

CHANGING PERCEPTION: AN EVALUATION OF THE LEEDS MEDICAL EDUCATION ACADEMY SUMMER SCHOOL (LMEASS)



UNIVERSITY OF LEEDS

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HELPING TODAY'S STUDENTS



BECOME TOMORROW'S DOCTORS



INTRODUCTION:



1.8% of medical school applicants come from the least affluent postcode decile compared to 34.7% from the highest, with a further 75% of applicants having a parent in the highest socioeconomic (SES) occupational group [1]



Part of the problem with this imbalance lies in the selective nature of medical school admissions as it is difficult to select a representative student population if the applicant pool does not reflect the population as a whole [2, 3]



Widening Participation (WP) initiatives need to address what deters students from low-SES backgrounds but there is a lack of evaluation of the impact of WP interventions [4], with little insight into the effectiveness of the different types of WP interventions in diversifying the medical workforce [5]

CONTEXT OF THE STUDY:

- The LMEASS is a week-long program which is targeted for sixth-form students from WP backgrounds
- It is created and delivered by medical students, doctors and admissions staff at the University of Leeds (UoL)
- The LMEASS aims to provide an insight into the medical career, dispel any misconceptions and raise aspirations, enabling the students to make an informed choice when applying
- The UoL is committed to WP through multiple interventions, including contextualized admissions and outreach programs, and the School of Medicine is ranked second in the country for the highest number of students from a WP background [6]

METHODS:

- STUDY DESIGN:**
- 22 participants were recruited via email to participate in an online questionnaire
 - Questions consisted of a mixture of demographic, likert scale and open-text questions
- SAMPLING:**
- Voluntary sampling method
 - Inclusion criteria consisted of attending the summer school in either 2016, 2017 or 2018 with no exclusion criteria for this study
- DATA ANALYSIS:**
- Pie charts were produced to show the frequency of the responses in the likert scale data with a modal response calculated with each statement
 - Open-text responses underwent a thematic analysis, producing codes, subthemes and themes

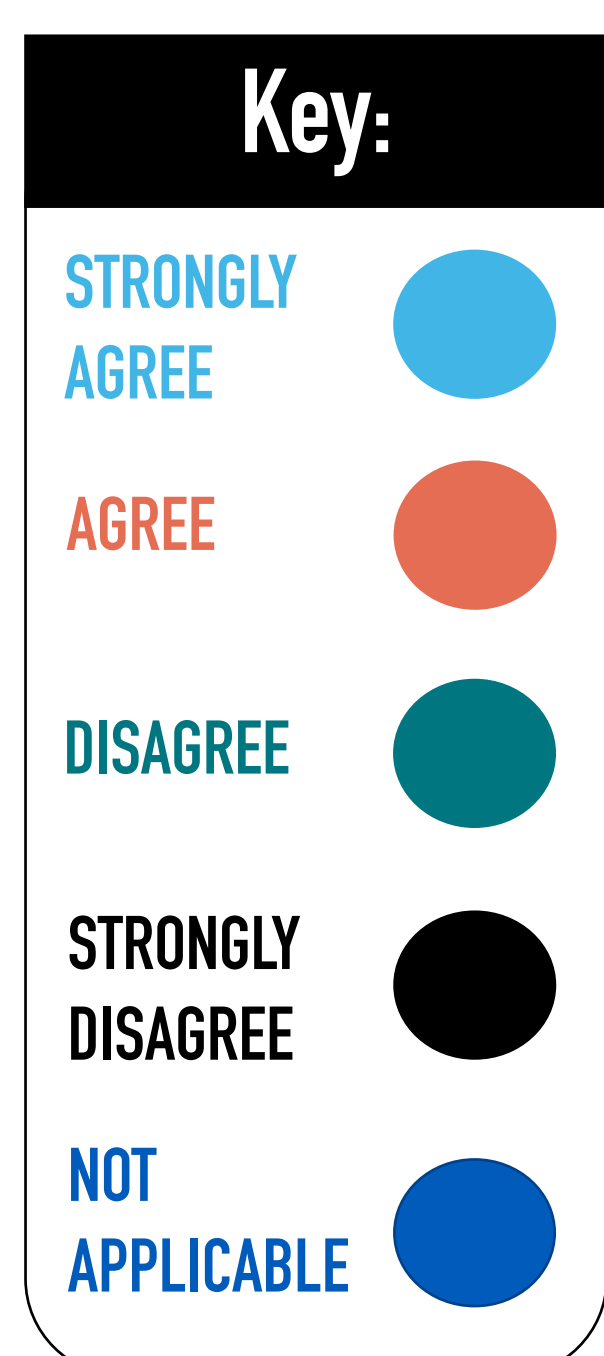
SURVEY QUESTIONS:

