



**RCSI STUDENT
ENGAGEMENT
+ PARTNERSHIP**

QQI AQR Conference

**Quality in Higher Education: Sectoral Findings
& Enhancement Showcase**

Case Study:

**RCSI Student Engagement and
Partnership Programme and ASPIRE**

**Professor Celine Marmion
Deputy Dean for Student Engagement**

DATE: 17th October, 2023



ROADMAP TO ASPIRE- RCSI



03

Transformative learning - acquire leadership skills – to produce enlightened **'change agents'** of the future

02

Formative learning - acquire values – to produce **professionals**

01

Informative learning - acquire knowledge and skills – to produce **experts**



Frenk, Chen *et al.*, 'Health professionals for a new century: transforming education to strengthen health systems in an interdependent world', *The Lancet Commissions*, 2010, 376, 9756, 1923-1958



RCSI
UNIVERSITY
OF MEDICINE
AND HEALTH
SCIENCES



.... explicitly incorporated *student partnership* as a key strategy enabler in striving to 'transform healthcare education, research and service for the benefit of human health'

Deputy Dean for Student Engagement
established in Sept 2018

Student Engagement and
Partnership (StEP)
Committee

Benchmarking
exercise



Benchmarking exercise in more detail



1

Best practices in student engagement and partnership in national and international HEIs (with a focus on Institutions that had won an **ASPIRE-to-Excellence Award for Student Engagement**)

AMEE ASPIRE-TO-EXCELLENCE Award Programme

2



Established by AMEE in 2012
'to go beyond the traditional accreditation process to identify, recognize and reward world class excellence in medical education'

ASPIRE TO EXCELLENCE AWARD FOR STUDENT ENGAGEMENT



Criterion 1

Student engagement with management of the School, including matters of policy and the mission and vision of the School

Criterion 2

Student Engagement in the Provision of the School's Education Programme

Criterion 3

Student Engagement in the Academic Research Community

Criterion 4

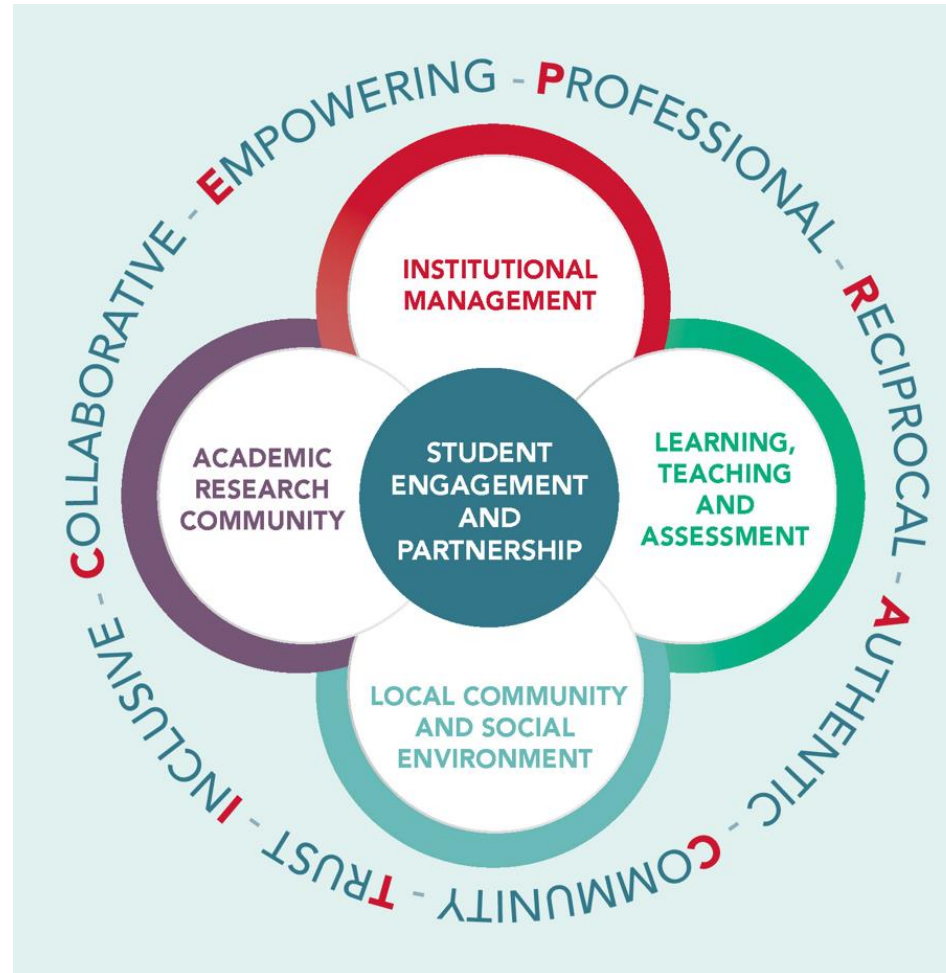
Student Engagement in the Community and the Social Environment/Service Delivery



