

Empowering and Inspiring Internal Medicine Trainees Through Consultant- and Registrar-Led Teaching with Simulation

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Introduction:

High-quality postgraduate medical education is essential for developing competent clinicians and cultivating future medical educators. Internal Medicine Trainees (IMTs) benefit most from structured learning opportunities that are clinically relevant, aligned with the JRCPTB IMT curriculum, and delivered in a way that demonstrates effective teaching practices—ensuring consistency, accessibility, and engagement across all sessions, and providing a reliable framework for trainees to progress confidently through their assessments and clinical responsibilities.

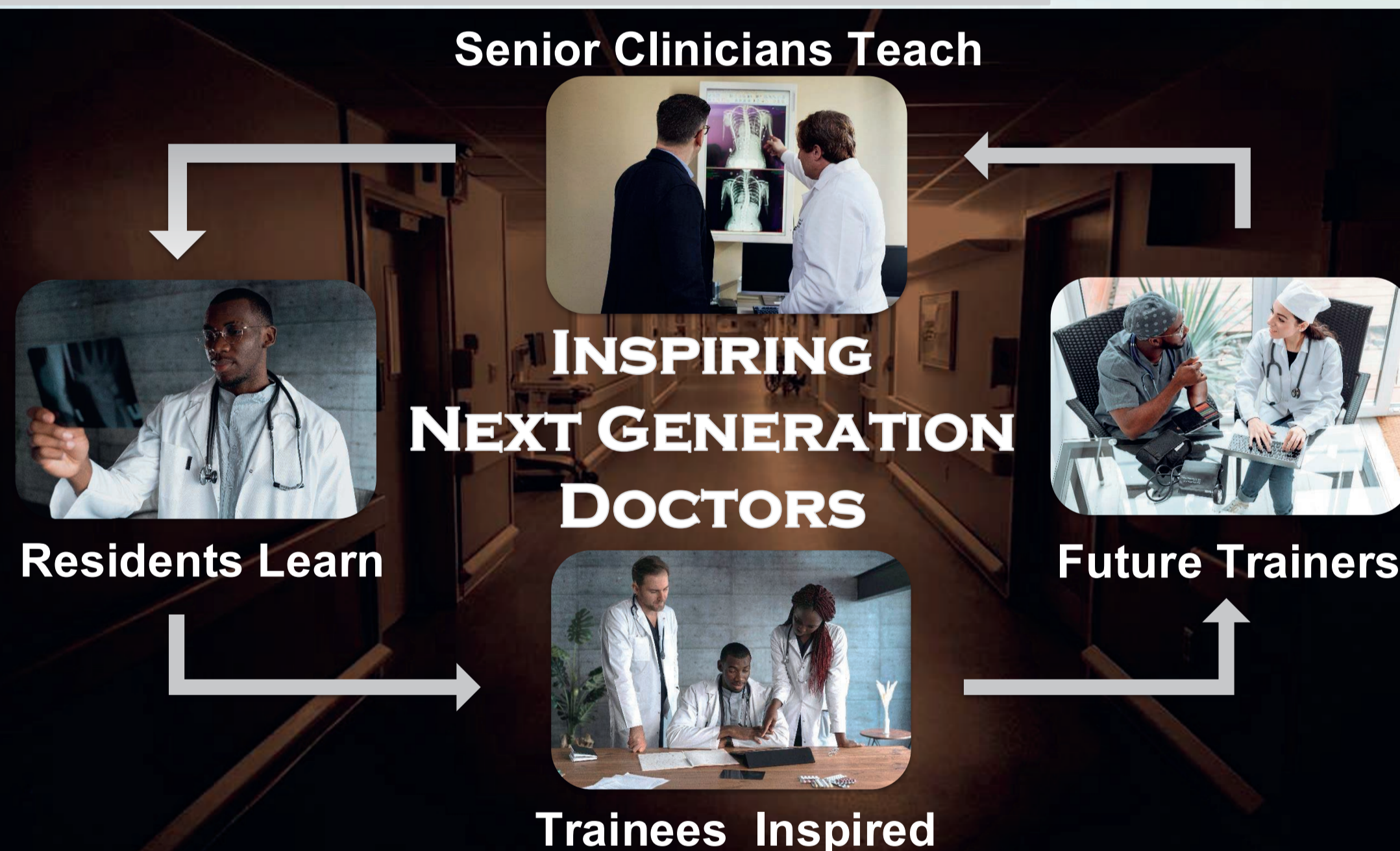
We introduced a **structured Consultant- and Registrar-led Teaching Rota**, enhanced with **Simulation-based sessions**, to deliver clinically relevant, IMT curriculum-driven learning. This approach not only improved trainee education but fostered a culture where senior clinicians' model effective teaching, inspiring the next generation of educators.

"Senior-led teaching means real-world insights, not just textbook knowledge..."

"SIMs sessions were brilliant—felt like an exam but in a good way..."

"We now have a proper structure and topics relevant to IMT curriculum"

Feedback from IMTs & Residents of New Teaching Structure



Methods:

Intervention

A weekly Teaching Rota was collaboratively designed with the College Tutor. Consultants & Senior Registrars were assigned structured teaching sessions covering the IMT curriculum. Simulation-based training (e.g., acute scenarios, procedural skills) was delivered every 4 weeks. Sessions were timetabled during protected teaching time to prioritize attendance and value learning.

