

Student Guidance on How to Self Propose (SP) – 10 Points

You are encouraged to propose your own SSCs in Years 3 and 4; unlike Year 2 which is menu only due to the limited clinical experience that you have at this stage. These can be undertaken in Glasgow or elsewhere. You also have the opportunity to combine your Junior Elective with your SSC to yield a nine week block provided you manage to do your SSC in the first block in Year 4. The Year 4 Secretary should be contacted in order to request your SSC block for the beginning of term. This extended period can be spent in a laboratory, hospital or other appropriate location, either in the UK or overseas.

Sequence of events

1. **Start early** – we strongly advise you to start planning very early on. Your potential Supervisor may take a long time to reply to you and also other hospitals/universities/institutes may have requirements for you to meet, such as providing references or other paperwork. All SPs are required to be finalised at least 6 weeks before the module starts.
2. **Your responsibility** - please note that SPSSCs are your responsibility to set up and this includes funding, organisation and communication with your Supervisor, etc although guidance about the process can be obtained from the SSC Office. It is also worth noting that it is up to you to sort out adequate travel insurance or indemnification arrangements if travelling outwith the UK. You should also check whether a visa is required for the period of your stay.
3. **Download and look over the SP form** (which includes the Learning Contract) from the SSC Homepage (Help & Documentations TAB), which can be accessed via the Student Support MBChB site.
4. **Identify the subject area of interest.** Please be as specific as possible and carefully consider possible titles for any written work (e.g. report/essay/dissertation) which is subsequently to be assessed.
5. **Identify a location** within or outwith Glasgow.
6. **Identify a Supervisor(s) and obtain confirmation**
 - a) If you organise a SP outwith the Glasgow area you will ALSO be required to identify a Glasgow Academic Supervisor who is affiliated with the University and who is prepared to liaise with you about the content and assessment of the module. **This is important because the Glasgow Supervisor is the one that will actually assess most of your work (at least 80% and usually is in the form of a 2,500- 3,500 word referenced report on some aspect of the area of interest).** This person could be an academic member of staff in the University or member of NHS staff with Honorary status (or higher) at the University. NHS staff involved in teaching medical students usually have such status. Assistance to help you identify a suitable individual can be obtained from the SSC Office if required. The remaining **20%** (or less) is usually assigned by the “**distant**” Supervisor and tends to a subjective Supervisor’s assessment based on **students overall performance** during the 5-week module SSC. Please ensure that you have identified and consulted your Glasgow Supervisor well in advance of submission of your application, as in the past some students have left this very late in the process and have struggled to meet the deadline. During the consultation phase, don’t forget to discuss the content and the method of assessment.

- b) For SPSSCs in and around Glasgow it is likely that the Supervisor is affiliated with the University and therefore able to assess the work. If not, they can suggest someone who can mark the report, who must be associated with the University.
 - c) Supervisor(s) should send a confirmatory e-mail to the SSC Office in lieu of their signature on the SP form to indicate their willingness to act in this capacity and their agreement with the proposal. **For modules outwith Glasgow this will involve confirmation from both the “distant” AND Glasgow Supervisor.**
7. **Prepare the SSC self-proposal form** which can be downloaded from the SSC website.
- a) This should be prepared in conjunction with the SSC Supervisor (and Glasgow Supervisor where relevant) and submitted on line. In case of difficulties, a paper copy can be submitted to the SSC Office. Please note that the completion of the form IN FULL (including Learning Contract) is essential, so provide as much information as possible when explaining the content of your SPSSC. It is important as it is the only documentation on your educational activity during the module and is the only means by which the module can be judged by the SSC office and the External Examiners. Particular care should be taken with the sections on aims, educational objectives, module description, timetable and assessment. Information about how to write aims and objectives are found in the appendix and an exemplar form is available on your website.
 - b) Before submitting the online self-proposal application you could use the SP form, to help you prepare your DRAFT proposal.
 - c) If travelling abroad for your SSC you will also need to complete a risk assessment form (available from the SSC website). Please be sensible and make sure the country that you are going to is safe. One way to do this is to check with the Foreign Office website (<http://www.fco.gov.uk>). Useful information is available on your elective site.
8. **Agree the self-proposal (including Learning Contract) with the Supervisor and obtain signature/confirmation.**
- a) Once the agreement has been reached, submit the form making sure that it contains all the relevant information. If applicable also submit the risk assessment form.
 - b) Once submitted this will be examined and feedback given, where necessary.
 - c) Your Supervisor(s) will be required to accept this online or provide written confirmation of their acceptance of the proposal.
9. **If for any reason the SP falls through**, you will have to choose one of the organised SSCs from the menu. If this occurs after the deadline for selection then the SSC Office will allocate you a SSC.
10. **Advantages of SPs** - SPSSCs allow you to not only pursue something that is of interest to you and which may not be available on the menu but also guarantees your first choice. Finally, SP students tend to get more out of their module because they have much more “ownership” of their learning.

Appendix

How to write aims and objectives

What are 'Aims'?

The 'aim' of a PBL laboratory, tutorial exercise, or lecture states the *intentions* of the 'teacher' or designer of the exercise. For any one element it should be possible to convey the aim in a sentence.

What are 'Objectives'?

Objectives should inform the students of what they ought to be able to *do* as a result of the learning experience/activities.

(i.e. verbs should be in the active case. Avoid the passive case e.g. understand, be aware of, know (a fact), appreciate, recognise).

Objectives should *not* be statements of belief/philosophy/fact.

Objectives should be assessable (examinable) and that which is assessed should be clearly stated as an objective.

Examples of 'good' constructions for objectives:

analyse data/information --

argue the pros and cons of –

calculate the caloric intake –

communicate with the block leader through the internet

demonstrate how to resuscitate a patient

describe the purpose of

design an improved case record sheet

dissect out the nerve from Tom's thumb

draw a diagram/paint a picture

dress a wound

examine a slide to determine whether tissue is normal

explain the safety implications

identify a specimen/tissue

interview a patient to establish ---

list the complications of diabetes

measure blood pressure

observe and report upon the behaviour/reaction

outline the main features of ----

prepare an agenda/spreadsheet

research the library catalogues for information

sterilise the environment

summarize the findings in a paper/report