

The Impact of Peer-Led Support on International Medical Graduates Training Experience in the Internal Medicine Training Programme.

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Introduction: International Medical Graduates (IMGs) are non-UK trained doctors, and they make up to 26% UK medical workforce.¹ As IMGs enter post-graduate medical programmes in the UK, there are foreseeable challenges that might affect their professional and personal lives.²



Fig1: Challenges faced by IMGs

Aim: Assess the impact of a peer-led induction and ongoing support on the professional and personal lives of IMGs in Internal Medicine Training (IMT) Yorkshire and the Humber region.

Methods: This study was a Quality Improvement Project. IMGs in the IMT programme for both 2020 (pilot group) and 2021 cohorts, in Yorkshire and Humber region were surveyed. A questionnaire assessing professional and personal experiences was administered to both groups. The 2021 cohort was resurveyed after the intervention period.

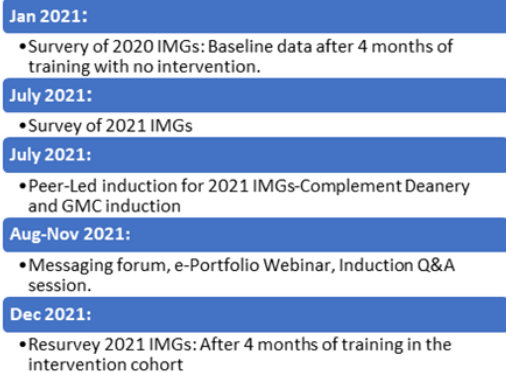


Fig 2: Timeline of QIP Activities

Results:

Cohorts (Response rate %)	2020	2021	2021
	Jan (27.3%)	Jul (31.6%)	Dec (15.8%)
Training Concerns			
Prior UK work experience	100%	83%	
Anxious about programme	27%	58%	
Communication concern: Peers/Seniors/Others: Patients:	20% 13%	17% 8%	No concerns No concerns
Confident with e-Portfolio	47%	42%	50%
Edu. Supervisor: confident to approach	67%	66%	17%
Travel/Living concerns	7%/47%	17%/42%	Living-33%
Overall struggling in the UK	33%	25%	none

Table 1: Trainee Responses to Professional and Personal Concerns

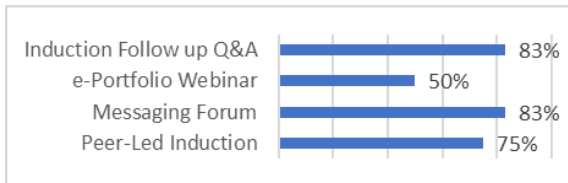


Fig 3: Trainee Satisfaction with Interventions

Discussion: Specialty training in general is a new and challenging experience, more so for IMGs relatively new to the UK health system. Respondents found the interventions put in place to be beneficial to varying degrees.

A limitation of the project was the relatively low response rates after the intervention period, which could be attributed to survey fatigue among the trainees.

There was an improvement in almost all areas assessed during the survey after the intervention period. Differential attainment continues to hinder career progression among IMGs, and peer-led interventions may be beneficial in offering much needed support to IMG trainees.^{4,5}

The respondents showed low levels of confidence approaching their educational supervisors with training concerns. Educational supervisors' training, to achieve a better understanding of the peculiar challenges of IMGs, can be a target to improve IMG support and ultimately training outcomes.

Conclusion: The project has thus far identified the extent and magnitude of challenges faced by IMG in the IMT programme, and assessed levels of benefit perceived by the IMGs of different interventions. Interventions need to be sustainable and expanded to other speciality programmes. The input of the deanery and local trusts is invaluable in ensuring that IMGs receive much need support to improve their welfare and enhance training outcomes.

References

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