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MBChB (MB21) Year 2 Student Choice Placements 2020/2021 Information and Guidance for Placement Leads and Supervisors

Student Choice Placement Periods

Block A: Tuesday 15 September 2020 – Friday 2 October 2020

Block B: Tuesday 6 October 2020 – Thursday 22 October 2020

Key contacts

Year 2 Student Choice Administrators: medadmin-2@bristol.ac.uk

Year 2 Student Choice Academic Lead: santi.rodriquez@bristol.ac.uk

Important dates and deadlines

Deadline for staff to submit placement proposals	5 March 2020
Notification of approval of placement proposals	31 March 2020
(Please note this approval does not guarantee take-up of placement proposals by students)	
Release of placement allocations to students & supervisors	May-June 2020
Assessment of written reports: Block A	12 Oct 2020 – 23 Oct 2020
Assessment of written reports: Block B	2 Nov 2020 – 11 Nov 2020
Year 2 Student Choice Placement Poster Day	Week beginning 11 Jan 2021

Student Choice placements

Placements are available within the University and across all the Clinical Academies within Bristol Medical School. Students could opt for a wide range of placements and locations, including hospitals, local GP practices, university departments, etc. Some placements also offer the chance to work with organisations outside the University and NHS, (e.g. with charities, residential homes and schools).

All placements require students to review relevant literature. They also include a significant 'experiential' component (e.g. in a clinical, laboratory or third sector environment).

When will the MB21 Year 2 Student Choice placements take place?

At the start of Year 2, MBChB students will undertake a 3-week Student Choice placement and a 3-week period of clinical orientation; the latter is the Effective Consulting Clerkship (ECC). Each student will be allocated to one of two groups, each accommodating half the student cohort, which will alternate in undertaking the Choice placement and the ECC such that all students will have completed both their Choice placement and the ECC by the end of the first 6 weeks of Year 2.

In 2020, Student Choice Block A will run from Tuesday 15 September to Friday 2 October; Student Choice Block B will run from Tuesday 6 October to Thursday 22 October. There will be central teaching for all Year 2 students on Monday 14 September and Monday 5 October so students will not be available for placement activities on those two days. Block A will also exclude a date in the week commencing Monday 21st September 2020 – most likely Friday 25th September - so that Year 2 students involved in running clubs and societies can attend the Welcome Week activities on that day.¹ Block B finishes on the last Thursday as all students will take a progress test on Friday 23 October. Each block therefore covers 13 working days (see Fig 1 below).

