Discussion at a time when peer support methods were arguably needed more than ever.

**Objectives** To pilot a facilitated peer support session in a virtual format and assess the acceptability of the format for trainees.

**Methods** A themed discussion entitled ‘In This Bleak Midwinter’ was incorporated into the January 2021 regional ST3 trainee study day, which was convened virtually via Zoom videoconferencing software. 21 ST3 trainees were split into three virtual breakout rooms, with at least one trainee per group given a short briefing beforehand and asked to prepare something to begin the discussion. One trainee was removed from the session due to camera issues, as the faculty felt video was crucial for maximising engagement with the session and maintaining the trust necessary to develop a ‘safe space’ for open discussion. Three members of a local chaplaincy team, trained in Schwartz and Balint methodology, facilitated group discussions which lasted for approximately 55 minutes. A scheduled break followed to allow trainees to reflect and recover before continuing with the rest of the day’s programme. Feedback was gathered via anonymous online survey.

**Results** 85% of trainees rated the session as ‘excellent’ on a five-point Likert scale, the most positive rating possible. 58% of respondents specifically mentioned the session in a free text question asking ‘three good things about the day’. Three trainees stated in a free text question asking ‘how could the day be improved?’ that they would like facilitated peer support sessions to be scheduled during every monthly teaching programme. One trainee subsequently sought professional help for their mental health and directly cited the session as a programme. Feedback received the confirmation of their placements and their job sharers well in advance.

**Conclusions** The considerable positive feedback suggests that facilitated peer support sessions can be successful when held in a virtual format. Data on lasting effects were not gathered as this seemed the main thing to begin the discussion. One trainee was removed from the session due to camera issues, as the faculty felt video was crucial for maximising engagement with the session and maintaining the trust necessary to develop a ‘safe space’ for open discussion. Three members of a local chaplaincy team, trained in Schwartz and Balint methodology, facilitated group discussions which lasted for approximately 55 minutes. A scheduled break followed to allow trainees to reflect and recover before continuing with the rest of the day’s programme. Feedback was gathered via anonymous online survey.

**Paediatricians with Expertise in Cardiology Special Interest Group**

**1418 ARTERIAL FUNCTION IN PREADOLESCENT CHILDREN WITH CONGENITAL HEART DISEASE: A SYSTEMATIC REVIEW**

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**Background** Congenital heart disease (CHD) can increase long-term cardiovascular disease risk. Studying arterial stiffness, an independent predictor of cardiovascular morbidity and mortality, can improve understanding of the pathophysiology of cardiovascular disease in CHD.

**Objectives** To systematically review the literature to examine how CHD affects arterial stiffness in children ≤ 12 years, following PRISMA guidelines.

**Methods** PubMed was searched using the terms: ‘pulse wave velocity’ (PWV), ‘carotid intima-media thickness’ (cIMT), ‘arterial stiffness index’ (SIx), ‘flow-mediated dilation’ (FMD), ‘flow imaging’, ‘laser flow Doppler’, ‘venous plethysmography’, ‘cardio’ magnetic resonance imaging’, ‘aortic intima-media thickness’ (aIMT), ‘vascular ultrasound’ and ‘neonatal’, ‘paediatric’, ‘infant’, ‘child’. Case reports, case series, reviews, commentaries, conference proceedings, animal studies, articles not in English and articles with children >12 years were