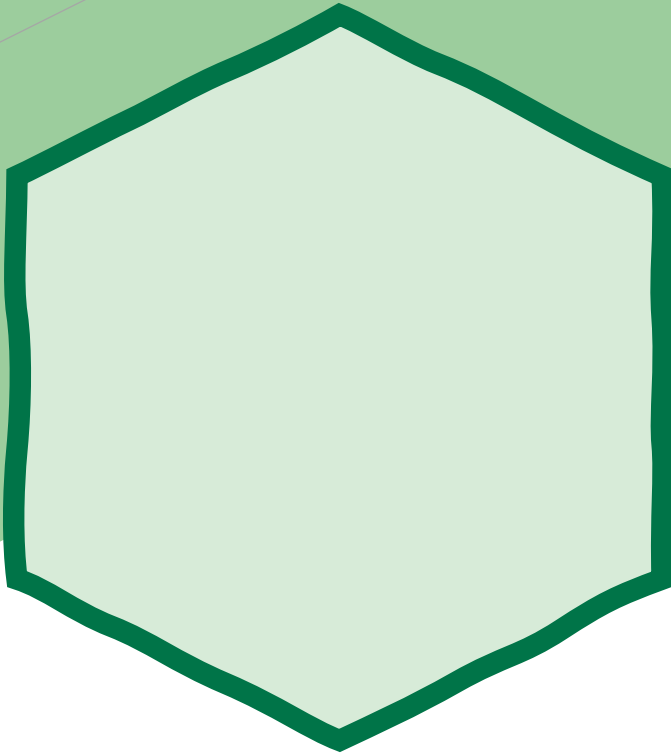




msc Medical
Schools
Council
For the future of medicine

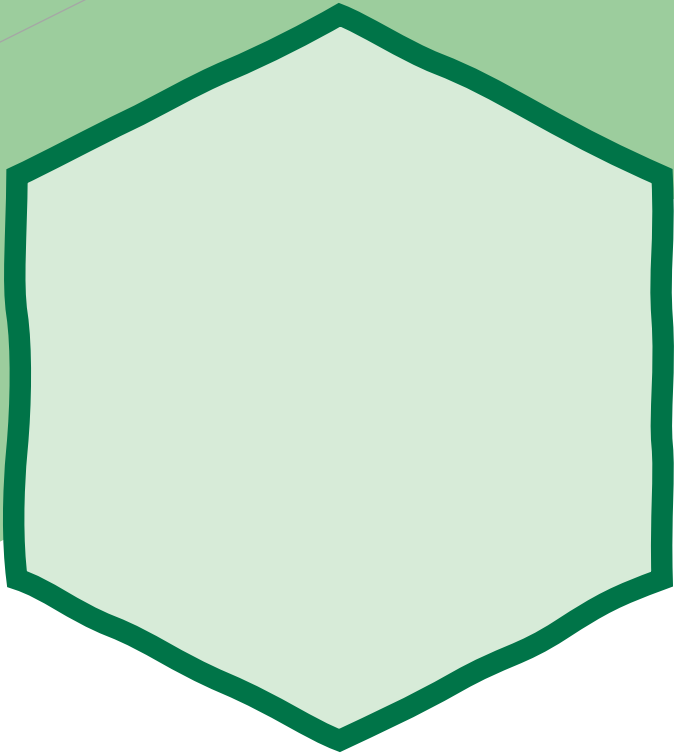


Widening Participation Conference November 22nd 2019

Presentations



10.30	Welcome and “Why the Work is Important” Dr Enam Haque	
	Research Presentation, Hidden Curriculum Megan Harrison	
11.00	Parallel Session 1A: Establishing a WAMS society Facilitator: Hannah Delmas	Parallel Session 1B Evaluating Impact Facilitators: The Brilliant Club
11.50	Poster presentation 1	
12.00	Break	
12.15	Session 2: Overcoming Barriers to WP Work Facilitators: Jo Lai, Kirsty Morrison	
13.05	Poster Presentation 2	
13.15	Lunch	
14.15	Session 3: Engaging Younger Pupils Facilitators: Rob Cartwright-Speakman, Ben Ryan	
15.05	Poster Presentation 3	
15.15	Break	
15.30	Parallel Session 4A: Addressing the Challenges of your Region Facilitators: Hannah Delmas, Holly Morley, Gabriela Kopernicka	Parallel Session 4B: How to Approach Research in WP Facilitators: Sylva Adeeko, Mohammed Sahir
16.20	Poster Presentations Voting, Panel Discussion and Close Facilitator: Dr Enam Haque	
16.45	Close	



Setting up a Widening Access to Medicine Group

Hannah Delmas

Mandy Hampshire

Introductions



Hannah Delmas

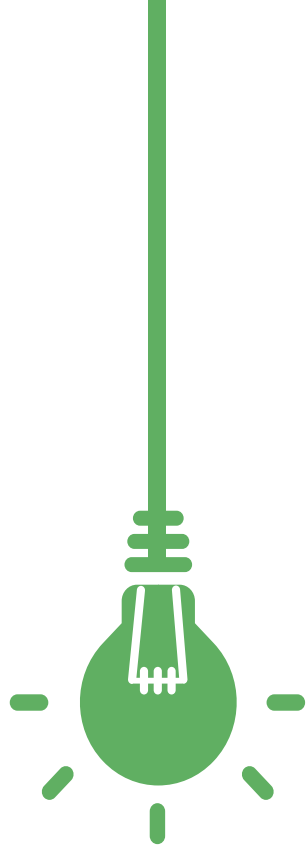
5th year medical student, Peninsula
medical school

Co-President Plymouth WAMS

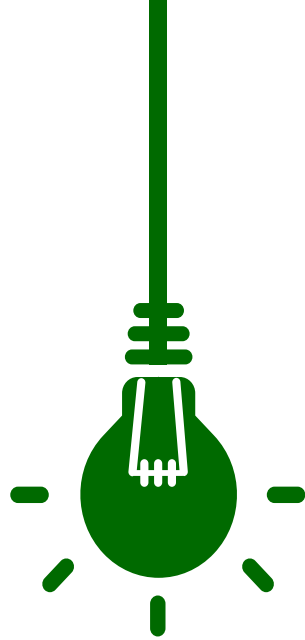


Mandy Hampshire

Director of Undergraduate
Medicine Admissions
WP Champion for Derbyshire
University of Nottingham



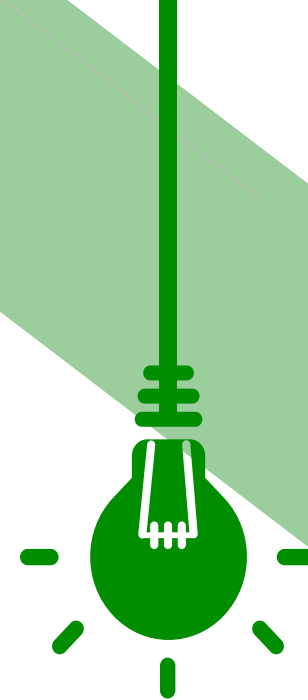
What would you like to get out of the session?



What do you need to start a WAMS?



Team set up



Funding

Session overview



What would you like to get out of the session?

Why do you want a WAMS?

Team set up

What is important for the team?

Plymouth set up

- 2 Co-presidents
- 2 Secretaries
- 3 Event organisers
 - Primary
 - Secondary
 - Collage/ 6th form
- 2 Resource managers

Office staff

- Julie Monk
- Clinical skills staff
- Lecture staff

Nottingham WAMS

- 2 Co-presidents
- 1 Vice president/treasurer
- 1 WP Liaison
- 1 Work experience and Dr for the Day Coordinator
 - 4 officers
- 1 Events Coordinator
 - 3 Events officers
- 1 Schools Coordinator
 - 3 schools officers
- 1 Publicity Officer
- 1 E mentoring Coordinator
- 1 Lincoln WAMS rep
- 1 Derby WAMS rep

School of Medicine

- 1 WP coordinator
- 3 WP champions (doctors) Nottingham, Derby, Lincoln

What is important for the team?

