

## StudentShapers Recruitment: Calling all medical students

### **Phase 2 Assessments – What are the barriers and facilitators to equitable assessment experience?**

**Bursary:** £55/week, part time during term-time only

**Who should apply:**

All MBBS students are welcome to apply. 2 positions available.

Preference will be given to Phase 2-3 medical students (who have experience of Phase 2 assessments)

**Campus/Location:**

Hybrid – remote/ in person (Charing Cross/ South Ken)

**Project details:**

**Project background**

In 2019, the Faculty of Medicine completed a transformation of the MBBS curriculum which included significant changes to the assessments for Phase 2 (Year 4) MBBS. Examinations were discontinued, and instead students were assessed only by in-course assessments (including written assignments, group work and oral presentations). This aimed to make the assessment process more inclusive and better prepare students for academia through assessments that were more reflective of activities undertaken as a clinical academic. However, the student perceptions of assessments and the impact of the assessment transformation on grade outcomes in diverse groups has not been reviewed.

This project aims to identify the barriers faced by underrepresented groups and give all students a voice. It aligns with the College's Learning & Teaching Strategy plan for inclusive learning by removing barriers and creating a more equitable experience for all students. There has been a lot of focus on protected characteristics such as race, ethnicity and gender, but intersectionality (of different characteristics) also contributes to differential medical school attainment and student wellbeing. In this project, we would also like to focus on the challenges

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faced by students with disabilities, mental health conditions, neurodiversity and/or from widening participation backgrounds.

## Project activities

Student opinion and engagement is essential to understanding the barriers faced by students in Phase 2 and will be key to the success of this project. You will work closely with an Equality, Diversity and Inclusion (EDI) Education Fellow, as well as the wider ICSM EDI team. You will be involved in development of questionnaires for staff and students, development of focus group questions, facilitation of sensitive discussions in focus groups and evaluation of the answers. You will also be involved in analysis of differential outcomes data, to see if there is an awarding gap between students with specific characteristics.

Your opinion as a student with regards to the content, delivery and facilitation of the project will be crucial. You will develop skills in qualitative evaluation, which will provide an excellent starting point for future medical education research. You will also gain experience in EDI, understanding the diverse needs of the student body and how this can be facilitated to achieve equitable academic success.

## Project output

The findings from the qualitative evaluation will be summarised and presented to stakeholders, as well as at the Undergraduate Science Board, Medical School Board and the Faculty of Medicine Undergraduate EDI Forum. An additional support framework or toolkit will be created, to enhance student wellbeing and equitable assessment experiences. These changes will be implemented in the academic year 2023-2024, with follow on work to assess effectiveness of these changes.

## **How to apply:**



Applications (300-500 words) should be made via the 'Student Expression of Interest' form on the StudentShapers website ([here](#)) or accessed using the above QR code. This will then be distributed directly to the appropriate staff partner.

**Deadline: Wednesday 4<sup>th</sup> January 6pm**

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