

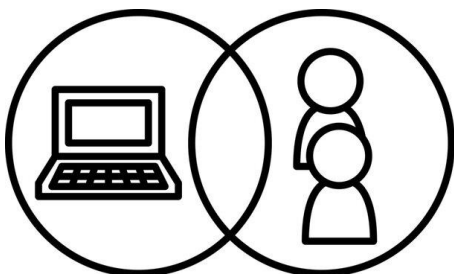
Creation and delivery of a 'hot topics' near-peer teaching course for Final RCOA written exams in the Wales Deanery.

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Within Wales, since the Covid pandemic, finals teaching for the Fellowship of the Royal College of Anaesthetists (FRCA) examinations could be sporadic, often focused on the viva rather than for the written exam, and with significant variation between different trusts.

Wales is also a large region geographically making single day in-person teaching potentially difficult to attend.



We therefore created a hybrid online and in-person, trainee-led 2-day FRCA Final Written exam course focusing on constructed response questions (CRQs).

Course structure:

Consultant with special interest or advanced trainee in special interest areas were invited to give an exam relevant 'hot topic' presentation for approx. 1 hour on topics trainees felt weakest in or areas that had the least trainee exposure before the exam



Followed by trainee created CRQs based on recent relevant publications in each area

①

Course 1
Jan 23

②

Course 2
Aug 23

③

Course 3
Feb 24

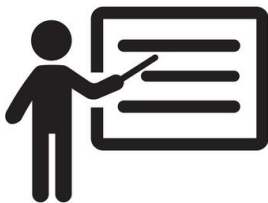
Neuro anaesthesia
Cardiac anaesthesia
Paediatric anaesthesia
Pain medicine
Intensive care medicine
Regional anaesthesia

Added more SBAs
Allowed early access to
practice CRQs

Added obstetric
anaesthesia
Moved course closer to
exam date



Reactive updates to both course content and delivery between each course based on candidate feedback e.g. early access to CRQs to allow candidates to practice them either as open book or as exam condition prior to the course and moving the course closer to the exam date



Over 40 Welsh trainees (ST3-5) and non training grades attended to date



The course was run as a free course for Wales anaesthetic trainees. Health Education and Improvement Wales kindly provided catering for the courses, and a venue for the 2nd and 3rd courses free of charge.



. The ability to attend in person or online was particularly appreciated by the North Wales trainees with between 12-33% of delegates attending online.



The blend of expert lecture followed by trainee delivered practice questions was universally well received.

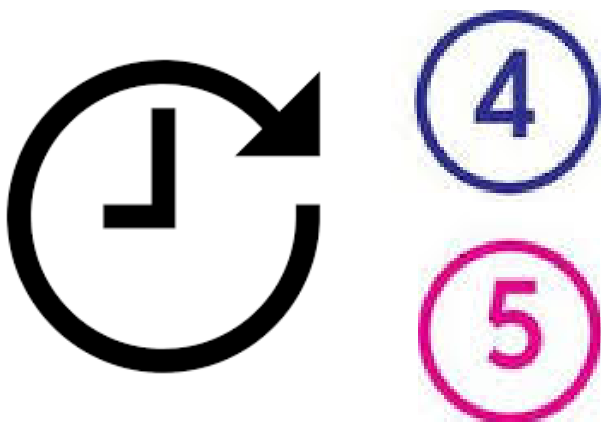
**89.1% of feedback for the presentations content and exam relevance was 5/5
The rest was almost universally 4/5**

In conclusion, a hybrid in person and online, trainee-led course for preparation for the Final FRCA Written exam was able to be set up quickly and at no cost to trainees, and with excellent feedback.

A format of expert lecture followed by 'near peer' teaching via practice questions was very well received by delegates. 'Near peer teaching' is defined as "a trainee one or more years senior to another trainee on the same level of medical education training" (1). Possible reasons for positive experiences of near peer teaching include tutors recent experience of the examination and appreciation of current knowledge held by candidates therefore aiming teaching at the appropriate level, as seen in other similar sessions within medicine (2).



Feedback between courses allowed rapid tailoring of the course to fit with changing trainee needs.



Course 4 currently being planned for mid August 2025.

Based on feedback we are considering extending future course to a 3 day event allowing us to add more topics and subspecialities

References

- 1) Bulte C, Betts A, Garner K, Durning S: Student teaching: views of student near-peer teachers and learners. Medical Teacher. 2007, 29 (6): 583-590. 10.1080/01421590701583824.
- 2) Rodrigues J, Sengupta A, Mitchell A, Kane C, Kane C, Maxwell S, et al: The South-east Scotland Foundation Doctor Teaching Programme -- Is "near-peer" teaching feasible, efficacious and sustainable on a regional scale?. Medical Teacher. 2009, 31 (2): 51-57. 10.1080/01421590802520915