

# LEARNING WHAT WORKS FOR LEARNERS: A POST FRCA TEACHING PROGRAMME FOR RESIDENT ANAESTHETISTS

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## INTRODUCTION

When we began our term in 2024, we were keen to put together a teaching programme that:

- encouraged as many trainees as possible to attend
- fulfilled training requirements
- provided curriculum appropriate training opportunities
- provided interesting teaching!

## OBJECTIVE

We aimed to:

- discover what factors were preventing teaching attendance
- deliver a programme that would benefit the maximal number of residents.

## METHODOLOGY

A survey was sent out via google forms to all anaesthetic residents and fellows in the deanery at the start of our term.

- The simple questionnaire was formed of six questions:
1. What training grade are you?
  2. Are you pre/post final FRCA?
  3. How many OxDAT teaching days have you attended in the last year?
  4. What prevents you attending OxDAT teaching days?
  5. What would you like to receive teaching on at OxDAT?
  6. Any other comments?

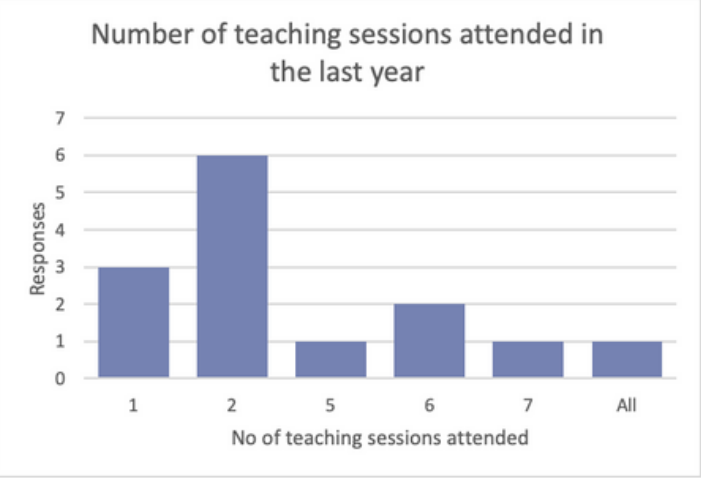
With the exception of the pre/post FRCA question we left responses as free text to allow for qualitative data responses.

We used the number of feedback forms received after each monthly teaching session as a surrogate marker for the number of actual attendees and compared it to the previous year.

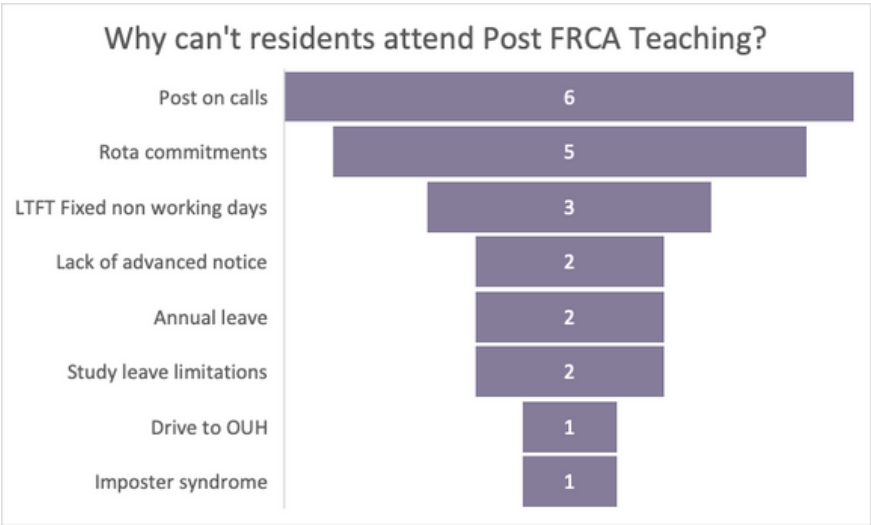
## RESULTS

There were 14 responses to the survey, which was fewer than expected and was attributed to survey fatigue.

11 residents were post final FRCA, 3 pre final FRCA.



