ASSESSING ROUTINE FY1 COMPETENCIES IN FINAL YEAR EEA MEDICAL STUDENTS
Lau KL*, Scurrah R, Cocks H

HOW TO PREPARE STUDENTS FOR A RESIT OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

ASSESSING THE STUDENT’S AND TUTOR’S PERCEPTIONS ON THE EFFECTIVENESS OF A VIRTUAL NEAR-PERFECT SIMULATION-BASED METHOD
Mason S, Kendall CE*, Bartholomew B

HOW ETHNICITY AFFECTS THE EXPERIENCE OF STUDYING MEDICINE AT SWANSEA UNIVERSITY AND ITS EFFECT ON THE OUTCOME

MAPPING THE IMPACT OF COVID-19 ON ARCP OUTCOMES ACROSS LONDON AND THE SOUTH EAST
*Emma Turner - Programme Lead, Enabling Staff Movement, Health Education England (HEE)

INTRODUCING STUDENT LED FEEDBACK TO A REMOTE OSCE - THE CHELSEA AND WESTMINSTER HOSPITAL EXPERIENCE

VIRTUAL BEDSIDE TEACHING IN PAEDIATRICS

COVID-19 AND UNDERGRADUATE ORTHOPAEDIC TRAINING: A FAILED GENERATION.
Singh, G*; Elyoussfi, S; Kennedy, O; Martin, A; Parker, A

Instrument for the evaluation of higher surgical training experience in the operating theatre

*Chawla K - recognised initial gap in education, co-wrote questionnaire, distributed questionnaire, co-wrote abstract and poster

Visual abstract

Optimising the quality management of GP training: supporting portfolio: implementation of an automated electronic logbook

How to prepare students for a resit objective structured clinical examination (OSCE)

Visual abstract

How ethnicity affects the experience of studying medicine at Swansea University and its effect on the outcome

Visual abstract

Can the multi-source feedback form completed in the first year of general practice training be used in subsequent years?
Fletcher, J., Turner, A.*