

Following on from contextual admissions to medical school.

Support through the student life cycle

# Outline

1. An overview of BM6 programme at Southampton
2. A review of the student experience
3. A novel intervention to support transition from mainly pre-clinical to clinical studies

# The BM6 programme

- Started in 2002
- 6 year gateway programme with an additional year 0
- Academic requirements:
  - A minimum of five GCSEs at grades C or above, including mathematics, English language and double award science (or equivalent)
  - A level grades BBB including chemistry and biology (or equivalent qualifications).

# Entry requirements for the BM6 programme – non-academic

- Applicants must be able to show they:
- Are self-motivated and resilient
- Have reflected on and learnt from life experiences (this may include, work experience, paid employment and personal experiences both in and outside health and social care settings)
- Can communicate effectively
- Are able to interact successfully with others
- Can demonstrate an understanding of the values of the NHS constitution

# Entry requirements for the BM6 programme – eligibility criteria

- Satisfy **three** of the following eligibility criteria:
  - First generation applicant to higher education
  - Parents, guardian or self in receipt of a means-tested benefit
  - Young people looked after by a Local Authority
  - In receipt of a 16-19 bursary or similar grant
  - In receipt of free school meals at any point in Years 10-13
  - Living in an area with a postcode which falls within the lowest 20 per cent of the Index of Multiple Deprivation (authenticated by the University), or a member of a travelling family

