

The CNWL Foundation Year Psychiatry Development Programme: A Co-Produced Quality Improvement Approach to Medical Education

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Introduction

- Foundation doctors often attend teaching sessions designed for Core Trainees, resulting in inadequate level-appropriate psychiatric education.
- National Education and Training Survey 2023 survey found that **learners were more likely to recommend their placements if it had supportive colleagues and teaching.**

Aims & Hypothesis

This quality improvement project aimed to develop and evaluate a structured and bespoke, level-appropriate regional psychiatry teaching programme for Foundation Year (FY) doctors across CNWL.

Evaluated across three 4-monthly cohorts from 2024 - 2025, we hypothesised that a unique **tailored, co-produced curriculum** would improve:

1. **Self-reported clinical knowledge**
2. **Confidence in psychiatric assessment**
3. **Interest in psychiatry as a career**

Methodology

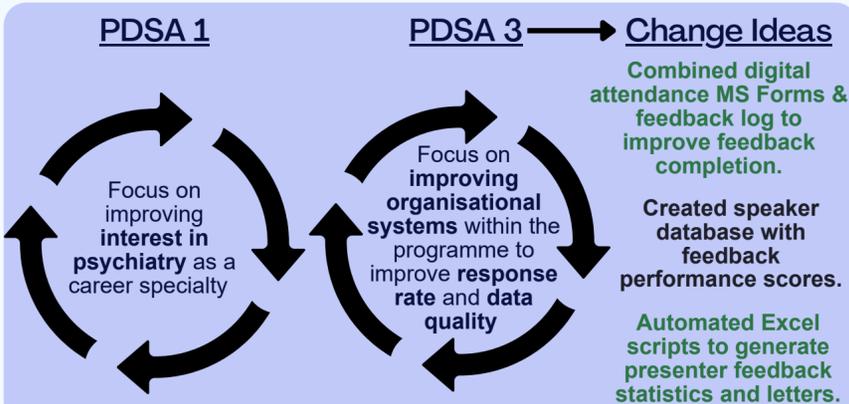
The curriculum comprised of 8 core topics, 1 Trainee-selected 'flexi-slot' and 1 Co-produced workshop delivered with Experts-by-Experience (EbE).

We collected 48 baseline (BL) and 286 post-session (PS) responses across 3 cohorts collected to assess clinical knowledge, confidence, and career interest in psychiatry:

- Cycle 1: 13 BL responses, 88 PS responses
- Cycle 2: 17 BL responses, 41 PS responses
- Cycle 3: 18 BL responses, 157 PS responses

5 point Likert scale was converted to percentages: ("Strongly Disagree" = 0%, "Strongly Agree" = 100%)

PDSA Cycles



Results: Improvement Across All Measured Domains

- Three cohorts were evaluated between Dec 2024 – Dec 2025.
- A **sustained improvement** across all three measured domains was observed across all cohorts (figure 2).
- Programme satisfaction remained consistently high across all three cohorts (average 93%), and improved to **96% by Cycle 3.**

Whilst initially designed to improve career interest in psychiatry, by Cycle 3 the focus shifted to **utilising technology to improve the organisational systems** within the programme to **improve attendance recording, feedback generation and sustainability.**

