

## Widening Participation Summary March 2016

Table 1: Current progress and future plans regarding 'Selecting for Excellence' report

Selecting for Excellence Objective	Current progress and future plans
<ol style="list-style-type: none"> <li>1. Appointing a lead for WP within the medical school.</li> <li>2. There is a current medical school strategy and/or action plan in place and endorsed by lead accountable officers for promoting WP within the school.</li> </ol>	<ul style="list-style-type: none"> <li>• Director of Admissions, in addition to recruitment and monitoring engagement, see points 6 and 8, also plays an active role in outreach and collaboration with UKSRO see points 2, 10 and 11</li> <li>• LMS have recently recruited a new, full-time member of academic staff who is responsible for LMS's widening participation policy, including design and delivery of outreach activities</li> </ul>
<ol style="list-style-type: none"> <li>3. Specific actions for improvement for WP are identified and included in any current school plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Developments to date have been incremental and indicative of existing commitment of Director of Admissions and LMS.</li> <li>• Commissioned research explored effectiveness of LMS outreach activities from the perspective of students at different stages in the student life cycle.</li> <li>• Activities planned to continue for 2015-16 with interest in securing funding to increase the range of activities.</li> <li>• Explore simple feedback from previous Study Medicine Summer School participants who have already agreed to future contact. More in-depth work subject to further funding.</li> </ul>
<ol style="list-style-type: none"> <li>4. A WP commitment statement is included on the medical school's website</li> </ol>	<ul style="list-style-type: none"> <li>• Reference within Admission Policy located on website. Commissioned research reviewed materials, LMS have already responded to evaluative feedback and made some changes to emphasise messages relating to work experience.</li> </ul>
<ol style="list-style-type: none"> <li>5. The WP Commitment Statement is shared and is included in medical school prospectuses and is referenced at activities such as open days.</li> </ol>	<ul style="list-style-type: none"> <li>• Reference in Admission Talks</li> <li>• To explore other locations on website where LMS commitment to WP can be explored (see point 12)</li> <li>• Reference to current project in LU Widening Access Annual Report</li> </ul>
<ol style="list-style-type: none"> <li>6. Academic and faculty staff involved in selection receive training on the school's widening participation commitment.</li> </ol>	<ul style="list-style-type: none"> <li>• Core staff involved in selection process aware and committed to WP and LMS plans, reference to Admission Talks</li> <li>• As part of OFFA evaluation networking and capacity building strand – 2015/16 plan to organise termly lunchtime meetings for all staff involved in WP activity to share good practice and evaluation evidence.</li> </ul>
<ol style="list-style-type: none"> <li>7. Equality and diversity training for all staff covers the need to be aware that students come from a variety of backgrounds and their need for support may vary.</li> </ol>	<ul style="list-style-type: none"> <li>• An online e-learning module is already completed as part of all staffs' induction.</li> <li>• All staff who participate in the recruitment and selection of new medical students (MMI interviewers, for instance) must demonstrate that their Equality and Diversity training is up-to-date (required every 3 years for university staff and every year for clinical staff).</li> <li>• The need to recruit students from a wide variety of backgrounds is explicitly covered in the mandatory MMI training for all interviewers (repeated every 3 years).</li> <li>• Continuation of Dept. Equality and Diversity and</li> </ul>