# The BM6 programme

## In Year 0

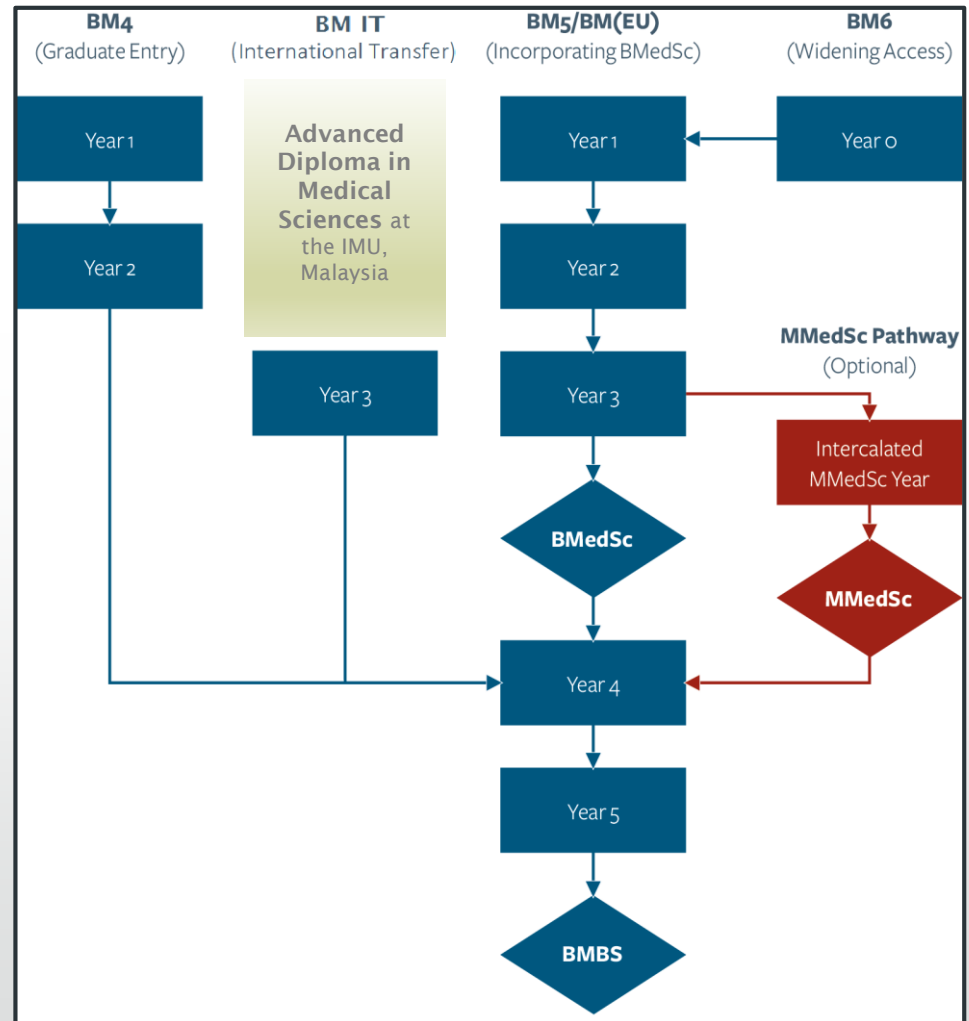
A small-group setting with 30 students

Extensive tutorial and pastoral support

All academic content relevant to the next 5 years of the curriculum

## In Years 1-5

Same curriculum and support as traditional entry students



# What support is provided in Year 0?

- As all other registered University of Southampton
- 2 years guaranteed Halls of Residence accommodation
  - A £1,000 Year 0 student bursary
  - Extensive academic and pastoral support

Is this enough?

# Should contextual admissions be followed by contextual support?

White Paper - Success as a knowledge economy:  
teaching excellence, social mobility and student choice:

**“We will give OfS a statutory duty  
to cover equality of opportunity across the  
whole lifecycle for disadvantaged students,  
not just access”.**



# A review of student experience for all 6 years of the programme

- Entry onto the programme
- Content of Year 0
- Transition from Year 0 to Year 1
- Early Years
- Later Years
- Postgraduate

# What additional support needs were identified?

- Managing expectations / Clearer context for the future
- Clearer information on entry to the programme
- Ongoing financial support
- Acknowledgement of continuing circumstances in later years
- Sense of belonging and professional identity
- Transition from pre-clinical to clinical studies
- No 'special' treatment

# Supporting transition to clinic

## Life skills for medical students' workshops:

1. Inclusivity and cultural identity
2. Communication and having difficult conversations
3. Managing difficult personal circumstances/managing stress
4. Preparation for working in the clinical environment
5. Building confidence and professional identity

The workshops were **facilitated by graduates of the BM6 programme** alongside faculty staff. The workshops were followed by £1500 bursaries in year 4.

