

TIMETABLING BETTER TRAINING: EVALUATING IMPACT AND ONE-YEAR SUSTAINABILITY OF A STRUCTURED RESIDENT-COORDINATED TEACHING MODEL

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WHAT WAS THE CHALLENGE?

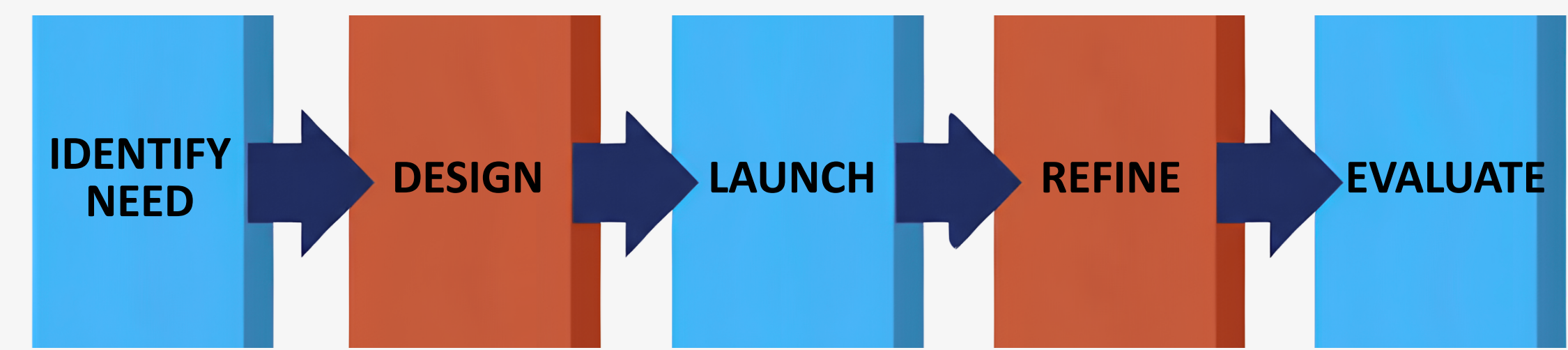
- Oncology residents at South West Wales Cancer Centre (SWWCC) reported limited access to structured teaching
- This was adversely affecting exam preparation, clinical development and job satisfaction.
- Local teaching scores in the 2025 GMC trainee survey were below the national average.¹
- We created a weekly rotational teaching programme consisting of resident-led journal clubs, consultant-led oncology updates and interactive palliative radiotherapy sessions

AIMS

- To develop and deliver a weekly education programme
- To assess the impact and sustainability of a resident-led teaching programme 12 months from implementation
- To maintain a digitalised resource to enable easy access to educational materials
- Continued support for trainees to deliver a journal club presentation
- Continuation of physics and radiotherapy teaching

METHODOLOGY

- 12 clinical and medical oncology residents (ST3- ST7) at SWWCC
- Pre- implementation survey via Microsoft forms with quantitative and qualitative data
- Nominate two residents as named teaching leads
- Weekly 1-hour protected slot in a hybrid teaching format
- Curriculum based around trainee development including journal club, SACT & RT teaching, tumour-site updates
- Development of an educational resource list
- Post-implementation surveys sent at 6 and 12 months.
- Assessed relevance, confidence, and resource access and tracked GMC scores



