

International Medical Graduate and Differential Attainment End of Year Fellowship Report 2022

Dr Alice Young

I was delighted to be offered a place on the HEE fellowship project and join the International Medical Graduate Support and Differential Attainment team in the Thames Valley. I was given the opportunity to work alongside this educational team which had been brought together six months earlier, with a goal to try and improve the support and wellbeing for international graduates. We also had a focus of reducing differential attainment within this cohort.

Taking part in the fellowship programme came at an ideal time for me, coinciding with a return from maternity leave and wanting to expand upon my clinical role as a salaried GP. I had wanted to further develop and explore my role in education, but not feeling quite ready to jump into becoming a GP trainer this provided a perfect opportunity.

Prior to my work on the fellowship, I had little understanding about what 'differential attainment' actually meant. Learning about the significant differences in outcomes (primarily post graduate examinations) between different cohorts was quite remarkable. I was also surprised to learn that in 2021, 50% of the workforce were in fact International Medical Graduates (IMGs). Understanding that statistically IMGs often don't perform as well in post graduate exams really highlighted the need for further support in this area.

As part of a team, we held regular virtual meetings to brainstorm ideas and update about running projects that had been put in place. I was also able to attend a national meeting 'Differential Attainment; Sharing Best Practice' to learn about successful projects running across the country. In addition to these virtual meetings I also attended two in person strategy days. Following discussion at these meetings, we shared out tasks and projects to develop further, with our shared goal of working towards reducing differential attainment.

During the year, one of my key roles was to help organise and run a 'Global Health Day' for all GP trainees which had been run successfully in Wessex the year previously. This was predominantly an administrative role liaising with our keynote speakers and those running workshops, as well as facilitating and troubleshooting on the day. The day ran successfully with two high profile key note speakers discussing 'The Big Question on Race' and a personal story of a doctor's journey growing up in Afghanistan and seeking refuge alone in the UK without qualification, speaking little English. We had 14 workshops which ran during the afternoon with trainees able to select and attend two sessions each. We had a vast array of subject areas including; treatment of snake bites, expedition medicine, MSF and sustainability in healthcare. The feedback for the day was really positive with an average score of 4.3 out of 5, and hopefully something that can be repeated in the future.

Further to this, I focused upon developing a new website page for international medical graduates to provide a platform to signpost and share resources. To begin with, this involved reviewing the current page and then looking at other training regions' pages assessing what worked well. As a team we brainstormed ideas and then decided upon

subcategories to organise the page. I was able then to collate useful website links for the page to signpost trainees to. After some logistical hurdles, and with support from the administrative team, the website went live in the Autumn.

Throughout the year, I was also able to help facilitate a number of trainee workshops. Some of these were targeted specifically towards international trainees but many were offered to any trainees who wanted further support. I assisted with 'Q & A' eportfolio workshops in the time leading up to ARCP/educational supervisor meetings which had very positive turnouts and feedback. I was also able to help as a facilitator with a consultation skills workshop involving actors which was a new experience for me and something I really enjoyed taking part in and allowed me to further develop my inter-professional communication skills

In addition, I also helped to work on some of the material for inductions across the year groups ST1-3. The first of these was offered to all those individuals new to the NHS, or whom had spent less than 2 years working in the UK. Alongside this, I helped with material for the Cultural Inductions which ran for all year groups to help increase understanding of different cultural norms. There were varying focuses between year groups including discussion about different communication styles and looking at families, relationships and differences in attitudes of physical and mental health. The feedback from these sessions was generally very positive and I hope to contribute towards a poster for the RCGP conference next year with the appraisal of this feedback.

During my fellowship year, I was also able to attend a number of professional and educational meetings including 'Thriving in GP Practice; Your Voice in the Team,' a dyslexia workshop targeted towards educators and also an opportunity to meet with the local Cultural Diversity and Inclusion Network team to hear about their ideas to tackle barriers to speaking up in both primary and secondary care.

My fellowship this year has been an invaluable experience, which has provided me with a unique opportunity to further explore a potential future career involved in medical education. I have developed confidence in my personal skills in facilitation, teaching and delivering feedback; a highly valuable tool when considering an educational role, but also in my day to day clinical role debriefing medical students and GP trainees. I also feel extremely lucky to have had the chance to network with other colleagues across the Thames Valley and Wessex training regions whilst working towards making highly important improvement changes at a local level.