and clinical examinations acquired over adult clinical exposure are not entirely transferrable to children hence it is anticipated that they do so with apprehension.

Methods A questionnaire was developed and made available online. The list of clinical skills and examinations used in this questionnaire were derived from the set of learning objectives provided to students prior to their placement. In addition to basic demographics, frequency of clinical skills, history-taking and the confidence at which they were performed were collected. Data was collected from 90 medical students.

Results Only a proportion of students could identify a cardiopulmonary arrest on their attachment. This could be explained by lack of confidence in interacting with children. It appears that District General Hospitals offer more learning opportunities in paediatrics than tertiary institutions.

Conclusions Learning objectives are not being met by all students on attachment at St George’s Medical School London. This could be due to the lack of learning opportunities such as teaching, feedback given and varying clinical environments.

**Methods** A total of 90 medical students were given the opportunity to revise teaching material in the format of a video podcast. The content of the podcast was identical to a previously attended live lecture. All students were contacted via email with a link to an online survey tool. The questions covered areas such as usefulness, user friendliness, advantages and disadvantages over more traditional learning and teaching methods.

**Results** The majority of the students found the video podcast helpful and easy to access. Some also commented that the video aspect compared to audio only podcasts enhanced the learning effect. Only a small number would prefer podcasts to completely replace traditional lectures.

**Conclusions** There clearly was a high acceptance of the video podcast, not necessarily as a replacement of traditional lectures, but as a useful tool for revision. It not only has a role in Paediatric but the whole spectrum of medical undergraduate education.

**Background and Aims** Doctors involved in child health face unique and ever changing legal and ethical challenges. The Institute of Medical Ethics introduced a Consensus Statement (2010) which provided key learning objectives for doctors in medical ethics and law (MEL) including child health. However, a comprehensive online resource covering these topics remains deficient. Our aim was to address this deficiency with a freely accessible learning resource for the UK and Europe.

**Methods** MinistryofEthics.co.uk was designed to cover a wide range of UK MEL topics. Using feedback from collaborating senior doctors in child health, we identified four main paediatric topics: child protection, mental health and disability, end of life, and general paediatrics. Great emphasis was placed in using a variety of online mediums to target differences in individual learning styles. Use of freely available web-authoring software and new video production technologies allowed for the creation of voice-over animations, all presented on a website specifically designed for enhanced MEL learning.

**Results** We produced a comprehensive set of paediatric topic and case study notes, 3D-video animation of real-life ethical scenarios, a purpose built MCQ database with graphical user statistics, and online sharing of files and comments between learners and educators. We continue to experience a rapid expansion of our user base, corroborated by an overwhelmingly positive user response.

**Conclusion** A free-to-use interactive online resource is now available enabling students and clinicians to learn about paediatric MEL using a variety of media and self-assessments. Our low-budget approach is easily updatable to reflect changes in legislation.

**Background and Aims** E-learning resources such as podcasts have become a commonly used tool in undergraduate medical education. We conducted a survey of medical students during their Paediatric attachments using an online questionnaire. We wanted to know what they think about having an e-learning resource in addition to more traditional learning methods.