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	Disability representatives' network designed to raise awareness, focus in 2015-16 on implication of changes to Disabled Students' Allowance.
8. Review current profile of engagement using available data on participation rates ...	<ul style="list-style-type: none"> <li>Commissioned report provided an extensive baseline that builds on monitoring of key indicators</li> </ul>
9. Medical schools carry out an audit to ensure the information on their websites about widening is easily accessible.	<ul style="list-style-type: none"> <li>Initial exploration and feedback from potential applicants</li> <li>See point 5 above</li> </ul>
10. Identify options and put plans in place for establishing collaborative relationships with other WP initiatives, ...	<ul style="list-style-type: none"> <li>Study Medicine Summer School already designed and delivered in collaboration between LMS and UKSRO. In academic 2015/16 evaluation focus was on summer schools, in 2016/17 focus for shared OFFA evaluation will be on role of 'student ambassadors' - potential contribution see points 11 and 12</li> </ul>
11. Sign up and adoption of the Medical Schools Council's, A journey to medicine: Outreach guidance.	<ul style="list-style-type: none"> <li>See table 2 outlining current response</li> </ul>
12. Produce a case study reflecting the degree of involvement by medical students in supporting ambassador and outreach schemes, benefits seen and inform plans for further development.	<ul style="list-style-type: none"> <li>To incorporate into output for OFFA Evaluation 'student ambassadors'</li> </ul>
13. Annual evaluation on selection processes and admission criteria to judge the trends and impact on WP of any changes made.	<ul style="list-style-type: none"> <li>The Director of Admissions for LMS produces an annual report which includes statistics about the impact of the selection process on the gender, ethnicity and age distribution of the student cohort. In future, this report will include details of applicants who were flagged according to WP contextual data available via UCAS (see point 14 below).</li> <li>The LMS Admissions sub-committee meets three times a year to review the admissions criteria, selection process and evaluate the impact of any changes implemented in response to previous year's evaluation.</li> <li>Specific elements such as the application process will be incorporated into university OFFA evaluation annual report.</li> </ul>
14. Flags put in place to identify WP students and to track their progress through medical school. (This would also include monitoring for retention.) ... evaluation of the long-term career progression.	<ul style="list-style-type: none"> <li>Lancaster is now a member of the HEAT project, where proposals are under discussion, decisions about this will be made at an institutional level.</li> <li>For the first time this year, LMS have used contextual information from UCAS to 'flag' students from POLAR3 quintiles 1 and 2 and who attend schools and 6<sup>th</sup> forms that are below average in terms of exam performance. We intend to track these applicants through the selection process, as part of our normal annual review.</li> </ul>
15. Publish admission equality evaluation performance on Medical School Website.	<ul style="list-style-type: none"> <li>General equality data on university website</li> <li>At present no plans to publish this information, however, will explore relevance and format with future outreach participants to ascertain appropriate format and level of detail.</li> </ul>
16. Plan in place to assess and test the use and processes related to the use of	<ul style="list-style-type: none"> <li>Institutional decision not to use contextual data to make contextually lower offers.</li> </ul>

<b>Selecting for Excellence Objective</b>	<b>Current progress and future plans</b>
contextual data; or, if currently using, produce an overall annual evaluation of the impact of contextual data has had on WP.	<ul style="list-style-type: none"><li data-bbox="815 286 1485 436">• To produce an evidence paper summarising relevant research including Selecting for Excellence commentary for discussion within LMS and with relevant groups within the university, e.g. Director of Admissions and WP Co-ordinating Group.</li></ul>

Table 2: Current provision and response to the top ten tips for outreach in the MSC's A Journey to Medicine: outreach guidance.

Ten tips for outreach guidance	Lancaster University Outreach Activities to Widen Participation into Medicine					
	Longitudinal outreach	Study Medicine Summer School	Medical Taster Days	School Talks on Medicine	Target Lancaster Mentoring	LU / UKSRO outreach
1. Build a programme that includes introductory to developmental to consolidation activities.	✓	⌘	⌘	⌘	⌘	⌘
2. Use university's centralised outreach team.						✓
3. Medical students acting as ambassadors with widening participation background.	✓	✓	✓	⊛	✓	✓
4. Work with primary schools ideally to link up with secondary feeders.						
5. Support young people's subject choices and build their understanding of subject choice.	✓			✓		✓
6. Post 16 activities to develop confidence, skills and knowledge to apply and support transition		✓	✓		✓	
7. Build programmes to help, support and provide advice to teachers, parents and carers.	✓				✓	✓
8. Build a culture within the Medical school that provides leadership and management support to coordinated outreach activities.	Growing culture with strategic vision offered by the Director of Admissions, institutionally supported by Widening Participation Co-ordinating group and operationally by UKSRO.					
9. Ensure evaluation is valued, sought out and seen as essential to good management.	This research builds on previous LMS monitoring, UKSRO activity evaluation providing a holistic review of LMS student profile data, and qualitative evaluation of outreach activity.					
10. Outreach as part of the student lifecycle, from admissions, transition, student support and careers	Dedicated member of LMS staff to oversee the specific requirements of medical students: e.g. extended term time support, wellbeing considerations, targeted disability support, with wider university student based services e.g. counselling, financial and careers advice.					

⌘ Contribute to an individual student's Journey to Medicine alongside outreach activities accessed elsewhere.

⌘ Although most school talks are conducted by members of LMS staff, on occasion students are also asked to participate. In addition, the medical student society, LUPALS (Lancaster University Peer-Assisted Learning Society) also conduct school visits and deliver talks.