Below are suggestions of what to consider when organising and delivering a large-scale outreach event with a group of school pupils.

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| **Task** | **Details** | **Complete** |
| Determine what events already exist | Check if your local medical school offers events or activities to local schools. If they do, what is the content and when does it take place? Can you assist with general practice content? The benefit to this is that medical schools often work with the same pupils repeatedly which is more beneficial than a one-off event. Alternatively check on local school webpages and social media to determine if they attend any existing events or have established relationships with other organisations or charities.  |   |
| Put together a team | Approach colleagues, faculty members, your local medical school or your local GP society to bring together a team to administer and deliver the event. Inviting local school teachers or careers advisors to initial meetings may also allow you to determine the needs of local pupils and unsuitable dates.  |  |
| Decide on objectives for the event and how these will be evaluated  | As a team, decide upon the clear aims and objectives of your event. As a ‘one-off’ event the objectives must be appropriate and realistic as well as being measurable. The likelihood is that you will be aiming to increase aspirations, understanding of specific elements of the life of a medicine student, the life of a GP, hot topics within medicine, or increase the ability of participants to reflect on their experiences. Using pre-and post-evaluation methods it would be possible to measure the success of these objectives. Setting clear objectives at this stage allows each element to be designed suitably. Deciding on aims will also help to confirm which age group of pupils you are focusing on.  |  |
| Decide on the age group your event is for | **Option 1:** The event is for pupils under the age of 16 and so teachers sign up pupils in groups to attend (only suitable if the event is during term time) **Option 2:** The event is for pupils aged 16+. They will sign up individually to attend but schools will advertise the event for you.  |  |
| Establish school contacts | If you don’t already have contacts in local schools this can take significant time. Rather than sending details about your event to new contacts out of the blue it is beneficial to find the right contact in local schools and discuss with them their needs. They can become contacts year on year. Contact schools@rcgp.org.uk for further advice about deciding upon which schools to approach and how to establish contacts. If your event is taking place during term time and pupils will require teacher permission to be absent to attend this is easier to obtain unilaterally if you establish a key contact who supports and promotes the event.   |  |
| Set Dates | Some schools/colleges will not allow pupils off timetable therefore the event may need to be after 14:00 on a Wednesday (if local schools have this time free for ‘enrichment’ activity), on a date when the schools are off timetable, during half term or after school. Before setting dates speak to key school contacts. Always check when exams are taking place. If the event is taking place during a school day consider travel time outside of rush hour and/or ensuring pupils are back to school at the normal end time of the day (i,e, will the event be 10am – 2pm and will they bring their own lunch?). It may be useful to also schedule a meeting shortly after the event to ensure that all team members meet to de-brief its success.  |  |
| Book venue / rooms | A day long or half-day event should avoid solely lecture based activity therefore rooms are required which can be set up in cabaret style. Also consider whether you have budget to offer breakfast or lunch. Aim for rooms with windows, it has a dramatic effect on the response of young people. Local medical schools or schools may allow you to use their rooms for free. Request a copy of the venues risk assessment and information about their fire evacuation exits and procedures. Consider the location of the toilets, ideally, they are close by. Pupils under the age of 16 will need escorting to the toilet throughout the day and older pupils move at a slower pace than adults! Please note: escorting pupils 1-2-1 to the toilet should be undertaken by a staff member who has a DBS (England and Wales), PVG check (Scotland) or Access NI (Northern Ireland) check. Check available facilities - Will you require speakers to show video or wifi access for attendees?  |  |
| Begin designing activity | Consider: your objectives, the needs of the pupils and how to offer continuity of curriculum (having discussed this with local schools). Sessions should be as interactive as possible, with pupils in small groups or pairs wherever possible. No session should be longer than an hour (mimicking a school day). Resources are available at: rcgp.org.uk/discovergp. Confirming the content of the day now allows you to better advertise the event. |  |
| Speakers | Decide who will run each session: Be sure to let all speakers know the style of room they will have and the other content within the day to avoid repetition.Request that speakers prepare session plans broken down into timings to ensure they do not run over. A template can be provided by emailing: schools@rcgp.org.uk. Confirm what equipment or resources they will require: flip chart paper, AV, speakers.  |  |
| Create registration form or application form | **Option 1:** A template registration form for teachers including parental consent information can be provided by emailing schools@rcgp.org.uk **Option 2:** A template pupil registration form (for pupils aged 16+), which includes an appropriate GDPR privacy statement can be provided by emailing schools@rcgp.org.uk. Parental consent is required for *any* event and is included on the form. These can be scanned and emailed to your desired email address. If you create an online form it must be using an RCGP platform – otherwise the external company owns the student data. **Please note:** the information you gain at the registration stage will help to create lanyards, badges or stickers for the day. It also allows dietary requirements and photo consent to be obtained.   |  |
| Send out advertisingWith a clear deadline for registration.Have reply emails prepared  | **Option 1**: send all details to school contacts, ask them to complete registration form by set deadline. Arrange phone calls to discuss if required. The registration form can be online if the details you are collecting are basic. **Option 2:** A template digital poster can be provided by emailing schools.rcgp.org.uk to advertise the event if +16 pupils will be registering to attend individually. The template provides the outline of all the details required. These posters can be sent to local schools to insert on plasma screens in reception, show during assembly or tutorials, put on IT screensavers or print for noticeboards. The poster can also be advertised on suitable webpages and social media if available. If you can advertise the event online contact local medical schools who may have their own teacher contact list and can email them a link to your page. The template pupil registration form can be supplied to schools to hand out to pupils or inserted onto a webpage to download. Be sure to advertise when registration opens and closes (and if the event is first come first served to a maximum number). Be sure to oversubscribe or create a waiting list.It is crucial that when an individual or teacher signs up they receive a reply thanking them and confirming the details of what they have just signed up for.  |  |
| Finalise schedule for the dayIce-breakers | Be sure to allow sufficient time for registration and breaks in between sessions to move between rooms and for pupils to go to the toilet. Immediately after lunch activities will need to be interactive – discussion based, or lecture-based activity may fall flat early afternoon. Ice-breakers can easily be underestimated but can pivot the success of an event – there are no guarantees you will have a chatty group of young people and the whole day is likely to feel daunting. Ideal ice-breakers allow attendees to work in small groups; are fun; allow you to determine prior knowledge through multiple choice (less pressure to get the answer right). Some may also get attendees out of their seats or chatting to new people. You may wish to use the ‘Who wants to be a general practitioner quiz provided on rcgp.org.uk/discovergp  |  |
| Risk assessment  | Using the venues risk assessment as a template, consider any special equipment you are using, room set up, age of pupils etc. In large venues all pupils should be accompanied to the toilets throughout the day. It should be clear to attendees who event staff are. |  |
| Registration closeSelection process? | Change the information on your webpages immediately after the cut-off date for registration. A selection process is only required if you have advertised eligibility criteria to attend (and this eligibility should have been advertised). In this case you require a clear and transparent selection process. Draft emails for those pupils who have been successful, unsuccessful or are on the waiting list. Unsuccessful emails should direct pupils to further advice and guidance e.g. the medical schools’ council webpages.  |  |
| Purchase merchandise | Do you have budget to give away any materials on the day? Each faculty office has some merchandise. Contact them in the first instance and then schools@rcgp.org.uk  |  |
| Porters | Liaise with venue about set up of room(s). Sessions which are designed to be interactive may not work in lecture style auditoriums / rows.  |  |
| Book photographer  | Confirm the shots you would like to gain. The photographer should be instructed not to take photos of pupils who are wearing [x] colour lanyard or name label because they have not provided photo consent. Taking photos in the hope of deleting them later can prove confusing especially a few months after the event.  |  |
| Keep attendees ‘warm’ | It is best to get teachers and or pupils to register with plenty of notice. However, emails are then required to keep attendees ‘warm’ and maximise attendance. This means that they remember the event, are excited about it and understand its purpose. It also allows attendees to ask questions in advance. These emails can explain: * More about the content of the day (what they will gain and what is expected from them)
* Venue location (and entrance), map, public transport info
* Start and end times
* Dress code
* Catering
* Travel reimbursement
* Will there be prayer facilities available?
* Pre-questionnaire if applicable

Request that attendees email as early as possible if they can no longer attend. If this email is directly to pupils they may be afraid to email and drop out, make it clear that you won’t be angry, and that you will appreciate being told in advance to ensure other people can attend from the waiting list.  |  |
| Order catering  | If applicable. Consider dietary requirements and room layout |  |
| Create a register of attendees | If teachers have signed up a group of their students, it won’t be suitable to mix them. However, if individuals have signed up you may wish to allocate groups for the day – mixing schools and gender or offer choice of sessions. Include photo consent and dietary requirements.  |  |
| Create name labels | By creating name labels or providing lanyards it ensures everyone registers upon arrival, you gain a record of attendees and different colours can be provided to make clear who has not provided photo consent. Also include details of wifi access or IT logins if appropriate. |  |
| Make up registration packs | Include: merchandise? Programme? Statement cards which attendees will place into boxes as part of final evaluation at the end of the event?  |  |
| Make signage  | Poor signage can leave attendees, lost, confused and flustered upon arrival. It make a difference to their participation in and outlook for the rest of the day.  |  |
| Briefing- including SafeguardingSpeak over the phone or in person with all speakers and staff helping to deliver the event  | If the event is for pupils aged under 16 they must be supervised by their accompanying teacher at all times throughout the day. If the event is for pupils aged 16+ DBS certificates from all speakers and staff are not required, provided that no 1-2-1 sessions take place. Consider having GP society members (undergraduate students) at the event to assist – they have to be DBS certified for their degree and can accompany pupils to the toilet throughout the day. Decide what event staff will be wearing on the day to stand out. Run through duties on the day – who will put up signage? Who will be in the car park directing arrivals? Who will be in charge of IT or the registration desk? Ensure everyone knows the schedule and that the main details of the event are shared with more than one person.  |  |
| Put together staff pack | Include:* Name and contact details of all speakers
* Roles and responsibilities
* Programme
* Wifi access password and IT logins if appropriate
* Layout of venue (where is disabled access, toilets and fire exits.
* Key risk assessment/safeguarding information
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| Buy prizes | For older groups an appropriate prize could be a copy of a relevant book i.e. ‘the Appointment’ by Dr Graham Easton |  |
| Print completion letters or certificates for attendees | Letters allow for more detail which could be helpful in the future. Remind attendees of follow up events or communications and where to find further information (Medical Schools Council webpages)  |  |
| Put up signage and notify reception and security | Does the venue have a reception or parking attendants? Ensure they know the details of your event.  |  |
| Prepare resources for the day | Print ice-breaker resources etc.  |  |
| On the day: Meet and greet  | Ensure there are volunteers in the entrance welcoming people as they arrive.  |  |
| Initial announcements | Start by announcing where the toilets are, when the breaks will be, where the fire exits are, that pupils should not go anywhere unaccompanied, the expectations for the day. Politely request that phones are switched off and put away in bags. Notes can be taken on paper provided in welcome pack.  |  |
| Host event  | Ensure speakers know the timings of the day and what to do if they have any IT issues.  |  |
| Undertake post-event evaluation  | Collect data to gather whether the intended knowledge has been embedded or aspirations raised i.e. post-event questionnaire, supplied on back of lanyard insert or statement cards provided in welcome pack which pupils to place into agree or disagree boxes as they leave. Use your original objectives to create suitable evaluation.  |  |
| Follow up event and communications  | Share info or slides from the day, thank them for coming, provide details of follow up event or where to find further information.  |  |
| Collate evaluation data | Share with all staff members involved – and potentially with teachers externally to evidence impact.  |  |
| Meet to discuss evaluation and feedback  | Write up notes about the event as soon afterwards as possible and share them with all those involved.  |  |