DEFINITION OF STUDENT PARTNERSHIP IN THE CONTEXT OF RCSI

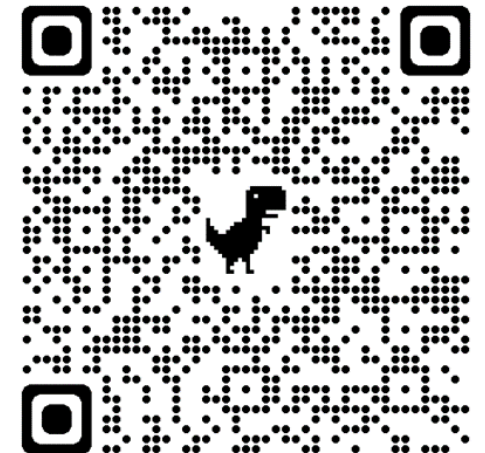
Through active student engagement, RCSI is nurturing, promoting and implementing a culture of partnership and inclusivity, **where the expertise and perspectives of students and staff are equally valued** and, by working together, **we are driving positive change** across the RCSI community for the benefit of human health.

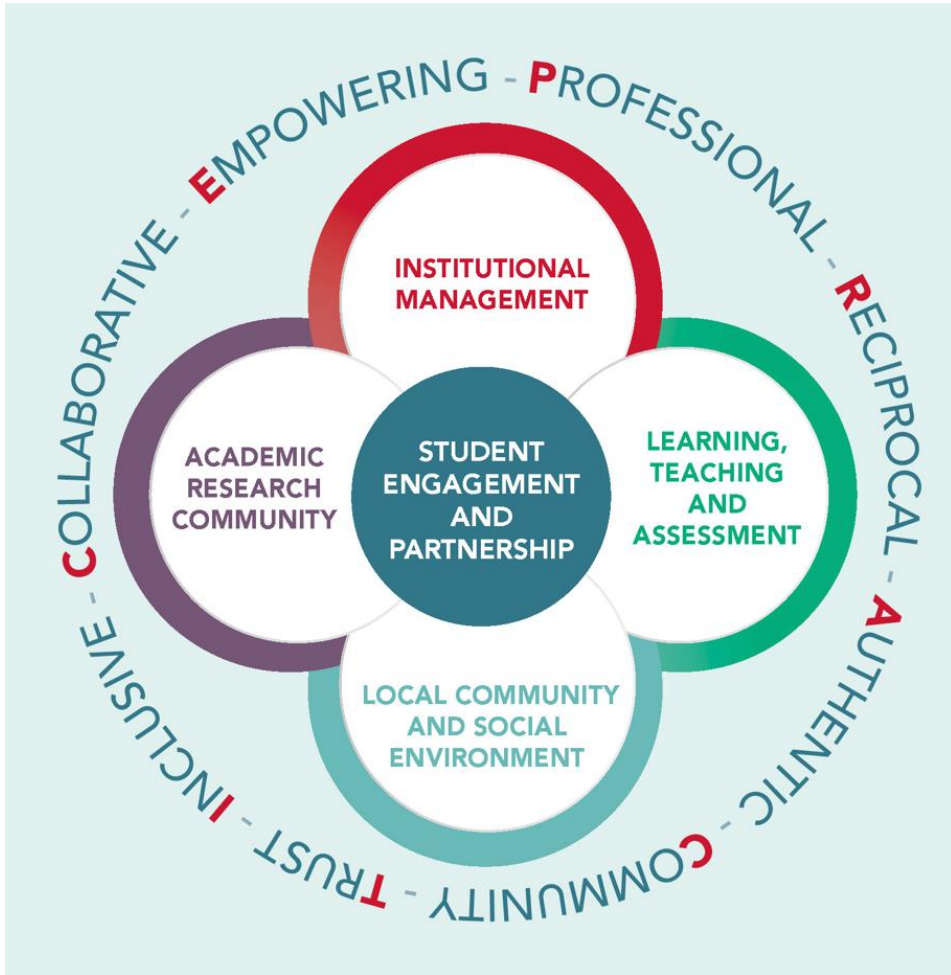
RCSI StEP FRAMEWORK





- StEP project priority themes identified in consultation with students and staff
- Students work in partnership with staff
- Students receive bursaries
- Students and staff receive RCSI Student Partnership Award Certificates





To date

45 StEP Level 1 Funded Projects