Students

- Communication
- Support
- Organisation
- Relationship
- Independence

Faculty

- Communication
- Relationship building
- Support
- Trust
- Organisation
- Formal recognition
- Funding

Marketing

- Advertising
- Booking
- Creating the relationship
- Managing expectations

Nottingham

- <http://www.wamsnottingham.co.uk>

What you can do as a WAMS

Plymouth

- External workshops
 - Teddy bear hospitals
 - Adult Teddy bear hospitals
 - Carriers fairs
 - Healthy eating
 - CPR
 - Asthma and diabetes
 - Bright side mentoring
- Internal workshops
 - Personal statement
 - Mock MMI/ panel
 - BMAT/ UCAT
 - How to apply to medical school
 - Medical ethics
 - Future medics conference

Nottingham

- <http://www.wamsnottingham.co.uk>

Securing Funding

Continuous vs one off

- Equipment
- Travel
- Marketing
- Events – room booking and catering
- E mentoring

EVENTS FOR STUDENTS ARE ALWAYS FREE

Thank you

- Contact information
- Hannah
 - Hannah.delmas@students.plymouth.ac.uk
- Mandy
 - mandy.hampshire@nottingham.ac.uk



Practical tips for evaluating impact of WP activities

Medical Schools Council Student Widening Participation Conference
22 November 2019

The Brilliant Club

Dr Katie Jones (@DrKatieLJones)

Paul Rünz (@pa_rue)

Session aims



Understand the 'why' and
'how' of evaluation

Know the steps to
implement evaluation plans

Leave with some practical
tips on how to evaluate



Where we are coming from

We are on a mission



The Brilliant Club exists to increase the number of pupils from **underrepresented backgrounds** that progress to **highly-selective universities**.

We do this by **mobilising the PhD community** to share its expertise with state schools.



Delivered through two national programmes

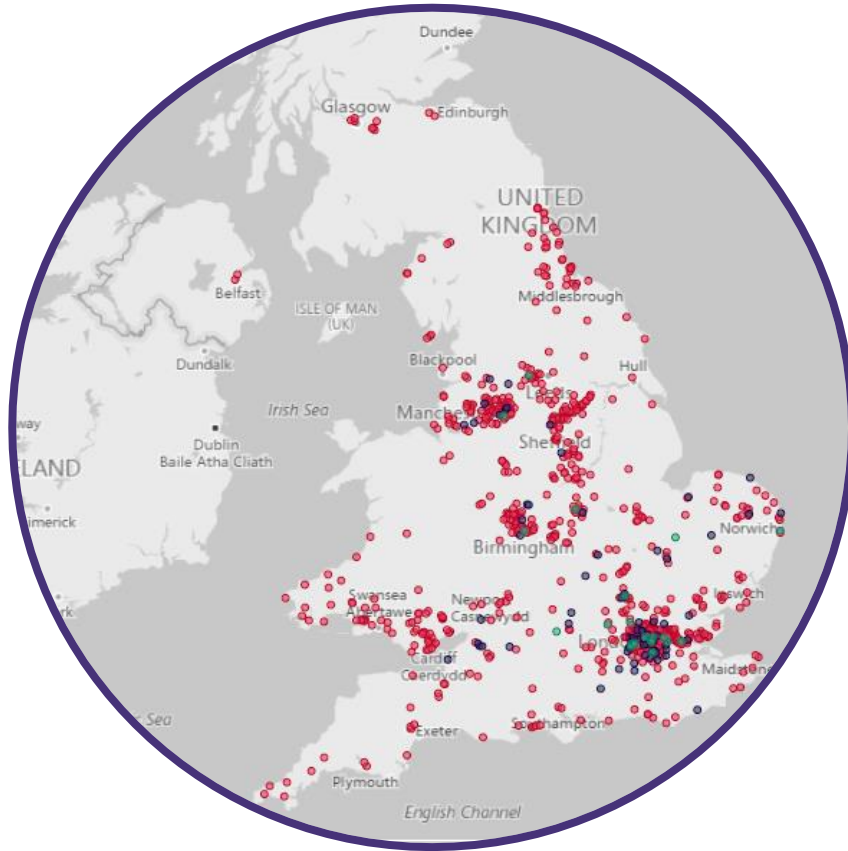


The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of **university-style tutorials**, which are supplemented by two **university trips**.



Researchers in Schools recruits PhD graduates, places them as **trainee teachers** in schools and supports them to develop as excellent teachers and research leaders committed to **closing the gap in attainment and university access**.

We work in every nation and region of the UK



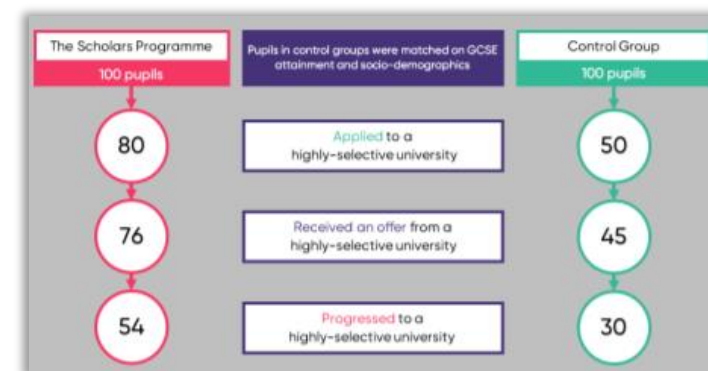
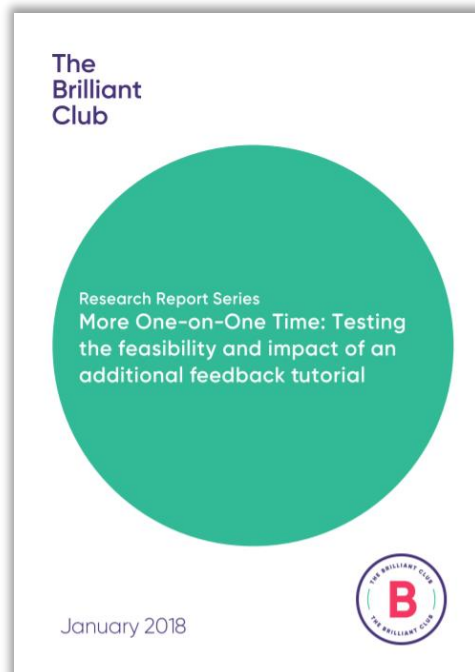
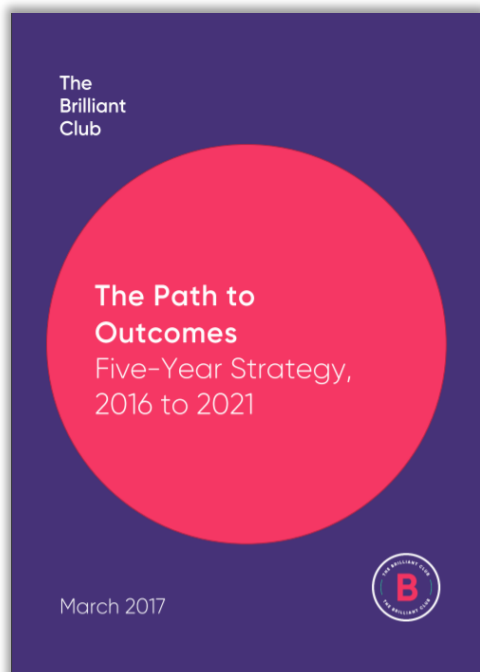
2018/19 reach:

- 846 schools
- 43 partner universities
- 500 PhD tutors supporting **13,000 pupils** in Key Stages 2, 3, 4 and 5

The Brilliant Club's programme teams are supported by an internal evaluation unit



'Our Research and Impact Department brings together a team of social scientists who work to understand the impact of our programmes on pupil outcomes'





The fundamentals of evaluation

Good evaluation can have many purposes



Know we're
making a
difference!

