voluntarily recruited through the North East GP Vocational Training Scheme. The data was analysed using thematic analysis.

**Results** The findings emphasise the importance of palliative care experience during training and the value of hospice placements. The findings demonstrated that many of the skills attained through working with palliative patients were transferable and enhanced the overall practice of the trainees. Opportunities to develop complex communication skills were particularly valued by the trainees. The interviews highlighted that there were sometimes challenges in accessing palliative care experience in community placements. The interviews were conducted during the Covid-19 pandemic and this had resulted in trainees having opportunities to gain additional experience in advance care planning.

**Conclusions** The study acknowledged that learning does not stop at CCT however the trainees generally felt that during training they received good preparation for independent practice in palliative care. The study supported the importance of good palliative care teaching and experience during training for managing both palliative care patients and providing transferable holistic skills helpful in all aspects of clinical practice. Further work could be done to explore the variability of trainees’ exposure to palliative care patients in the community and how trainers and practices could be supported in providing this experience.

**PALLIATIVE SIMULATION FOR INTERNAL MEDICINE TRAINEES (PALL-SIM-IM): A NATIONALLY ADOPTED EDUCATION INITIATIVE IN RESPONSE TO SHAPE OF TRAINING**


**Background** Shape of Training represents a significant change in postgraduate-medical-education. Internal Medicine trainees (IMT) must prove competency in 8 Clinical Capabilities in Practice (CiPs). CiP 8 Managing End-of-Life and Applying Palliative Care Skills represents an opportunity to improve palliative medicine education for generalists, however, the provision of the required education and training is also a significant challenge requiring consideration and innovation. Simulation has been recognised by the Joint Royal College of Physicians Training Board (JRCPTB) as a holistic teaching and assessment method.

**Aim** To produce a simulation training package for IMTs covering all components/descriptors of CiP 8 which can be effectively delivered by a combination of Palliative Medicine Trainees (PMTs), consultants, simulation technicians and teaching fellows. To enable IMTs to learn/practice required skills whilst PMTs address teaching and management curriculum competencies.

**Methods** The North East Palliative Registrars Research Alliance (NEPRRA) (a unique initiative ensuring all North East PMTs are involved in teaching/research projects) received simulation training and designed Palliative Simulation for Internal Medicine Trainees (PALL-SIM-IM) a package comprising scenarios mapped to IMT curriculum descriptors. Modification occurred based on feedback and new scenarios incorporated requirements unique to the COVID-19 pandemic.

**Results** PALL-SIM-IM has been effectively piloted in 6 sessions throughout the North-East, training 25 IMTs/equivalent. It has received excellent qualitative feedback. Quantitative data demonstrates significant improvement in competence in all curriculum descriptors following training. PALL-SIM-IM has been presented (on request) to IM Specialist Trainee Committees, Health Education England and the JRCPTB. PALL-SIM-IM has been requested by, distributed to and is to be adopted by Health Education England and the JRCPTB. PALL-SIM-IM has been effectively piloted in 6 sessions throughout the North-East, training 25 IMTs/equivalent. It has received excellent qualitative feedback. Quantitative data demonstrates significant improvement in competence in all curriculum descriptors following training. PALL-SIM-IM has been presented (on request) to IM Specialist Trainee Committees, Health Education England and the JRCPTB. PALL-SIM-IM has been requested by, distributed to and is to be adopted by 7 Health Education England training regions, Scotland and Northern Ireland.

**Conclusions** This educational initiative has successfully produced a nationally adopted simulation-based training package for IMTs to aid competency development in CiP 8, reducing duplication of work whilst allowing reciprocal development of PMTs’ leadership and teaching skills.