

PATHWAY TO MED 2022/23



IMPACT REPORT

**REPORT OF THE TRUSTEES FOR
THE YEAR ENDED 05/04/2023**

Chair: Azita Ahmadi

Trustees: Anne Millicent Ramos, Hayoung Lee, Yi Guang

Registered Charity Number (England and Wales): 1195137



TABLE OF CONTENTS

Thank you	<u>3</u>
Reference and Administrative Details	<u>3</u>
Our Vision and Mission	<u>4</u>
Our Year in Numbers	<u>4</u>
Our Aims and Values	<u>5</u>
Message from Chair - Azita Ahmadi	<u>6</u>
Public Benefit Entity Compliance	<u>6</u>
Objectives and Activities	<u>7</u>
• Our main activities	<u>7</u>
• Our positive outcomes and impact	<u>9</u>
What we did particularly well	<u>13</u>
Our Future Plans	<u>13</u>
Fundraising Statement	<u>14</u>
Statement of Financial Activities	<u>14</u>
Statement of Trustees' Responsibilities for Annual Accounts	<u>15</u>





THANK YOU...

Pathway to Med extends a warm and heartfelt thanks to all the student volunteers who have given up their time to make it possible to fulfil our charitable aims. **We thank students from the following medical schools for their voluntary work during the year ended 05/04/2023:**

- **Bart's and the London School of Medicine and Dentistry**
- **Brighton and Sussex Medical School**
- **Hull York Medical School**
- **Imperial College School of Medicine**
- **King's College London GKT School of Medical Education**
- **Norwich Medical School**
- **St. George's, University of London**
- **University of Bristol Medical School**
- **University of Southampton School of Medicine**

None of our work would be possible without the hard work and hours given up by our volunteers!

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Charity Number	1195137
Constituted	6th March 2021

Trustees	Azita Ahmadi (Chair) Anne Ramos (Co-chair) Hayoung Lee Yi Guang
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Registered Address	11 Bramley Chase Ipswich IP4 4LW
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Website Address	www.pathwaytomed.com
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OUR VISION A generation of doctors from all walks of life representative of the population they serve

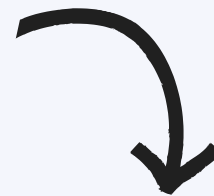
OUR MISSION

At Pathway to Med we believe in working together to provide equal opportunities for all, regardless of background. Our volunteers are widening access to medical school by providing otherwise costly guidance and resources completely free of charge. We believe a price should never be put on such resources. We hope to reduce barriers to medical school for students from **disadvantaged backgrounds** who are far less represented in the medical field.

OUR YEAR IN NUMBERS

34

Volunteer mentors worked with us to provide resources, expert advice and tuition



26

Students were matched for one-to-one mentoring

50

Student attendees for our live interactive Interview Preparation course on Zoom

37

Student attendees for our live interactive A-Level Revision crash course on Zoom





OUR AIMS

- To provide tailored one-to-one online mentoring to medical applicants from **disadvantaged backgrounds** according to their needs.
- To provide and to signpost towards high quality educational resources to these students that will aid their progression to medical school.
- To provide live online group teaching sessions where students can learn and improve their skills.

Pathway to Med is entirely medical student led and operates largely online for students in England and Wales. **Our core principle is that all services and resources provided by Pathway to Med are entirely free of charge and will always remain that way.**

To qualify for free mentoring, students (in England and Wales) must meet one or more of the following criteria:

- **Attends a non-selective state school**
- **Neither parent attended university**
- **Have a disability**
- **Are a young carer**
- **Eligible for free school meals (or have been eligible in the last 5 years)**
- **Speaks English as a second language**
- **Live in an area with poor progression to higher education (checked against Polar/Acorn data)**
- **Have been looked after or in care**
- **Live independently (estranged from parents)**

OUR VALUES

Respect and understanding

Quality of teaching and resources

Commitment and reliability

Passion for equal access

Kindness and patience

Protection and safeguarding of young adults



MESSAGE FROM CHAIR - AZITA AHMADI

As always, I am incredibly proud of everything we have achieved at Pathway to Med this year. I am thankful for all the patience, adaptability and enthusiasm from our volunteers and our students as we find our footing in the charitable sector. As we continue learning from each of our experiences, we have made small changes in our methods of delivery that have been immensely successful.