Give clarity on
the direction of
travel

Support
continuous
improvement

Know what to do
with data

Smarter not
harder decision-
making

Theory of Change is a good starting point

(bottom gives example from The Brilliant Club)



Activities

What are the main things you will do?

Pupils in TSP write a 1-2k word final assignment

Quality

How do you deliver activities so that they make a difference?

Tutors provide 1:1 feedback on draft

Mechanisms

What do pupils experience that links to changes in outcomes?

Pupils feel sense of progress and achievement

Outcomes

Changes in knowledge, attitudes, behaviour

Self-efficacy; critical thinking

Impact

Sustained changes that pupils achieve

Progress to highly-selective university

Over to you



Think about activities that you have done in your WAMS society or are planning to do. Then **start taking notes** for your theory of change (5 minutes)

Then **share** with the person next to you (5 minutes)

- What impact do you want to have?
- What are your activities?
- Which mechanisms do you need to focus on to make this work?



The practicalities of evaluation

There are a few key ingredients of evaluation



Research question

Clear outcome measure(s)

Some form of comparison group

Pre- and post-intervention comparisons

Some way of conducting the analysis

A report or output

Types of evidence



	Description	Evidence used	Claims you can make
Type 1: Narrative	The evaluation provides a narrative and a coherent theory of change for the outreach strategy	Literature review, evidence from similar outreach strategies, evidence from past evaluations	<p>'I can explain what we do and why'</p> <p>'My claims are research based'</p>
Type 2: Empirical Research	The evaluation collects data on outcomes and impact. Reports evidence that those receiving an intervention show improved outcomes	Quantitative or Qualitative evidence of a pre-post change	'The intervention is associated with positive outcomes'
Type 3: Causality	The evaluation methodology provides evidence of a causal effect of a methodology	Quantitative or Qualitative evidence of a pre-post change or treatment/non-treatment differences relative to a well-matched control group.	'The intervention causes improvement in outcomes'

Ten rules for writing good survey questions (part 1)



1. Avoid loaded or leading questions.
2. Be careful with question ordering
3. Avoid non-specific questions and make sure respondents know how to answer
4. Make sure the wording is clear and jargon free
5. Do not force respondents to answer

Starting a question with 'should' or 'could' can result in very different responses...

Start with the generalities before the specifics

e.g., "Do you know anyone with a medical degree?" does this included their GP? Just friends and family? Neighbours?

e.g., Don't assume they know what 'WAMS' means

Privacy is important. Think about when it is sensitive to put a 'Prefer not to answer' option

Ten rules for writing good survey questions (part 2)



6. Make sure there are no missing answer options
7. Balance response scales appropriately (avoid anchoring)
8. Avoid compound questions
9. Make sure dichotomous questions are truly dichotomous
10. Use long questions wisely (brevity is your friend!)

If you are giving a list of responses to choose from make sure it is exhaustive or there is an 'other' option

What you put at the middle and the extremes of a scale affects what people think is normal.

e.g., don't ask 'Did you find the scheme enjoyable and useful?'

e.g., don't ask 'Did you find the scheme enjoyable or useful?'

The longer and more complicated the questions the less likely you will get a response



The practicalities of evaluation

- Buy-in (participants, staff, teachers, parents, etc.)

Think about how best to get people on board with your evaluation.

- Sampling

You do not necessarily have to evaluate everyone, a representative sample may be sufficient.

- Proportionality of evaluation

Are you being overly ambitious? The best evaluations are simple, logical and intentional

- Resources

Can you capitalise on resources and expertise already available to you?



Key takeaways

- Have a clear 'theory of change' before you start evaluating
- Define your outcomes
- Make sure your evaluation is proportionate to your intervention
- Know ahead of time what kind of claims you will be able to make



Get in contact

- **Katie**

- katie.jones@thebrilliantclub.org
- @DrKatieLJones

- **Paul**

- paul.ruenz@thebrilliantclub.org
- @pa_rue

Also, please tell your PhD friends about The Brilliant Club!



thebrilliantclub.org



Overcoming barriers to Widening Participation work

Jo Lai

Kirsty Morrison

Introductions



Kirsty Morrison

4th Year Intercalating Medical Student

Selective state grammar school
education, Reading

BWAMS President 2019/20



Jo Lai

4th Year Intercalating Medical Student

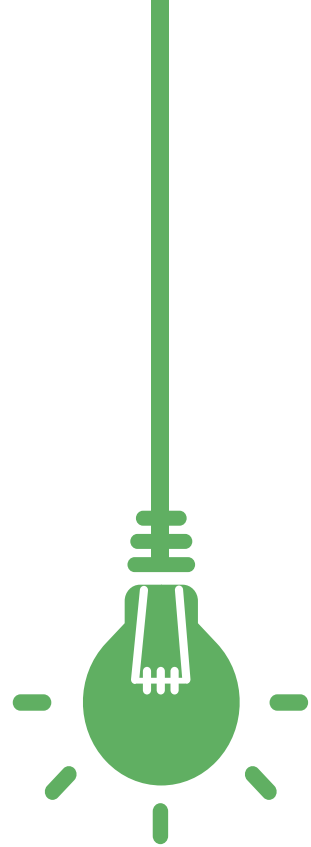
Participated in University of
Birmingham's WP schemes from Year
12 onwards

BWAMS President 2018/19

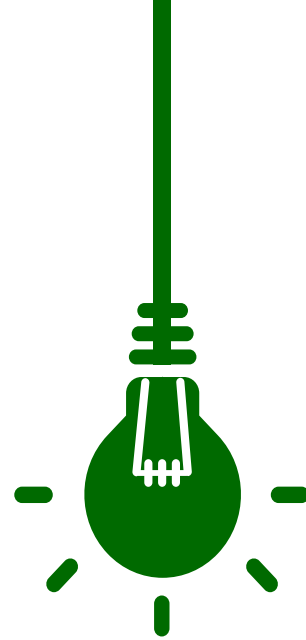
Objectives

- To identify **solutions** to the main **barriers** affecting those working in, or attempting to work in, widening participation (WP)
- Encourage **collaboration** between **students** and **staff** to enact these solutions

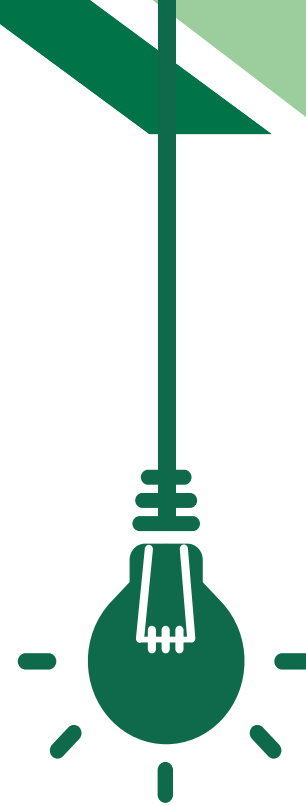




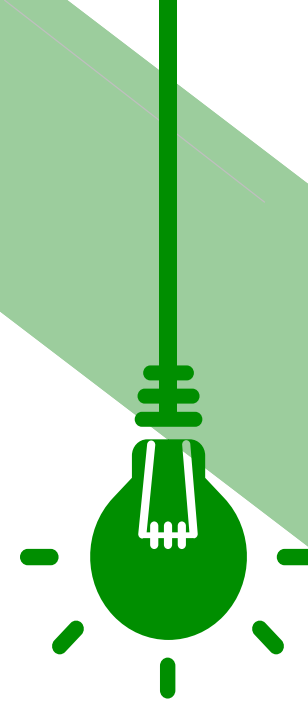
What are
barriers?



What did we learn
last year?



What are we
doing today?



What will we do
next?

Session overview

What are barriers?



