Aims We developed a regional teaching programme for Paediatric trainees, with the main aims of integrating patients as educators, providing RCPCH curriculum-matched teaching through case-based learning and promoting the sharing of good practice.

Methods The region boasts a wealth of expertise in both general and specialist Paediatric care. The training programme relies on the acquisition of knowledge and experience as trainees rotate through various posts in the region.

Verbal feedback highlighted difficulties for the trainee, in gaining exposure to all specialist areas and the absence of regional curriculum-matched teaching for Level 1 trainees. There is a growing focus on the patient experience in undergraduate curricula, but we observed less focus in postgraduate education.

We developed a monthly regional teaching programme, which launched in 2014. These were 2-hour evening sessions held at a central location. Sessions included the unique feature of a patient/parent talk, SHO and SpR delivered case presentations and keynote Consultant talks. To ensure sustainability and expose to all sub-specialist services, each “C-EX” was organised by a different Trust, with the aid of an electronic session planning “C-EX package”.

Results A series of seven sessions were carried out with all Trusts enthusiastically hosting a “Case Exchange” session. There were approximately 25 attendees per session ranging from medical student to consultant level.

Feedback questionnaire data was sampled from one session. A semantic differential scale was used to evaluate usefulness and presentation quality (1=very poor, 5=excellent). 23 out of 27 attendees completed a questionnaire. For usefulness, the percentage of responders scoring “excellent” for the patient/parent talk, consultant talk and trainee case presentations were 95%, 90% and 78% respectively. For presentation quality, this was 86%, 83% and 48% respectively. Attendees commented: “it was refreshing to hear the patient experience” and that “the patient session has changed my future practice”. Demonstrating its success, the “Case Exchange” is being implemented in other regions.

Conclusion The “Case Exchange” highlights the value of involving patients/parents in learning events, thus we recommend its formal integration into postgraduate teaching. Offering patients a platform to share their views, we empower them to shape our training and reinforce the mantra of patient-centred care.