Aims Developmental assessment is a core paediatric competency but requires demonstration of teaching gaps. This single blinded, randomised controlled study compares three teaching approaches to developmental assessment in a large group setting based on student self-perception and objective competency assessment.

Methods Students were randomised into one of the following:
1. A didactic lecture followed by self study with online resources (control group)
2. A didactic presentation and small group tutorial (small group)
3. A combined didactic lecture and interactive component using audio-visual equipment (Interactive Developmental Teaching-IDT group).

The audiovisual system is widely and cheaply delivered with falling ratios of teachers to students. Each student was encouraged to create a "friend", for this course with the aims to:
1. Provide a learning environment to practise the leadership role required to escalate their concerns. The calls were made on speaker phone and the trainee in role could call "time out" to ask for advice from the group. This was followed by a structured debrief with individual teams presenting key learning points to the larger group.

Results Course feedback showed that trainees valued highly the chance to "run through what you would actually do or say". They