



RCSI

UNIVERSITY
OF MEDICINE
AND HEALTH
SCIENCES



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RCSI STUDENT ENGAGEMENT + PARTNERSHIP AGREEMENT 2023-2024



RCSI, UNIVERSITY OF MEDICINE AND HEALTH SCIENCES

SEPTEMBER 2023

The RCSI mission is to educate, nurture and discover for the benefit of human health. In leading the world to better health our vision is to create healthcare leaders who make a difference worldwide.

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The RCSI culture is one of inclusivity and initiative. Each year, students are encouraged to actively impact the learning experience and provide beneficial change to the structure of RCSI through the StEP programme. This StEP programme offers students the unique opportunity to showcase their talents and ideas in close collaboration with the staff at RCSI, furthering their research experience and widening their professional networks. Through our partnership, we display the progress-driven, community-based mindset that RCSI proudly upholds. This programme is a testament to the personnel and character of RCSI, of their drive and innovative spirit.

Connor Lenihan
SU President 2023-2024



As healthcare educators, we believe that a culture of student engagement and partnership empowers students to develop as ‘enlightened professionals’ with the capacity to truly influence and transform human health in their professions. Students are equal partners in RCSI’s key decision-making processes, in their education and research and in serving our wider communities. This meaningful partnership between our students and staff has cultivated an academic environment wherein students have real agency and have the opportunity to build the knowledge and skills that will enable them to become change-makers as they advance in their careers. I personally invite all our students to share our vision and become proactive partners in the years ahead.

Prof Cathal Kelly
RCSI Vice-Chancellor and Chief Executive Officer/Registrar



Partnerships form the foundation for postgraduate work and can significantly contribute to success along the postgraduate journey. The StEP programme is a valuable opportunity that can enrich postgraduates’ experience by partnering with staff to combine their unique strengths and foster skills outside of their specific research. The enhanced collaboration between students, scholars and staff that is facilitated by this programme helps to encourage a more connected and thriving community at RCSI.

Justin Laitin
PGSU President, 2023-2024

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Award Winning

RCSI WINS TWO HIGHLY PRESTIGIOUS AWARDS IN 2022 FOR EXCELLENCE IN STUDENT ENGAGEMENT AND PARTNERSHIP

2022 ASPIRE TO EXCELLENCE AWARD WINNERS

Association of Health Professors Education in Europe
ASPIRE-To-Excellence Award for Student Engagement 2022



scan here for
ASPIRE Press Release

*Pictured (l-r) Professor Kulsoom Ghias (Chair, ASPIRE Academy)
Eimear McDonnell (RCSI Senior Project Specialist),
Professor Celine Marmion (Deputy Dean for Student Engagement)
Tim Vaughan Ogunlusi (RCSI medical student representative)*

UNIVERSITY OF THE YEAR FOR STUDENT ENGAGEMENT - THE SUNDAY TIMES GOOD UNIVERSITY GUIDE 2022



scan here for
Press Release



THE RCSI STUDENT ENGAGEMENT AND PARTNERSHIP (STEP) AGREEMENT IS AN AGREEMENT BETWEEN RCSI AND THE RCSI UNDERGRADUATE AND POSTGRADUATE STUDENT UNIONS

It was underpinned by the [RCSI Strategic Plan 2018-2022 'Transforming Healthcare Education, Research and Service'](#) which identified student partnership as a key strategic enabler in supporting the delivery of this strategy. More specifically, this Agreement defines how students and staff work together by way of shared goals to shape the design and delivery of our education and research programmes and our student support systems, ultimately enhancing the overall student experience.

Definition of Student Partnership

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.**



“It is a privilege to work with and for students and staff on promoting and implementing a universal culture of student partnership across all that we do in RCSI. I wholeheartedly believe that student partnerships lead to real and enduring changes that ultimately benefit all involved; the students, the staff and the entire RCSI community”.

