

ReGroup: The Resit Support Group

Providing support for students required to resit examinations at Warwick Medical School

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Introduction

For high-achieving medical students, failing an exam for the first time can be a difficult experience. Additionally, medical schools often do not provide adequate support for students during the resit period¹. To address this issue at Warwick Medical School, a small group of students worked with staff to improve resit support services in a project called ReGroup. This poster presents our project and feedback.



Materials and Methods

A group of students who had previously experienced failure in medical school exams met to discuss the services they would like to have seen during their resit period. We provided services including a comprehensive and structured revision timetable for students supported by peer-led revision sessions on each evening (Fig.1&2). In collaboration with the medical school, an online forum was created enabling students to communicate with each other and staff over the holiday period. After exams students were asked to complete a short survey to provide qualitative feedback on their experience of the support offered.

Figure 1.

Date	Session	Events
21st June		Results
22nd June		
23rd June	Exam technique talk & social	
24th June	Mechanisms of Disease	
25th June	Infection & Immunology	
26th June	Molecules & Essentials	
27th June	Reproductive Systems	
28th June	Musculoskeletal & OSCE	
29th June		
30th June	Social	
1st July	Cardiovascular System	
2nd July	Gastrointestinal System	OSCE
3rd July	Epidemiology/Psychology/Values	
4th July		
5th July		Written 1
6th July		
7th July	Social	
8th July		Written 2

Suggested revision timetable provided to students

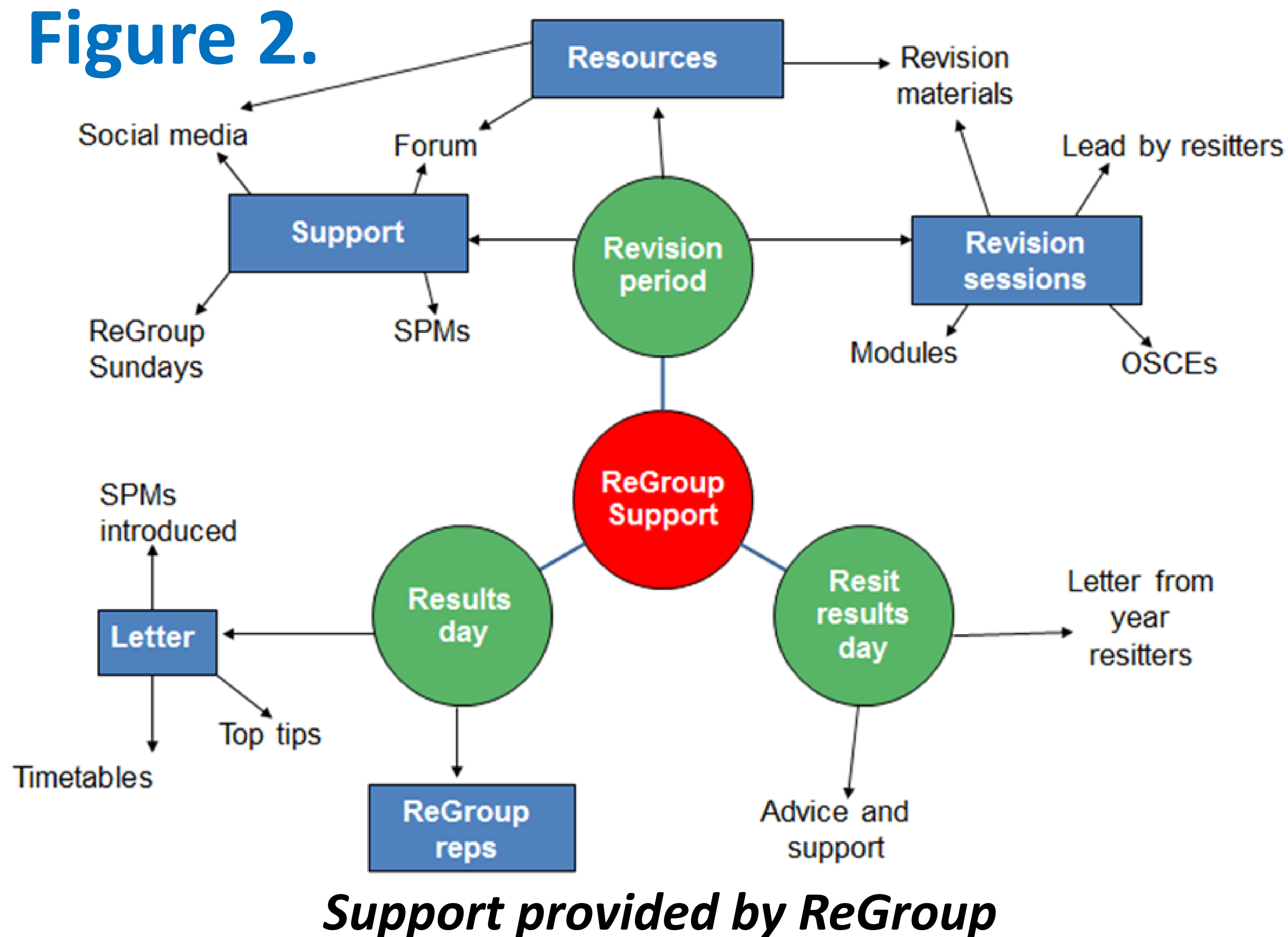
Results

Results were encouraging. 71% of students that who attended the support sessions completed the survey (n=19). All responders found the services provided useful. In addition, all responders felt supported during the resit period. The most beneficial aspects reported were the timetable and pastoral support given by students who had previous experience of resitting exams. All students felt that it was extremely important for the medical school to provide support to students required to resit examinations.

Conclusion

Preliminary results suggest that medical students can provide valuable pastoral and educational support to their fellow students during the resit examination period. This support can complement and add to the services provided by university staff during these times. Our students were keen for this service to continue. We hope to work with the medical school further to develop services for future examinations.

Figure 2.



Acknowledgements

- Sayer, M., Chaput De Saintonge, M., Evans, D., Wood, D. Support for students with academic difficulties. *Medical Education* 2002; 36: 643-650.
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