



STUDENTS
FOR
GLOBAL
HEALTH

FORMERLY MEDSIN

Students in Health Partnerships Toolkit

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Foreword



Health is a global concern.

There are stark and growing disparities in health needs and provision across the world.

Every country has its own challenges delivering quality healthcare to its people and yet it is true of all nations that it is the poorest who face the greatest burden of disease and who suffer the most from the inadequacies of health systems.

Having worked with THET and been a Patron of Students for Global Health for many years now, I am delighted to have been invited to write the foreword to this Toolkit.

As organisations that are striving to change these global health inequalities it is right they are very well placed to collaborate on a Toolkit that brings together their years of learning.

Students form the next generation of doctors, nurses, midwives, innovators, researchers and global health champions and this Toolkit pays tribute to the students from across the UK who have already taken part in global health work. It also forms a call to action, we could be doing much more for this which in turn will benefit both students, their counterparts and those most in need.

It is an indispensable resource which will help everyone with an interest in health partnerships to optimise the contribution students can bring to this work. I know it will inspire you and many other organisations to harness the energy and insights of future generations of health workers as we all strive for a world where everyone has access to affordable quality health care.



Lord Nigel Crisp

Co-Chair, APPG Global Health and Patron, Students for Global Health

Authors

About the Tropical Health and Education Trust (THET)

Today, one billion people will never see a qualified health worker in their lives.

For over thirty years, THET has been working to change this, training health workers to build a world where everyone has access to affordable and quality healthcare. We do this by leveraging the expertise and energy of the UK health community, supporting health partnerships between hospitals, colleges and clinics in the UK and those overseas. From reducing maternal deaths in Uganda to improving the quality of hospital care for injured children in Myanmar, we work to strengthen local health systems and build a healthier future for all.

About Students for Global Health

Our movement is united by the vision of 'a fair and just world in which equity in health is a reality for all'. We believe global health is a local issue, and that we as students have a powerful youth voice to advocate for positive change. Our membership spans over thirty university branches across the UK, with a strong national community, and links to the International Federation of Medical Students Associations (IFMSA). We aim to create a network of students empowered to affect tangible social and political change in health on a local, national and global level. We aim to tackle global and local health inequalities through education, advocacy and community action.

Introduction

The Tropical Health and Education Trust (THET) and Students for Global Health (formerly Medsin) have joined to create this toolkit on Students in Health Partnerships (SHP). It has been written for those coordinating health partnerships, with a focus on the role of the student. The toolkit promotes the concept of a health partnership, explains the importance of the student in this, and outlines practical considerations. The information provided within the toolkit does not form exhaustive guidance, and should be used together with contextually specific information and advice to ensure fulfilling partnerships are developed. We hope this document will provide useful information for all those involved in health partnerships, ultimately working towards a more equitable world, through empowering and educating the future global health workforce.

Part A: Background and theory

Introduction to Global Health

Global health is an important concept and yet is rarely definedⁱ. Global health can be understood through three principles: health *for* all, health *by* all, and health *in* all. This definition means that health is a right for all people, everywhere; that we all have a duty to promote health; and that health is a multi-disciplinary issue and should be looked upon at a population and social-determinants level. As future healthcare professionals and global citizens, there is a great need for students to understand global health, which is rarely satisfactorily accomplished through formal education.

“Global health can be thought of as a notion (the current state of global health), an objective (a world of healthy people, a condition of global health), or a mix of scholarship, research, and practice (with many questions, issues, skills, and competencies)”ⁱⁱ.

This toolkit approaches the field of global health through the lens of health equity advocacy: we use the term as an objective, and a way of thinking, practising and researching. By understanding global health as an issue of equity, we employ a collaborative, population-level approach to understanding health in different contexts. In this way, health partnerships offer a unique way of understanding and improving global health, and the role of the student in this should not be underestimated.

Health Partnerships and Global Health

The concept of partnership is central to global health. The United Nations Millennium Development Goals (MDGs) aimed to develop

a global partnership for development (MDG 8), and this theme has been continued with the acknowledgement that the Sustainable Development Goals (SDGs) can only be realised with a strong commitment to global partnership and cooperation (SDG 18).