I am ever grateful for the support and the dedication of all our trustees and volunteers. I would like to extend a special thanks to trustees Hayoung Lee and Yi (Jenny) Guang, who spearheaded the A-Level revision crash course, which was a huge success this year, and volunteers Rhea Patel and Kirthana Srinivasan who lead it.

We are very proud of the fact that Pathway to Med remains a charity that is fully run and led by students, for students. We create opportunities for medical students to improve their teaching and leadership skills and build their experience, while providing opportunities for school-aged students who are looking to follow in their footsteps! Although a small charity, the quality of our impact is evident in both our volunteer and student feedback.

Thank you to all our supporters and for all donations to our fundraiser, big or small. We appreciate all the help to continue to provide our services completely free of charge for all those who need it! I look forward to another rewarding year.

Azita Ahmadi, Chair

PUBLIC BENEFIT ENTITY COMPLIANCE

The Trustees of Pathway to Med confirm that they have complied with their duties to ensure that the charity remains of public benefit in accordance with the Charity Commission guidelines. The public benefit is outlined in the following pages in the "Activities" and "Impact" section of this report.



OBJECTIVES AND STRATEGY

All our activities and resources are accessible or conducted online:

- Zoom is used for our one-on-one **teaching sessions** and **group tutorials**.
- Social media platforms like Instagram, where we **post** regularly and host **webinars**, as well as LinkedIn and Twitter.
- Our Google Drive stores educational and medical application **resources**. It can be freely accessed on our **website**.

OUR MAIN ACTIVITIES

ACTIVITIES

RATIONALE

DELIVERY

Summer Workshop

This was a summer workshop designed to provide a free opportunity to learn from and interact with medical students from a wide range of backgrounds. We aimed to provide a snapshot of life as a medical student, personalized guidance on the application process, and signpost students to further free mentorship opportunities. We aimed to demystify the pathway to becoming a doctor and inspire confidence in students who may lack the resources or role models to envision themselves in such roles.

- A panel of volunteers from various medical schools were selected to deliver short talks and a Q and A session. Collaboration with the Confront Educational Inequality Mentoring group at Imperial College allowed us to reach a wider audience of secondary school students.

University Clinical Aptitude Test (UCAT) Revision Crash Course and 1-1 Mentoring

The majority of applicants to medical school will be required to sit the University Clinical Aptitude Test (UCAT), requiring support through resources such as online courses, question banks, and group or private tutoring. Many universities heavily weigh UCAT scores when evaluating applications. With the rise of high-quality yet costly UCAT preparation resources, we see it as essential to our mission to provide similar high-quality services for free to students from disadvantaged socioeconomic backgrounds.

- 1-1 UCAT tutoring delivered remotely.
- Online Crash Course in a webinar format.
- Free online resources with advice on exam structure and technique.

BioMedical Admissions Test (BMAT) Revision Crash Course and 1-1 Mentoring

Six universities in the UK used the Biomedical Admissions Test (BMAT) as a key component for selecting candidates for interviews in the 2022-2023 cycle. BMAT tutoring and revision courses, typically come at a high cost to applicants. Recognising that these costs may not be financially accessible for all students, we aim to provide these necessary services free of charge to ensure equal opportunities for all aspiring medical students.

- 1-1 BMAT tutoring delivered remotely.
- Annual online crash course in a webinar format from high- scoring medical students.
- Free online resources with advice on exam structure and technique.



ACTIVITIES

RATIONALE

DELIVERY

Personal Statement Mentoring

Most UK medical schools consider the personal statement when selecting prospective students. It can be used to shortlist candidates for interviews, inform interview questions, and differentiate between equally qualified applicants. We aim to provide high-quality, free services to ensure that all students have the support they need regardless of their financial situation.

- Personal statement reviews over email correspondence.
- Access to free resources with advice on personal statement structure and exemplar samples.

