Abstracts

Methods This was a qualitative study, using questionnaires and semi-structured interviews. The population studied was ST4–6 Paediatric trainees in a single deanery. After questionnaire analysis a range of trainees were selected using purposeful sampling for more in-depth semi structured interviews. Thematic analysis was used for the analysis of interview transcripts and questionnaire responses.

Results Trainees valued some aspects of MSF, namely 1) the positive feedback it provides to trainees, 2) the opportunity for senior feedback and verbal discussion with supervisors. However all trainees felt that the full potential of MSF was not being fully realised, with concerns about 1) lack of meaningful feedback, 2) insufficient support to use feedback given, and 3) self-selection.

Conclusions The potential learning and development from MSF is not being optimised whilst it is in its current format. Trainees recognise the potential value of MSF, but at present the feedback is predominantly positive, and negative feedback received rarely translates into behavioural change. The need to end self-selection was repeatedly mentioned as crucial to encouraging the receipt of meaningful feedback, and the system needs to change to enable opportunities for giving and receiving meaningful feedback.

G187(P) Aiming for the APEX – Real-time Assessment of Teaching Using Medical Students in a Compulsory, Multi-station Postgraduate Assessment to Assess the “Does” at the Top of Miller’s Pyramid

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Aims The Royal College of Paediatrics and Child Health’s (RCPCH) START assessment (Specialist Trainee Assessment of Readiness for Tenure) is a multi-station, scenario-based, formative assessment of consultant readiness.¹ It is undertaken in the penultimate year of paediatric training and has been held 5 times since 2012. It consists of 12 scenarios (stations) mapping to the General Medical Council’s Good Medical Practice domains. One of the areas assessed is teaching. We report an innovative scenario used in this assessment.

Methods To assess trainees at the top of Miller’s pyramid² the authors developed a novel station for the START assessment. The trainees were asked to prepare a micro-teach in the 4 min preparation time before the station which they then delivered during the 8 min station to two medical students who were in the first week of their paediatric attachment. Medical students were recruited from University College London Medical School. Topics related to general paediatrics. An assessor observed the

teaching delivered by the trainee in the station. Feedback for this scenario and the whole assessment, benchmarked against described standards, is released some weeks later to the trainees’ e-portfolio.

Results Thirty one medical students role-played across 3 sittings. Thirty (97%) responded to a survey about their experience. The majority of students found the experience useful and enjoyable (Figure 1). Only 1 (3%) student said they would not role-play for this assessment again. All replied they would, or may, recommend it to other medical students. Twenty five (83%) wanted to be a paediatrician, 14 (37%) had already decided before this role-play. Only 1 (3%) medical student felt they should not have some part in feeding back to the trainees.

Conclusion Using medical students for a live teaching within a high-stakes, multi-station assessment is novel. It reaches the top of Miller’s pyramid and maps to real life. The medical students who were taught found it worthwhile. For many of them it confirmed their desire to be a paediatrician (Figure 2).

Abstract G187(P) Figure 2

REFERENCES

- 1 www.rcpch.ac.uk/start
- 2 Miller GE. The assessment of clinical skills/competence/performance. *Acad Med*. 1990;65(9):S64–S67

G188(P) Aiding Transition from ST3 – ST4 in Paediatric Trainees. The Results of a Survey of Both Trainees and Trainers

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Aim To assess how well prepared ST3 paediatric trainees felt they were prior to becoming middle grades. What steps had they taken to aid this and what measures had they felt could be

Useful and enjoyable	1	2	3	4	5	Total and utter waste of my time
Rating:	37%	53%	10%	0	0	

Abstract G187(P) Figure 1 Medical student responses to the question ‘You kindly participated in the START assessment. What did you think of the experience?’