

Fellowship report April 2022

The opportunity to undertake the Equity, Diversity and Inclusion Fellowship arrived at a time when the daily work as a GP was undergoing a dramatic change due to the pandemic. It was the time when I started to ask myself questions about how I envisioned my career and what I could do to shape my work to meet both, my professional and personal aspirations. Apart from being a doctor and giving my best to be a good one, I have always aspired to get involved in the medical education. I believe that being a good doctor is not the result of an individual effort to perfecting oneself professionally, but it is also the result of one's ability to perpetuate and share their knowledge and skills to the future generations of doctors.

At a time of self-reflection, I received a message from an old fellow colleague who completed a fellowship and shared the adverts for the upcoming fellowships. I felt that message arrived at the right time, so I keenly applied for EDI fellowship.

The Equity, Diversity and Inclusion Fellowship helped me gain knowledge and skills in some many new areas. I learned new group facilitation skills by taking part to the trainees' day release and learning sets, but also by participating to various facilitation skills courses. I learned about the differential attainment in the Wessex Deanery by revising the resources and taking part to the relevant International Medical Graduate meetings.

I chose my project topic after seeing and understanding the significant differential attainment related to the AKT exam. I was privileged to be able to take part to the AKT leads meetings regularly which motivated me to continue my project and gave me ideas of what can be done to improve AKT exam outcomes locally. I was involved in the AKT support learning sets with Dr Alex Macdonald. I was in contact with the trainees and undertaken surveys to understand their needs and their current approach towards the AKT exam. I looked into finding and developing some new tools to help with the AKT exam attainment. The aim of my project was to shift from a reactive approach of coaching and to adopt a larger scale proactive approach. We emphasized on both knowledge and exam technique. We started delivering an AKT awareness presentation at the beginning of ST1 where the trainees had an in-depth walk-through the AKT. We introduced the concept of AKT question writing done by trainees for trainees. The question writing was used a tool for revision and formed part of the AKT mini-mock exams. The question writing exercise has also been an opportunity for the trainees to connect with their peers from early on in their training. Majority of the trainees felt motivated and changed their AKT exam preparation approach as a result of our interventions. They had a shift in their mindset in relation to the AKT exam and recognised the complexity of the exam. They reported they would start preparation earlier than anticipated and felt that the AKT writing exercise was a valuable revision tool which they would continue to engage in. We continued to deliver the AKT awareness session at every induction day since and the trainees continue to take part to the AKT writing exercise. We had 2 mini-mock AKT exams to date. My project was accepted as a poster at the RCGP Conference in October 2021.

Alongside my AKT project, I have been involved in the Culture in Practice Learning Sets in the Portsmouth Patch in a role of co-facilitator as well as lead facilitator. The CIP learning sets have developed across all four patches and I worked closely with the other EDI fellows to develop a joint CIP learning sets. We had our second joint CIP learning set with the rest of the Wessex patches in April and we had satisfactory feedback from trainees so far. I have also taken part and co-facilitated

at the International Medical Graduate Induction Day which was another opportunity for learning, understanding and supporting the IMG trainees across Wessex Deanery.

Another highlight of my fellowship was the opportunity to take part to courses and conferences which I would have not had the chance to attend otherwise. I was involved in the Global Health Day organised across the four patches which was excellently received by the trainees and all participants. The RCGP conference allowed me to enrich my knowledge but also meet and network with other GPs and Fellows across the country.

This fellowship broadened my horizon in regard to GP education and improved my confidence in teaching and group facilitation. As a result of that, I applied for a training programme director role in the Portsmouth Patch. I am currently part of the Portsmouth TPD team involved primarily in the ST1-ST2 teaching and learning. I thoroughly enjoy this role which gives me the chance to not only facilitate, teach and support our trainees, but to also continue implementing the interventions I have started as a fellow.

During my fellowship extension period, I plan to work on two projects for which I submitted two new posters to the WONCA RCGP Conference 2022. One of the projects is a continuation of the AKT writing tool with a more in-depth approach. The second project is related to the support group for the new to NHS and new to the UK trainees I have started recently. Moreover, we jointly submitted a poster regarding the Culture in Practice Learning Groups with the rest of the EDI Fellows. I am hoping to be able to attend the WONCA RCGP Conference and a few other Leadership and Education courses over the next 6 months.

I would highly recommend these fellowships to all the GPs at any stage of their careers as they are enriching opportunity to gain experience in education and culture, but also an invaluable chance to make meaningful changes across Wessex and connect with the other fellow colleagues.

Dr Camelia Zamfir

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