

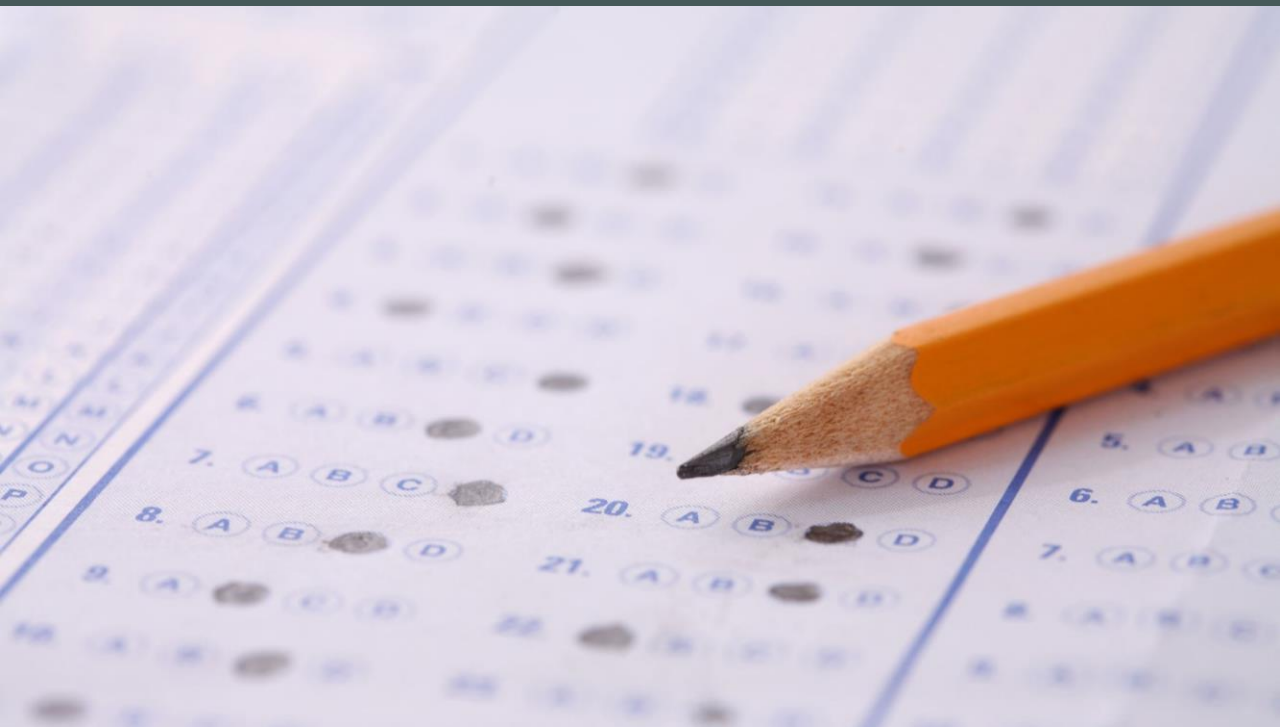
# Empowering Future Physicians: Enhancing Medical Licensing Assessment (MLA) Preparation Through Student-Created Resources

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# Introduction



## **Project Overview:**

Investigating the efficacy of a resource pack created by fourth-year students.

Focus on a weak area: Medical Licensing Assessment (MLA) topic.

## **Objective:**

Increase the confidence of students at Buckfastleigh Medical Centre.

Target a difficult topic identified by students.

## **Intervention:**

Creation of a resource pack by fourth-year students.

Tailored to address the identified difficult topic in MLA preparation.

## **Measurement of Quality and Impact:**

Utilization of a feedback form immediately after the teaching session.

Assessment of students' confidence and knowledge levels pre- and post-teaching

# Objective

To assess and enhance the confidence levels of students attending Buckfastleigh Medical Centre by providing a resource pack tailored to address a previously identified difficult topic in Medical Licensing Assessment (MLA) preparation.