# Impact evaluation framework

- **Short term changes**

Pre and post workshop questionnaires with 6 month follow up

- **Long term changes**

Assessments and duration of study

- **Process evaluation**

Focus groups

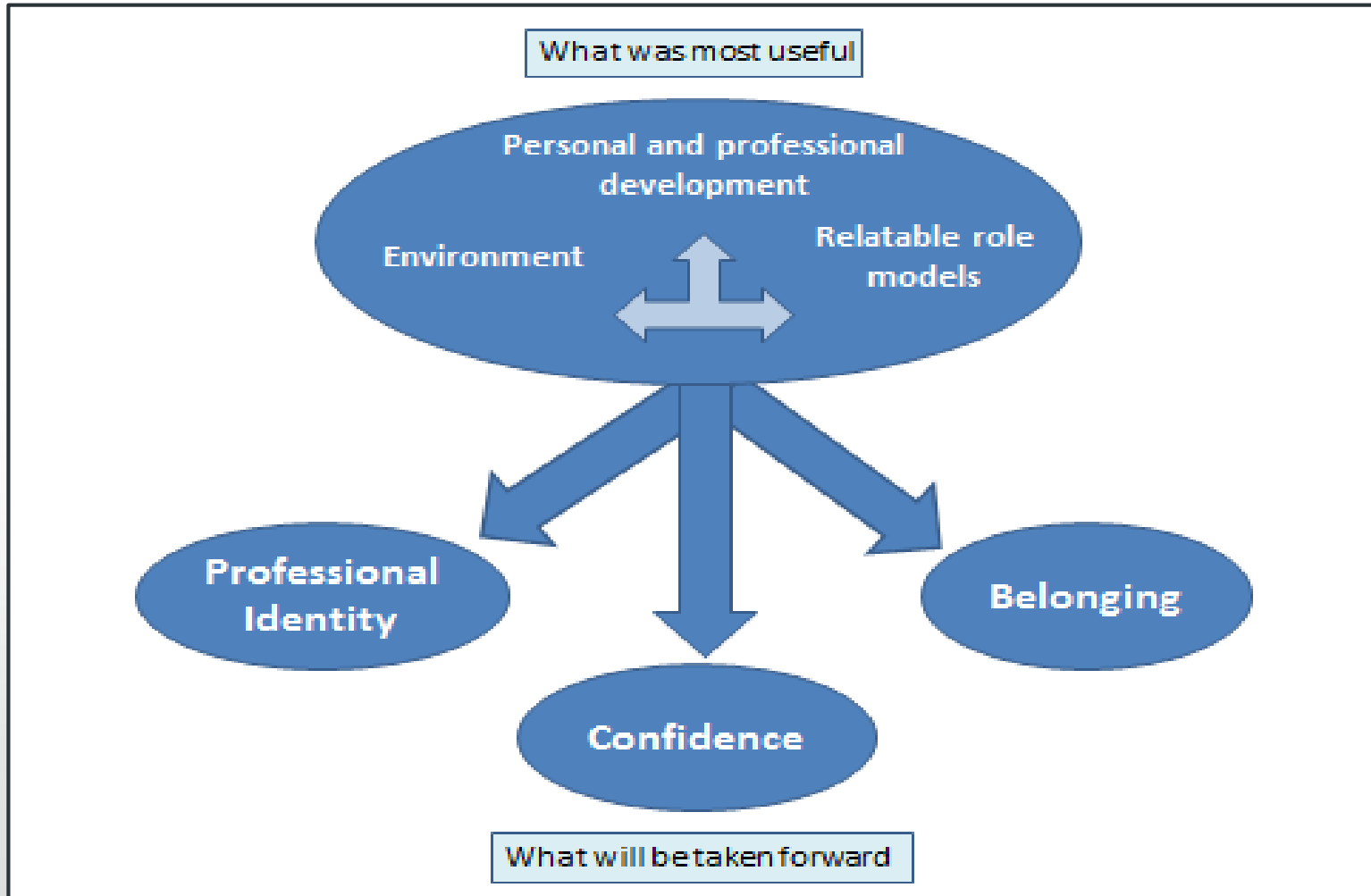
# What did you find most useful?

| Codes                                     | Themes                                |
|-------------------------------------------|---------------------------------------|
| learning from the experience of others    | Relatable role models                 |
| networking                                |                                       |
| identifying with others                   |                                       |
| safe/free/open/non-judgemental discussion | Environment                           |
| relating to peers                         |                                       |
| opportunity to ask                        |                                       |
| peer support                              |                                       |
| community                                 |                                       |
| self-awareness                            | Professional and personal development |
| reflection                                |                                       |
| professional identity                     |                                       |
| personal identity                         |                                       |
| developing communication skills           |                                       |
| developing coping tools                   |                                       |
| career advice                             |                                       |
| inspiration                               |                                       |
| hope                                      |                                       |
| awareness and understanding of others     |                                       |
| feeling valued                            |                                       |

## How will the workshops will be useful for your future practise as a medical student/doctor?

| Codes                             | Themes                |
|-----------------------------------|-----------------------|
| self-awareness                    | Professional identity |
| feeling prepared                  |                       |
| identity                          |                       |
| reflection                        |                       |
| communication skills              | Confidence            |
| copng skills                      |                       |
| resilience                        |                       |
| ability to ask                    |                       |
| dealing with difficult situations |                       |
| dealing with people               | Belonging             |
| sense of community                |                       |
| identifying with others           |                       |
| inspiration                       |                       |
| hope                              |                       |

# Interrelationships between the themes



# Summary

- It is important to understand your students' backgrounds
- Utilise all available resources to evaluate the student experience through the student life cycle
- Identify areas of need – quantitative and qualitative
- Work with your institution
- Evaluate interventions



# Student response

*“It was so inspiring seeing the graduates and hearing what they are up to at the moment, and I always left feeling inspired ..... it is so important to have the right role models, and they were all so helpful and grounded.*

*It gave me a boost of enthusiasm and determination to keep working really hard! The first workshop was my favourite, but all of them had themes which really touched me and have absolutely helped me on placement and in the future”. Year 4 Medical Student*

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