

Reflective Report: Thames Valley and Wessex Primary Care Fellowship Journey
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Introduction and Setting the Foundation

Starting my Primary Care Fellowship in Thames Valley right after moving to Oxford felt like the perfect alignment of timing and opportunity. Having recently finished my Postgraduate Certificate in Clinical Education, I was keen to step beyond the theory and put medical education principles into practice on the ground. Settling into a new region made this fellowship an incredible bridge to build local networks, connect with experienced educators, and get a clear picture of what was happening across the Primary Care School.

Structured Learning Programme (SLP)

The opening months of my fellowship were dedicated to unpicking what structured learning truly meant in practice. I reviewed few modules on the Post-Graduate Virtual Learning Environment (PGVLE) to assess how suitable they were for our GP ST2 residents. Because this programme was rolling out simultaneously across Thames Valley and Wessex, I teamed up with three Wessex fellows.

Together, we took on the project of evaluating the delivery of this programme. Drawing directly on my PGCert background, I applied Kirkpatrick's Evaluation Model and the CIPP framework to systematically assess the programme's impact. We gathered and analysed both quantitative surveys and qualitative focus group data from residents and facilitators across both regions. (Note: Our full findings, methodology, and recommendations have been uploaded as a standalone document: Combined Thames Valley and Wessex Fellows Evaluation Report).

Working on this project pushed me to develop several new skill sets:

- Online Facilitation & Digital Platforms: I gained hands-on confidence running interactive online sessions and navigating platforms like SharePoint.
- Working with Senior Leaders: I really enjoyed collaborating alongside senior Training Programme Directors (TPDs), which gave me valuable insight into educational leadership and programme delivery.

Simulation-Based Education (SBE)

Alongside my structured learning work, I focused on bringing Simulation-Based Education into primary care training. I completed simulation faculty training at OxStar in Oxford, where I undertook e-learning and practical training covering:

- Writing and structuring simulation case scenarios.
- Establishing a safe, supportive learning environment for participants.
- Training simulated actors and briefing learners effectively.

I then coordinated with the simulation suite at Oxford Brookes University to design and run a dedicated simulation day for our structured learning ST2 residents, focusing on common primary care presentations.

- Resident Feedback: The cohort gave very encouraging feedback. Trainees particularly valued having professional actors and structured debriefs, noting: *"Very useful to have actors to role play scenarios with cases, with immediate feedback,"* and *"The debrief was very good... took a lot away from that and opened with learning objectives."*

- Leadership Feedback: I also gathered leadership feedback for my own personal development to reflect on how I organized and ran the day. TPDs and the Associate Dean highlighted my thorough preparation and calm leadership, noting: *"Demonstrated the ability to take ownership of a full-day educational programme comprehensively... calm control and efficient collaborative leadership."*

To make this work sustainable, I created reusable case decks from these scenarios. I am currently seeking approval to have them uploaded to the PGVLE so future resident cohorts can benefit from them.

Co-Hosting the Regional Fellowship Conference

To wrap up our fellowship year, I joined the organizing committee for the end-of-fellowship conference in Southampton. My colleague and I hosted the day, which pushed me well outside my comfort zone as I had never led an event of that size from start to finish.

The confidence and encouragement I built up throughout the fellowship gave me the push I needed to take it on. Stepping up to host taught me huge lessons in public speaking, large-group communication, event coordination, venue logistics, running icebreakers, and managing conference IT needs.

Feedback from the day made the effort entirely worth it, with attendees sharing: *"The organisation was really good. The hosts did a very good job"* and *"Great chance to network and know more... really excellent!"*

Conclusion and Next Steps

I want to end by saying a huge thank you to my mentor and the fellowship programme facilitators for all their support, guidance, and encouragement over the past year. This fellowship has truly cemented my passion for combining medical education with my clinical career. Looking ahead, I have signed up to become a GP trainer and am genuinely excited to take on further educational roles and opportunities as my career develops.