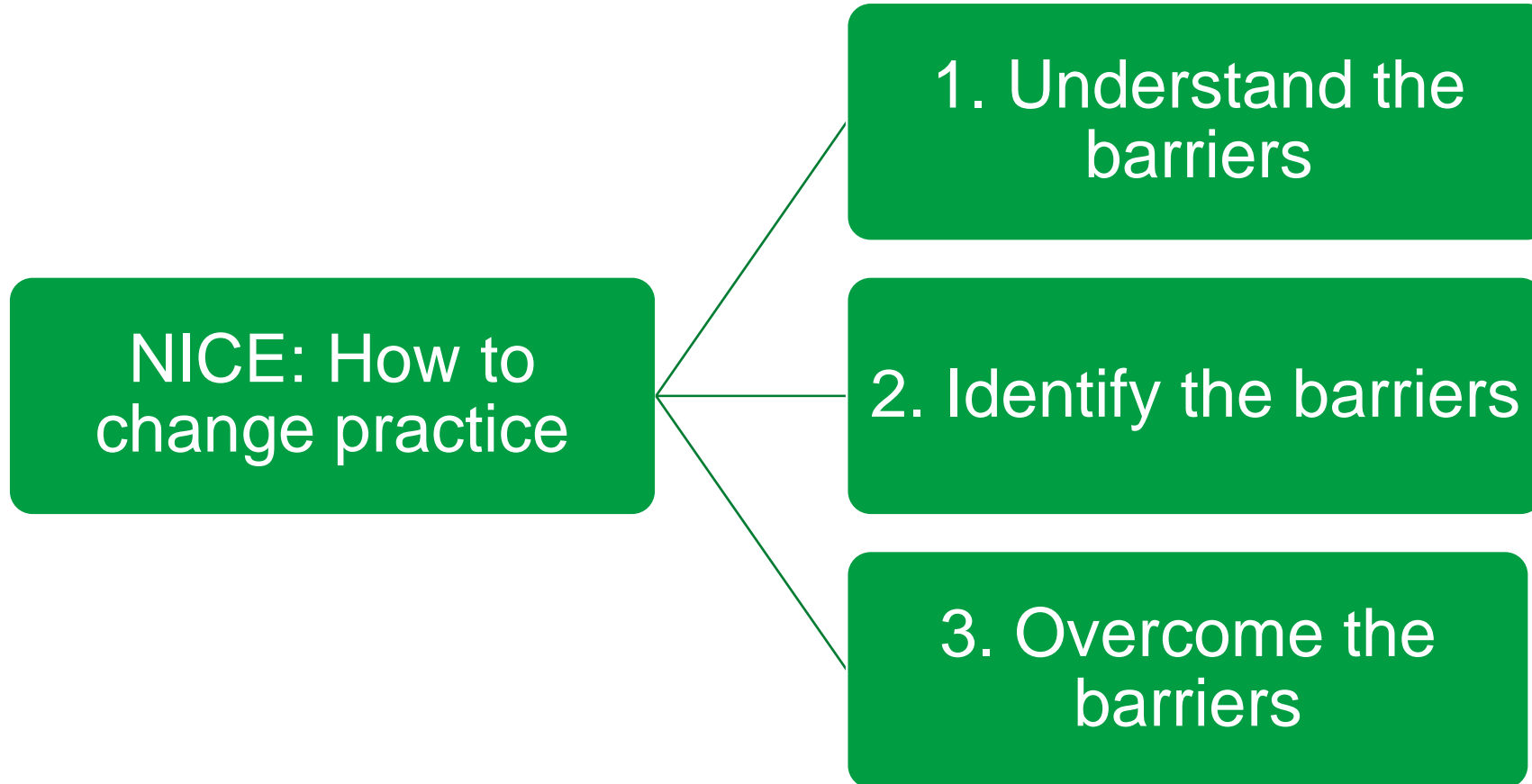
Who?

- Recognising and removing barriers to higher education is an important part of WP
- The types of barriers **university applicants** face are wide-ranging and some are well-established
- However, we want to find out what barriers **those working in WP** face
- This includes students, university staff and members of other organisations



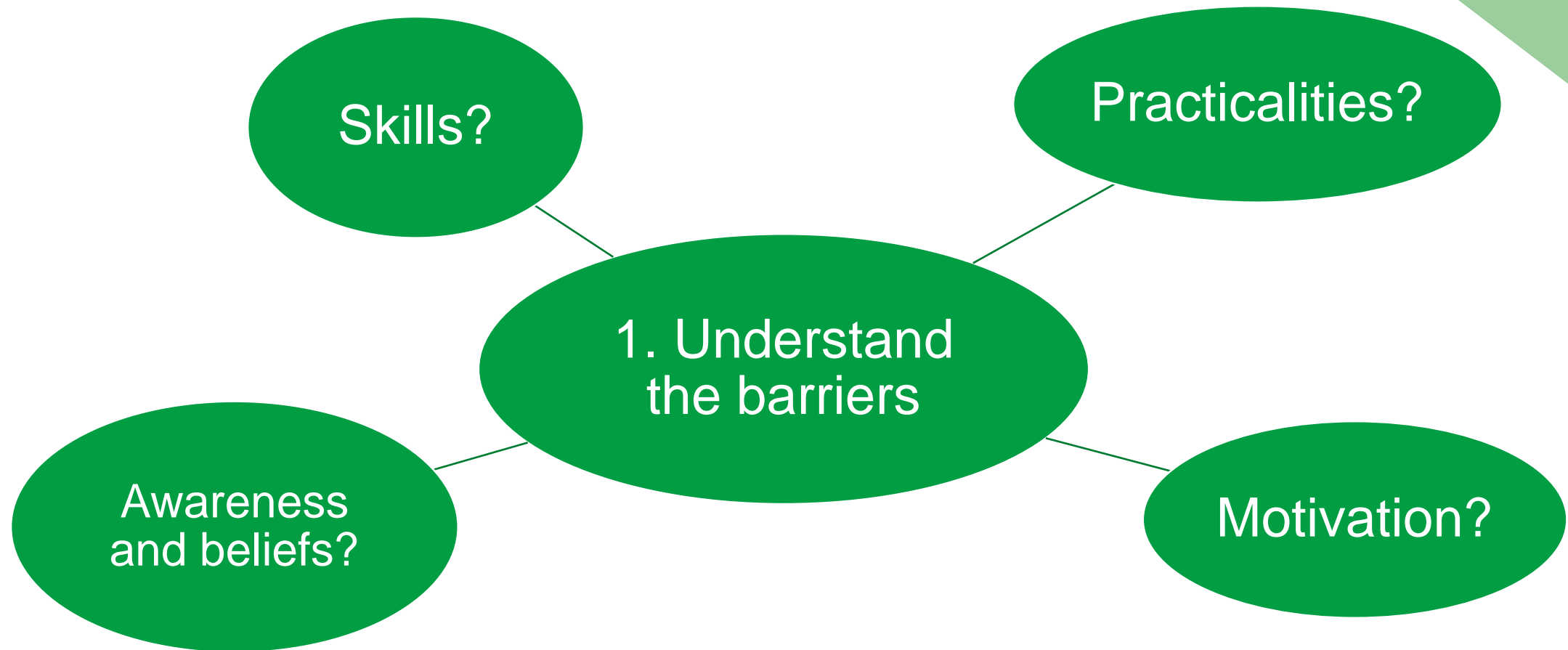
How to approach the problem

Adopting concepts from healthcare



Step 1: Understand the barriers

From NICE: How to change practice



**What did
we learn
last year?**



Step 2: Identify the barriers

2018 Conference: Responses to 'What is the most significant barrier you have faced?'



The most common barriers

These were the three most frequent answers to the poll we conducted at the 2018 conference

Time

- The most common response
- People felt they couldn't find time to commit to WP

Lack of collaboration

- Especially between students and staff
- Also between those from WP backgrounds and those who aren't

Knowledge about WP

- Lack of understanding and awareness of the issues in WP was preventing people from getting involved