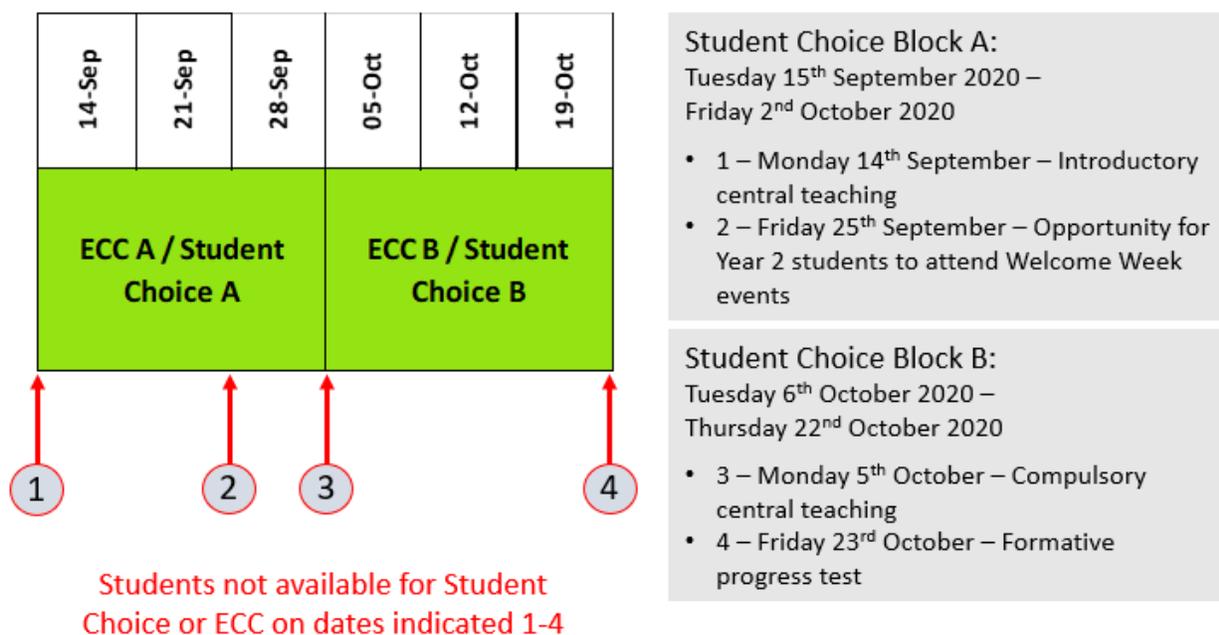


Fig 1: Timing of Year 2 Student Choice blocks, 2020-21

To enable equality of access you should ideally be able to offer the same placement opportunity to a given number of students during both Student Choice blocks. Activities during the placement can cover any time during the normal teaching day (9am-6pm on Monday, Tuesday, Thursday and Friday; 9am-1pm on Wednesday). Out of hours/weekend activities can be organised, but these need to be clearly stated on the proposal form. The student engagement time spent on the placement should not exceed 35 hours per week, to include contact time with staff and independent learning.

Who can offer a placement?

We are keen to recruit supervisors from any faculty within the university, the clinical academies and virtual academies, and local community/third sector settings. Supervisors are normally academic members of staff at the University of Bristol or NHS staff who hold honorary contracts with the University. The main supervisor should be a permanent staff member of the organisation offering the placement, of sufficient seniority to assume responsibility for all aspects of the placement; although it is perfectly acceptable for her/him to delegate aspects of delivery to other members of the team.

¹This date will be confirmed at a later date by the University’s Student Union, at which point we will communicate this date to you.

Why be a supervisor:

Teaching: Choice Placements are a great opportunity to teach undergraduate medical students

Students: The fact that students choose their placement means that they are usually very engaged and interested in their projects

Outcomes: given the significant 'experiential' component of placements, it is likely that students produce results of interest to the supervisor. Scientific outcomes include publications in journals, posters to conferences, etc. Clinical outcomes include audits, case studies, etc.

Funding: there is a provision of funding for each student undertaking a placement.

What kind of placements could be offered?

All placements will include an academic component such as researching/reviewing the relevant literature. They will also include a practical component – this could be, amongst others, 'experiential learning' in a clinical, simulated, academic or third sector setting; lab-based experimental work; audit and clinical service evaluation; development of educational material for students, patients or the public; consideration of aspects of medical ethics/policy/law. See examples of placements (Appendix 1).

How placements are allocated

Students submit their preferred five choices. The allocation process is not on a first come, first served basis or in order of preference of either students or supervisors. Placement allocations are made using a rigorous random-allocation process.

What are the funding arrangements to support a Year 2 Student Choice placement?

Schools, Academies and other organisations with an approved placement programme and confirmed students who have selected placements will receive approximately £600 per student per week.

What is the role of the placement supervisor?

- Complete a risk assessment form for the placement **when you submit your placement proposal** (a proforma and examples of risk assessments for different types of placement are attached).
- Complete the supervisor agreement form once agreement has been made to go ahead.
- Discuss the risk assessment with students as soon as they start the placement.
- Ensuring that ethical approval is in place prior to the start of the placement, if it is required
- Undertake supervision of the students during the placement period and discuss progress with individual students.
- Meet with individual students on or around the last day of the placement to give immediate verbal feedback on achievements during the placement period.
- Marking student's Choice placement report within 9 days of its submission deadline
 - **Block A marking period:** 12th October 2020 – 23rd October 2020
 - **Block B marking period:** 2nd November 2020 – 11th November 2020

- Supervisors would be very welcome to attend the Year 2 Student Choice Placement Poster Day in January 2021 but this is not a requirement of the role.

What prior learning will students have undertaken in Year 1?

