in Trusts.

[Delivering our strategy – objectives 2020 – 23](#)

Objectives for the next three years will be outlined in an action plan which is currently being updated. This is organised via the five GMC themes of Promoting Excellence:

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

Measuring success

We will ensure that all interventions are designed with measurable outcomes. Education sessions will all be evaluated and adapted where necessary. A variety of outcome measures will be used to measure success in areas including, but not confined to, differential attainment (DA). Analysis of DA data will be delivered by Dr Mumtaz Patel in her role as Portfolio Lead for Research and Differential Attainment at HEE(NW). Dr Patel is working with the GMC with the North West as a pilot site for developing interventions designed to reduce DA.

Methodologies including surveys, interviews, reflections, focus groups, and number of QI projects successfully completed and evaluated will be used to measure the impact of the range of work.

Trainees across the EDI network will have a variety of leadership and education development opportunities, ensuring that the leaders of tomorrow will be more diverse than those of today. All educational leaders will be expected to include evidence of having undertaken enhanced training in EDI over the course of the three year period.

We understand that work of this nature can take time to deliver meaningful cultural change. Responses to Annual Specialty reports and Trust Self-Assessment reports now have specific EDI questions which will be used to measure change over time.

Clare Inkster August 2020