immediate post op, 15, 60 minutes, 8 and 12 hours (p < 0.050). The mean requirement of analgesia immediate post op, 15 minutes, 4 and 8 hours was significantly low in group T compared to group S (p < 0.050). 30% patients in group T did not require analgesia at all compared to S (p < 0.001). Incidence of adverse effects at 4 hours was 43% in group S compared to 40% in group T (p > 0.050).

Conclusion: Intraperitoneal instillation of tramadol in LC has beneficial effect in terms of postoperative pain relief following LC and lower requirement of analgesia. However, the incidence of adverse effects was comparable in both the groups.

Aims: Medical students have reduced small-group teaching due to the COVID-19 pandemic. Online teaching typically involves large-groups and covers theoretical topics rather than practical skills. We investigated the effectiveness of a six-part online small-group tutorial series, teaching key practical skills to medical students in their first clinical year.

Methods: Tutors taught using Microsoft Teams, with a tutor:student ratio being between 1:3 to 1:5. Tutorial themes were: examinations (Cardiovascular & Respiratory, Abdominal), A-E assessment and imaging (Thorax imaging & Histology, AXR & CT). Tutees completed a post-tutorial feedback form; the primary outcome was confidence improvement on the subject content. Likert Scales were used to measure the primary aim, with 1 corresponding to the worst outcome, and 4 corresponding to the best outcome.
Results: 152 tutee feedback responses were analysed, a 60.0% response rate. Response numbers were lowest in the examinations tutorials. Mean tutee confidence improved markedly, from 1.954 (SD 0.7918) to 3.414 (SD 0.5572, p < 0.0001). This was highest in imaging tutorials (p < 0.05). Mean scores for effectiveness of delivery and effect of technical issues were 3.868 (SD 0.3762) and 3.908 (SD 0.3327) respectively. From tutors’ feedback, 100% preferred teaching small-group over large-group sessions. However, only 33.3% prefer to teach online over face-to-face. Mean student engagement was rated at 3.417 (SD 0.5149).

Conclusions: Small-group teaching improves students’ confidence in practical skills. Conducting this online is more effective for skills with little physical examination components and is something that can be expanded to a bigger cohort to maximise use of the online platforms.