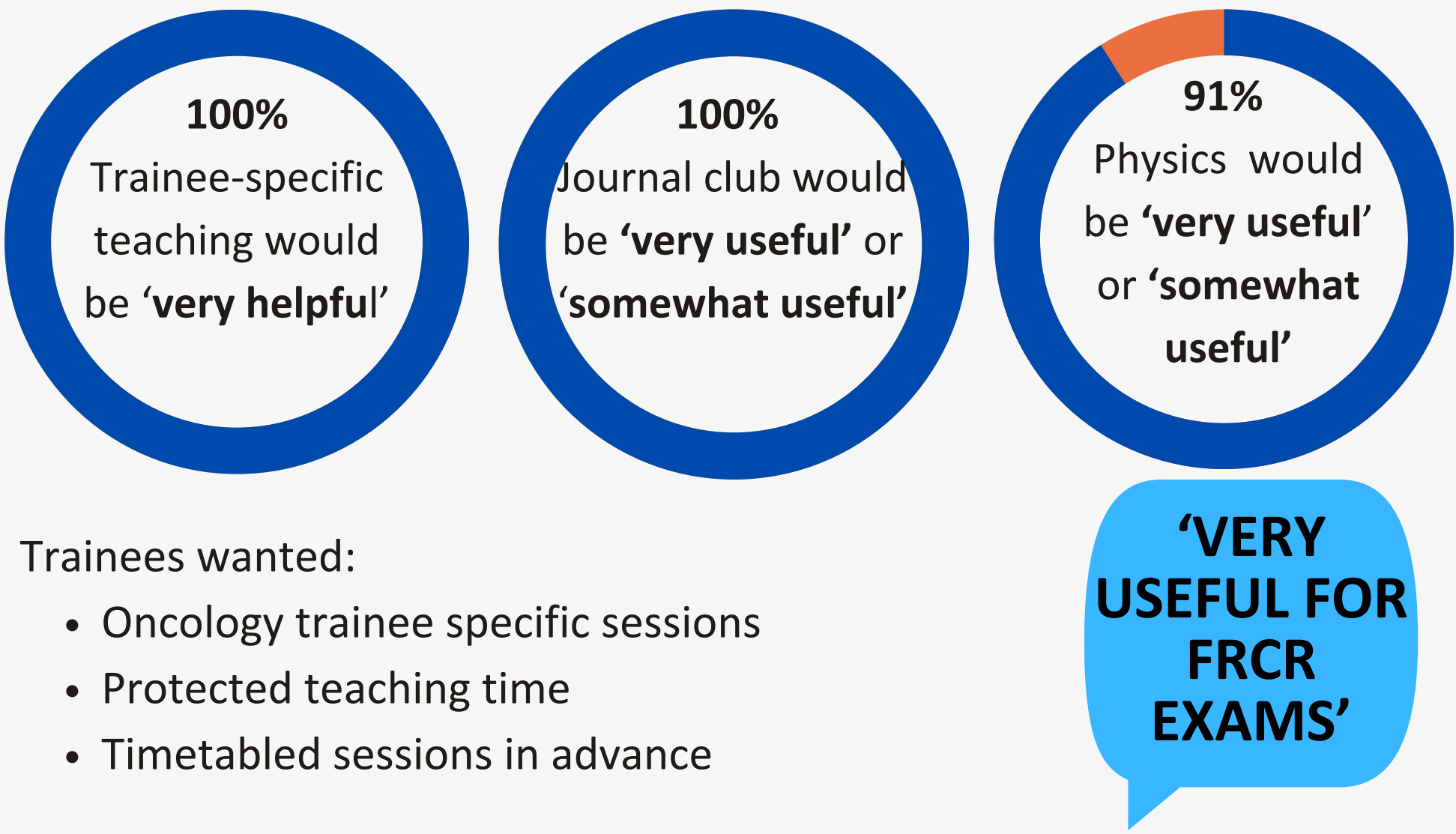
KEY PROGRAMME ENHANCEMENTS

- Cross-regional integration:** Synchronised schedule with Velindre to enable virtual attendance
- MDT involvement:** Engagement and sessions with pharmacy, radiotherapy, and library teams
- Monthly Journal Club:** Presentation linked to eportfolio teaching observation ticket
- FRCR curriculum mapping:** Covered core cancer biology, medical physics, radiotherapy planning
- Research resources:** Dedicated recorded research sessions with contacts and online tools

‘THE TEACHING HAS BEEN GREAT AND CONSISTENT THROUGHOUT THE YEAR - THANK YOU!’