Prof. Celine Marmion

Deputy Dean for Student Engagement and Professor of Bioinorganic Chemistry

RCSI Student Engagement and Partnership Framework

While partnership projects are built on RCSI's core values of **Respect, Collaboration, Scholarship** and **Innovation**, partnership project themes must fall under the remit of the RCSI framework for student engagement and partnership. Included in this framework are the guiding principles that RCSI consider to be best



PRACTICE for Student Engagement & Partnership

Professional: The partnership is built on a professional relationship between students and staff, based on mutual respect, individual responsibility and appropriate accountability

Reciprocal: This is a mutual partnership where both students and staff are working with each other and benefiting from each other's expertise and perspectives. The benefits may differ for staff and students but they should be similar in magnitude

Authentic: This is a genuine partnership which equally recognises the value and expertise that students bring as learners and that staff bring as teachers or professional staff

Community: This is a partnership that values the unique contributions from both students and staff, enhancing a sense of belonging or community spirit between partners and the wider RCSI community

Trust: The partnership is built on trust where students and staff are engaging in open and honest dialogue, confident in the knowledge that discussions will be treated with fairness and respect

Inclusive: This partnership is inclusive of all students and staff, welcoming and embracing the many perspectives, talents and experiences that both bring to the partnership

Collaborative: This is a partnership that nurtures collaboration where both students and staff benefit and grow from the experience, learning from and with one another

Empowering: This is an empowering partnership for both students and staff where power is shared appropriately, respecting each other's viewpoints and working collaboratively to effect positive change



Students will have an invaluable opportunity to partner with enthusiastic staff on exciting projects designed to effect positive change and improve the overall RCSI student experience.

Benefits for Students

- Being afforded the opportunity to play a key role in contributing to the ethos and mission of RCSI and, in so doing, develop a deeper insight into Institutional management
- Expanding your knowledge of teaching and learning pedagogies in higher education
- Contributing to academic research, which may lead to impactful research outputs (e.g. oral or poster presentations at conferences, publications)
- Gaining experience as leaders or 'change agents', enhancing your confidence as well as broadening your communication, management, collaboration and research skills
- Improving your personal and professional networking opportunities within the wider student, academic and professional communities
- Engaging and empowering all students
- Improved employability
- Financial support in the form of a student bursary



Staff will have an invaluable opportunity to work in partnership with highly motivated students, availing of their expertise as learners and perspectives as students, on key projects designed to effect positive change and improve the overall RCSI student experience.

Benefits for Staff

- Being afforded a unique opportunity to gain a deeper insight into the student perspective which will better inform projects under development (e.g. programme enhancements, technology enhanced learning initiatives, education research, outreach and engagement)
- Being exposed to new ways of thinking and different perspectives which may stimulate new ideas for future projects
- Participating in teaching and learning research which may lead to impactful research outputs (e.g. oral or poster presentations at conferences, publications)
- Career enhancing as evidence of engagement with students on partnership projects is viewed favourably in promotions' applications



A mutual partnership where both students and staff will work with each other and benefit from each other's expertise and perspectives.

Benefits for RCSI

- Improvement in student and staff experiences
- Student and staff satisfaction increases
- Greater representation of the student perspective across RCSI, influencing and positively impacting on policies and practices
- Enhanced academic and research programmes
- Enhanced research outputs
- Greater engagement with the wider RCSI community
- Improvement in student employability
- Alumni more engaged
- Development of graduates who can make 'a positive and lasting impact on the health and well-being of individuals and communities in Ireland and around the world' in line with the RCSI strategy 2023-2027

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Benefits for All

In summary, participation in the StEP programme should be an enriching and empowering experience for both students and staff. It recognises the many and varied views, experiences and expectations of our diverse community of national and international students and staff. **Through partnership, students and staff work collaboratively to instigate real and enduring changes across RCSI, ultimately enhancing the overall student experience.**

This Agreement does not replace existing policies or strategic documents, rather it serves to define and enhance opportunities for student and staff engagement and partnership.

On an annual basis, the agreement will be reviewed and partnership activities will be documented. These activities form the basis of the RCSI StEP Programme.



