

IMPROVING MRCP PACES TEACHING THROUGH THE INTRODUCTION OF A REGIONAL VIRTUAL PROJECT

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Introduction:

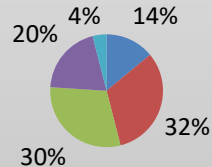
The COVID 19 Pandemic has led to significant disruption to PACES teaching across various trusts in West Midlands. As trainee representatives, we highlighted the challenges faced and decided to work on delivering monthly Virtual PACES teaching alongside a senior PACES examiner, through the Postgraduate virtual learning environment (PGVLE) website. This was PACES teaching dedicated for current Internal Medicine Trainees (IMTs) in West Midlands region.

Materials and Methods:

To identify if trainees were keen to have virtual paces teaching, a survey monkey questionnaire was distributed to all IMTs in the region. We found that approximately 60% of trainees who responded and were sitting in the current PACES diet suggested initiating regional virtual teaching. We focused on delivering sessions based on three stations i.e., Stations 2, 4, and 5. As all IMTs in the West Midlands had access to the PGVLE website we utilized this platform for virtual teaching. Our sessions were advertised by email and a regional WhatsApp group. The sessions were cost-effective as existing trainees would be expected to play the roles of candidate and surrogate, respectively. All sessions were facilitated by senior PACES examiners regionally, who also helped by developing the scenarios.

I am able to attend PACES teaching monthly in my local trust

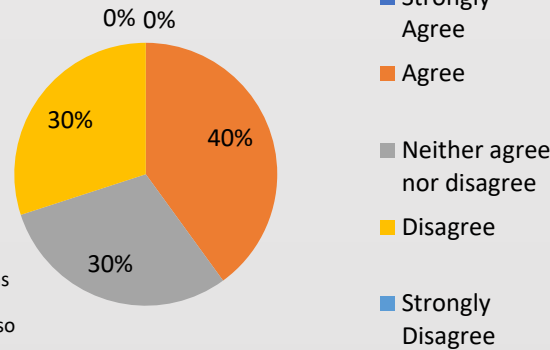
- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree



Results and Discussion:

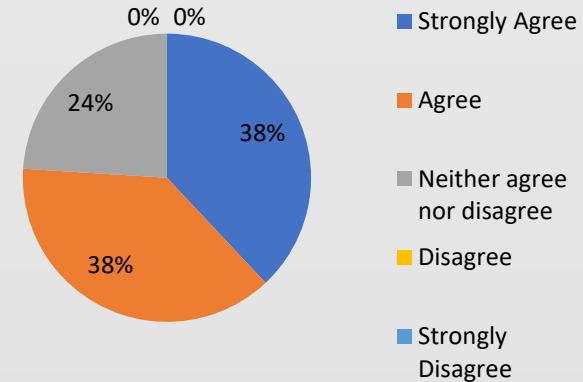
At the end of five sessions, we found that 38% of trainees strongly agreed that Virtual PACES teaching had improved their confidence in history-taking skills, compared to 0% before this project. Furthermore, 75% of trainees recommended having regional Virtual PACES teaching sessions in the future.

As a trainee, I feel confident in taking history from surrogate in a systematic and fluent manner



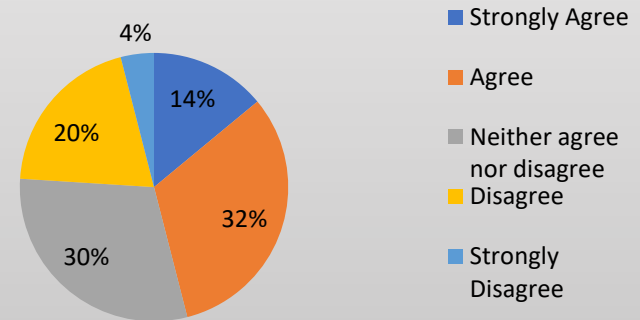
(Pre-session feedback)

As a trainee, I feel confident in taking history from surrogate in a systematic and fluent manner



(Post-session feedback)

As a trainee, I would recommend future sessions



Conclusion:

Our regional Virtual PACES initiative has improved trainee confidence in history taking. This also provides a template for other regions to implement similar projects in a cost-effective manner.