The World Health Organization (WHO) is clear on how partnerships in health are essential to the realisation of Universal Health Coverage (UHC) (SDG 3):

“Twinning partnerships between health institutions is an innovative approach that can be utilized for improving different aspects of health service delivery ... This is important in achieving UHC and resilient health systems.”ⁱⁱⁱ

Within the UK, there are four main strands to improve health globally: research and academia; training health professionals from abroad; overseas links made on a commercial basis; and volunteering and philanthropic partnerships with institutions in low and middle income countries (LMICs).^{iv} It is through this final route - ‘health partnerships’ - that this toolkit will focus.

What is a Health Partnership?

“Health Partnerships are a model for improving health and health services based on ideas of co-development between actors and institutions from different countries. The partnerships are long-term but not permanent and are based on ideas of reciprocal learning and mutual benefits.”^v

The Importance of Health Partnerships

Health partnerships are a unique opportunity for mutual exchange of experience and knowledge and the personal and professional development of all involved. If a health partnership is well planned

and managed, it can bring about important changes for the individuals in the partnership, the organisations within which they work, and ultimately the patients that they serve. Reported benefits include personal satisfaction, inspiration, improved teaching skills, and greater awareness of how to avoid waste and work with limited resources.

The UK's approach to health partnerships

In the UK it has long been argued that health partnerships have a key role to play in improving health worldwide with significant progress being made in recent years to encourage both a greater number of partnerships and a strengthening of existing ones between the NHS and LMICs.^{vi}

In 2010, the government announced funding for a programme which would fund institutional partnerships between UK health institutions and their counterparts in LMICs: the Health Partnership Scheme (HPS). Funding for this kind of activity at this scale had never before been provided in the UK.

The HPS was designed with the purpose of strengthening Human Resources for Health (HRH) and improving access to and quality of care for those most in need throughout the world. It did so by harnessing the expertise of UK health institutions and professionals and responding to and working with the needs of their counterparts in low-resource settings. The Scheme's focus was led by the partner countries within DFID's thematic health priorities (reproductive, maternal



and newborn health, and malaria), with a focus on rural areas where health infrastructure is often weakest.

In the past seven years, within the framework of the HPS, managed by THET, 180 partnerships were formed and 249 projects delivered. Over 2,000 NHS staff volunteered overseas and trained over 84,000 health workers across thirty-one countries.^{vii} Over the lifetime of the HPS, a large body of evidence on effective partnership approaches has developed. Partnerships have reflected on important issues such as effective management, stakeholder engagement, accountability, and advocacy.

THET has also developed a set of Principles of Partnership, in conjunction with the health partnership community, to improve the quality and effectiveness of partnerships between UK and LMIC health institutions.^{viii}

Where do students come in?

"A student health partnership is defined by the collaboration between two or more student groups who advocate for health equity and social justice - irrespective of the geographical distance that exists between them"

Victoria Bakare,
Kings Sierra Leone Student Health Partnership

A Student Health Partnership (SHP) allows students to form sustainable, self-directed collaborations with other students and professionals in health institutions across the world. These collaborations should take place as part of a wider health partnership, allowing students to coordinate and oversee their own activities with support of their faculties.

Whilst benefiting hugely from learning about health in a different setting within a sustainable framework, students can also bring enthusiasm

and commitment, as well as the possibility of development of inclusion of students on both sides of the partnership and therefore added sustainability. By involving students from an early stage and giving them ownership of relevant projects undertaken by a partnership, they are much more likely to develop sustainable solutions which address the needs of those involved. Student-to-student engagement between UK and overseas students can reveal extra information on need, barriers and opportunities that senior staff may not be able to gain.

Part B: Principles in Practice

Case Examples

Once needs and interests are identified, students are able to collaborate on projects such as those covering peer-to-peer education and sharing of educational resources, research, community action, and advocacy. SHP can provide an opportunity for students on both sides of the partnership to undertake placements, such as medical or nursing electives, in a sustainable and ethical manner. A SHP also provides a formal mechanism for representation of students within the wider health partnerships community. The following case examples illustrate some of the different ways in which students can be involved in a health partnership.