26 StEP Level 2 Funded Projects

117 staff
105 students

FUNDING



ASPIRE Criterion 1: Governance - Exemplars from RCSI



Student representation is written into all RCSI committee terms of references including our senior academic governing authority (MHSB)

Institutional Management
RCSI Student Leadership Development Programme



- Launched in 2020-2021 (4-6 week part-time programme (~20 contact hours) targeting student leaders)
- Modules on 'Developing Influential Leadership Skills', Equality, diversity and Inclusion', Self-Care and Resilience', Data Protection
- 225 graduates to date



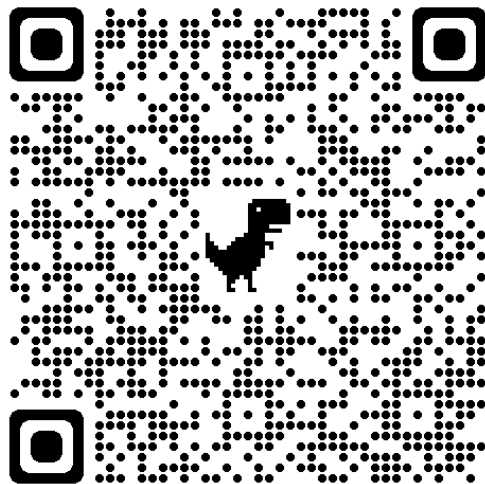
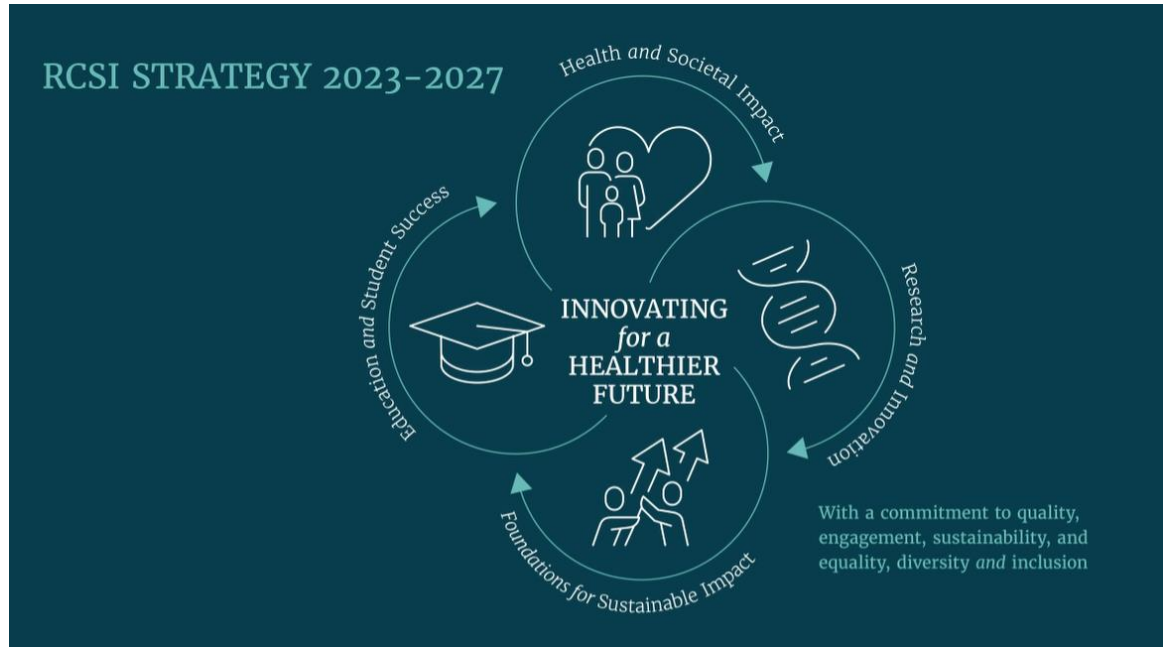
Policy for the Recruitment of Student Representatives to RCSI Committees, Working Groups and Fora