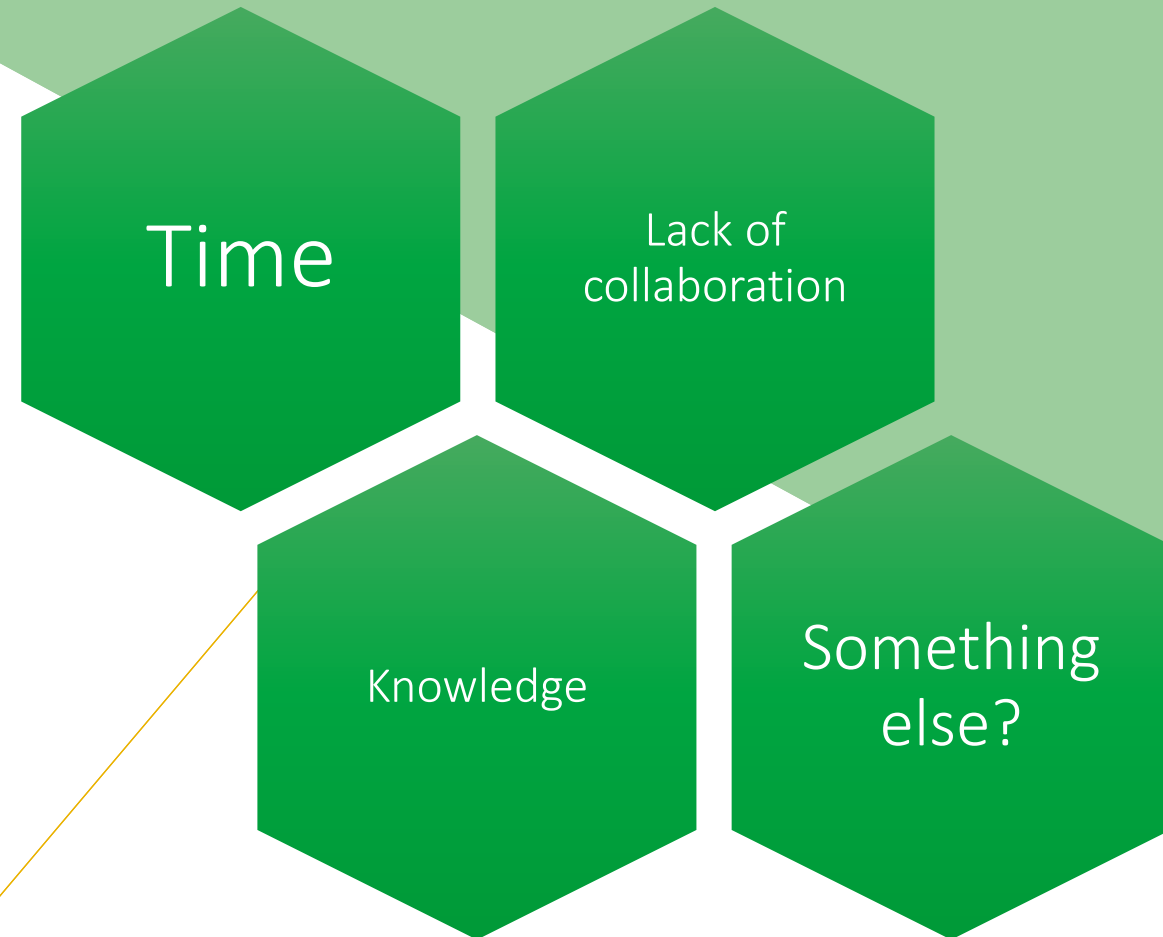
**What are
we going to
do today?**



Step 3: Overcome the barriers

Today's session aims to enact change

1. In tables, **pick one or two** of the three main barriers identified last year that you identify with most
2. Discuss and write down **problems** around the barrier
3. Discuss and write down **solutions** to these problems
4. Summarise problem + solution → submit to Mentimeter



Go to: www.menti.com

Code: 69 61 35

Mentimeter

Submit your answers like this:

Topic: Problem = Solution

e.g.

Time: Students in clinical years
have to be on placement =
recruit student volunteers from
all years



Discussion

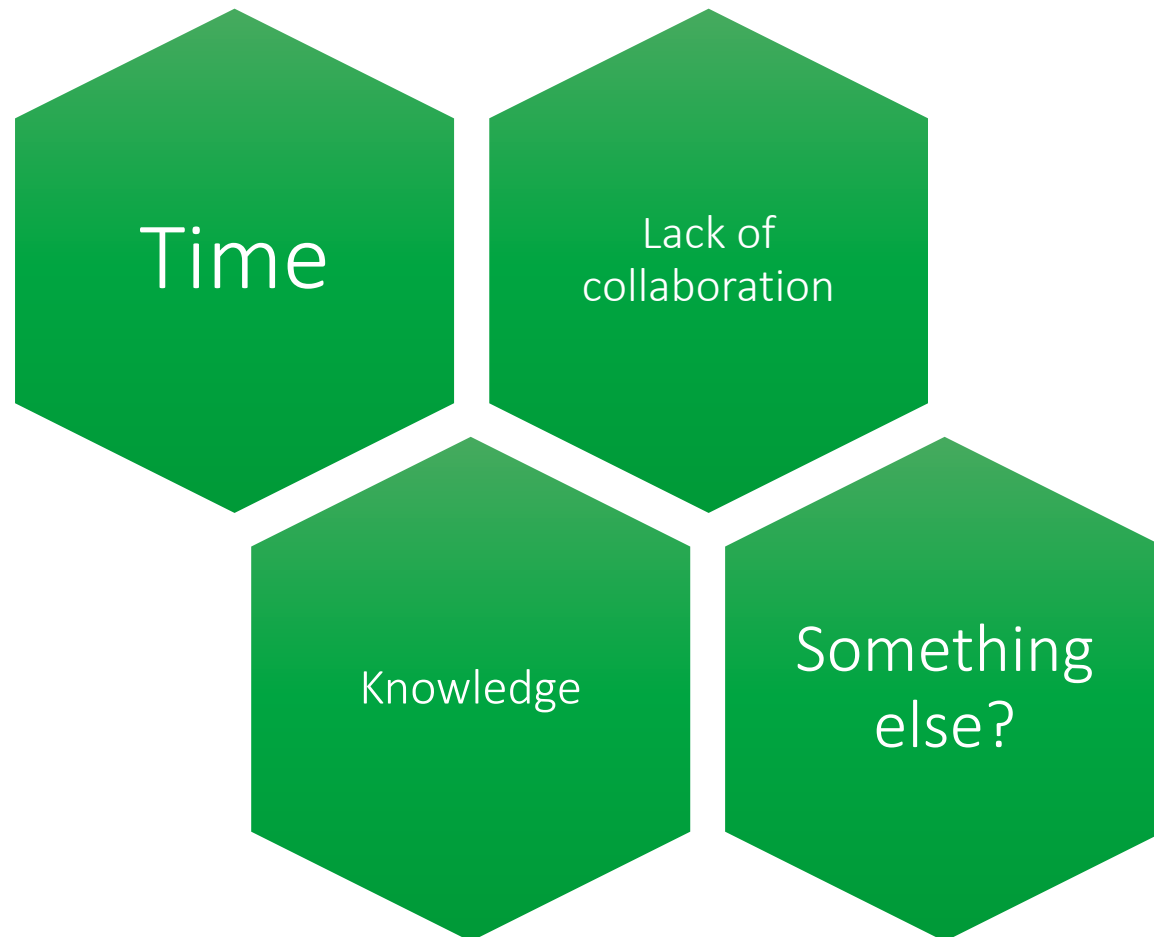


**What will we
do next?**



Start the change

Complete step 3 and **overcome the barriers**



Enact the
solutions we
have discussed
today



**Thank you for
participating in
this workshop!**

Birmingham Widening Access to Medical Sciences: uobwams@gmail.com



Mentimeter responses:

How will we overcome barriers to WP work?

Targeting teachers

All the resources to undertake WP are there, but we need a centralised student-led group to tie everything together.

Make time to collaborate with WAMS when targeting cold spots

Getting the message to gatekeepers

Targeting year 9

Educating non-WP students !

Advertise the importance-people can find time

Improve knowledge

Teacher education is a huge barrier - need to identify motivated teachers who want their kids into medicine and create sustainable training solutions

How will we overcome barriers to WP work?

