performance standard, improve confidence and reduce OSCE-related stress.

The aim of this project was to develop video-based psychiatry OSCEs with accompanying marking rubric as a revision resource, that can be used by medical students to learn by observing and assessing performances from an examiner's perspective.

Methods: Commonly examined psychiatry scenarios at undergraduate level were selected. Candidate instructions and actor briefs were written for each selected scenario.

OSCE stations were filmed using trained actors as patients and resident doctors at various grades of training who volunteered as candidates. Candidates performed unscripted consultations after reading the candidate instructions, replicating real OSCE conditions.

For each scenario, a structured marking rubric was developed. It was specifically designed for medical students who will use it to assess the OSCE candidates while observing the recorded performances. Whilst not identical to the official examination marking scheme, the marking rubric highlights specific skills and competencies students are assessed on for each scenario and the common pitfalls.

All scenarios, candidate instructions, actors' briefs, marking rubrics and videos that were created, underwent multiple rounds of peer review to ensure accuracy, user friendliness, educational value and alignment with Kent and Medway Medical School(KMMS) examination standards.

Results: Ten psychiatry OSCE station videos with corresponding marking rubrics have been created. The marking rubrics are designed to facilitate self-directed learning with ease ofstudent use in mind. This resource offers a flexible, repeatable approach to OSCE preparation.

Conclusion: This collection of psychiatry OSCE videos and accompanying marking rubrics, have the potential to reduce assessment-related anxiety and improve OSCE performance. Furthermore, the added advantage of this resource is that it will be accessible to medical students who can utilise it at their own pace from any location.

Next steps include piloting the resource with third year KMMS medical students to evaluate educational impact.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Addressing the Gap: Mock Tribunal Teaching

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Aims: This project aimed to improve trainees' understanding and effectiveness at Mental Health Act tribunals (MHTs) through education. It explored how training influences trainees' understanding of the legal process, confidence in preparation and ability to present evidence.

MHTs are vital in the protection of detained patients' rights. Despite this, many trainees in Wales lack the opportunity to observe them. This can lead to impaired effectiveness at tribunal and anxiety for many trainees.

Methods: A session was designed comprising of a lecture introducing format and criteria of the tribunal, followed by a mock session. The mock was observed and was followed by a facilitated discussion.

Pre- and post-training questionnaires assessed knowledge of detention criteria, tribunal proceedings, confidence levels and interest in future educational sessions. Quantitative and qualitative data were obtained with Likert scales assessing interest in future educational sessions.

Results: The key points from the pre-training survey (N=12) were a good awareness of why tribunals happen (12/12), some awareness of the legal criteria (5/12) and limited experience of taking part in tribunals (3 observed, 2 wrote reports, 1 oral evidence). All agreed that training would be helpful, and most were willing to take part.

Post-training survey (N=7) showed improvement in knowledge of detention criteria (6/7).Most respondents agreed that the session felt realistic and thought that the session would be helpful in the future.

Conclusion: The improvement of trainee's knowledge of detention criteria shows high educational impact and the positive feedback on the realism of the mock suggests that it should have high validity to real life. We plan to expand the session to offer it to more trainees and ultimately aim to open it for all professionals involved in MHTs.

Abstracts were reviewed by the RCPsych Academic Faculty rather than by the standard *BJPsych Open* peer review process and should not be quoted as peer-reviewed by *BJPsych Open* in any subsequent publication.

Effectiveness of Bite-Size Teaching for Mental Health Professionals

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Aims: Bitesize teaching is a short session delivered on a specific topic to enhance the knowledge and confidence of practitioners and to support practical application of clinical knowledge. In psychiatry, bite-size teaching has been suggested for training ward staff in physical health-related topics. However, it has been used in a wide range of topics in different teams. We intended to see the effectiveness of bite-size teaching across different professional groups in a range of clinical settings, covering a variety of topics relevant to mental health professionals.

Methods: We compared the change in knowledge of a topic and skill, confidence, and comfort level in performing a related task through a pre- and post-session assessment using the Teaching Effectiveness Questionnaire (TEQ), and open-ended questions about learning. The teaching sessions included different professional groups such as doctors, nurses, and allied health professionals; and covered various topics.

Results: There were 149 attendee responses, over the range of topics covered in the bitesize teaching, e.g. role of exercise, green spaces and mental health, diagnostic formulation, metabolic disorder, suicidality management, dementia prevention, Mental Health Act, community treatment order, etc. in multiple sessions. Most of the attendees were doctors(65.1%), followed by nurses (17.4%), and the rest were allied health professionals. The content of the sessions was reported to be very good in 47.0%, and good in 37.6%; session delivery was observed as very good 50.3%, and good 38.9%. There were positive correlations between years of experience and knowledge, skill, and confidence in performing, comfort level, and teaching the task. Pre and post-teaching scores in these domains also positively correlated. Cronbach's alpha of the TEQ for the sample pre-teaching was 0.97, suggesting an excellent level of internal consistency. There were significant changes pre- and post-teaching session in all the domains, such as knowledge (3.3±1.1 vs. 4.0±0.8), skills (3.2±1.1 vs. 3.9±0.8), confidence (3.2±1.1 vs.4.0±0.8), comfort