Kings-Sierra Leone Partnership

“The King’s Sierra Leone Partnership (KSLP) is one of three global health partnerships working as part of King’s Health Partners at King’s College London. At the Centre, we believe that every person should be able to access quality health care when they need it, and that the world shares responsibility for making this happen. We also know that King’s has the capacity to respond and make a profound difference to people’s lives, and that we must learn from our partners if we are to address our local challenges in a shared world, through a process of co-development.

KSLP was set up in 2013, shortly before the Ebola outbreak hit Sierra Leone. King’s volunteers remained in-country throughout the outbreak, working alongside and developing strong working relationships with our partners - Connaught Hospital, the College of Medical and Allied Health Sciences, and the Ministry of Health and Sanitation. We continue to work in partnership with these organisations with the aim of building a strong and resilient health system in Sierra Leone. We’re doing this by building the capacity of individuals, institutions, and systems to improve health outcomes across a wide range of programmatic areas.

Our primary aims are to:

- Pioneer health policy and models of care
- Deliver vital clinical services
- Provide health education and training through distance-learning, volunteer trips and a dedicated in-country team
- Produce new knowledge on health service strengthening through ground-breaking research

Students from King’s College London and around the United Kingdom have been able to engage with the KSLP in several ways. We support teaching of the MSc Global Health course, running a session in their Poverty and International Development module where students must consider real-life scenarios of difficulties faced with partnership working. We offer MSc Global Health students the opportunity to complete their ‘Capstone’ thesis research in Freetown or related to KSLP activities. Finally, we host nursing and medical student electives for a period of 6 – 8 weeks.

In the future, we hope to improve our student engagement across King’s and further afield. Due to the nature of the partnership, it is likely that involvement may come in the form of fundraising, advocacy and outreach, offering students opportunities to develop different skills outside of clinical and research. Engaging with students is essential for the true success of partnership which is embedded within a university and we hope to increase our engagement with Students for Global Health and other student groups in the future.”

Aberdeen – Bahir Dar Knowledge Exchange Partnership

“Over the last four years, NHS Grampian and The Soapbox Collaborative have worked with Felege Hiwot Referral Hospital (FHRH) and Bahir Dar University (BDU) to improve quality of care, particularly maternal and newborn health, and infection prevention and control (IPC). Throughout this time, the hospital has seen many improvements from supporting the development of audit and research capabilities within FHRH, to carrying out needs assessments and bilateral sharing of clinical and managerial skills.

In 2016 FHRH won the award for the Best Performing Hospital in Ethiopia and in 2017, the Partnership was nominated for the Health Service Journal Awards' International Health Partnership Award.

Students are key to the success. Through the Partnership, a medical elective scheme was developed with the University of Aberdeen (UoA), with students opting to undertake an elective with BDU, based at FHRH. Students become involved in ongoing projects or research and such is its success that summer and BSc projects have now been developed in a similar manner.”



The Role of Students in Health Partnerships

As demonstrated by the Case Studies, many students are able to become involved in a SHP with the support of their institution, with different levels of involvement and responsibility depending on the experience and commitment of the student.

We recommend that students work with institutions when getting involved with health partnerships, rather than setting up their own. By working with institutions to build on existing partnerships, principles of sustainability and ethical practice are promoted. It is up to both the student and the institution to work together and decide on the aims of having students within the health partnership, and the best ways for students to be involved.

There is a huge benefit in establishing peer-to-peer relationships between students, as it can increase capacities and develop mutual cultural exchange. This also allows greater comprehension of healthcare in a different setting, including aspects such as health systems, disease burden,

and cultural perceptions of disease. SHP therefore holds the potential to create a highly aware and better-connected international community of health workers who are well-equipped to take on global challenges in health. With students as the next generation of healthcare professionals, it is vital that they have this understanding of health in the global setting.

“Student participation at home and abroad has been central to the Partnership. Those going to Ethiopia have interacted with their peers and have helped to form the human bonds which are essential for a successful partnership, while at the same time producing a stream of mutually useful studies. In Aberdeen, students provide the enthusiasm and ideas needed to keep us fresh.”

