

REFLECTIONS ON SHARING BEST PRACTICE ON INTERNATIONAL MEDICAL EDUCATION

DR. SAFIYA VIRJI

MBBS MRCGP

BSC (MANAGEMENT)

MA (MEDICAL EDUCATION)



Medicine **2nd** and Dentistry **1st** in England, Complete University Guide 2021
Medicine and Dentistry **1st** in London, NSS 2021
Medicine **4th** in world for research citations, QS World Rankings 2020



ABOUT ME

- GP
- TPD and ES (Luton VTS)
- NHS appraiser
- Educational Supervisor for GP with conditions on practice (LMC)
- Deputy Head Year 3 (QMUL)
- Senior Clinical Lecturer (CBME/QMUL)
- Erasmus+ Project Lead (IHSE/QMUL)
- Clinic Lead (A World Without Barriers)
- Mum and foster carer



Medicine **2nd** and Dentistry **1st** in England, Complete University Guide 2021
Medicine and Dentistry **1st** in London, NSS 2021
Medicine **4th** in world for research citations, QS World Rankings 2020



TELL ME ABOUT YOU!



What do these themes mean to you?

Development and scholarship

Prioritising wellbeing

Sharing best practice

International Medical Graduates

Higher Education

Reduce prescribing

Postgraduate GP training

Primary care

Julian Tudor Hart's
Inverse care law

Improving patient experience

Competitive specialty training pathways

Improving economy/reduce financial burden on the country

Trainer's workshops

Clinical supervision

Duty to welcome refugees

ERASMUS+ PROJECT

- Collaboration
- Creation of a primary healthcare diploma
- Hybrid
- Budget
- 'Trainee' vs Trainer needs
- Sustainability
- Recognition
- Inclusivity
- Barriers
- Key learning points



BENEFITS OF COLLABORATION

- With whom?
- Qualities of good collaboration
- Scholarship and recognition



HOW TO DESIGN A PRIMARY CARE DIPLOMA

- Participants
- Knowledge gaps
- What problems are being faced?
- What is best practice?
- Funding / Project 'owners'



DELIVERY

- What *factors* influence how you will deliver your change?
- How can you make it *inclusive*?
- How can you accommodate for different *learning styles*?



Co-funded by the
Erasmus+ Programme
of the European Union

 **Queen Mary**
University of London
Barts and The London

Medicine **2nd** and Dentistry **1st** in England, Complete University Guide 2022
Medicine and Dentistry **1st** in London, NSS 2022
Medicine **4th** in world for research citations, QS World Rankings 2020

NHS

Health Education England

BUDGET

- Do you know what's available to you and over what time frame and for what activities?
 - Often budgets specify what activities at what number of hours can be claimed
- Thoughts on working for free?!
- Can be liberating to make decisions on what would enhance a project (out of box thinking)



WHO ARE THE REAL RECIPIENTS OF YOUR WORK

- Initially GPs (who haven't undergone ST)
- Who else is part of the learning environment?
- Be prepared for simultaneous curriculum development alongside educational delivery



WHAT HAPPENS WHEN YOUR ROLE ENDS

- What can you integrate in your work to make it sustainable?



Co-funded by the
Erasmus+ Programme
of the European Union

Queen Mary
University of London
Barts and The London

Medicine 2nd and Dentistry 1st in England, Complete University Guide 2021
Medicine and Dentistry 1st in London, NSS 2021
Medicine 4th in world for research citations, QS World Rankings 2020

NHS

Health Education England

RECOGNITION

- Who made the change happen?
- Who was part of the wider learning experience?
- How can you ensure they are given the recognition they deserve?
- How do you discuss this in a timely manner?



BARRIERS

- What is stopping you from doing what you think is best?
- Significance of what you think is best vs what works for others
- What is stipulated in work packages
- Finance manager and processes
- Language (cultural understanding)
- Distance
- Economy
- Culture



KEY TAKE HOME POINTS

- Wellbeing is a thing!
- Feedback is a dialogue!
- Is there a hierarchy?
- International work has less boundaries
- Collaboration is crucial (co-creation)
- Ways to share best practice throughout



WHAT PARTICIPANTS FOUND USEFUL

- Embracing culture
- Challenging hierarchy
- Understanding that medical education is often not about guidelines
- Respecting the position of the patient as an equal
- Recognising that questioning how they are feeling is a legitimate part of a consultation
- Empowered to challenge change (techniques)



DISCUSSION...



Co-funded by the
Erasmus+ Programme
of the European Union

 **Queen Mary**
University of London
Barts and The London

Medicine **2nd** and Dentistry **1st** in England, Complete University Guide 2022
Medicine and Dentistry **1st** in London, NSS 2022
Medicine **4th** in world for research citations, QS World Rankings 2020

NHS

Health Education England