Use the internet in place of going into schools to host events like mock MMIs or mentoring

Education into what qualifies a child for WP opportunities

Collaborate with other societies- Medsoc, GPSoc, Teddy Bear Hosp etc to help relieve pressures associated with time and funding

In terms of time The idea from Plymouth use in duplicating roles that work alternately

Educating teachers about widening participation courses at universities and the resources available for WP students applying to medicine

Work with community and schools to increase general interest with medicine

Encourage students from WP and non-WP to participate

Obtaining support from university/medical school

Time is often an issue. But there is scope for PROTECTED time - i.e. ssc's demonstrating social accountability that have similar graduate outcomes (working with communities, engagement), and developing skills of educators

How will we overcome barriers to WP work?

Flexible WP initiatives that allow Med students to take part. Also get med professionals to input on the initial creation of activities so that more people can deliver.

A solution to time - 2 people per WAMS role doing 50% of the time

Tweeting schools

Time for training sessions such as safeguarding is a problem. This could be done online.

Medical schools share ideas

Collaborating with other health care professionals

Paid vs volunteer work

Have a lead teacher in the school who knows what WP is and believes in it, and is a contact/liasion for the medical school/kids

Different campuses



How will we overcome barriers to WP work?

Educating students who don't identify as WP about what we do as a WAMS society, and encouraging them to help out too - can we slot something into the curriculum?

Increasing attainment of WP students

Maybe some way to allocate schools to a particular WAMS to prevent duplication in areas of overlap, as well as ensuring that all schools covered

Time management - preparation for applications to university to study medicine often take place in the summer, perhaps push the educational side of medical student engagement with WP so they have educational investment in the course

Teaches education

Collaborating with other societies

Teachers being unreceptive to invitations to events

Engaging international students of non WP background

create a collaboration handover event to allow the outgoing committee and incoming committee to understand roles



How will we overcome barriers to WP work?

Use MSC to produce resources that are accessible to all.

To increase an understanding of WP. Peer learning - WP students and non-WP students sharing their educational experiences and journey to Medicine. To learn about each other's lived experience.

Have faculty on board

We can start to Encourage a WAMS culture to be adopted throughout university.

Shared roles on WAMS WAMS Committee including different year groups of students. Passing on learning Working collaboratively with University WP or Admissions team Having lots of students involved enable lots of students to commit short term

Political lobbying for resources
#registertovote

Recruit and provide guidance/training for wp ambassadors from year 1 and provide them with older student ambassadors to give them the confidence to be involved

Transverse transportation issues and reduce bureaucracy where possible

Working with resources we have



How will we overcome barriers to WP work?

Teachers not responsive to emails from students – need admissions on board

Enfranchise the wider student body to distribute the workload and reduce time pressure on each individual

Having satellite groups within the committee

political association (ie social policy) which puts the responsibility of ensuring WP students of all areas have access to WP courses in the university's hands

Grades

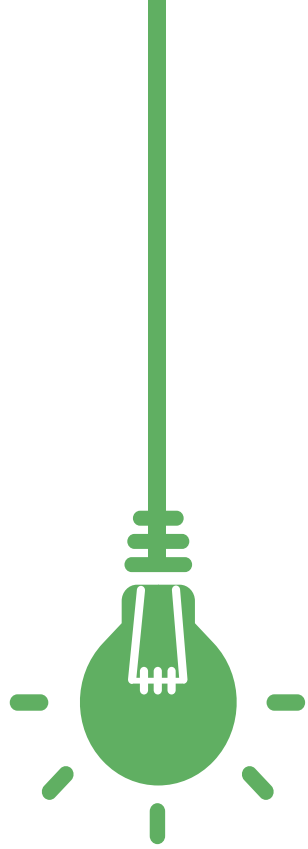
Get the parents to come in for sessions on financial literacy and how to support the funding of their child's university application and university life

Change the culture within medical schools so that more students and staff are aware of why it matters, engage with it and this effects a culture change within the profession itself

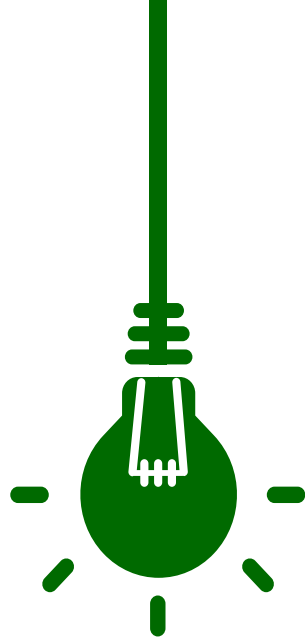


Engaging Younger Pupils

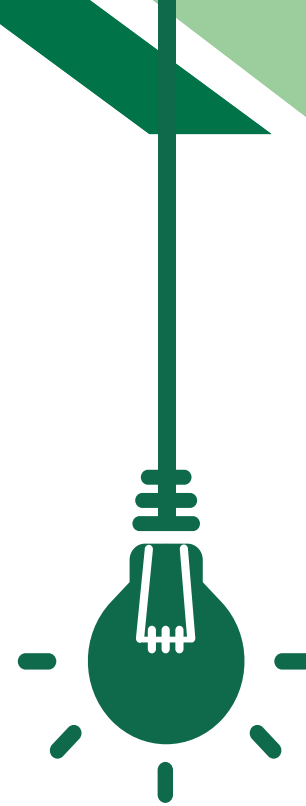
Robert Cartwright-
Speakman, Ben Ryan,
Emam Haque



Know the reasons why widening participation is needed in younger pupils



Understand the barriers into medicine that students from widening participation backgrounds experience



Design your own workshop aimed at addressing the barriers that widening participation students face

Intended Learning Outcomes

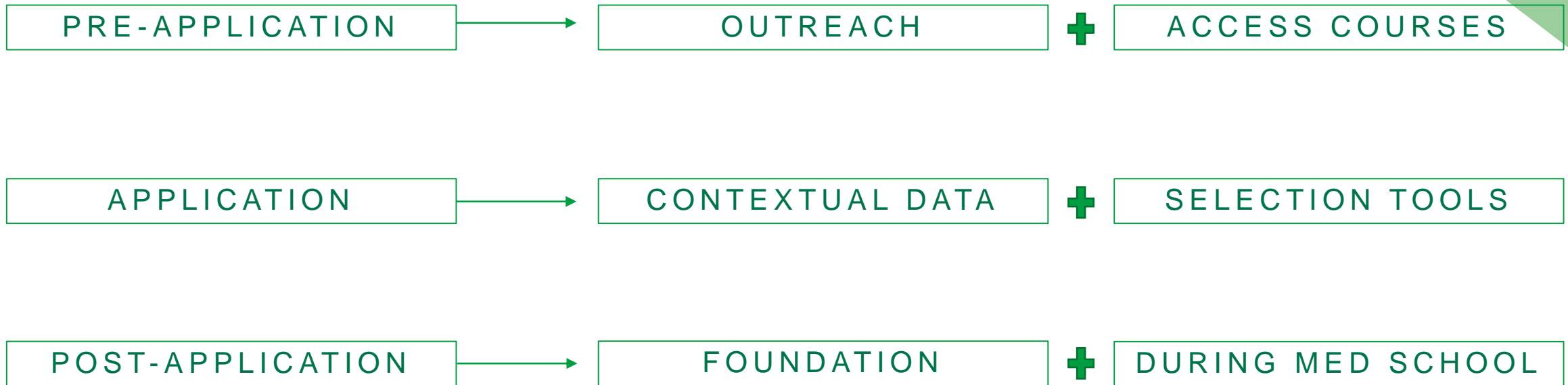
Workshop Plan

- Why Y9 + what barriers WP students experience.
- An example of how to address these barriers.
- Split into groups to create your own workshops aimed at tackling WP barriers
- Collect ideas and reflect on what has been achieved in the workshop.

What work have you done so far with Y9 groups?

Why engage at Y9?