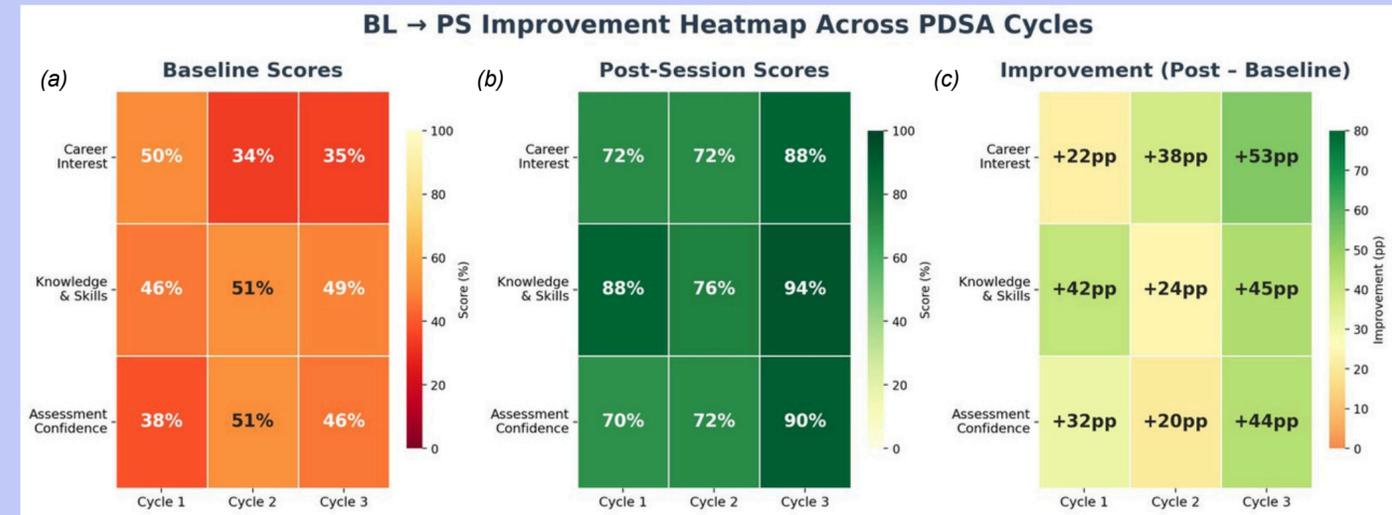


Figure 1: Heatmap illustrating % across three measured domains at (a) Baseline, (b) Post-Survey, (c) Improvement Change.



Figure 3: Run chart comparing baseline and post-session survey data across three domains.

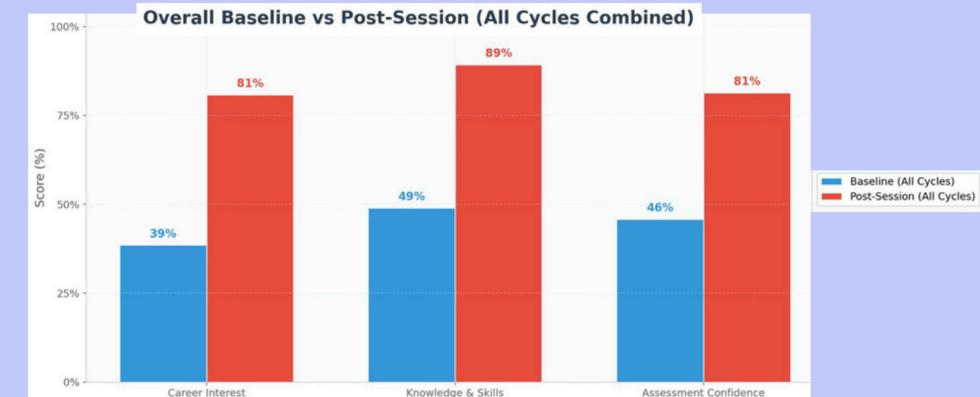


Figure 2: Comparison of overall self-reported parameters in knowledge, confidence and career interest measured at baseline and post-teaching session.

Conclusion

This sustainable co-produced programme demonstrated large, sustained improvements in self-reported knowledge, confidence and career interest across **286 post session evaluations**, with satisfaction reaching **96% by Cycle 3.**

Co-Design

FY doctors shaped their curriculum through selecting "Flexi Slot" topics. FY representatives developed **leadership and QI methodology skills.**

Co-Production

Stakeholder engagement evolved through EbE partnerships with the CNWL Recovery College.

Scalability

The model demonstrates **scalability and scope for expansion.** This approach offers a replicable framework for enhancing Foundation psychiatry education nationally.