- DEMOGRAPHIC QUESTIONS:**
- What year did you attend the LMEASS?
 - What type of school are/were you at?
 - Are you at University and if so what course?
 - Are you in school?
 - What is your ethnic background?
 - Are you eligible for an access scheme?
- LIKERT SCALE QUESTIONS**
- Please rate how far you agree with the following statements: The LMEASS has..
 - Prepared me for University
 - Motivated Me to Go to University
 - Changed my Perception of Medical School
 - Helped Me in the Application Process
- OPEN-TEXT QUESTIONS**
- In terms, of LMEASS preparing you for university, how did it/not achieve this?
 - In terms, of LMEASS changing your perception of what medical school is like, how did it/not achieve this?
 - In terms, of LMEASS preparing you for university, how did it/not achieve this?

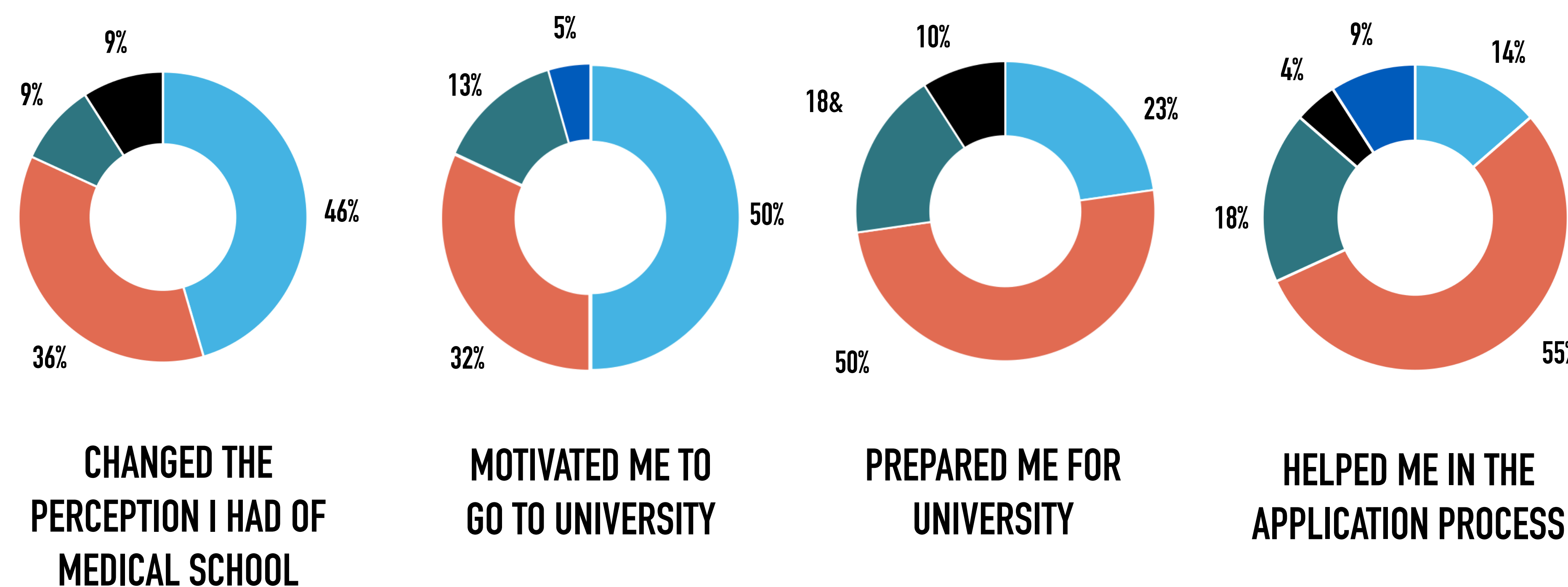
SURVEY DEMOGRAPHICS:

Demographic Data of Participants		
Total Number of Participants		22
Year of Attendance	2016	1
	2017	6
	2018	15
Type of School	Fee-Paying Private	2
	State Grammar	4
	State Comprehensive	16
Eligible for an Access Scheme (WP)	Yes	17
	No	5
Attending University	Yes	6
	No	16
Course (if attending University)	Medicine	3
	Biochemistry	1
	Other	2
In School	Yes	17
	No	5
Ethnicity	White-British	8
	Asian/Asian-British	12
	Other	2

RESULTS: DATA ANALYSIS:

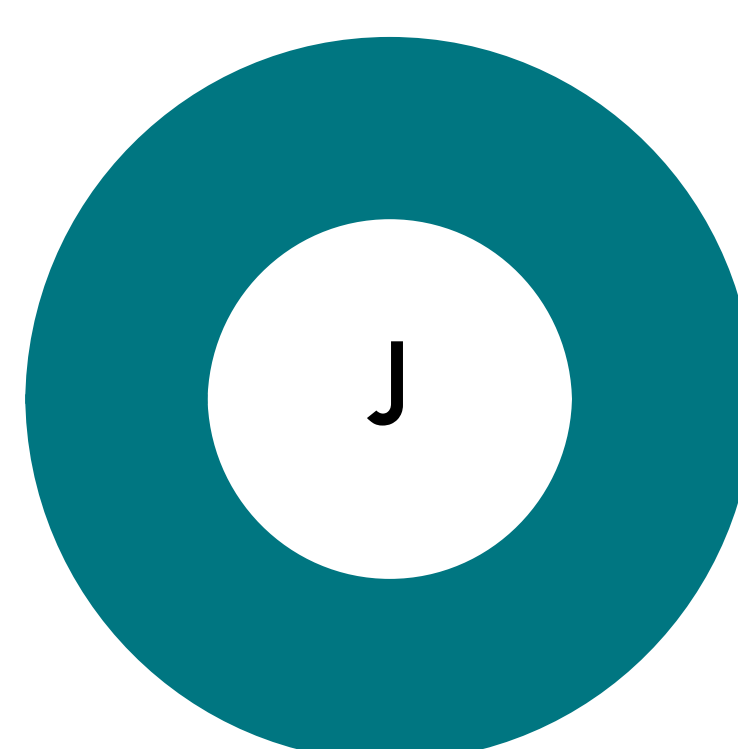


HOW FAR DO YOU AGREE WITH THE FOLLOWING STATEMENTS? THE LEEDS MEDICAL EDUCATION ACADEMY SUMMER SCHOOL HAS...



THEMATIC ANALYSIS:

JOURNEY INTO UNIVERSITY



"It showed me that it is not anything like what I have been told prior to attending the summer school. It is actually fun studying at medical school."

2016, Fee-Paying Private, WP Medical Student

"I already had a good idea from researching it, the LMEASS just confirmed this."