Mock Multiple Mini Interviews

Ahead of interviews, we know from previous experience that students significantly benefit from mock interviews that critically assess their current ability. We offer both verbal and written feedback to help students identify areas for improvement. Although many private companies provide mock MMI sessions, the costs can be a barrier for some students. To ensure accessibility, we provide these sessions free of charge, enabling all students to practice and enhance their interview skills without financial burden.

- 4 mock interview sessions in a remote format.

Small Group Interview Tutorials

To help prepare students for their interviews, we launched a series of small group interview tutorials with an aim to help students learn from both our volunteers and their fellow peers. We covered some of the core concepts that are tested in the admissions interviews, including: why medicine, work-life balance, talking about yourself, leadership and teamwork, and medical ethics.

- 6 two hour sessions delivered remotely by a group of 2-4 volunteers.

1-1 A-Level Biology and Chemistry tutorials and Revision Crash Course

All UK medical schools require high grades in A- Level Chemistry and/or Biology. Although students will have access to many free online resources such as lesson notes and flashcards, some students benefit from targeted private tutoring, which can be unaffordable for many. We aim to address this by offering free remote one- on-one A-Level tutoring and online small-group crash courses.

- 1-1 A-Level tutoring delivered remotely.
- 8 tutorials including topic breakdowns, teaching and past paper examples.



OUR POSITIVE OUTCOMES AND IMPACT

MOCK MULTIPLE MINI INTERVIEWS

NOVEMBER 2022

Student feedback

- **100%** students state the MMI was well organised.
- **100%** students **would recommend** our mock MMI to another applicant.
- **Average confidence levels** for **students before and after** the mock MMI were **3.75/10 and 7.71/10 respectively**.

Specific feedback helped get a better idea where I needed to improve.

Kindness and patience

The fact we could watch other people's answers and also hear feedback for them was useful.

Quality of teaching and resources

I liked that there was a diverse variety of stations so we could practice many skills

Passion for equal access

Volunteer feedback

- **100% of volunteers** agreed they were given sufficient guidance and support as an interviewer
- **100% of volunteers** agreed the MMI was well organised
- **100% of volunteers** agree that questions and feedback were good quality
- **100% of volunteers** would recommend the mock to prospective medical students
- **100% of volunteers** would volunteer again



DECEMBER 2022

Student feedback

- **100% students** state they were given sufficient verbal feedback
- **100% students** would recommend our mock MMI to another applicant.
- **Average confidence in interview topic before and after session was 6.1/10 and 8/10 respectively.**

MARCH 2023

Student feedback

- **75% students** agreed the MMI was well organised
- **100% students** state they were given sufficient verbal feedback
- **100% students** would recommend our mock MMI to another applicant.
- **Average confidence in interview topic before and after session was 5.25/10 and 7.25/10 respectively.**

I believe the verbal feedback was very useful and something I could use to improve my overall interview. The interviewers reflected upon the actual MMI setting as well, and very very concise in their words.

Quality of teaching and resources

A-LEVEL TUTORIALS (25TH MARCH - 2ND APRIL)

Weekend 1

Student feedback

- Average scores for confidence before and after the sessions were **2.4/5** and **4.0/5** respectively.
- **100% of students** agreed teaching was interactive and well prepared
- **100% of students** would recommend the session to others



Weekend 2

Student feedback

- Average scores for confidence before and after the sessions were **3/5** and **4.4/5** respectively.
- **100% of students** agreed teaching was interactive and well prepared
- **100% of students** would recommend the session to others

Subjective student feedback

It was very concise, quick and easy to understand.

Quality of teaching and resources

The teaching was very informative and engaging, and I really liked how we had the opportunity to ask questions

Passion for equal access

I liked how it was a mixture of content and questions. The lecturers were also very happy to answer questions that we had, and it was very engaging.

Kindness and patience

I found it really informative since the speaker described and explained all of the details in a really comprehensive and engaging way.

