**Aleem Ahmed**

**UHL Clinical Teaching Fellow**

My name is Aleem Ahmed, I am an Infectious Diseases SpR working in Leicester Royal Infirmary and I have spent the last 18 months working as Clinical Teaching Fellow in UHL’s Postgraduate Clinical Education Centre.

Having working in Leicester since 2015 I have really enjoyed working with our large and diverse group of Locally Employed Doctors who are mostly International medical graduates. Over this time I have also realised that they could use a bit more support as they have often recently arrived to the UK and are new to the NHS. That is why I took the decision to try and work with them to help provide some extra support and teaching.

One of the first things I did was try and meet as many LED’s as possible to explore their experiences and importantly what they want themselves in terms of support when starting a new job in the NHS. I arranged small feedback sessions and also added a few LED specific questions to our biannual UHL junior doctor survey. We put this information together, along with my own experiences of working alongside them clinically and formulated an action plan for the following year.

The first things we did was build a communication network so we could contact them and also to encourage networking with each other. We have around 250+ LED doctors working across 3 sites in Leicester so this had previously been a big challenge. We did compile as accurate a mailing list as possible but our most effective way of communicating has also been in the form of a large whatsapp group. We simply shared the invite link out to as many LED’s as possible and spread the word via social media and to this date we currently have 137 members of the group. It is growing all the time and I have found it to be an incredibly effective way of disseminating relevant information.

Looking at the results of our UHL survey in particular, we realised that LED’s preference is actually for teaching opportunities out of hours. This made sense as previous LED teaching events offered during work hours had limited attendances as they often reported more difficulty in getting study leave to attend compared to doctors in formal training programs. We therefore decided to offer various out of hours teaching events.

Firstly we offered an evening seminar of Lectures once a month from 5.30pm to 8pm. This involved 2-3 talks covering clinical, career progression and wellbeing related talks. The wellbeing talks in particular (such as “How to buy a car” and “Tips for buying/renting a house”) were particularly well received as they were very relevant to this group of doctors. We also offered good food and plenty of snacks with some dedicated time to network in these events. Often these sessions involved an informal Q and A component which was also well received with a very wide variety of advice being dispensed by myself and other speakers.

Secondly we offered weekend courses covering communication skills, procedural skills, simulation training and lastly mock interviews. We offered these courses for free at least 1 Saturday a month and created bespoke scenarios for LED’s. We had excellent facilitators and tailor made relevant scenarios for the LED’s and the feedback for all of these has been very positive.

Lastly we also created a Teaching Improvement Course for LED’s. We developed new content for this with a focus on equipping and enabling LED’s to get involved in more teaching opportunities within UHL. We specifically focussed on presentation skills, bedside teaching practice and also talked about their experiences of medical education abroad.

In the future we aim to create a lunchtime teaching program and also plan to empower LED’s to help deliver programs like this to other LED’s within UHL. We want to continue to improve the working environment for our LED in UHL and also pay particular attention to their own health and wellbeing and needs.

Everything I have done during this job would not have been possible without the excellent Clinical Education Department that I work in and all the support from my supervisors including Dr Nicolette Morgan, Joanne Kirtley, Rebecca Marriot, Professor Sue Carr, Dr Dilesh Lakhani and Mr Mark McCarthy.