2018, State Comprehensive, WP Sixth-Form Student

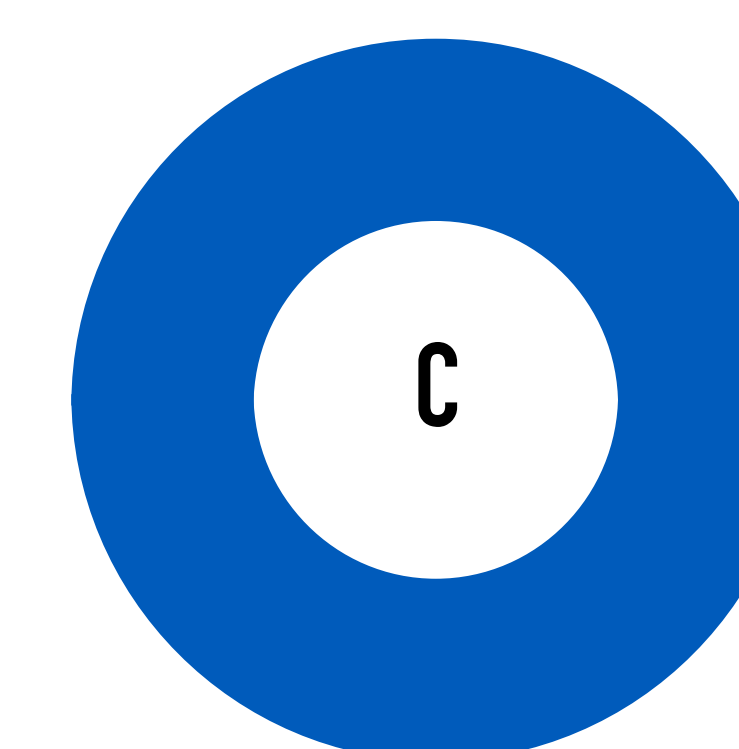
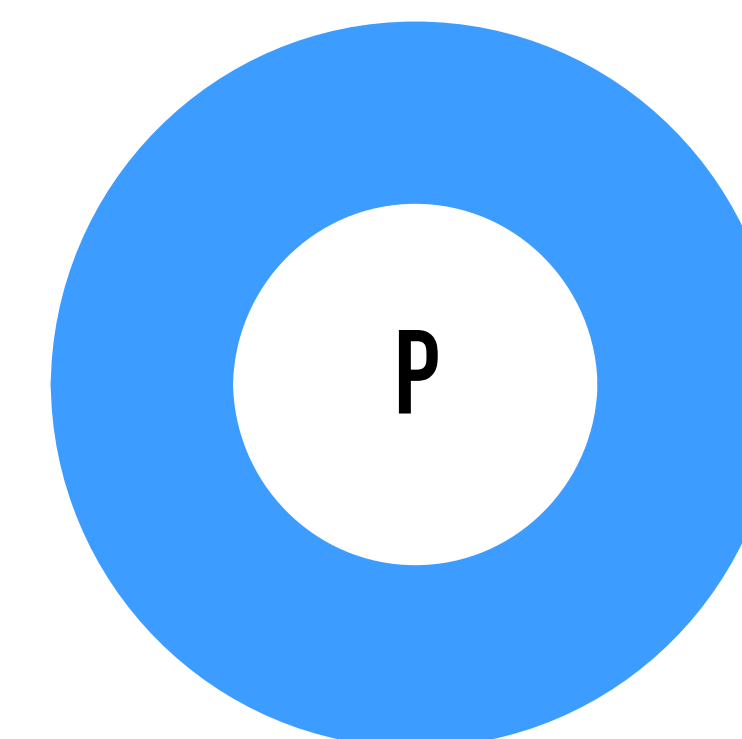
"It gave me something to talk about in my interviews to show I understood what university learning is like and that I was motivated to study medicine."

2018, State Comprehensive, WP Sixth-Form Student

"It was a good thing to put into my personal statement, but I never really talked about it during my interviews."

2016, Fee-Paying Private, WP Medical Student

PERCEPTION OF MEDICAL SCHOOL



SENSE OF COMMUNITY

"I was able to talk to medical students from similar backgrounds and seeing they had got into medical school encouraged me to apply."

2018, State Comprehensive, WP Sixth-Form Student

"Speaking to other students allowed me to socialise with people who are having the same experiences as me. I realised that there is a greater sense of community."

2018, State Comprehensive, WP Sixth-Form Student

IMPLICATIONS:

C COMMUNITY

- Consideration is needed into who volunteers to support and deliver WP interventions
- Higher Education (HE) institutions could encourage and select medical student volunteers of a WP background to reflect the WP students in attendance

- Support sixth-form students in reflecting on experiences
- Outreach activities are only as useful as the depth and level of reflection the student makes
- Helping students reflect earlier may support reflection at later career stages

REFLECTION



PERCEPTION



- A lack of change in perception is not a failure of the intervention per say
- The LMEASS is part of a large scale scheme of WP practice, with the impact of this intervention connected to other WP interventions and outreach activities

CONCLUSION:

This study went beyond the typical pre- and immediate post-intervention evaluation of an outreach activity, with the LMEASS being valued positively by participants because of the content of the intervention and who delivered it

HE institutions need to encourage and select WP volunteers to reflect the WP students in attendance, with further research needed to explore the motivations of WP medical students volunteering at WP outreach activities

Evaluation of WP interventions is integral to design, with scoping exercises needed to examine whether gaps exist between different outreach activities, how best to meet such gaps and to create a WP 'action plan' with all the activities of different organisations in mind

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