

Innovating and Leading Change: A Practical Guide to Implementing a Regional ST1 Teaching Course



T.Whitby¹, A Cleator², Kilroy I³, Dewhurst C²

¹ Alder hey Children's Hospital Foundation Trust. ² Liverpool Women's Hospital, ³ Warrington Hospital Foundation Trust

Aim:

The RCPCH requires that all three written exams be passed by the end of ST3 (level 1) training. Failure to do so prevents trainee progression. However, many trainees struggle to pass examinations on first sitting. In response, **in 2014 we set up an exam preparation course that readied trainees for the FOP and TAS examinations within the first 6-12 months of training**

Methods:

A pre and post course online questionnaire (5-point likert scale) was sent to all trainees after the 2019 course. It evaluated trainee confidence in passing the exam and confidence with RCPCH question style. In addition, open-ended questions sought to identify problems with the teaching programme and barriers to attendance.

Results:

All trainees reported improved confidence in their ability pass their exams and answer MCQ style questions.

- Trainee confidence in passing the FOP/TAS exam improved from 51.8% pre-course to 87.2% post course.**
- Trainee confidence in answering RCPCH exam style questions improved from 48.2% pre-course to 100% post course.**

Areas identified as requiring course improvement included:

- Teaching style:** Non-interactive power point, limited MCQ practice
- Course timing:** Trainee exhaustion from 4-day course run consecutively
- Funding:** Reliance on sponsored lunches

Conclusion & Discussion:

Over the last 6-years, by analysing trainee feedback and working together with the head of school, we have been able to develop a unique course, which provide a high-quality teaching to prepare trainees for their FOP/TAS examinations.

One of the key contributors to our success was continuously changing the course teaching style:

- Power points were replaced by interactive one-hour cased based discussions, paired with best of five and extending matching questions
- Problems with accessibility were addressed by holding the course immediately prior to the trainees starting their training programme. This maximised trainee attendance rates as it has avoided the needed for study leave applications.
- Breaking the four-day course up by running it either side of a weekend has ensured trainees are energised and productive. Sponsored lunches required trainees to engage in presentations during their breaks.
- The top slicing of the study leave budget has allowed us to provide food and drink, giving the trainees a much-needed rest.

