

StudentShapers: Partnership description

Bursary: £50 per week until end of academic year 19-20

Your role: The Department of Primary Care Education is a growing and innovative team of motivated and enthusiastic educationalists, involved with curriculum development, planning and delivery across the years of the medical school.

We have created 3 unique and innovative paid roles for medical students interested in medical education to apply for as Student Shapers. You will be paid for 3 hours a week of your time, which may be on a Wednesday afternoon, to ensure no disruption to your own course commitments. This timescale is flexible however we acknowledge that there will be times in the year when more time can be spent in the role compared to other times, however we predict an average of 3 hours a week.

The Student Shapers will be allocated to an exciting and innovative educational project within the department, where the student will be expected to work closely with the core team involved in the project, ensuring a role of co-production and ownership with tangible outputs for the Student Shapers.

Project Opportunities:

**1.       Development of new longitudinal clerkship in the 5th year of the curriculum**

Having piloted ‘F-Zero’, a longitudinal integrated clerkship in final year, the department is leading on the planning, design and implementation of a longitudinal clerkship for the 5th year of the curriculum.

We are currently in planning stages, where your invaluable expertise would ensure the course is student centred. You will be allocated a project to have ownership of and the space and supervision to produce a solution to one of the many challenges being addressed. You will be able to negotiate a project that will fit your interests as well as the needs of the course.

**Project Example**

A fundamental aspect to the course is the delivery of centralised tutorials. You may take ownership over a number of these tutorials. We would envisage you undertaking some fact-finding research, including engaging with your older peers who have already qualified as doctors, to understand the areas of the course which need improvement or are missing from the medical curriculum. You will then have the resources and support to design tutorials addressing these specific areas. Allowing for true student led design, production and implementation

We would expect you to be attending and contributing to course design meetings internally and externally with stakeholders and wider faculty.  You will also be involved in the development of the course design, curriculum, stakeholder engagement, assessment planning, pastoral support design, evaluation and research of the new course. There may also be the possibility of presenting and publishing your work.

**2.       Social Accountability**

The department has a key driver with its work in developing socially accountable projects to ensure that as a medical school we are engaging with our local community and utilising this as a key experience for medical students to authentically become involved with improving the health and wellbeing of the local population. As a Primary Care department, we are ideally placed to engage with our local communities. This also includes the WATCCH (Widening Access to Careers in Community Healthcare) project which involves the department working with local schools to provide experiences to a wide variety of healthcare careers and improving the diversity and inclusivity of higher education.

We run a “Community Action Project” for our year 3 students, who spend 10 weeks in a community medicine placement. Here they carry out a project, where they identify a need within their local population, carry out a needs assessment and design, deliver and evaluate an intervention to address this need. For example a pair of students who recognised the ethnic diversity of their local population, which meant that local patients were unable to understand any health-related literature which was being provided by the doctors due to their limited English language. After engaging the local clinical commissioning group (CCG) and patient groups, they developed an online website where patient condition leaflets were translated into variety of languages. The initiative has been so successful, neighbouring areas are interested in the students working with their communities.

As a Student Shaper, you will be involved in a specific project area which allows you the space and time to take ownership of the project and lead to a tangible output for you. This project will be negotiated with you to fit the needs of the course and your interests.

**Project Example**

An example of a project which you would take ownership of, would be in the future development of the Community Action Project as it is rolled out to the whole academic year, we are considering how this project can be evaluated. This is an area where you can take a lead co-designing and co-developing the evaluative framework, carrying out the evaluation and being involved in the planning of the course delivery. There will also be the possibility for you to work with the team on possible outputs including research papers and presentations.

**3.      Coaching for health, education and collaborative conversations**

We are interested in the application of coaching principles and approaches to health, education and collaborative conversations more generally. We are working with other higher education institutions nationally and globally, to further explore the use and impact of coaching approaches.

We run coaching training courses for medical students and faculty. Over the last 2 years, students have made valuable contributions to the development and delivery of a number of these courses, including both face to face training, and development of a globally-accessible online course in coaching for learner-centred conversations.

As a student shaper, you would have much to contribute to the coaching-related projects run by the department. This would be an excellent opportunity to gain a more in-depth knowledge base relating to this important area and gain transferable skills that you can apply yourself in health, education and leadership settings as well as more widely.

**Project example**

You would be involved in designing new, inclusive coaching courses for both students and faculty and contribute to their delivery. There would be opportunities to join coaching-related research projects relating to this work, and to contribute to a new digital learning resource relating to coaching. In particular, we will be designing a new health coaching course for year 2 medical students and you would have opportunities to contribute to course design, assessment planning, evaluation and research of the new course. There may also be the possibility of presenting and publishing your work.