Thanks to the RCSI StEP project funds, five students, two staff partners, and I were able to research how we can establish an organization that teaches RCSI students and faculty about the healthcare needs of homeless communities worldwide. The funds facilitated local and international connections, aiding us in identifying strategies to achieve these goals. The impact has been profound, and I am grateful for RCSI's support in turning our vision into reality.

Matthew Linvill
Medicine, Class of 2026





Section A - **Mechanisms for Student Engagement**

This section outlines formal and informal ways for students to engage and take an active role across the University, **ensuring that students are a central part of decision-making and policy and procedure formation within RCSI.** These platforms also **provide opportunities for students to develop both personally and professionally.**

Formal Mechanisms



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

- The Postgraduate Student Union (PGSU):** This is a democratically elected Body which represents the interests of all postgraduate students in RCSI. It comprises of six officers – President, Vice-President, Welfare Officer, Treasurer, Public Relations Officer and Events Officer. The PGSU representatives are members of a number of committees including the Medicine and Health Sciences Board, the School of Postgraduate Studies Committee and the Student Affairs Committee.
- The Undergraduate Student Union (SU):** This is a democratically elected Body which represents the undergraduate student voice both internally and externally. It comprises of eight officers - President, Vice President & Societies' Officer, Education Officer, Cultural Officer, Events Officer & Treasurer, Events Officer, IT Officer and Welfare Officer. Student Union representatives are members of a number of committees including the Medicine and Health Sciences Board, Academic Council and the Student Affairs Committee.
- The Sports Union:** This is the representative Body of all sports clubs in RCSI. It comprises of two officers, elected jointly by the SU and the Sports Co-ordinator. Appointments are made annually. The Sports Union works closely with the SU, sports clubs and those pursuing sports individually where their sport is not represented by an existing sports club.
- The Student Council:** This comprises of all officers of the undergraduate SU, the Sports Union, and all undergraduate class representatives.

SECTION A - MECHANISMS FOR STUDENT ENGAGEMENT



I participated in a StEP project where we developed quiz questions and additional content to provide students with different means of engagement with the content in a central nervous system module. The student staff collaboration was such a wonderful and rewarding experience, complimentary and mutually enforcing.

Dr Melanie Föcking
Lecturer and Deputy Director
of the International Electives
Programme

- **Clubs and Societies:** There are over eighty active Clubs and Societies in RCSI, which are led by students and supported both administratively and financially by the University. Opportunities are provided to students to participate and attend events and activities in addition to running the Club or Society by undertaking formal leadership roles including Captain/President, Treasurer, Vice-Captain/Vice President, Secretary etc.
- **Undergraduate Class Representatives:** Each class has at least two representatives with responsibility for providing feedback on student views related to academic and non-academic matters. Representatives are elected by students annually at the start of the academic year. They participate in a wide range of committees, working and focus groups throughout the University.
- **Membership of Committees, Working Groups and Focus Groups:** The University actively seeks student representation on academic and non-academic committees, working and focus groups.
- **RCSI Research Summer School:** RCSI is committed to supporting and nurturing our undergraduate students by offering them rewarding research experiences in which they partner with RCSI principal investigators on eight-week funded summer research projects, focused on the enhancement of human health.
- **Other Research Opportunities:** These include involvement with the RCSI Student Medical Journal (RCSI SMJ), the International Conference for Healthcare and Medical Students (ICHAMS), research seminars, the annual RCSI Research Day, availing of RCSI-funded research travel grants for participation at conferences and research postgraduate secondment placements, and active participation in projects embedded within educational and research programmes.

SECTION B - A CORE STRATEGIC ENABLER



As a student, working collaboratively with staff through StEP is truly effective because you are treated as partners. Our project on developing an evidence-based, assessment feedback framework has shown that collaboration can occur across Schools and disciplines, and incur positive change by students and staff for students and staff.

