BACKGROUND
Following the outcome of our National Training Survey 2017, we further interrogated our trainees and undergraduate students with in house surveys and focus groups to confirm a need to improve education within our department. Like many, our unit in particular was facing unprecedented challenges, such as busy non-selected takes, expanding ambulatory care services and workforce strains which affected our trainees’ training. We reviewed literature including the Acute Care Toolkit 5: Teaching on the Acute Medical Unit (AMU) for practical guidance in order to improve education delivery.

Aim: To improve teaching and learning opportunities on our unit in response to poor learner feedback

Methods

RESULTS

Undergraduate
Consistently positive feedback from students and the university resulted in a novel ‘AMU specialty choice placement for students’. Four consecutive cohorts selected this.

The educational lead received a teaching award from the university in recognition.

Postgraduate
GMC Feedback showed Curriculum Coverage 85% and 92% satisfaction (2017 and 2018).

Teaching satisfaction improved from 54% to 75% departmentally and from 35.7% to 91.7% locally.

100% of trainees within Buddy Scheme felt more confident during specialty applications.

The ethnographic project identified persistent ‘multi-tasking’ by junior doctors appeared to pose a barrier to learning during ward rounds

The Trust won an HEE bid to formalise and extend pan-specialty interview skills course, delivered with measured success.

A postgraduate fellow was nominated for a Trust award and the fellows presented ten times at international/national level in 2018-9

Multidisciplinary
Simulation Courses showed an improvement in Kirkpatrick level 2 data measured by pre-post course questionnaire. Scores went from 67 to 97% and 100% rated the courses excellent and high fidelity. Over the year, six regional level postgraduate simulation courses, and fortnightly undergraduate and local postgraduate courses were delivered.

KEY MESSAGES
A significant measurable improvement in educational output can be delivered by investing in and introducing a motivated educational team within AMU.

The impact of an educational lead and fellows as ‘educationalists’ with expertise in curriculum mapping and lesson design is highlighted.

This approach reaches beyond the realms of AMU and benefit students, trainees and the Trust.

References: