A Response to “The Impact of Educational Resources and Perceived Preparedness on Medical Education Performance” — a Medical Student Perspective

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Dear Editor,

We read with interest the recent article by Bauzon et al. [1], detailing the types and benefits of different educational resources within medical education. As final year medical students at the University of Cambridge, we express concern about the increasing prominence of paid-for resources and the financial implications that this may have on students from underrepresented or widening participation backgrounds. To try to combat this, our University’s Medical Education Society (EdMedSoc) offers several initiatives which are free of charge for all. Importantly, these are student-led, utilising the benefits of near-peer education.

One such initiative is our Integrated Clinical Scenario (ICS) programme. This offers small-group teaching, also known as supervisions, on a single topic selected by the student group. The smaller group size enables a two-way interaction between the student and teacher, allowing specific learning needs to be addressed. This method of teaching has been highly rated by students in post-session feedback, with many appreciating the personalised nature of the sessions.

The authors highlighted the improved performance of the students who used online lectures. To utilise similar benefits, our university’s EdMedSoc runs a series of high-yield online lectures. The lecture series includes ‘Concepts at a Glance’ which is run at the beginning of the year and ‘Rapid Review’ which is delivered prior to the examination season. The timing of the ‘Concepts at a Glance’ course allows students who are just starting clinical medicine to create a framework for future learning. Additionally, the ‘Rapid Review’ series aims to increase student preparedness for exams; something that

the authors found to correlate with better exam performance. To allow as many people to benefit as possible, EdMedSoc uses an open policy for these lectures. Consequently, there has been national and international attendance.

To conclude, student-led teaching programmes offer a useful educational resource that channels the benefits of near-peer teaching without the financial cost incurred by many alternative resources.

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Declarations

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Consent for Publication Not applicable.

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Reference

1. Bauzon J, Alver A, Ravikumar V, et al. The impact of educational resources and perceived preparedness on medical education performance. *Med Sci Educ.* 2021;31(4):1319–26. <https://doi.org/10.1007/s40670-021-01306-x>.

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