Alec Cumming, Trustee, Soapbox Collaborative
Aberdeen - Bahir Dar Knowledge Exchange Partnership

WHAT ARE THE BENEFITS?

TO THE HEALTH PARTNERSHIP

- Many students want to travel overseas - a large untapped resource and captive audience for health partnerships
- Partnerships can gain a fuller understanding of the needs of students through peer-to-peer engagement and needs assessment
- Students can deliver essential research and other projects
- Pastoral support and friendship between students in both institutions strengthen the bonds linking partners together
- Students can contribute to areas of the partnership's work that may be neglected, including fundraising, communications and research
- Student placements are often longer than are possible for senior staff, allowing for increased presence and more relationship building
- Students give an on-the-ground perspective of issues faced
- A student's experience in a health partnership can turn into a career-long passion

TO THE STUDENTS

- Increased self-confidence
- Exposure to global health experience
- Gain leadership, teamwork, clinical, teaching, research, presentation, report writing and programmatic skills and experience
- Building and sustaining relationships with other students working in different contexts
- Collaborative projects between students in both partners can result in skills transfer and co-development
- Students in both institutions represent role models of different practices and overcoming challenges
- Cross-cultural understanding of health and health systems

TO THE STUDENT COMMUNITY

- Can gain support on issues that matter to students
- Support of student societies in both partners

TO THE UNIVERSITY

- Provides an ethical framework for bilateral student electives
- Delivers a global perspective of health and healthcare, a defined learning outcome for UK medical students by the GMC

"FHRH gave global perspective to my university training. The welcome I received from staff, strengthened by our special partnership, allowed me to experience a new way of living at a personal level. I take my Ethiopian experience into my daily practice and feel a wiser Doctor for it."

*Dr Duncan Thomson, FY2, Queen Elizabeth University Hospital
Aberdeen-Bahir Dar Knowledge Exchange Partnership*

"As a student working with the Partnership, I have gained a greater appreciation of the challenges in delivering healthcare in low-resource settings but I have also learned that it is only through working collaboratively that we can overcome these difficulties."

*Iain Doig, 4th year MBChB student, University of Aberdeen
Aberdeen – Bahir Dar Knowledge Exchange Partnership*

Duties of institutions when involving students in Health Partnerships

Within this section there is guidance which details the basic measures of good practice required for all institutions when involving students in Health Partnerships. However, these measures represent a minimum standard, and we would encourage all institutions to review their processes and policies regularly to ensure that they are appropriate to the size, scope and complexity of their work. If you feel that you are lacking in any particular areas, THET can provide further support and guidance.

Participating in a health partnership will inherently expose organisations and individuals to risk. Although this is part of everyday life, it is important to understand, assess and mitigate against it, ensuring that appropriate due diligence and duty of care is in place.

It is likely that NHS organisations and universities will have existing governance departments and/or risk assessment policies. Partnerships should engage with these, making use of available expertise in order to thoroughly assess risk. However, whilst clear organisational principles should underpin good risk management procedures, it is crucial that all individuals involved in the partnership are fully briefed and aware of safe, ethical and appropriate working practices.

Key duties are highlighted in THET's [Volunteer Support guide](#)^{ix} and are outlined below:

Health, safety and security

- UK health professionals and students, even those who may have travelled extensively, are not always aware of the increased risks associated with working in different country settings and thus institutions must ensure access to country-specific travel advice from the Foreign and Commonwealth Office, security courses, where appropriate, and have the necessary travel and health insurance.

Student placements

- The role of the student in the host institution should be developed in conjunction with the overseas institution to ensure that the students have the appropriate skills base and supervision for their role. Duties and activities should be clearly defined, within the student's capabilities, and should complement the host institution rather than fill gaps or utilise excessive resources.

Pre-departure preparation

- A health professional or student's role is a careful balance between responding to the needs of the host institution and providing learning opportunities for themselves, and thus reflection and self-assessment are essential if the value for professional and personal development is to be understood. Guidance should be developed to give clear direction and manage the expectations of all stakeholders involved.
- An induction should be provided on the context, acceptable norms of behaviour, personal safety and general security advice and on-going self-briefing as well as language training if necessary.

