

**Aim:** The aim was to continue the outreach programme but virtually, via live streams and some pre-recorded simulations. Aiming to help to increase awareness of the different careers, routes into the National Health Service and skills required to work in healthcare. 'A virtual learning environment is intended not simply to reproduce a classroom environment -'on-line', but to use the technology to provide a new way of learning', Britain and Liber [1]. By continuing to provide the outreach simulation project I hope to be able to engage with a larger number of learners at a single time.

**Method/design:** Streaming live simulations sessions with tutor groups from schools and colleges via platforms such as Microsoft Teams and Zoom using a variety of simulation scenarios. These simulations will be mainly focussing on human factors with some teaching on specific subjects depending on the need of the learners. Example: Virtual work experience for young adults interested in medicine. We plan to mock up our simulation centre to replicate an accident and emergency department and have three admissions of different severity. We will be streaming this to two schools simultaneously and they will have the chance to help prioritize the three patients and explain their choice. The simulations will display good teamwork, good communications skills and leadership. One of the simulations will not include these skills and display poor communication, this will be intentionally included in a simulation for the learners to identify.

**Implementation outline:** Feedback forms will be given to all learners to complete asking them if the session has inspired them to consider a career in the National Health Service, feedback will then be used to adjust the way we deliver the virtual side of the outreach programme and perfect the programme so we can continue to educate and inspire young adults.

#### REFERENCE

1. Britain S, Liber OA. Framework for Evaluation of Virtual Learning Environments. University of Wales Bangor; 1998: 3.

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#### HOW THE COVID-19 PANDEMIC HAS CHANGED DEPARTMENTAL TEACHING IN A TERTIARY HOSPITAL

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**Background:** Pressure from the COVID-19 pandemic on healthcare has had a detrimental effect on the delivery of teaching to junior doctors. During a time when teaching is needed more than ever the constraints of a pandemic have made this challenging. Parallel to this patient safety remains a cause for concern in healthcare systems worldwide [1]. Incident reporting is recognized as a key tool for improving patient safety and learning from such incidents is a fundamental part of improving patient care and safety [1]. The need to address recurring significant incidents (SIs) on the Acute Medical Unit (AMU) at Hull Royal Infirmary (HRI) was identified. With the pandemic placing pressure on departments to rethink teaching an opportunity to develop a simulation-based induction video integrating lessons learnt from SIs presented itself. Incorporating technologies like Video Reality 360 (VR360) into traditional teaching methods have shown to produce a more effective teaching tool in the medical education field [2].

**Aim:** The aim of the study was to create an educational programme for the acute medical unit to allow flexibility of learning whilst incorporating key lessons from significant incidents.

**Method/design:** Our initial approach was to gain an understanding of the problem by consulting the multi-disciplinary team. We spoke with a range of healthcare professionals working on the acute medical unit to identify concerns relating to SIs: in particular, the governance lead was key in this. Following this, we consulted junior doctors using questionnaires to explore the challenges they faced working on AMU. The design of the scenarios is based around two SIs per scenario for a total of five scenarios and all scenarios were based around the management of common conditions seen on AMU. We opted for an interactive ward round style teaching with a particular focus on key skills such as prescribing and taking bloods. With the help of our colleagues at Hull Institute of Learning & Simulation (HILS) the scenarios were filmed in 1 day and later edited to produce a short video.

**Implementation outline:** We have designed and created a VR360 teaching programme that combines with departmental induction allowing junior doctors to access learning from anywhere in the world and immerse themselves on AMU. Feedback has been positive so far and we hope to expand this simulation-based learning to allow to include additional topics.

#### REFERENCES

1. Mahajan RP. Critical incident reporting and learning. *Br J Anaesth*. 2010;105(1):69-75
2. Ulrich et al. Learning effectiveness of 360° video: experiences from a controlled experiment in healthcare education. *Interact. Learn. Environ*. 2021;29.

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#### AN EVALUATION OF 'REMOTE CONSULTATIONS': A SIMULATION-BASED EDUCATION INTERVENTION

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**Background:** The COVID-19 pandemic necessitated an increase in virtual consultations with a disruption to the management of long-term conditions. Ongoing virtual consultations are required to assist with demand, patient experience and environmental impact. In both primary and secondary care, there has been no formal education provided to the workforce on how to conduct virtual consultations. Anecdotally this is affecting staff experience and well-being, patient experience and, could impact on the effectiveness of the consultation in aiding self-management. There is also an inherent risk of missed or incorrect diagnosis in virtual consultations, which could be mitigated with adequate training of the workforce.

**Aim:** The training aimed to promote the development of clinical practitioners in a safe environment and to expose these participants to the key aspects of remote consultations. Additionally, the course aimed to encourage independent reflection of participant knowledge, skills, behaviour, attitudes and service quality provision in relation to simulated remote consultation scenarios.

**Simulation activity outline:** We provided a combination of didactic and simulation-based education (SBE) on virtual