Anthony Maher
Pharmacy, Class of 2022

- **Teaching Opportunities:** Postgraduate students have the opportunity to actively contribute to undergraduate education programmes e.g. by teaching and assessing undergraduate laboratory practicals.
- **Peer to Peer (P2P) Programme:** This is a structured support and leadership programme with students providing peer teaching and peer mentorship to other students in the areas of academic and personal support and health and well-being promotion.
- **Student Ambassador Programme:** This programme is an exciting opportunity for RCSI students to work alongside the student recruitment team and academic staff, providing a valuable service to the wider RCSI community and prospective students around the world e.g. student ambassadors speak directly to prospective students about their own RCSI experiences through a range of communications channels. They also work in partnership with the student recruitment team to produce engaging content for RCSI social media channels, including, for example, Instagram takeovers whilst on rotation, clinical electives, and research projects.
- **Learning Communities:** Learning communities are an integral part of the teaching philosophy in the education of future healthcare professionals at the RCSI. Each Learning Community provide our students with an important sense of connection with the RCSI and an initial grounding as they adapt to university life in Ireland. At the RCSI, learning communities are: "...designed groups of students who are actively engaged in learning with and from each other" (*Eberts & Lenning, 1999*) and, our mission is to create a more collegiate, inclusive, engaging and social university experience for every student. We encourage all our students to maximise their time at the RCSI by making as many connections as possible through on-campus teaching, societies or other co- and extra-curricular initiatives such as the StEP programme, the Research Summer School and the International Citizenship Programme.

Informal Mechanisms

Active student engagement is not restricted to formal representative structures. *All students are encouraged to become active partners in shaping the life of the University.*

OPPORTUNITIES INCLUDE:

- **Improving** the quality of the student experience by providing honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities and availing of RCSI's 'open door' policy.
- **Building** life skills by **contributing to the wider community** through a diverse range of volunteering initiatives which include ambassador roles, Teddy Bear hospital, community engagement activities e.g. Grinds Club, primary and secondary school visits, transition year Science, Technology, Engineering, Mathematics and Medicine (STEMM) engagement activities.
- **Actively** engaging in **cultural diversity** initiatives to promote cultural competence such as The International Citizenship Award, International Night, International Food Fair and the International Students' Day.
- **Developing networking skills** by participating in RCSI events such as Alumni reunions.



I have really enjoyed working in partnership with a colleague from our Careers Office and a medical student on our STEP Level 2 project on 'Uncovering the Gold - A Compassionate Healthcare Toolkit'. We had meetings and focus groups with medical students across a number of years and programmes in RCSI, and the atmosphere was always one of collegiality and fun. The students reigned in our staff over-aspirations, and we provided the students with a staff base to participate in shaping future doctors and developing compassion as a skill for practice in any walk of life. As a staff member, I also got to work with others in RCSI I might never have met before. I look forward to seeing our collaboration come to fruition.

Dr Caragh Behan

Senior Clinical Lecturer,
Department of Psychiatry,
Beaumont Hospital



Section B - A Core Strategic Enabler

RCSI places student partnership as a core strategic enabler in striving to transform healthcare education, research and service. Section B outlines RCSI’s ongoing commitment to student engagement and partnership, provides exemplars of successful partnership initiatives from 2022-2023 and highlights priority partnership areas for 2023-2024.



scan here for
RCSI Strategic Plan
2023-2027

RCSI's ongoing commitment to student engagement & partnership in 2022-2023



- A senior faculty appointment - Professor Celine Marmion, Deputy Dean for Student Engagement is in place to nurture and promote a universal culture of student engagement and partnership across RCSI in all that it does.
- The formal StEP agreement 2022-2023 was launched during the RCSI White Coat ceremony for undergraduate medicine, physiotherapy, pharmacy, advanced therapeutic technologies and physician associate students in October 2022 and also during the RCSI Postgraduate Orientation Day for postgraduate scholars in October 2022. It was also presented during Human Resources Induction Days for new staff on several occasions throughout 2022-2023.