Quality of teaching and resources

Teacher explained it really well and very approachable

Passion for equal access



INTERVIEW TUTORIALS

October - November 2022 (6 sessions)

- **91.4% students** strongly agreed or agreed that the tutorials were well organised.
- **94.3% students** would recommend our Interview tutorials to another applicant.
- **Average confidence levels for students before and after the interview tutorials were 3.0/5 and 4.4/5 respectively.**

I really enjoyed being able to receive immediate feedback on my responses and the interviewers were quite helpful.

Quality of teaching and resources

I really loved how interactive it was, since we were all given the opportunity to ask questions about the interview, and to have a go at answering questions, whilst getting feedback.

Passion for equal access

Gave good and personalised feedback. They were tricky topics however they were explained really well and also what forms an effective structured answer. Everyone was able to give an answer as well!

Kindness and patience

Very helpful & specific feedback, detailed and useful explanations, easy to understand and absorb information, good breakdown of session.

Quality of teaching and resources

WHAT DID WE DO PARTICULARLY WELL?

We worked on achieving our goals set in the previous year. We were able to improve our resource-to-impact ratio with the introduction of group interview and A-Level tutorials. We also collaborated with other widening access groups to pool our resources and deliver a summer workshop. From the feedback, it appears that students found it helpful not only to receive help from current medical students, but also to learn from their peers and receive a wide range of feedback. Most importantly, we were able to increase the number of our long-term volunteers, with many volunteers returning to help run further events. We hope this is a sign that we have improved volunteer satisfaction and as a consequence improved the sustainability of our Charity.

FUTURE PLANS: IN THE NEXT 3 YEARS...

OBJECTIVE

STRATEGY

Expanding funding strategies

Launch fundraising campaigns to increase awareness and provide an avenue for long-term financial sustainability. Forge partnerships with organizations that are committed to diversity and social responsibility. These entities may provide financial support through sponsorships, donations, or in-kind contributions, as well as offer opportunities for collaboration and networking.

Improve outreach

Consider partnerships with other widening access groups that may have students that require help that they are not able to provide (eg. A-Level tutoring, which is unique to our organisation). Consider posting advertisements to raise awareness to the services we provide. Consider reaching out to local secondary schools that may have students from underprivileged backgrounds who are interested in a career in Medicine.

Improving online resources

Consider expanding committee to include students who are able to produce resources for our online revision bank. Any resources created for live events should also be adapted for independent learning including speaker notes from presentations and links to useful sources.



FUNDRAISING STATEMENT

This year we raised £214 through our JustGiving page. We used this as well as continued donations from the trustees to continue to pay for our Zoom subscription. In future, we would like this to go towards essential website maintenance spending and training for our volunteers.

STATEMENT OF FINANCIAL ACTIVITIES

Our only expense remains our monthly Zoom payment in this financial year. This was funded through fundraising on JustGiving.com and with donations from our trustees.

Below is a summary of receipts and payments.

Link to full Receipts and Payments (CC16a): <https://tinyurl.com/pathwaytomed-cc16a-2023>

Receipts (£)		Payments (£)	
Donations and Fundraising	340	Zoom subscription	156
	340		156
Net total cash funds at end of period		184	



STATEMENT OF TRUSTEES' RESPONSIBILITIES FOR ANNUAL ACCOUNTS

Charity legislation stipulates the Trustees are required to prepare the Annual Report, detailing a charity's charitable purposes and its activities to achieve those purposes. Trustees must also prepare financial statements which are true and fair representation of the state of affair of the charity for the given period, including incoming resources and use of those resources.

In preparing the financial statements:

- Relevant accounting policies have been selected and consistently applied, to the best of the Trustees' knowledge.
- Applicable accounting standards have been followed.

Trustees are responsible for maintaining adequate accounting records which safeguard the assets of the charity and enable Trustees to take reasonable steps to prevent and detect fraud and/or other irregularities.

Financial statements will be made available to the public, upon request, in line with legislation in the United Kingdom.

The Trustees are also required to indicate where the Financial Statements are prepared other than on the basis that the Charity is a going concern.

Azita Ahmadi, Chair

Anne Millicent Ramos, Co-chair and Trustee

Hayoung Lee, Trustee

Yi Guang, Trustee