In-country

- Where possible, students should be assigned mentors both in their home and host countries. They should be encouraged

to engage in meetings and other relevant areas to help share, learn, contextualise and connect with other projects and stakeholders at the host institution. There should be a designated contact person in case of emergency in both the UK and the host country who has received sufficient training to ensure that they can provide support.

Return

- Debriefing sessions should be organised to support the return process and can include a review of their placement in terms of work progress against objectives and the experience of the placement more generally. Feedback should be sought and reflected upon from all partners in the relationship. Lessons learnt should be included in the design of future placements and members of the partnership should be encouraged to submit written as well as verbal evaluations and feedback of their placement.
- Members of the partnerships can also remain involved by becoming mentors, trainers, fundraisers or supporters for the partnership.

Important Considerations in Students in Health Partnerships

As with every project, challenges can be experienced at every stage of planning and implementation. We have outlined a few key considerations for students' involvement in health partnerships.

Sustainability

An important quality of a health partnership is sustainability. Partnerships have the potential to make long-term mutual impact, as highlighted above, but to do so they have to be based on a genuine need and have a long-term commitment from their organisations. If a partnership is to be effective it should not be entered into lightly. Enthusiasm is key but it is also important to remember that the partnership needs to be embedded in the structure and function of all partner organisations.

Students can promote sustainability of health partnerships by means such as:

- Creating an alumni group of student/graduate champions who can continue to support the link
- Producing reports on any work they have done within the health partnership
- Acting as an ambassador within their university for the health partnership to inspire other students to take part
- Work on partnership development and establishing a long-term sustainable project of equal benefit to both partners
- Plan towards enhancing student engagement in the long-term

Institutions have a responsibility of maintaining good links with both the partnership institution and the students involved in the partnership.

"The most valuable aspect of my time in FHRH was realising the importance of not simply providing aid but sustainable support. I saw partnerships that worked with healthcare professionals to address problems specific to their location and aimed to build on what was already present. I was privileged enough to experience a different culture both within and out with the hospital and made great friends during the process!"

Iyabo Adekunle-Olarinde, 4th year MBChB student
Aberdeen – Bahir Dar Knowledge Exchange Partnership

Feedback and Continued Improvement

Another important consideration in ensuring a partnership is sustainable is to ensure feedback and continued improvement. This can take place in many forms, such as ensuring de-briefs between students and institutions following any work in the health partnership to identify areas of good practice and potential improvement. Another method is the use of audits, which students may be able to assist in conducting.

Ethical practice

Ethical considerations can pose a real challenge to students engaging with overseas travel. There can

be a lack of resources available to enable students to cope with these sometimes challenging dilemmas.

An increasing number of medical students travel overseas for medical placements abroad, and partnerships can be a fantastic way to facilitate this. These opportunities are a key component of medical school curricula around the world and are becoming increasingly desirable and expected amongst medical students. Experiencing different health systems and healthcare in different contexts has both professional and personal benefits for students. Students have the opportunity to learn from peers and professionals across the world, experience aspects of health and disease that they may not have exposure to in their home country, and increase their cultural awareness.

However, medical electives can bring many ethical issues to light. Such issues may include lack of mutual benefit for the visiting student and the host community, hospital or students; lack of sustainability; and problems around students working outside of their clinical competency.

SHP can act as opportunities to promote and facilitate ethical electives for students in the UK. Because SHP are by definition a bilateral collaboration, this allows for mutual benefits to be gained for both the visiting students and the host community, hospital and students. SHP are set up to be sustainable, meaning that more accurate needs assessments can be made and feedback can occur. This ensures the elective can be carried out in an effective and ethical manner, allowing work in required areas to take place and avoiding over-burdening the host facility. Sustainability and collaboration also mean that appropriate supervision can be sought and communication between institutions can occur, preventing students from putting themselves in or being put in situations where they may work outside of their clinical competency. In all instances, good supervision and preparation can safeguard against situations which are difficult to navigate.