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

- In 2020-2021, staff, in partnership with students, co-designed and co-developed the formal RCSI StEP programme. This includes an annual budget to support a number of bursaries paid to students for contributing their perspectives as students and expertise as learners to approved StEP projects. A total of forty five level 1 and twenty six level 2 student partnership projects have been funded since 2020-2021.
- As part of the StEP programme and to formally recognise students and staff who work in partnership on key projects to enhance the overall student experience, RCSI launched the RCSI Student Partnership Champion Award in 2021-2022. 105 students and 117 staff have so far received this award.



StEP Level 1 Funded Projects

January-April 2023



The RCSI StEP a fantastic way for students to get involved with staff, and create a tangible difference to wider communities. As a PhD scholar, it has also encouraged me to apply my interests in new ways, and increase my understanding of project development in different disciplines. The programme highlights the RCSI's values of listening to student perspectives and aiming to improve both undergraduate and postgraduate experiences at RCSI. 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

PhD Scholar
PGSU Welfare Officer (2022-23)

- RCSI Street Medicine
- STraP - Students translating for patients
- Developing together – Towards the creation of a framework for student partnership in faculty development
- Enhancing career development for postgraduate scholars
- Let's Talk About It: A week of Mental Health Workshops for postgraduate scholars
- "SURG-Ed": a Global North-South collaboration to develop a global surgery research module through student partnership
- "Strike a Match": A podcast series featuring RCSI alumni
- Community Engagement of Children's Book on the Pathogenesis of Respiratory Viral Infections – Phase 2
- Schwartz Rounds for medical students – Peer-led Support for medical trainees
- Measurement of polystyrene waste in RCSI Labs
- nterMed: A whistle-stop tour of clinical experiences across Europe
- More for Moms
- "Not a Laughing Matter: The harmful effects of recreational nitrous oxide use"
- Empathy and Education
- Promoting and Recognising Excellence in Teaching Healthy Campus

StEP Level 2 Funded Projects

June - July 2023



I enjoyed collaborating with a staff member from faculty and from our Careers' Department and with our student partners across various European universities to learn about clinical experiences in these different countries. This ultimately led to the development of our InterMed guidebook. I hope that our guidebook will help students prepare for clinical experiences abroad and also contribute to the goal of cross-cultural interaction in medical education.

Tejas Sawant
Medicine, Class of 2024

- "SURG-Ed": a Global North-South collaboration to develop a global surgery research module through student partnership
- Schwartz Rounds for medical students – Peer-led support for medical trainees
- RCSI Street Medicine
- Revealing The Gold - Building a compassionate healthcare skillset to support preparedness for practice
- Bridging the Gap: Fostering undergraduate-postgraduate research partnerships
- The Elective Perspective Podcast – Optimising the clinical electives experience and performance within the RCSI Community
- Allergy Champions: Raising Awareness, Saving Lives



Section C - RCSI Student Success

Developing a vision and understanding of ‘Student Success’ has been identified as a fundamental priority for Higher Education Institutions (HEIs) in Ireland. This pursuit has been spearheaded by The National Forum for the Enhancement of Teaching and Learning in Higher Education. Student Success is now embedded within the RCSI Strategy 2023-2027

RCSI Student Success



Being part of a team that aimed to develop a better understanding of student success was a rewarding experience. A student perspective was invaluable at every step of the project, particularly during the design of survey instruments and interpreting the findings. It brought a unique perspective to the process. The project also gave me an opportunity to work directly with a student and share my experience and expertise. I was very impressed with the level of their engagement, creativity and enthusiasm to address important matters for RCSI.

Joanna Zawadzka
Quality Assurance/ Quality Improvement Analyst

In 2022, RCSI committed to developing a deeper understanding of 'Student Success' in the context of RCSI. A collaborative student-staff partnership project was undertaken, facilitated through the [RCSI Student Engagement and Partnership \(StEP\) Programme](#), to develop a framework and strategy to further promote and foster a culture and vision of 'Student Success' across our campus. This project was informed by the [guiding framework](#) provided by the National Forum in addition to in-house university-wide student and staff feedback surveys.