- Biomedical and Human Sciences:** In Year 1 of the MB21 curriculum, students will take a 9-week 'Foundations of Medicine' course covering fundamental principles in Biomedical and Human Sciences. This will be followed by seven systems-based, two-week cycles that focus on health and well-being in the musculoskeletal, cardiovascular, respiratory, gastrointestinal, urinary, nervous (including psychology) and endocrine systems. Teaching also includes lectures, anatomy dissection room sessions (around 14) and lab-based practicals in biochemistry (1-2), histology (3-4) and physiology (6-8). There is no formal microbiology, immunology or pharmacology teaching in Year 1.
- Learning in a clinical environment:** Year 1 will include a Healthcare Assistant Placement (5 shifts over 3 weeks), Basic Life Support Training and seven days of the Effective Consulting strand of the MB21 curriculum, comprising three or four half days in Primary Care and the same in the hospital environment. In addition students will have four half days in Primary Care during the Foundations of Medicine teaching. Effective Consulting also comprises seven "EC Labs" sessions where students get specific training in Clinical Reasoning, Clinical Communication and Clinical Skills.
- Generic skills:** Collaborative, self-directed learning will be encouraged in Year 1 through early sessions on learning skills followed by regular small group, facilitated Case Based Learning (CBL) sessions throughout the systems-based cycles. Material relevant to the MB21 helical themes will be embedded through the CBL sessions. All students will also complete a **Year 1 Student Choice project** consisting of a literature review in a topic selected across scientific, humanities and clinical aspects of their studies and summarising their findings in the format of a public information leaflet.

Students undertaking the Block B Student Choice placement will also have completed their Effective Consulting Clerkship at the start of Year 2 but, to enable equality of access, this experience **should not be required prior learning for any Year 2 Student Choice placement.**

How will the placement be assessed?

The end-product of a student's placement is a written report, together with any appendices. Each student will write an original report of no more than 2,000 words in length. It will usually be laid out like a scientific paper, and all reports must be properly referenced.

Reports will be marked by the supervisor. Some moderation will be done centrally to maximise consistency between markers. Further information about marking criteria will be circulated in due course.

Students will be asked to submit their individual written report on the Monday after completion of each placement block:

Block A: Monday 12 October 2020

Block B: Monday 2 November 2020

There will also be a Year 2 Student Choice Placement Poster Day during the first week of the Spring Term (week beginning 11 January 2021) – students who have undertaken the same placement will work in groups of 2-4 to compile a poster.

How to propose a Year 2 Student Choice placement

Potential supervisors need to fill in a standard form with information about placement details, maximum and minimum number of students taken, details about the supervisor(s) and other relevant information.

Please complete the Year 2 Student Choice Placement Proposal form (attached) and a risk assessment for the placement (a risk assessment template and some examples are attached) **by 5 March 2020**. Email both documents to medadmin-2@bristol.ac.uk. You will be notified whether your proposal has been approved by 31 March 2020.

Team Assessment of Behaviour (TAB) - giving feedback for students

As part of Personal and Professional Development (PPD) within the MBChB Programme, students are requested to undertake Multi-Source Feedback through a Team Assessment of Behaviour (TAB). The main purpose of TAB is for students to gain feedback on their professional development and reflect on the attributes and professional behaviours necessary in becoming a doctor. This includes those skills that are less easily defined, such as working in a team, listening, participation and communicating both face to face and electronically.

TAB is carried out within the student's ePortfolio. It involves students completing a reflective self-assessment (Self TAB) before then requesting feedback from peers, teaching and administrative staff, and other colleagues via an email ticket. Students then meet with their Professional Mentor to discuss their feedback which is released anonymously to the students. Students must complete their TAB to progress to their next year of study on the MBChB programme. Details of the requirements for TAB for each year can be found in the Management of Marks document for each year of study.

You will receive an email from students inviting you to give feedback. The email will contain a link to a form. TAB feedback should take no more than 10 minutes to complete and is structured around four domains: Maintaining Trust/Professional Relationships, Verbal Communication Skills, Team-working and Accessibility.

Students should ideally communicate their intention to request feedback from you before sending their feedback request email to you. Feedback is anonymous. You may be asked for your 'position' (how you have worked with this student in the context of their course). This won't be shared with the student, but the student's Professional Mentor will see your name, email address and your position.

Students are briefed on TAB and will have been instructed to send more requests than they need during the TAB period. If you feel unable to give feedback, e.g. you may not feel you know the student well enough, please let them know so they can send requests to others.