# Method

## **Aligning with GMC MLA Content Map:**

Brainstorming session to align project with MLA content map.

Survey among past and current Surgery placement students to identify challenging areas.

## **Development of Resource Pack:**

Cardiology identified as challenging through surveys (Figure 1).

Creation of PowerPoint resource pack focusing on MLA high-yield cardiology objectives.

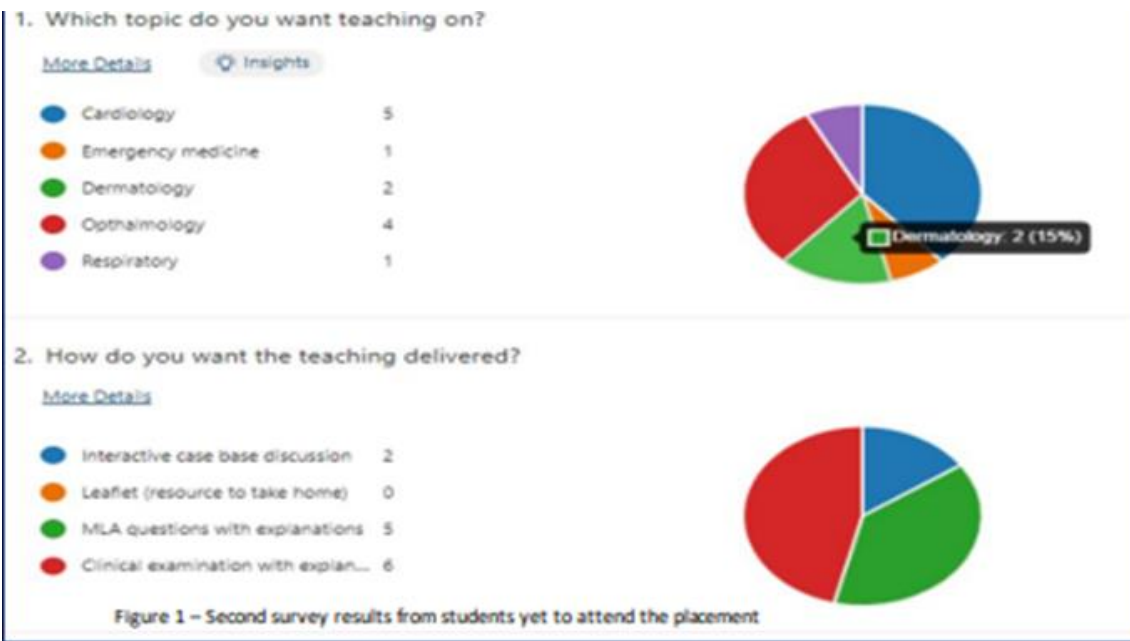
Preference for MLA style Q&A explanations based on student feedback.