WP efforts



Why engage at Y9 (MSC + BMA guidance)

- GCSE decisions not made yet.
- Time to organise voluntary work.
- Time to consider a suitable medical school.

What are the barriers for pupils?

The 5 barriers

1. Self attitude
2. Parental attitude
3. Peer attitude
4. Knowledge of resources
5. Finances

My workshop

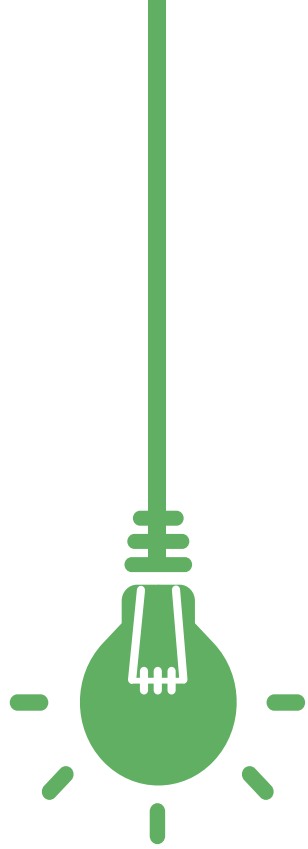
- Was set in Wigan.
- Attitude based workshop.
- Measured perceptions of the five barriers before and after the workshop.

My Workshop – The Results

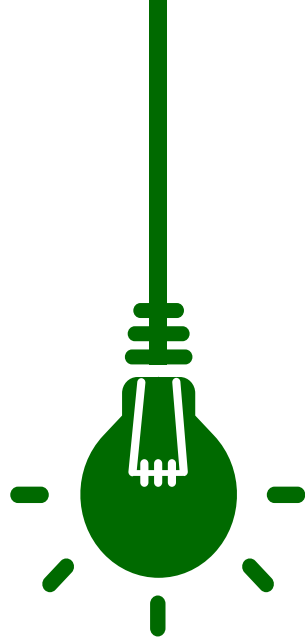
1. Self attitudes	1. Pre: 2.77	Post: 3.51
2. Parental attitudes	2. Pre: 3.37	Post: 4.08
3. Peer attitudes	3. Pre: 3.16	Post: 3.54
4. Knowledge of resources	4. Pre: 2.37	Post: 3.60
5. Finances	5. Pre: 2.50	Post: 1.88

Summary

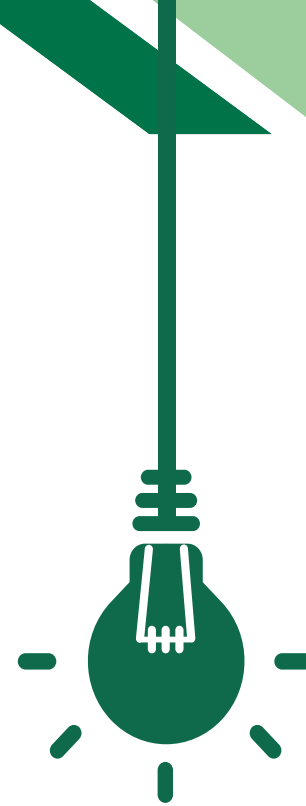
Group Activity: Workshop Design



Know the reasons why widening participation is needed in younger pupils



Understand the barriers into medicine that students from widening participation backgrounds experience



Design your own workshop aimed at addressing the barriers that widening participation students face

Intended Learning Outcomes



Addressing the Challenges of your region

Hannah Delmas

Gabi Kopernicka

Introductions



Hannah

5th year medical student, Peninsula
medical school

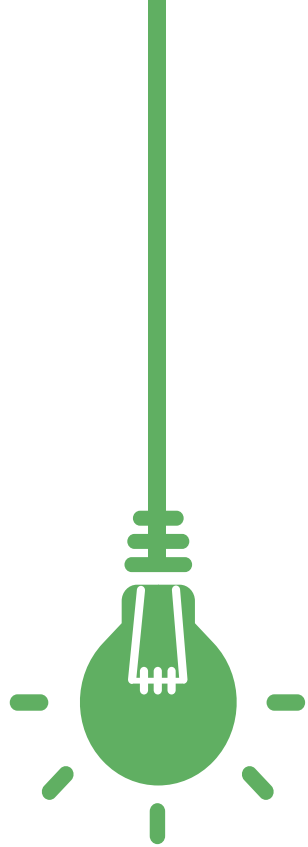
Co-President Plymouth WAMS



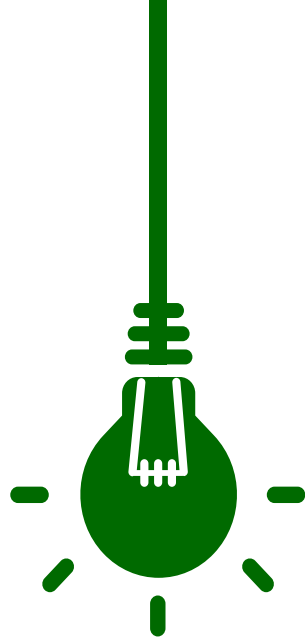
Gabi

5th year medical student, Peninsula
medical school

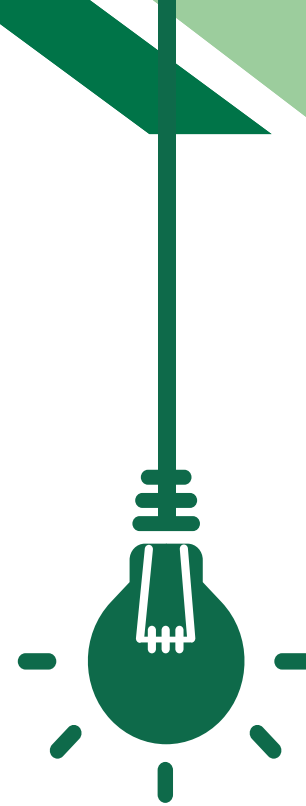
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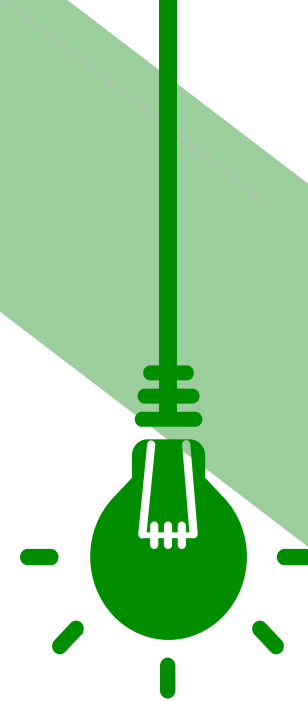
What challenges
do you face



Why do these
challenges exist?



