(HEE(NW)) covering leadership and management requirements of the Joint Royal College of Physicians' Training Board Speciality Training (ST) Rheumatology Curriculum. Our intervention targeted rheumatology speciality trainees (STRs) and aimed to enhance networking and collaboration across the two newly merged deaneries.

Methods Trainees canvassed through formal surveys chose a bi-annual half-day session in conjunction with an existing event, the North West Rheumatology Club (NWRC). Trainees have autonomy over session organisation and development including content, speakers, advertising and chairing. Learning objectives are mapped against the leadership and management sections of the ST curriculum. HEE(NW) training programme directors support the programme, facilitating STRs to access study leave. The NWRC provides support in advertising, hosting and meeting costs.

Results Teaching on leadership and management has been delivered at two sessions, attended by 70% STRs. Ice-breakers facilitate networking and collaboration between STRs, seated to combine regions and grades. Whistleblowing, raising concerns, influencing and resilience were covered using interactive and novel techniques, e.g. Lego Serious Play™. Anonymous formal feedback using a numerical Likert scale gave a mean score of 4.8/5 from two sessions, for meeting objectives and delivering clear sessions. Free text responses were overwhelmingly positive: STRs report that the sessions meet their needs; facilitate networking; and change their practice. Three respondents reported being more pro-active in reporting and escalating complaints as a direct result.

Conclusion Filling unmet training needs in leadership and management through trainee-led sessions provides an excellent learning opportunity for STRs both attending and leading the events, and facilitates cross-regional collaboration.

Leading innovation and improvement

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CREATION OF A NEAR-PEER MENTORSHIP PROGRAMME TO IMPROVE SUPPORT FOR NEW DOCTORS

Alexandra Peterson*, Hannah Monaghan, Jennifer Harrington. *NHS Lothian Medical Education Directorate*

10.1136/leader-2018-FMLM.30

Background Transition from medical student to FY1 (Foundation Year 1) doctor is often challenging.^{1 2} New doctors commonly feel stressed and unsupported.^{3 4} A near-peer mentorship scheme for FY doctors was piloted in NHS Lothian, aiming to provide support during this period of professional transition.

Methods 190 FY doctors volunteered to participate (n=190) for one year. 95 FY1-FY2 dyads were assigned by the investigators according to relevant job experience. Pairs were encouraged to communicate informally as well as meet once per four-month rotation. Each dyad was asked to complete a paired learning agreement. Feedback was sought from participants at the start, end of rotation one, and end of year.

Results Reasons given by FY1s for participating centred on gaining support (20), advice (24) and insight from someone with recent experience (11). FY2s participated to help support colleagues (61), because they wished they had a mentor themselves (28), and due to interest in leadership and teaching

(17). Rate of response to end of year feedback was 32/95 FY1s, 65/95 FY2s. 98% of feedback respondents reported making contact with their partner, and 82% met their partner in person. Major barriers to meeting included scheduling/rota conflicts and locational differences. Respondents felt peer mentors fulfilled a different role to the educational supervisor. FY1s overall felt more likely to turn to their mentor than educational supervisor for personal welfare support. 94% of respondents reported that having both peer mentor and educational supervisor was beneficial (29/32 FY1s; 62/65 FY2s). At the end of the year, 84.4% of responding FY1s felt 'having a peer mentor helped [them] feel supported in the transition from medical student to FY1.' 99% of feedback respondents felt the programme should continue.

Conclusions Near-peer mentorship enhances support for FY1 doctors. The programme was widely accepted and received positive reviews from participants.

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Foundation leadership and management: a bespoke foundation year leadership and management apprenticeship programme

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YOU'RE HIRED! DEVELOPING CLINICAL LEADERS OF TOMORROW USING THE GOVERNMENT APPRENTICESHIP LEVY

Bill Kawai-Calderhead*. *Royal Army Medical Corps, British Army, UK*

10.1136/leader-2018-FMLM.31

Aim Medical leadership is recognised as an essential facet of clinical practice. However, there lacks standardised, sustainable training for postgraduate doctors particularly to support the transition from undergraduate medical student to Foundation Year 1 (FY1) doctor. Through the introduction of the Government Apprenticeship Scheme, NHS Trusts now have access to a ring-fenced budget, the Apprenticeship Levy, which can be used to provide a funded, vocationally based and nationally benchmarked training solution.

Methods In a partnership between the author, South Tees Hospitals NHS Foundation Trust (STES) and a Registered Apprenticeship Training provider, the Foundation Leadership and Management (FLM) programme for FY1s was developed using the Apprenticeship curriculum standard. FLM consists of 12 leadership-themed modules which complement the FY1 clinical curriculum and results in a nationally recognised qualification allowing Associate Membership of both the Institute of Leadership and Management and the Chartered Management Institute. As a pilot, 38 FY1s were enrolled in December 2017. Their perception of preparedness for the leadership challenges of practice was gauged during FLM using questionnaires.