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE





rcsi.com



Student Engagement and Partnership (StEP) is at the core of providing our distinctive educational experience. Students contribute to developing and evaluating curricula, and to all aspects of educational, social and institutional decision-making, fostering a culture of genuine student engagement.



Taking part in StEP was one of the most beneficial things from my studies in RCSI! I learnt so much from working closely with staff in RCSI and Beaumont Hospital and with other students. I feel my leadership, organisation, communication and clinical skills have all greatly improved throughout my StEP project. Being able to affect change within RCSI was a valuable learning experience I'll take with me into future workplaces.

Tara Gaughan
Physiotherapy, Class of 2022



The StEP programme has been the perfect opportunity to bring our idea of creating a podcast relating to clinical electives to life! The support given by staff involved with the StEP programme, along with the opportunity to work with staff partners is such a unique experience for students that will most certainly stand out fondly when I look back upon my time in RCSI. I encourage everybody to get involved in this amazing programme

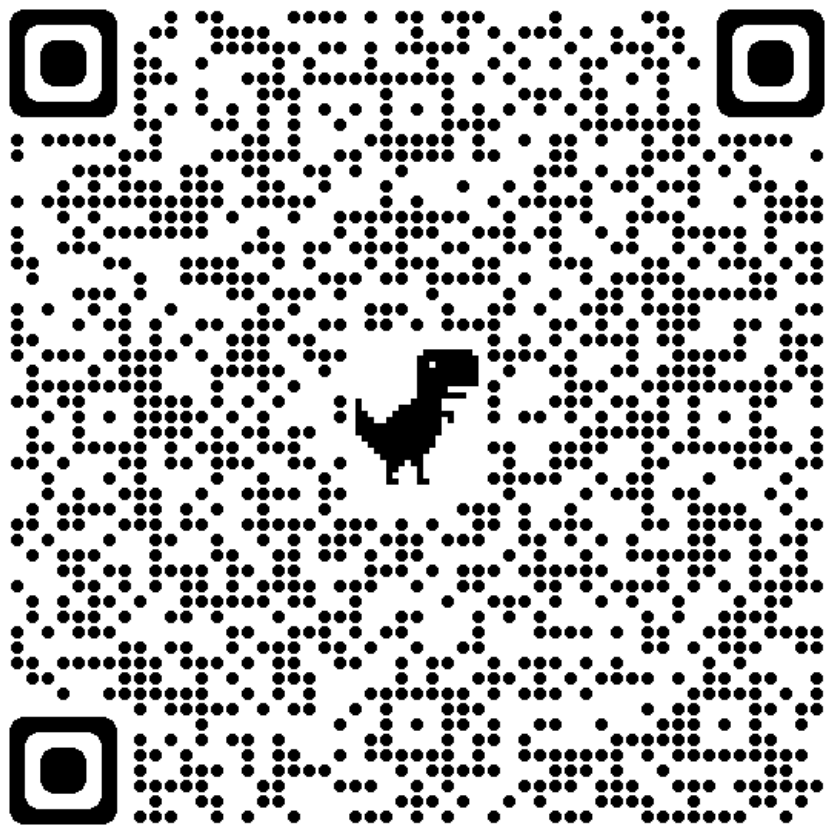
Eric Dunne
Medicine, Class of 2024



...Upon completing my StEP project on enhancing the career development for postgraduate scholars, I have developed a positive connection with my staff partner and a greater sense of community within RCSI

Jennifer Donnelly
PGSU Welfare Officer (2022-23)





Thank
You

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@RCSI_StEP