RESULTS

Pre-implementation, trainee survey results:



Trainees wanted:

- Oncology trainee specific sessions
- Protected teaching time
- Timetabled sessions in advance

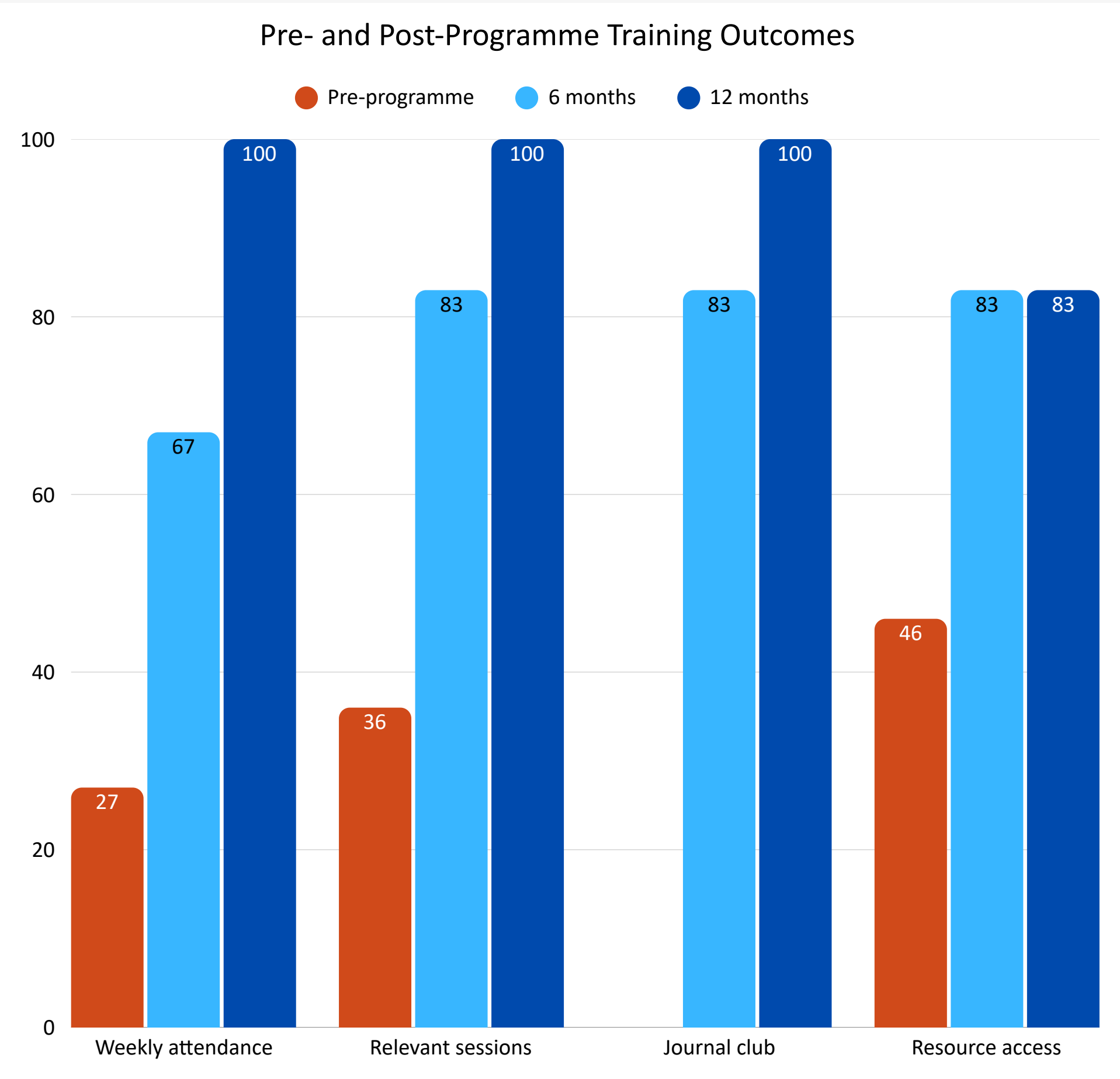


Fig. 1. Percentages who A) reported weekly teaching attendance, B) reported sessions relevant to training, C) presented at journal club pre- and post-programme, D) reported good access to training resources,