Data Collection

Pre-intervention: Attendance records & anecdotal trainee feedback revealed poor engagement in teaching sessions.
Post-intervention: After 6 months, an anonymous online captured trainee feedback (n = 10 responses). Informal interviews with four IMTs further explored trainee experiences.

Overall Teaching Quality Rating

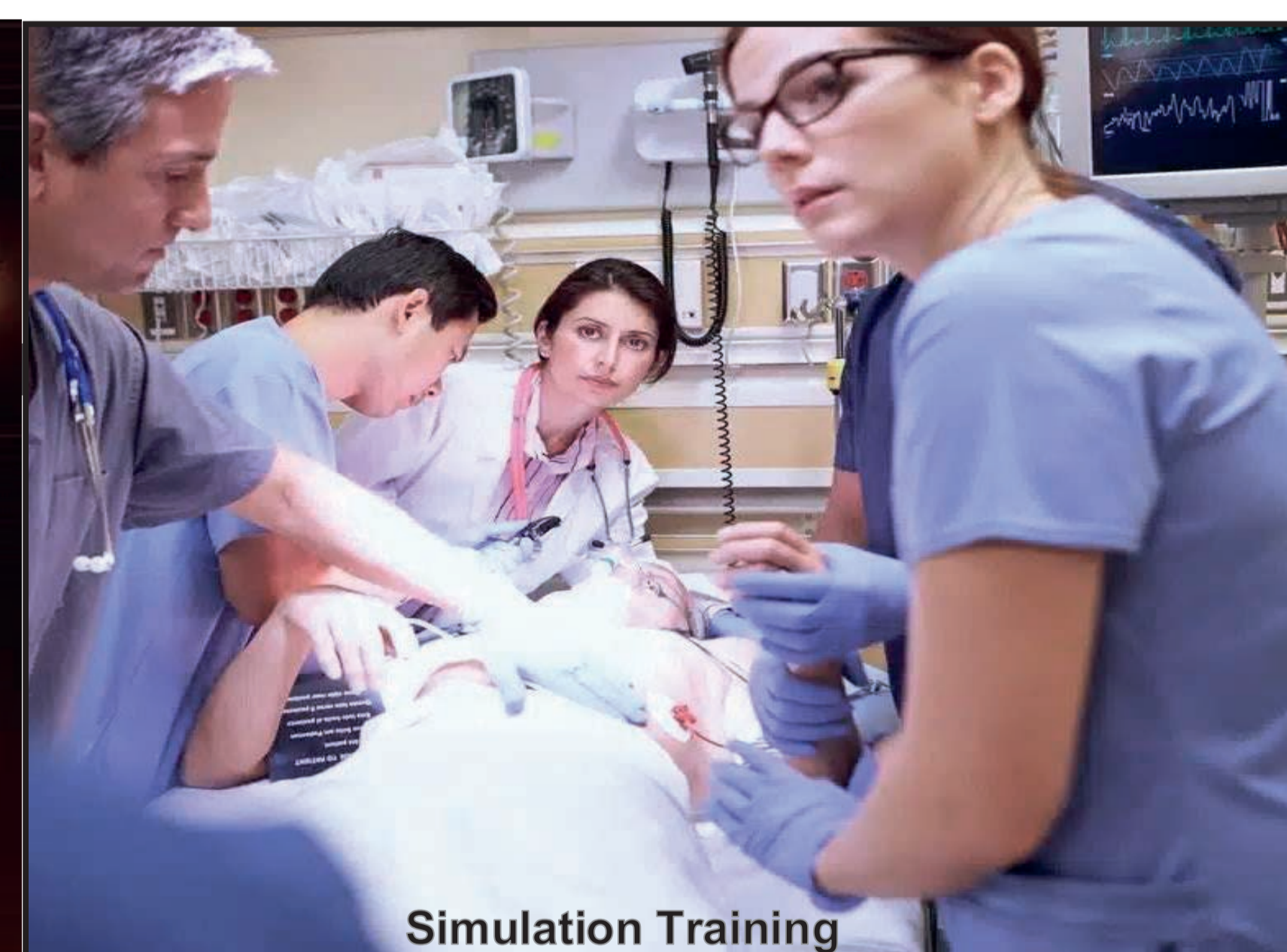


Impact of Consultant-Led Teaching

93% Improved Clinical Understanding ↑ +51%

Simulation Sessions

88% Enhanced Clinical Confidence ↑ +28%



Results

- ❑ 95% rated overall teaching quality as "good" or "excellent" (vs 42% pre-intervention)
- ❑ 93% felt consultant-led teaching improved clinical understanding.
- ❑ 88% reported simulation enhanced clinical confidence
- ❑ Weekly attendance improved from 50–60% to >85%

Conclusion:

Embedding Consultants & Registrars in a structured Teaching Rota not only improved the consistency and quality of IMT education but also modelled exemplary teaching practice. This dual benefit—strengthening trainee learning while inspiring them as future trainers—addresses a core priority in postgraduate education. Simulation-based training was especially impactful, offering active learning experiences that mirrored assessment expectations & real clinical challenges. By showcasing effective teaching methods, senior clinicians fostered an educational culture that supports both present learning and the long-term development of IMTs as educators.

This project demonstrates how aligning teaching programmes with broader educational goals can create sustainable systems that inspire the next generation of trainers.

Future directions include expanding structured teaching to other specialties, incorporating peer-led teaching opportunities for IMTs, & using formal assessment tools to evaluate knowledge gain—further embedding the principle of 'educating and developing trainers to inspire the next generation.'

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