**Recommendations from Reverse Mentoring in the Faculty of Medicine – 2021**

The reverse mentoring scheme, launched in 2020, aims to increase inclusivity in the faculty and to help reduce differential attainment in our programmes. It is structured so mentees and mentors can identify and discuss ideas for change within the Faculty that can then be taken forward for further consideration and action where possible. This year, 10 mentor/mentee pairs took part and following their mentoring meetings they attended separate evaluation sessions where suggestions of ways to increase inclusivity were presented. This Executive Summary is a collation of these recommendations and will be presented to the EDI education committee for further consideration, dissemination, and action where possible.

**New outcomes from the reverse mentoring scheme 2021**

* Improve PAT relationship by including guidance of conversations, make more use of the PAT as a role model; more guidance for PATs, minimum requirements, find out why the support is not consistent
* Expand reverse mentoring into UHS/Trusts. Link with other hospitals to find out how they dealt with difficult situations regarding students and how they fixed policy issues
* Identify how to make faculty higher up receptive to real change in a large institution; involve students more in staff development
* Create care leavers & carers & students with disabilities and long-term conditions & mature student networks for medical students
* Create financial support and information guidance document for students
* Contribute to eNews with students’ experiences
* Provide equality of opportunity in recruitment roles
* Explore why there is differential attainment in the medical school
* Identify how to target those who would most benefit from the scheme

**Recommendations building on areas identified in the reverse mentoring scheme 2020**

* Expand the scheme and create more opportunities for staff and students to have conversations: opportunities for senior staff to be a role model, share their wisdom with students **(*consideration of how this can be achieved is ongoing)***
* Changes to the curriculum **(*further ideas identified this year, will feed into the work in progress on decolonising the curriculum)***:

Include cultural competency in the core curriculum for all programmes, e.g. SSU3 in Medicine and Spirituality was cited as a great example, as was the inclusivity task in Year 0

Include conversations like these in the curriculum to have a bigger impact and recognise this work is as important as things like the pathology of disease.

More help with dealing with imposter syndrome, especially at the beginning of the course, and acknowledging that it’s more significant for some people than others.

Look at curricular content and examples used e.g. clinical case examples, Public Health examples and placements.

* Develop a process to call out inappropriate staff behaviour ***(further ideas were identified this year, and will feed into the faculty wide work in progress on this recommendation)*** Regular bulletins on numbers of incidents, more help for staff and students with calling out oppressive behaviour, make students more aware of call-out systems

**Themes and quotes from Mentors feedback**

Mentors were surprised their experiences were taken so seriously by their mentees and some saw their experiences in a new light as a result of this:

“Until talking to my mentee about what I have experienced and seeing how surprised and impressed they were at what I had overcome, I think perhaps I did not realise how proud I should be of myself because it was just my norm”.

Although the aim of reverse mentoring is primarily for mentees to learn from mentors, the mentors reported they had learnt about themselves and about privilege and difference.

“I was surprised by how keen to listen and understand me they were and by how much we managed to explore, it was an amazing experience! What also surprised me was how much I learnt”.

Several mentors reported increased confidence and a sense that their voices are important and can be heard:

“My voice is valid and important as much as anyone else's, I shouldn't be afraid to speak and share my own views/ experiences”

“I have found my voice for talking about and addressing inequalities and exclusive behaviour/practices”

“I feel like I've contributed to a larger conversation and hopefully got my mentee thinking more EDI related things at the medical school”.

**Themes and quotes from Mentees feedback**

Mentees reported substantial increases in their levels of awareness of the experiences of students from minority backgrounds:

“Professionally it reinforced the need to be aware of the difficulties that some students might face because they do not fit the "stereotype"

The experience also gave mentees the knowledge and confidence to challenge situations:

“It has given me the courage to actually put my foot down about a couple of things. I also think that next time I am the observer/bystander in a situation, I will feel more confident to challenge it.”

There was increased clarity about what can be done to tackle situations, but also awareness of the challenges of making a real impact:

“… there are many challenges that have been identified through thinking about students from minority backgrounds and I believe that manageable solutions (short, medium and long term) can be identified and implemented for many of these. These will make the medical school a better place for both staff and students.”

“Needs some thought as to how it can be scaled up and how impact in terms of our ED and I agenda can be measured. Need to avoid complacency - it is great that it is running but it needs to make a difference to student experience on a wider level”

All mentees who took part in the evaluation felt the scheme was extremely beneficial, both personally and to the medical school:

“Hugely beneficial and not a luxury but an essential part of who we are”

“It's really excellent, an absolute success story. The fact that we have an ethos that facilitates the formation of a scheme like this is very noteworthy”