medical trainee satisfaction. With junior doctor morale at an all-time low, we set out to improve the quality of communication in our region, as well as to enhance trainee education and collaboration.

Methods We surveyed trainees on their use and opinions of current regional communication channels – a School of Paediatrics website, emails, and a trainee-led Facebook group. Survey results were used to guide the development of a new networking platform, The Hub.

Results The existing School of Paediatrics website was infrequently used; 94% of trainees accessed it a few times a year or less, mostly to obtain forms and policies. While the trainee-led Facebook group was more frequently viewed, active participation was uncommon. Over 80% of trainees agreed that a region-wide networking platform would be valuable. The most requested features were sub-specialty interest groups, regional information including training opportunities, and a calendar of work and social events.

Several online platforms were assessed for hosting The Hub; the open-source Trello was chosen for its free availability, ease-of-use, and clearly defined privacy and information policies. We created a central School of Paediatrics Hub, as well as boards for different training levels and committees, and several sub-specialty interest groups.

While trainees are the core Hub members, representatives from the School of Paediatrics and other colleagues also contribute. Content is user-generated and published live, allowing for dynamic collaboration, discussion and resource sharing. In the first four months, over 90% of trainees in the region joined; members created 222 new 'cards', and shared 445 comments and 221 attachments. The Hub is updated and extended based on feedback and demand.

Conclusion The Hub consolidates several disparate communication channels, and should enable more effective peer-to-peer networking and collaboration. The flexible platform continues to evolve based on members' needs, and could be expanded to other regions and specialties. We aim to conduct further surveys of Hub members to assess the impact on communication and to guide future improvements.

G103 THAT'S WHAT CHUMS ARE FOR – BENEFITS OF A MEDICAL STUDENT PAEDIATRIC VOLUNTEERING SERVICE

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Aims Medical students from the University of Manchester interested in a paediatric career started a society called CHUMS (Children's Hospital University of Manchester Students). The primary aim was to improve patient and parent/carer experience by providing play sessions at Royal Manchester Children's Hospital (RMCH). A secondary aim was to assess the impact sessions had on patient mood and pain scores.

Methods CHUMS is run by a student committee and is a recognised University society. It is overseen by two RMCH paediatric consultants and is supported by the Trust's 'Transform Together' team. Student volunteers are recruited through an application process and undergo play therapy training.

Volunteers attend 4 of the 7 wards and PED. Questionnaires are collected from the children to assess their mood (range: very unhappy to very happy) and pain scores (range: 0: no pain to 9: worst pain) before and after the session. Parent/carer questionnaires are collected to assess quality and appropriateness of sessions. Wilcoxon signed-rank tests were performed to compare scores.

Results CHUMS has provided weekly, 2 hour, evening play sessions during the academic year since 2013. A total of 111 parent/carer, 80 0–12 year old and 33 12–16 year old questionnaires were collected. Primary Aim

CHUMS is very popular with the children, especially the long term patients. 92% of parents/carers strongly agree their child enjoys time with the volunteers; 96% wish volunteers could spend more time with their child. Secondary Aim significant improvement is seen in pain and mood scores in both age groups; most notable are pain scores in 0–12 year olds with mean score improving from 2.39 before to 1.56 after the session ($p=0.002$).

Conclusion CHUMS has received tremendous feedback from all involved and has won the PiccaLilly award from the NHS 'Academy of Fabulousness'. It has demonstrated effectiveness in its primary and secondary aims. Its success has inspired a similar initiative, known as Hospital Buddies, on the stroke ward at Manchester Royal Infirmary.

G104(P) SIMULATION IN COMMUNITY PAEDIATRIC TRAINING – A NEW DIMENSION

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Introduction Simulation in medical education aims to recreate a real-life scenario to teach clinicians about dealing with clinical situations before they encounter them in their actual practice. Although simulation has been extensively used in acute paediatrics, its use in community paediatrics is still suboptimal. We believe that community paediatric simulation will create a better rapport between doctors and families, minimise complaints and increase the confidence of doctors dealing with difficult cases. Our aim was to assess the viewpoint of paediatric trainees on the application of simulation teaching in community paediatrics.

Methods We performed a cross-sectional study to look at the perception of level 2(ST4-ST5) and level 3 (ST6-ST8) on the use of simulation teaching in community paediatrics. We collected the responses from trainees using the online survey tool on SurveyMonkey. The figures were analysed on Microsoft Excel, and the qualitative data was collated on Microsoft Word.

Results 27 paediatric trainees responded to our survey, of whom 24 (89%) had used simulation previously. None had used simulation as part of community teaching. The others stated that they had come across simulation as part of their neonatal and acute paediatric training. 83% of trainees stated that the concept of simulation in community paediatrics had never been introduced to them.

18 trainees (67%) expressed their wish to have simulation teaching as part of their community training and stated that it would be beneficial in a number of areas such as breaking