oncological outcomes, morbidity, mortality and quality of life after treatment.

Methods: Consecutive octogenarian patients treated via the SERC MDT between Dec 2013 and Dec 2019 were examined retrospectively from a prospectively maintained database. Patients underwent transanal endoscopic microsurgery (TEMS), endoscopic submucosal dissection (ESD), contact radiotherapy or hybrid combinations. Patient demographics were recorded and outcomes assessed including pre and post-operative oncological staging, morbidity, mortality, length of stay and simulation. The content was fully mapped against the NMTNG key competencies, and also addressed the survey responses and local policy. Nurses were then asked to repeat the survey following the course.

Results: 5 nurses and 2 student nurses attended the pilot course. The majority of attendees (4/7) had been working on the major trauma ward for over 6 months and none had previously completed any nationally accredited major trauma training. Following the course, an improvement in self-assessed knowledge was recorded across all aspects of the competency framework. The highest percentage increase in knowledge was seen in the areas of communication, team work and decision making.

Conclusion: We believe this condition should be repopularised as serious complications such as visceral torsion might arise from it which may require immediate surgical treatment, affecting quality of life and a high rate of relapses after surgical procedures.

EP.TU.426 Evaluating the Efficacy of Online Teaching for Neuroscience, Neurology & Neurosurgery

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Aims: The current climate brought forth by the COVID-19 pandemic has caused considerable changes in academic teaching at the undergraduate and postgraduate level. Online teaching and webinars over video conferencing platforms have become the new standard for delivery of material. Here we evaluate the efficacy of online webinars in the area of Neuroscience, Neurology and Neurosurgery.

Methods: We delivered 10 online webinars across 10 weeks, with one or two speakers, covering a range of topics across the fields of Neuroscience, Neurology and Neurosurgery. Feedback was gathered anonymously using an online feedback form following the event.
Results were statistically analysed and significance reported using the Wilcoxon signed-rank test.

**Results:** Our results show a statistically significant increase in the attendees’ self-reported knowledge on the subject, before and after the webinar \( P < 0.0001, n = 117 \); this represents a 57.3% increase in self-reported knowledge. Our feedback indicated that of all attendees across the 10 webinars, 82.9% rated the event overall “Very Good”, 79.5% were “Very Satisfied” with the organisation of the event, 84.6% with the speaker(s), 76.9% with the content of the event and 82.9% with the format of the webinar.

**Conclusions:** In summary, our analysis shows that delivering Neurological and Neurosurgical teaching via an online platform is a viable and effective method of delivering knowledge. This finding has significant implications not only in the current response to the COVID-19 pandemic, but also in the future provision of medical education at the undergraduate and postgraduate level.