The use of a low-cost 20 second voice message in the telephone queue across UK GP practices could be an effective method to increase cervical smear test coverage towards the national target of 80%.

35 questionnaire responses were received, main themes reported for not attending screening include embarrassment (37%), busy schedule (32%) and cultural differences (24%). In the week following the intervention, cervical smear tests increased more than 2-fold, from an average of 10% to 20%.

Results: All 32 patients were consented as per RCS guidelines and understood the reason for their surgery, but only 31% could explain the risks, and 56% could explain alternative options. Twenty (63%) consent forms were easily legible on randomised heuristic assessment. After education and change in department practice, understanding of the operation was much improved (80-100%). One outcome was to create pre-filled consent forms for common ENT operations.

Conclusions: Whilst RCS policy on completing consent prior to admission is being achieved, patient interviews suggest a lack of understanding of the operation. Standardised consent forms have the potential to enhance this understanding, as well as saving time.

The implementation of a general surgery teaching programme involving specific consultant-led sessions and sessions led by allied healthcare professionals is invaluable to foundation doctors. It retains the interest of surgically and non-surgically inclined foundation doctors and is an essential element of a general surgical placement in a teaching hospital.

Methods: The study will involve three phases, delivered in part by student collaborators at each institution: first, a national online survey of final year students from 34 UK medical schools to investigate their recollections of SoC representation in their dermatology teaching. Second, a survey of faculty members at each medical school to investigate how SoC representation is incorporated into the broader design of their institution’s dermatology teaching. Finally, a series of online focus groups to explore students’ ideas about the influence of SoC representation in dermatology education on their clinical experiences with patients of varied skin tones.

Proposed Impact: Our findings may help inform the timely and effective provision of diverse SoC representation in undergraduate medical education and, more broadly, demonstrate the usefulness of collaboratively acquired, student-generated data in guiding the future development of medical school curricula.

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**Results:** A total of 15 participants responded to the baseline questionnaire, 13 attended the workshop and a combined total of 572 viewed the four webinars. Mean confidence increase following the workshop was 113% ($W=91.0$, $p<0.001$). Mean knowledge increase from the online webinars was 62.3% ($t=4.67$, $p=0.009$) and mean confidence increase was 66.67% ($p<0.0001$).

**Conclusion:** Junior doctors did not feel confident in assessing and managing surgically unwell patients. Implementing blended learning tools, such as online webinars, allowed the delivery of effective surgical teaching en masse and to continue the practice of social distancing during a viral pandemic.