## WHAT PREVENTS TEACHING ATTENDANCE?

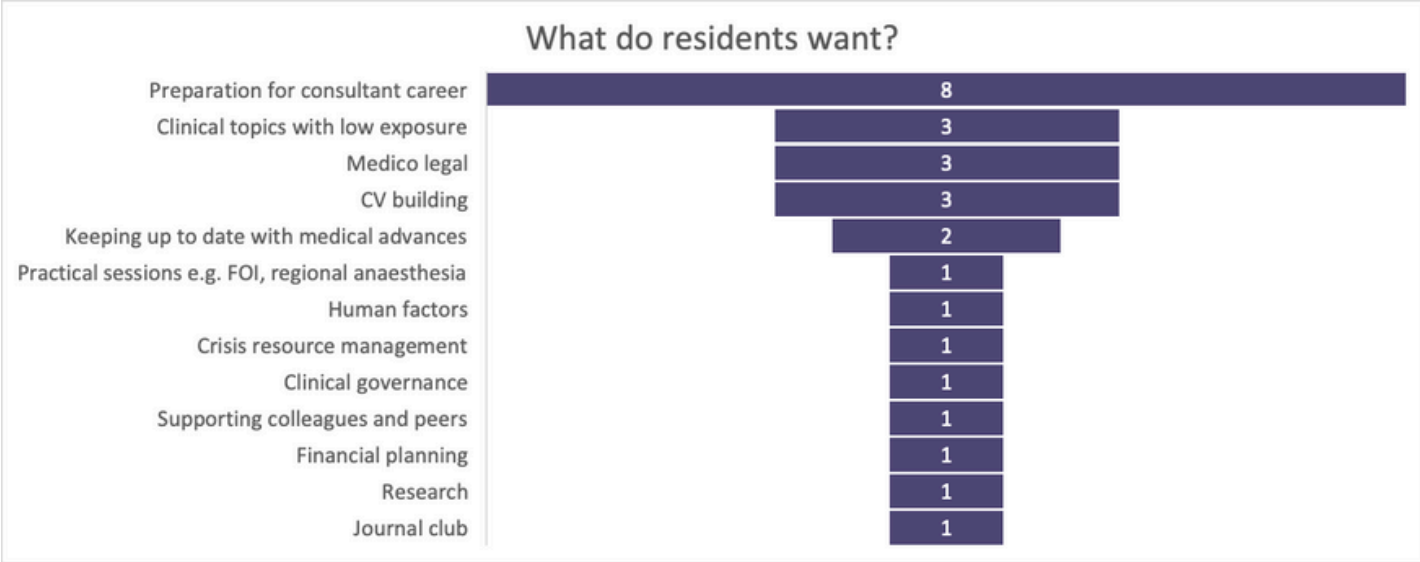


- What did we do?
- Set the teaching dates within one week of our election.
  - Emailed these dates to residents, college tutors and rota coordinators to allow incorporation into rotas and to allow timely study leave application.
  - Reminded trainees via email that they get time off in lieu if teaching falls on a non-working day
  - Continued to run teaching sessions on different days of the week for LTFT trainees with set non-working days.
  - Continued to run a mix of virtual training days (which were better attended) and in-person training days (better socially)

## WHAT DO RESIDENTS WANT TEACHING ABOUT?

Perhaps not surprisingly, there were many requests for sessions about consultant job planning. There were a multitude of different aspects of career planning which were specifically mentioned:

- CV building
- Preparation for interview
- Consultant contracts
- Pensions
- Consultant job applications
- Management aspects e.g. clinical governance, supporting colleagues, trainees and peers.



- What did we do?
- Put together a programme for a Consultant skills day
  - Put on half day clinical skills sessions with our local Sonoclub where trainees could achieve sign offs for regional anaesthesia
  - Put on a half day airway skills session and paediatric front of neck access session
  - Included areas of the curriculum often neglected e.g. research

## WHAT IS OXDAT?

OxDAT [Oxford Deanery Anaesthetic Trainees] is a democratically elected committee of anaesthetic residents in the Thames Valley Deanery. Their aim is to represent residents locally, regionally and nationally. Hospital representatives give local representation and feedback to the committee, who, in turn, feed back to the Oxford School of Anaesthesia board, the deanery Training Advisory Committee and nationally to RCoA.

The vice-president/s for teaching are elected for a 12 month term running April - April. They are responsible for creating, advertising and organising logistics for a teaching programme over the year. The monthly sessions are tailored to the curriculum and aim to help achieve training requirements.

The teaching programme includes a 'Green / Sustainable Anaesthesia Day' which has input from the Green OxDAT Representative and MacIntosh Day - an annual scientific meeting held in Oxford in January each year organised by the OxDAT president with assistance from the committee.

## DID IT WORK?

Comparing the feedback responses month by month from the 2023/24 term to 2024/25 term, the mean increased from 15.3 (range 9-23) to 20.3 (range 13-41), and median increased from 16 to 19. We successfully increased the number of trainees attending sessions.

## OUR BEST DAY!

Our consultant skills day was the best attended by trainees and fellows. 27 trainees and fellows attended.

We had excellent feedback, with 92.6% responses rating the day as 'excellent' and the remaining 7.4% as 'good.'



Consultant Skills Day John Radcliffe Hospital Lecture Theatre 1 October 23rd 2024 Programme of Events		
08.30 - 09.45	Medical law, litigation and clinical practice	Dr Richard Sawyer OUH
09.45 - 10.15	OxDAT Meeting	Chair
10.15 - 10.30	BREAK	
10.30 - 11.30	Pensions	Chase de Vere
11.30 - 12.00	Investigating significant incidents	Dr Louise Dodd Bucks NHS Trust
12.00 - 12.45	LUNCH	
12.45 - 14.00	Consultant job contracts, BMA and job planning	Dr Prad Shanmuga Bucks NHS Trust
14.00 - 15.00	Preparing for Consultant Interviews	Dr Ram Matsa ISC Medical
15.00 - 16.00	Private Practice	Dr Tom Duncan RBH
16.00 - 17.00	Identifying and supporting the colleague in need	Dr Sara McDouall RBH



## CONCLUSIONS

Tailoring the teaching programme to the needs of residents can result in an increase in attendance.

The inclusion of topics which are not covered in the curriculum e.g. planning for a consultant career is commonly requested by anaesthetic residents as a desired topic to be covered.

The inclusion of clinical skills sessions such as awake fiberoptic intubation, regional anaesthesia and paediatric front of neck access were well received.

In summary, barriers exist in accessing teaching for post-FRCA residents but relatively simple measures can be effective in helping overcome these and delivering sessions that are useful for this stage of training.

Thank you to our head of school Dr Sara McDouall for her endless support for OxDAT and the Thames Valley anaesthetic trainees.