TAB is designed to be a positive process affirming a student's professional development. Please ensure feedback is constructive and relevant to their year group and how far along their journey of becoming a doctor they are. TAB should not be used as a mechanism to report issues such as continued absence or instances of gross misconduct/professional behaviour. Please report these to the appropriate member of staff – Year Admin Lead/Academy Administrator/Primary Care Administrator – who can advise on appropriate action.

Appendix 1: Some possible examples of Year 2 Student Choice Placements

Year 2 Student Choice placements should map onto the core curriculum, be clinically relevant and deliver transferable skills (e.g. teaching, research, management, leadership, self-directed learning skills). They could also connect with the MBChB intercalation programme.

Here are a few suggestions for Year 2 Student Choice placements. Please note that this is not an exhaustive list and you should feel free to offer other placements that fulfil the learning outcomes of the placements (see earlier sections):

1. **Medical / biomedical research:** appropriate population, clinical or laboratory-based placements aligned to the supervisor's ongoing research programme including primary data gathering/analysis, systematic reviews or secondary data analysis.
2. **Research methods workshops/short courses:** These could set students up for intercalated science degrees.
3. **Medical education:** teaching skills / widening participation / development of educational resources (e.g. videos, web-based resources, patient leaflets).
4. **Simulation:** history taking, examination, biomedical science, working as part of a Multidisciplinary Team (MDT), communication skills. Simulation is safe, controlled, structured and widely used as a teaching method in every high risk occupation.
5. **Medical history & history in medicine:** in order to be a profession we need to understand our evolution through history (visit any of the Royal Colleges, they all have museums). A future intercalation opportunity.
6. **Medical politics:** we need to understand our role in society and the economic and social context we work in. A future intercalation opportunity.
7. **Medical management:** involves risk assessment, governance, accounting, HR management & health policy. Short placements with GP principals, practice managers, hospital Clinical Directors and MDs as well as the non-clinical staff. A future intercalation opportunity.
8. **Social (health) policy:** this should map onto public health, national or international. Poverty-food banks / deprivation / women's issues / child poverty / substance abuse / domestic violence / crime and health, the list is endless. GP placements with individuals who have an interest. Assisting patients applying for benefits is a large part of a GP's role. Could offer pro bono work with the Citizens Advice Bureau. An intercalation opportunity.
9. **Medical applications of languages:** placements could focus on European languages such as French / Spanish / Polish or other languages relevant to medical practice in a multicultural society, e.g. Urdu / Hindi / Somali. They could involve e.g. working with the language telephone line in hospitals or creating a video of a patient leaflet in the selected language. Could lead to an intercalation opportunity.
10. **Sign language for medical use.**
11. **Sports medicine:** linked to physiology and anatomy. A future intercalation opportunity.
12. **Military medicine:** We have students in the OTC / TA. Link to pre hospital medicine and / or civilian disaster planning and lessons for human factor errors.
13. **Medical Law:** Link to law & ethics courses & intercalation programme.
14. **Medical Humanities:** placements that map onto the intercalation programme.
15. **International Medicine:** a placement that maps onto the intercalation programme and modules on working for charities or overseas projects. Map onto the electives programme.

16. **Controversies in Medicine:** war, torture, judicial executions, human rights, abortion, euthanasia, Dr assisted suicide, sexuality and religious belief.
17. **Extreme environments:** adaptations to: altitude, space, diving, extreme cold and heat, jungle environments.
18. **Clinical physiology:** Linked to ECGs, treadmill exercise testing, perfusion scans, angiography, CTGs, EEGs, audiology, optometry etc.
19. **Anatomy:** possibly linked to post-mortems.
20. **Comparative anatomy** (with the vet school).
21. **Clinical biochemistry:** Linked to hospital chemical pathology labs, Total Parenteral Nutrition, ward rounds on ITU & surgical wards.
22. **Physiotherapy** placements.
23. **Primary Care:** General Practice is under-represented in the curriculum and giving students the opportunity to “choose” to do additional time in primary care is a good start. We know that 50% of students will be GPs.
24. **Dentistry for medics:** many of our patients have dental problems which impact on their health in general.
25. **Placements with third sector organisations** such as Red Cross, Rape Crisis, homelessness, drug and alcohol dependency services, special needs schools, Oxfam, Save the Children, Dr Barnardo’s etc.