## **Implementation and Feedback:**

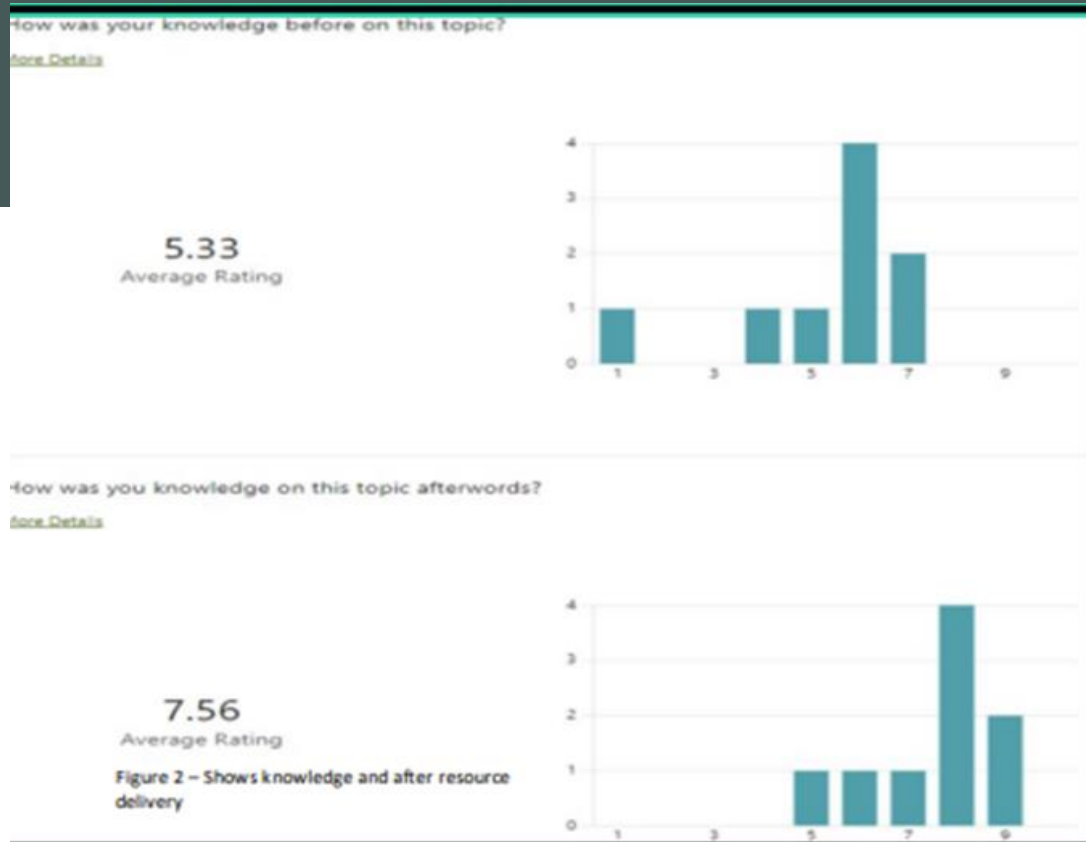
Distributing feedback forms post-teaching sessions.

Gathering insights for iterative improvements following the Plan-Do-Study-Act (PDSA) cycle.

One improvement iteration completed after 3 fortnightly cycles of delivery



# Results



Knowledge Outcomes Improvement:



MLA question-based resource improved student knowledge outcomes.



Students reported feeling 1.42 times more confident, indicating a 41.8% increase (Figure 2).



Limitations and Considerations:



Modest sample size of 9 students may affect result reliability.



Lack of reproducibility due to sample size.



Follow-up confidence rating post teaching could provide insights into long-term effectiveness.



Data collection from the second PDSA cycle not feasible due to project constraints.

# Discussion points



## **Preconceived Notions:**

Assumed all members would fit their allocated Belbin models and show equal dedication.

Expected to have ample time for multiple PDSA cycles.

Anticipated equal duration for each stage of Tuckman's model, but spent most time in Norming due to engagement challenges.

## **Communication Methods:**

Utilized WhatsApp for group communication.

Held face-to-face planning sessions.

Employed Google Forms for data collection.

## **Individual Accountability:**

Each team member adhered to their individual timeline to ensure project progress and accountability.

# Conclusion

## **Addressing Evolving Student Needs:**

Recognized the common occurrence of challenging topics in medical education.

Acknowledged potential changes in student-identified difficult topics over time.

Decision to create a resource pack covering all MLA overarching specialties with high-yield information.

## **Ensuring Resource Relevance:**

Challenge: Ensuring resources reach students genuinely in need, not just based on statistical outcomes.

Next Step: Developing a comprehensive resource pack targeting all MLA overarching specialties.

## **Implementation of Ongoing Feedback Mechanisms:**

Plan to implement continuous feedback mechanisms to address evolving student needs efficiently.

## **Ensuring Longevity and Relevance:**

Aim to maintain relevance and longevity in educational initiatives.

Strategy mitigates the risk of distributing resources to students who may not necessarily require them.