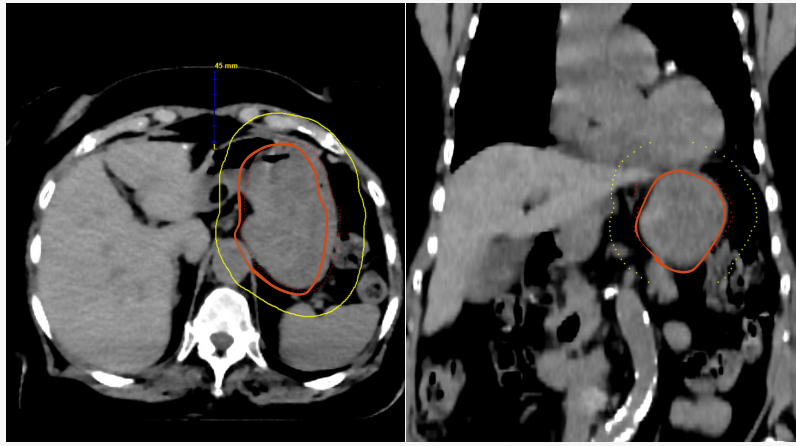
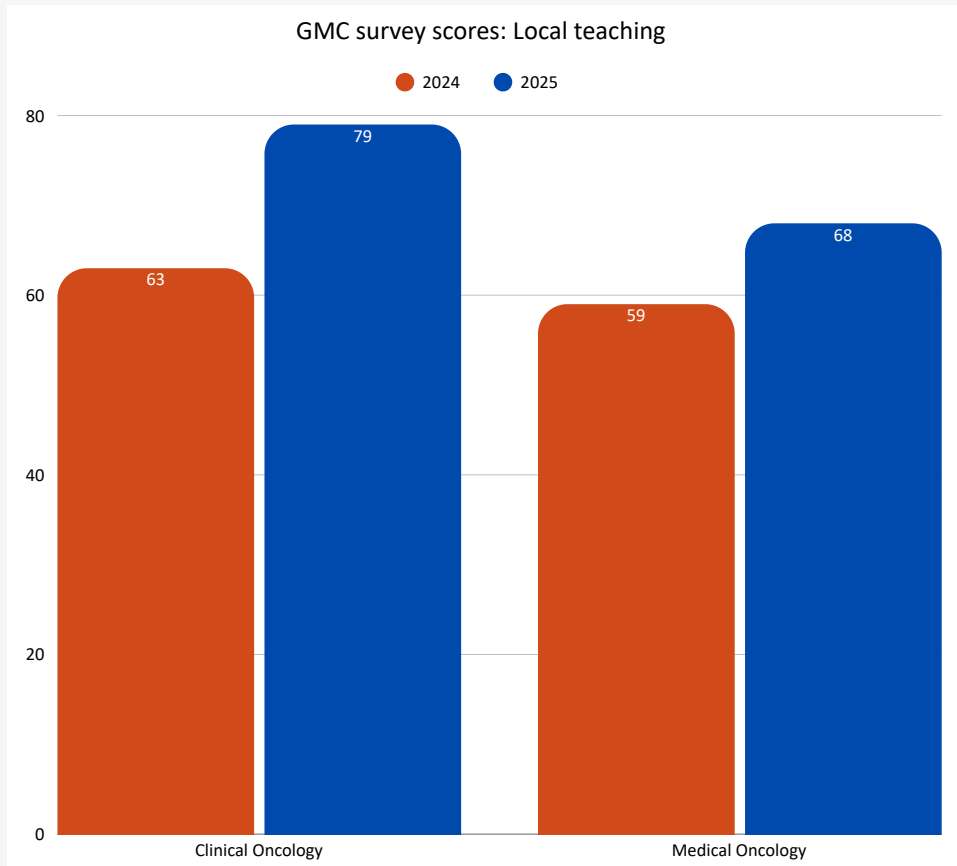


Fig 2. Screenshot from palliative RT teaching on a bleeding stomach

CONCLUSION

- Implementation of a weekly oncology resident doctors’ teaching programme resulted in increased relevance, better access to educational resources and improved trainee satisfaction scores. GMC survey scores for local teaching improved significantly as a result of the programme.
- The programme provided opportunity for residents to develop teaching and critical appraisal skills, addressing previously unmet training needs.
- This change was sustained over a 12-month period, demonstrating that integrating a teaching programme into job plans allows improved access to teaching, and that designing a programme to be coordinated and led by named resident leads ensures relevance to their specific training needs.

RELATED LITERATURE

1. GMC (2025) Indicator - trainee - education data tool, General medical council. Available at: <https://edt.gmc-uk.org/indicator---trainee> (Accessed: 07 July 2026).