

Final Fellowship Report

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1. Executive Summary

I undertook a year-long IMG Fellowship within the Primary Care/GP School educational team, focusing on improving support for IMG trainees and contributing to work around differential attainment, EDI and cultural safety. My main activities included an IMG experience and support needs survey, contribution to IMG induction, involvement in the *Thriving Beyond Induction* programme, and development of a podcast informed by the survey findings. The fellowship provided valuable opportunities to develop my skills in educational leadership, programme development, facilitation and collaboration, while strengthening my understanding of the factors affecting IMG trainees and the importance of supportive, inclusive educational environments.

2. Fellowship Aims

The overall aim of the fellowship was to work with the Primary Care/GP School educational team to develop and deliver initiatives that contribute to reducing differential attainment and improving support for IMG trainees and educators working with international trainees.

3. Key Activities

IMG Survey

I developed and delivered a survey exploring the experiences, challenges and support needs of IMG trainees in GP training.

The findings demonstrated that challenges were multifaceted. Personal and social adjustment accounted for 40.7% of reported challenges, clinical and systemic differences for 37.5%, and communication and cultural adaptation for 25% each.

Supportive colleagues, peers and supervisors were identified as important sources of support by 62.5% of respondents. However, only 9.4% reported using wellbeing services despite 40.7% reporting personal and social challenges.

The findings reinforced the importance of looking beyond clinical adaptation and considering the wider social, cultural and organisational factors affecting IMG trainees. They also informed subsequent educational work.

IMG Induction

I contributed to IMG induction sessions at different points during the fellowship, supporting planning, facilitation and reflection on trainee feedback.

This provided valuable insight into the concerns of trainees entering UK GP training and reinforced the importance of viewing induction as the beginning of an ongoing process of support rather than a one-off intervention.

Thriving Beyond Induction

I worked with colleagues to plan and deliver the three-month *Thriving Beyond Induction* programme from May to July 2026.

My involvement included contributing to programme design and content, supporting delivery, participating in discussions and presenting. This gave me greater responsibility for educational planning and delivery and increased my confidence as an educator.

Podcast

I developed a podcast series informed by themes from the IMG survey. This involved identifying topics and speakers, coordinating recording, editing episodes and seeking feedback.

The podcast provided an accessible way of sharing experiences and expertise and demonstrated how feedback and evaluation can be translated into practical educational resources.

4. Reflection and Learning

A key learning point was that IMG support needs to extend beyond information and formal teaching. Supportive relationships, belonging, mentorship, clarity of expectations and psychological safety are important to a positive educational experience.

The fellowship also strengthened my understanding of appreciative enquiry and the value of identifying what is already working well rather than focusing solely on problems.

Personally, I became more confident in stepping outside my comfort zone through presenting, facilitating, contributing to programme design and developing the podcast.

I also developed a different perspective on feedback. Rather than seeing it primarily as a training requirement, I increasingly recognised it as a valuable tool for improving my work and supporting professional development.

The fellowship reinforced the importance of collaboration and recognising existing expertise. Educational leadership does not require having all the answers; it involves listening, asking questions and enabling others to contribute.

5. Future Development

I do not currently have an immediate new educational project planned. I intend to take time to reflect and consolidate the learning gained during the fellowship while remaining open to future opportunities in educational development, IMG support, cultural safety and EDI.

6. Conclusion

The IMG Fellowship has been a valuable opportunity to contribute to the educational experience of IMG trainees while developing my own skills and confidence as an educator.

Through the survey, IMG induction, *Thriving Beyond Induction* and podcast development, I gained a broader understanding of the IMG trainee experience and the importance of ongoing, supportive and inclusive educational environments.

The fellowship has strengthened my skills in educational design, facilitation, collaboration and leadership and has helped me move from primarily receiving education as a trainee to contributing to the educational experiences of others.