Methods A paediatric near-peer teaching (PNPT) group was set up to design, develop and deliver monthly virtual teaching sessions. This was based on the RCPCH Progress Level 1 curriculum. All ST1-2 trainees in the Wales School of Paediatrics were invited to attend these sessions. More senior paediatric trainees delivered both general paediatric and neonatal topics (including practical procedures).

Results Forty-seven trainees from North and South Wales attended the sessions during the last academic year (2020-2021). Feedback for the sessions has been extremely positive. Trainees feel that these virtual sessions are more relevant at their level and enjoyed teaching via peers. They opined the need for NPT and the emphasis on matching it to the RCPCH Level 1 Progress curriculum. Suggested areas for improvement included communication and study leave provision.

Conclusion PNPT has benefited both attendees and facilitators. We hope this will foster interest in the academic pathway and equip trainees with transferable skills as future educators. Trainee feedback will be used to improve future PNPT sessions. In addition, we hope to share the barriers to attendance at these sessions with paediatricians across Wales.

Aims Gamification in medical education is an evolving concept. It can make learning fun, memorable and more effective. Some core paediatric topics like developmental milestones can be challenging for medical students to retain. Fun-based learning relies on progress mechanics, and moderate evidence has been established for broader pedagogical purposes. Our research project was designed to compare lecture-based teaching versus game-based teaching on paediatric developmental milestones.

Methods Virtual focus groups were carried out with year 4 and 5 Cardiff medical students. They were split into two groups, the lecture-based group and the game-based group. Each group did a 10-question quiz before and after the teaching to assess short-term memory retention. Each group also did a questionnaire of their views and experiences of the teaching methods.

Results Quiz scores, on average, decreased by 6% after the lecture and increased by 8% after the game. These results support that game-based teaching of milestones is more effective for short-term knowledge retention. The decrease in scores for the lecture group is unexpected but could be attributed to didactic teaching. Both methods of teaching had similar scores for satisfaction with a variety of different strengths and weaknesses.

Conclusion Our study has shown that gamification, when used effectively, can promote experiential learning. We have combined a theoretical framework with practical experience to develop a fun based learning activity. We have identified areas of improvement for our virtual game. We want to share our vision and promote the usage of gamification in undergraduate paediatric medical education.

Aims Despite being a popular specialty at the undergraduate level, paediatrics lags behind most other medical and surgical specialties for postgraduate recruitment. As many individuals decide on their future career choice while still in medical school, it is important to identify the factors that attract individuals to a career in paediatrics. The aim of this study therefore, was to determine the positive influencing factors determining paediatrics as a career choice.

Methods A systematic review of primary research articles was conducted searching Medline, Embase, ERIC and Google Scholar, in accordance with the Preferred Reporting Items for Systematic Review and Meta-Analyses recommendations. Studies exploring medical student, junior doctor and current paediatricians’ perceptions of paediatrics were included. Factors affecting career choice were identified.

Results Eight studies out of a possible 705 met the inclusion criteria and were included in this review. Five key influencing themes were identified. These were: early undergraduate and clinical exposure to paediatrics; the presence of role models and mentors; an enjoyable working atmosphere and varied clinical work; a personal commitment to paediatrics; and working with children.

Conclusion Medical students are drawn by the wide clinical variety in paediatrics, enjoyable ward atmosphere and enthusiastic colleagues. Given the importance of early clinical exposure in determining student motivation, paediatrics needs to do more to advertise the wide variety of clinical and research work available, starting early in medical school. Medical students need to be offered more opportunities to experience the specialty through student selected components, summer schools, or workshops, requiring coordination between medical schools and regional paediatric departments.

Aims Objective timely provision of an accessible virtual teaching programme for paediatric trainees to supplement their preparation for the new remote MRCPCH clinical exam format. Background membership to the Royal College of Paediatrics and Child Health (MRCPCH) is attained following successful completion of both theory and clinical components of the RCPCH-led examinations.

Based on an OSCE-style structure, practical exam candidates rotate through various stations assessing different clinical and communication skills. During the COVID-19 pandemic