Abstract 1694 Table 2 Assessment scores pre- and during COVID-19 pandemic

		Pre-COVID-19 (n=34)	COVID-19 (n=15)
Cognition	Standardized score, mean	101.0 (12.3)	-
	(SD)	92.9 (18.0)	89.2 (14.9)
	Bayley-III		
	PARCA-R		
	Scores <85, n (%)	2 (5.9)	-
Language	Bayley-III	8 (23.5)	4 (26.7)
	PARCA-R		
	Standardized score, mean	98.3 (16.3)	-
	(SD)	94.4 (12.9)	89.8 (17.0)
	Bayley-III		
Language	PARCA-R		
	Scores <85, n (%)	7 (20.6)	-
	Bayley-III	10 (29.4)	7 (46.7)
	PARCA-R		

PARCA-R scores showed good concordance although more children received scores below 85 with PARCA-R than Bayley-III, particularly in cognition (tables).

COVID-19 (April 2020 – January 2021)

22/27 (81.5%) eligible children had a video consultation. PARCA-R scores were available on 15 (55.6%). Compared with pre-COVID-19, a larger proportion of children had language development standardised scores below 85 during the pandemic (table 2). We did not have sufficient power in our sample size to perform formal statistical testing.

Conclusions Pre-COVID-19, PARCA-R was concordant with Bayley-III scores and was considered a valid alternative assessment. During the pandemic, questionnaire completion rates fell and lower standardised scores were achieved. Our cohort is small and the reasons for this require further investigation.

RCPCH Trainees Committee

1695

A TRAINEE-LED INITIATIVE TO IMPROVE ENGAGEMENT WITH DEANERY WIDE TEACHING AND THE DEVELOPMENT OF A LEARNING PLATFORM FOR NORTH WEST PAEDIATRIC TRAINEES

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Background Deanery teaching for Greater Manchester and Lancashire (GML) Paediatric Trainees previously occurred monthly in Central Manchester. This was poorly attended as our deanery covers a wide geographical area so trainees did not have the option to drop by for part sessions if they were on call, those on nights and leave would miss it completely and rota pressures meant some trainees were left holding the fort on the ward resulting in missed and unequal learning opportunities. Covid brought further challenges of shielding trainees who could not safely attend and restrictions on face to face teaching.

Our aim was to overcome these challenges by developing an online learning platform for GML paediatric trainees where deanery teaching can be accessed virtually and provide an online home for trainees to encourage engagement with other learning opportunities.

Objectives

- Develop a GML Paediatric website to act as an online home for trainees
- Reduce barriers that prohibits attendance at deanery teaching
- Build an archive of secure teaching videos for education that can be accessed remotely 24/7
- Provide flexibility so trainees can engage with learning around their home and work life
- Improve engagement with learning by promoting the website and educational opportunities on our new social media page
- Developing a GML logo bringing together trainees all across our region

Methods

- Trainee led committee
- Launch of an online advanced learning platform allowing recording capabilities and secure storage of deanery teaching allowing sessions to be watched live from home, work or stored to watch later
- Acquired funding for recording equipment
- Develop a GML trainee website acting as an online home for trainees, promoting all regional education opportunities
- Devise a webinar series as a resource for trainees on core subjects and career advice
- A diary of all study leave opportunities available to trainees on the website
- 'Communicating the vision' to trainees via Twitter and a new online education newsletter

Results

- Pre project only 13% of trainees attended deanery teaching
- Post project attendance at deanery teaching has increased by 96.6%
- There have been 317 visits to our new GML Paediatric website in 3 months- this is at least 3 views per day
- Increased social media presence directing trainees to visit the website

Conclusions We have demonstrated how a dedicated committee of trainees has significantly increased the number of attendees at deanery teaching and increased trainee engagement with learning opportunities through the development of an online learning platform despite being in the mists of a pandemic.

British Society of Paediatric Gastroenterology, Hepatology and Nutrition

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RISK OF CONGENITAL DIAPHRAGMATIC HERNIA AT EARLY AND ADVANCED MATERNAL AGE: RESULTS FROM A POPULATION-BASED COHORT STUDY IN ENGLAND

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