identified learning needs. Using professional actors with experienced faculty allowed trainees to develop vital skills in a safe and realistic environment.

Feedback was overwhelmingly positive, and we are planning to run another similar workshop in early 2022. We hope to develop a bank of scenarios that can be used to develop and hone the skills that Paediatricians of the future need to communicate effectively with children, young people and their families.

150 **PAEDIATRIC CLINICAL TEACHING FELLOWS IMPROVE MEDICAL STUDENT EXPERIENCE**

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**Aims** Clinical Teaching Fellows (CTFs) are doctors who are employed to teach, bridging the gap between medical education and clinical practice. Worcestershire Acute Hospitals NHS Trust (WAHT) decided to employ a senior paediatric trainee (ST4+) as a paediatric Clinical Teaching Fellow (CTF). This project evaluates the feedback over the course of four academic years, two years with a paediatric CTF and two years without. The aim is to establish if having a paediatric CTF improves student experience and feedback.

**Methods** Data were collected from local end of placement feedback and University of Birmingham (UoB) feedback. All feedback was anonymised by the undergraduate department and UoB respectively.

**Results** We analysed a total of 67 feedback forms from September 2018 until January 2022. During this time there was a CTF employed from September 2019 to September 2020, and from September 2021 to January 2022. 30 were local feedback forms - 9 from student placements with no CTF and 21 from placements with a paediatric CTF. There were 37 UoB feedback forms – 23 from placements without a CTF and 14 from placements with a CTF.

Students rated their overall experience of the paediatric placement from one to ten on their local feedback forms, where one = awful and 10 = wonderful. 33.3% of students gave the placement an overall score of 9 or 10 in the placements without a CTF, compared to 85.7% of students with a CTF during their placement (table 1).

Local feedback was collected on the student’s perspectives of the timetable. In the placements with a CTF, all students felt that the timetable was ‘about right’, compared to only 33.3% without a CTF. In placements without a CTF most (44.4%) of respondents felt the timetable was ‘too quiet’.

The UoB feedback showed that 78.6% of students on placements with a CTF stated that they ‘strongly agree’ that they were able to meet the learning objectives of the placement. This compares to only 17.4% of students on placements without a CTF.

Students must complete mandatory assessments during their placement. UoB feedback shows that students feel they can get these assessments completed more easily when a CTF is present. 78.6% of students on placement with a CTF ‘strongly agreed’ that they were able to complete assessments without difficulty, compared to 43.8% without a CTF (table 2).

The qualitative data collected from the feedback forms showed that students found the experience of having a senior paediatric doctor as a CTF extremely valuable. Every feedback form received during the placements with CTFs mentioned the CTFs as a highlight of the placement. Both the local feedback and UoB forms ask the students to note any members of staff who were especially helpful – the paediatric CTFs were mentioned by every student. This highlights how much of a positive impact having a paediatric CTF had on the students at WAHT.

**Conclusion** Having a paediatric CTF improved feedback and enhanced student experience during their paediatric placement at WAHT.