The surveys aimed to gain a deeper insight into the meaning of 'Student Success' in our diverse student and staff communities, while identifying key supports as well as any barriers to facilitating 'Student Success' at RCSI. The surveys also served to explore and outline core priorities and actions to further enhance 'Student Success' from both a student and staff perspective.

A key output from this feedback was the establishment of the RCSI definition of 'Student Success':

At RCSI, student success is defined as empowering each student to fulfil their unique purpose personally, academically, and as future health science professionals. In our diverse student community, student success is cultivated in an inclusive, collaborative, and positive learning and social environment, driving a journey of self-discovery, reflection, and personal and professional growth. Student success is further enhanced through meaningful partnerships and shared responsibilities, ultimately enabling each individual to prosper and achieve their full potential at RCSI and beyond.

Guided by this definition, RCSI has since developed a mechanism to identify gaps and to prioritise areas in which to further promote 'Student Success'. This is facilitated through the RCSI StEP programme and Student Success is also firmly embedded within the [RCSI Strategy 2023-2027](#). Each year, students and staff will be afforded the opportunity to work on StEP-funded projects aligned to 'Student Success'.

Section D - Funding

Funding will be provided, as an integral part of the StEP programme, in the form of a bursary to students in recognition of the unique perspectives and expertise that students bring to partnership projects. TWELVE projects will be funded in 2023-2024; TEN level 1 and TWO level 2 funded projects.

STEP PROJECT LEVEL	MAXIMUM HOURS PER WEEK	MAXIMUM HOURS/ WEEKS IN TOTAL	STUDENT BURSARY	PROJECT SUPPORT
1	*3 HOURS	30 HOURS	€600	€250
2	35 HOURS	8 WEEKS	€2000	€1000

* For level 1 funded projects, students may work on their projects during semester time but should allocate no more than 3 hours per week. The number of hours may be increased if during mid-semester breaks or vacation time.

It is important for students to note that it is their responsibility to ensure that the project does not compromise their scholarly commitments or any sponsorship obligations if relevant.



Scan here for further details in relation to the StEP programme including the StEP project application process and submission deadlines, bursary details and post project reporting requirements.

Priority Project Themes For 2023-2024

In response to student feedback and following consultation with students and staff, partnership projects that fall under the following general themes will be prioritized for funding in 2023-2024

Student Success

(e.g. promoting student wellbeing and positive health, access and widening participation through Universal Design for Learning (UDL), improved learning resources, career development). See the RCSI definition of Student Success [here](#) for further details

UN Sustainable Development Goals (UN SDG), Sustainability & Climate Health

(e.g. curriculum mapping, designing student choice topics, modules or micro-credentials, SDG literacy and awareness (e.g. **sulitest**), planetary health in the context of Medicine & Health Sciences, sustainable campus (operations, governance, green lab, procurement))

Community Engaged Learning

(i.e. embedding credit bearing reciprocal learning opportunities with community and public partners within the curricula)

Artificial Intelligence

(e.g. how this rapidly developing technology might be appropriately incorporated into teaching, learning and preparation for practice).

Promoting On Campus Undergraduate and Postgraduate Student Engagement

(e.g. identifying new ways to encourage students to engage in on campus activities, further enhancing the RCSI community spirit)

Promoting Equality, Diversity and Inclusion in Education, in Workspaces and in Research

(e.g. identifying a student solution or need which supports more equitable learning outcomes and/or enhances the student experience for all. Students should be guided by the **equal status grounds**)

Representative RCSI StEP Programme Achievements in 2022-2023

23

16 level 1 and 7 level 2 funded projects in 2022-2023

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RCSI Student Partnership Champion Certificates awarded to staff (2022-2023) - those who partnered with students on key StEP projects

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RCSI Student Partnership Champion Certificates awarded to students (2022-2023) - those who partnered with staff on key RCSI projects