Combatting
these
challenges



Utilising
resources
available

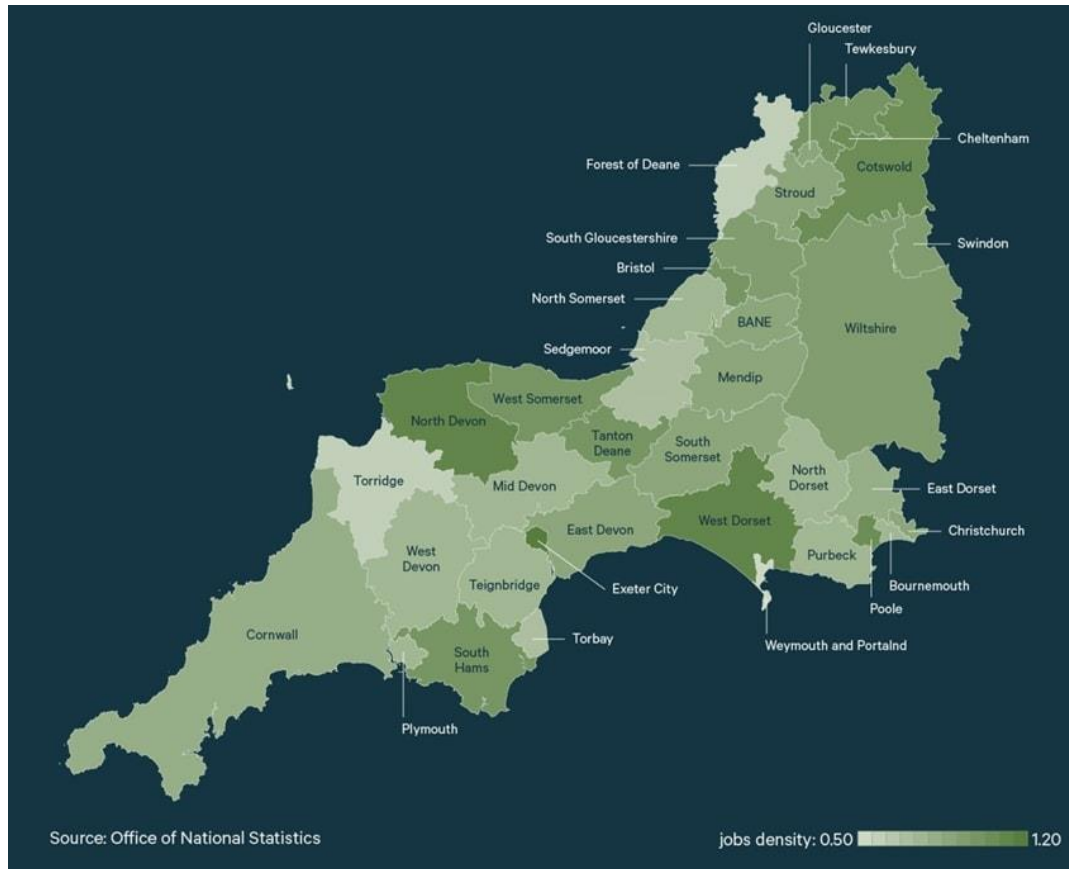
Session overview

What challenges do you face?



- Large, rural area
- Differing ability levels
- Time/ availability
- Communication with volunteers
- Resource availability

Why do these challenges exist?



- We are a Peninsula
- Differing ability levels based on year groups – new students may have a limited skill set
- Exams, academic days, compulsory attendance
- GDPR laws, different preferences for communication platforms
- Other departments using resources

Combating these challenges

- Preferential selection of drivers for events
- Taxis (to internal city locations), buses
- Webinars (in testing)
- Training days
- Access to timetables for different year groups
- Utilising intercalating students
- Buddy system
- Having a standardised communication system
- The WAMS calendar



Utilising resources available

Improving sustainability

- Separate WAMS resources
- LSRC, CSRC
- Conference
- Workshops on campus
- Online – e-mentoring, webinars
- Drivers
- Staff experience



Take home messages



How to approach research in WP

Sylva Adeeko and Mohammed Sahir

Introductions



Sylva Adeeko

Finalist at Warwick Medical School

Founder of WHAM

Co-founder of Warwick WHAM (Widening participation
in Health & Medicine)

President of Warwick WHAM



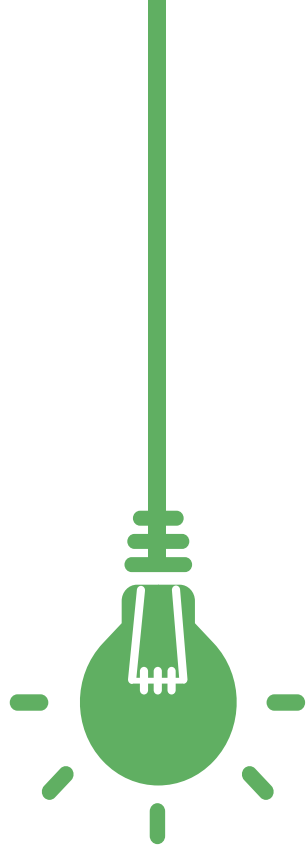
Mohammed Sahir

3rd year at Warwick Medical School

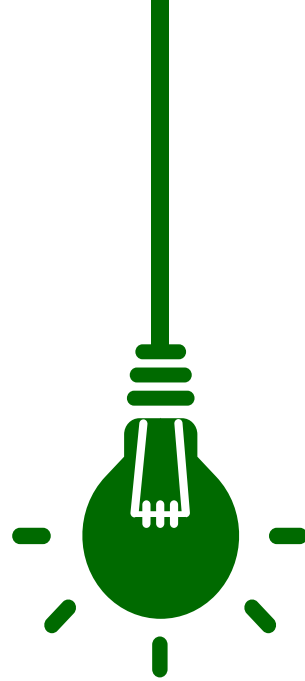
Co-founder of Warwick WHAM (Widening
participation in Health & Medicine)

Vice-President of Warwick WHAM

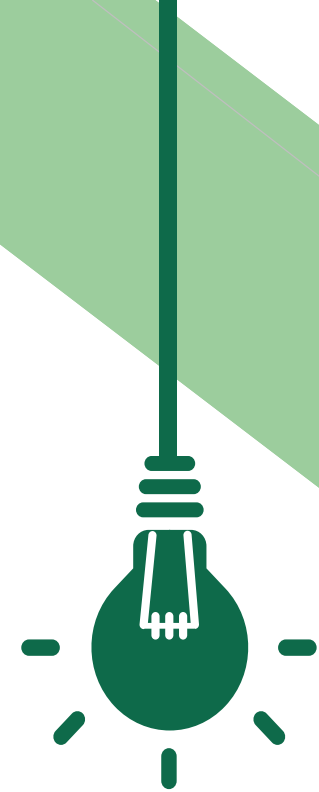
ICEBREAKER!!!!



You should feel
that research is
achievable and
empowered to
make a start



Begin starting a
network
nationally of WP
researchers



Know a little
more about
types of
research

Session outcomes

Introduction/Ideas

WP can sometimes feel like.....



A possible conclusion

Based on some data from real interventions you've done or situations you've seen

Now you need to analyse that data in some way to either support or refute your possible conclusion

Analysis brings out a whole bunch of points that may or may not relate to that conclusion

find the right research question?



Finding a question....

...remember you are unique

1. What EXCITES YOU about WP?
 2. Do you see A DIFFERENCE in WP?
 3. WHY?
- 

Methods

Not all methodologies were born equal....



Choosing the right method?

1. QUALITATIVE OR
QUANTITATIVE DATA?

2. APPROPRIATENESS
FOR QUESTION?

Quantitative	Qualitative or Both
Meta Analyses	Systematic Review (Technically)
Systematic Review	Literature Review
Cohort Study	Critical Literature Analysis
	Cohort Study
	Editorial or Opinion Piece



NETWORK ALERT!!!!

Finding a good supervisor

- Can you be your own supervisor?.....
- It's not really about status or publications.
- You don't even have to have worked with them or know them
- Do they have some of the KNOWLEDGE you need?
- Can they give you TIME?
- Do you have the same interests?
- What stakes do they hold?

Results

Types of analysis depend on your method:

E.g. QUALITATIVE:

- THEMATIC
- NVIVO- patterns in what people say
- PATTERNS, PATTERNS, PATTERNS
 - Data, survey responses, literature observations etc.
- Can you answer the question?
- Again...**DON'T BE AFRAID TO GO BACK**

Discussion

a.k.a conclusions & more questions

- REMEMBER THE END GOAL
- HOW SHOULD IT BE TAKEN FORWARDS?
- ARE THERE ARE FURTHER RESEARCH TOPICS FROM THIS?
- REMEMBER IT'S NOT ACTUALLY YOUR JOB TO HAVE ALL THE ANSWERS

YOUR TURN NOW

Think:

Can you hypothesise a conclusion?

Does your question have a binary answer?

So things you need for research

1. A **vague idea** to give you a **question**
2. The **best way to answer** that question
3. Your definition of a **good supervisor**
4. The ability to **check yourself**- Does this answer the question?

Did I expect this?: IF NOT-WHY NOT, IF SO-WHY

5. An **end goal** for you and one for everyone else



**Thanks for
listening.
Any questions?**



**JOIN THE
NETWORK!!**

