

Implementing a Structured Local Teaching Programme to Improve Anaesthetic Training: Lessons from St George's Hospital

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Background

Anaesthetic residents are diverse in their goals and stages of training, requiring a teaching programme that is both comprehensive and adaptable. At St George's Hospital, suboptimal General Medical Council (GMC) training survey scores highlighted the need for improvement. In local teaching. In response, a structured teaching programme was introduced, grounded in the educational principle of *students as partners*. This initiative aimed to:

- Enhance training quality
- Improve trainee engagement and satisfaction
- Align with curriculum requirements



Results

• **GMC Training Survey Score increased from 60.96 (2023) to 77.42 (2024) — a 17-point improvement**

• **Positive qualitative feedback on:**

- Session relevance
- Professional development impact
- Teaching delivery

• **Introduction of innovations based on feedback:**

- Afternoon scheduling reduced clinical disruption
- Cardiac echo, gastric ultrasound, and well-being workshops were added

• **Scores remain outside the top quartile, highlighting continued areas for development**

Conclusions

The St George's Local Teaching Course demonstrates how:

- Structured, responsive teaching programmes can boost engagement and satisfaction
 - Incorporating residents as partners strengthens curriculum alignment
 - The model is scalable and adaptable to other postgraduate training environments
- Further improvement is needed to reach top-tier performance, but early outcomes are promising.



Methods

Drawing on best practices from high-performing institutions:

• **Protected weekly teaching sessions** were implemented on Thursday afternoons, optimised through rota analysis to maximise attendance, considering zero days and annual leave patterns.

• Sessions were **consultant-led**, with key topics including:

- Neuroanaesthesia
- Cardiac anaesthesia
- Paediatric anaesthesia
- Obstetric anaesthesia
- Trauma
- Monthly journal club on clinical topics

• **Resident-led sessions** were introduced for interview preparation and exam preparation, with specific viva practice sessions, delivered at appropriate points in the academic calendar.

• **Feedback** was built in:

- After each session
- At the end of each rotation

• **Resident teaching representatives** were appointed to coordinate topics, logistics, and feedback implementation.



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References

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