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Students awarded RCSI Student Leadership Development Programme Certificates of Achievement in 2022-2023

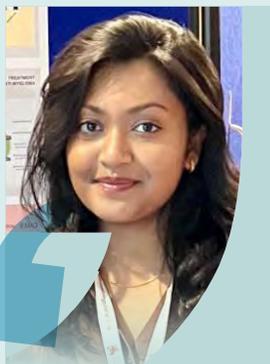


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Section E: RCSI STUDENT PARTNERSHIP CHAMPIONS 2023

Congratulations to the following students who received RCSI Student Partnership Champion Awards in 2023

Ahmed Ahmed	Saumeh Saeedi
Amir Bachari	Shahad Khawjah
Bess McBride	Sinead O’Kelly
Caitríona O’Sullivan	Sophia Downey
Caoimhe Ní Néill	Sophia Khan
Celina Flocks Monaghan	
Connor Mabbott	
Conor Kearns	
Dean Lennon	
Desiree D’Souza	
Dhruv Jivan	
Eabha O’Reilly	
Eric Dunne	
Felicia Mannocho	
Harshita Kamal	
Isidora Rovic	
Jennifer Donnelly	
Joana Beyer	
Logan Verlaque	
Malgorzata Jankowska	
Mark Polemidiotis	
Maryam Khan	
Matthew King	
Matthew Linvill	
Nadim Sayani	
Niamh Mullen	
Noshin Shermili	
Paula Austra Klavina	
Sarah Ghobrial	



Through the RCSI StEP programme, we successfully launched the “Strike a Match” podcast, featuring a series of RCSI alumni who share their experiences from diverse career paths that led them to achieve their goals. I had the honour of commencing this project, representing AMSA, in collaboration with another student partner, CIMSA and RCSI’s Careers’, Electives’, and Alumni departments. Collaborating with diverse members of RCSI has been an enjoyable experience, fostering meaningful relationships.

Noshin Shermili
Medicine, Class of 2025



A key highlight of the StEP programme each year is the presentation of the RCSI Student Partnership Champion Awards to student and staff partners who have truly shown leadership in working with and for each other, driving positive changes, for the benefit of the entire RCSI community. These awards are also a testament to RCSI’s commitment to equally valuing the contributions from both students and staff in line with our RCSI definition of student partnership.

Professor Hannah McGee
Deputy Vice-Chancellor for Academic Affairs

RCSI STUDENT PARTNERSHIP CHAMPIONS 2023

Congratulations to the following staff who received RCSI Student Partnership Champion Awards in 2023

Dr Aaron Doherty	Dr Melanie Föcking
Dr Aisling Walsh	Niamh Mullen
Dr Ann Hopkins	Dr Pinar Avsar
Dr Anne-Marie Liddy	Dr Sarah O'Neill
Bryan Sheils	Seamus McDonald
Dr Caragh Behan	Prof. Seamus Sreenan
Prof. Celine Marmion	Sinead O'Kelly
Dr Chiara Pittalis	Dr Susan Hogan
Ciara Tallon	Prof. Suzanne McDonough
Prof. Fidelma Fitzpatrick	Dr Vishnu Renjith
Dr Gráinne Cousins	
Gráinne Nic An Mhaistir	
Dr Gozie Offiah	
Dr. Jakub Gajewski	
John O' Brien	
Prof. Marian Brennan	
Dr Martina Crehan	



The StEP project has been a wonderful way for me to contribute to RCSI. It can be difficult for students to feel empowered at large institutions such as RCSI, however, the StEP project allows students at RCSI to get directly involved with staff in order to make lasting changes. I have learned so much throughout the two StEP projects I have been involved with, and I am grateful for the opportunity I was given to turn my ideas into real initiatives

Isidora Rovic
Medicine, Class of 2024

If you have any questions or would like to get involved please contact studentpartnership@rcsi.com



**RCSI STUDENT
ENGAGEMENT
+ PARTNERSHIP
AGREEMENT**

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