Good practice within ethical electives ensures that:

- Exchanges are undertaken within the context of a bilateral exchange
- Existing teaching groups are utilised due to their stability and expertise
- Standards are in place to ensure compliance with an agreed upon code of ethics
- Both staff and students are aware of their core responsibilities and duties and understand;
 - That electives should not be prioritised over essential duties
 - That electives can be a drain on both resources and time

If thoughtfully structured and combined with contextually relevant pre-departure training, medical placements abroad may be a useful opportunity for students to educate themselves about the social, political and economic causes of ill health in the global arena, and inform future action at home and abroad.

The Starting Point for Students in Health Partnerships

Involving students in health partnerships is possible in the context of an existing partnership, or when setting up a new institutional partnership. It is important to consider factors related to the overall partnership as well as the involvement of students within the partnership when considering setting up a SHP. If you have any queries about involvement of students in new or existing health partnerships, THET can provide you with more information and support.

Is the partnership approach right for your institution?

Before embarking on a partnership and involving students, it is first necessary to understand if the health partnership approach to global health work is right for your organisation, the following questions should help you in determining this:

- Why do you want to be involved?
- In what ways will a partnership help your institution and your overseas partners' institution that other approaches will not?
- Can you make a long-term commitment? Will the partnership survive if individuals leave the institutions involved?
- Are you and your partners able to invest the necessary time, human and financial resources required for running a health partnership?
- Is there interest from staff/students/ volunteers in getting involved in international work?
- Can your partners effectively use the volunteer support you can offer?
- Are the partner organisations committed to working together?

Making the partnership work

It is important to be aware of the many different factors which may limit the partnership's ability to find solutions to existing problems. While the partnership can provide important contributions, this will most often be the case when the other factors at play are also conducive to this (for example, financial resources and a policy arena supporting the changes you are looking to make). However, optimism and persistence along with sound planning and realistic expectations can produce fantastic results with partnerships often becoming a vehicle for more extensive programmes of work backed by multiple agencies.

The successes of health partnerships are found in their reciprocity. Mutual benefits, however, are only felt if a number of key principles are maintained from inception to completion, THET's Principles of Partnership outline eight key aspects partnerships must embody. This set of key principles are further underpinned by ensuring that partnership activities are always driven by the needs of LMICs involved, aligned with national health plans and work plans are developed and sustained in partnership.

The student role is key

It is vital early on in planning to identify committed institution and student leaders in the UK and partner country who can work together to volunteer their time in the partnership and to recruit other interested individuals. The local [Students for Global Health branch](#) in your university may be able to help with the recruitment of UK students. Initially, recruitment should focus on attaining key individuals with the capacity to undertake further self-directed recruitment of more volunteers.

Essential to most partnerships is a practical model of involvement in which skills sharing and training are used to build capacity both in the UK and in the partner country. Effective support and management are therefore essential for successful health partnerships. This includes not only ensuring that participants are available for time frames that suit your partners but also have the skills and competencies that will ensure they provide the most benefit to the partnership. You can gradually introduce students to the project by giving them small tasks, allowing them to get involved without being overwhelmed. This way, students can incrementally increase their understanding of and involvement in the project (i.e. in roles relating to data analysis, concept notes for new projects) before being offered roles with greater responsibilities.

Planning

You should make sure there is an open planning process which involves students and professionals in both sides of the partnership, where you brainstorm the aims and objectives of the SHP and what projects would be most relevant to your partnership. Communication is vital and geographical distances may be overcome by virtual methods.

It is important to ensure that your expectations are aligned with those of the other partners involved, as mentioned previously. You should aim to make sure that there is a good fit between the partners and that there are both institutional and student

leaders who are committed to taking projects forward over many years. It can take a long time to establish projects and an even longer time to create sustainable structures so aim to invest in handovers as new leaders get involved in the partnership.

Integration with other student-related activities

Where your university is already engaged in global health, work with students to try and integrate

these activities into the health partnership. Many universities now have degrees in global health where teaching on the health partnership can be integrated.

Where appropriate, research projects that would be useful for the development of health partnerships or inform local policies and practices can be carried out by students as part of their course in collaboration with students in their partner country.

Student Health Partnerships: 10 Recommendations for Good Practice

1. Encourage reciprocal student involvement (i.e. collaboration and equal engagement of students on both sides) to make sure the SHP meets the needs of both partners
2. Encourage co-ownership of the partnership's objectives
3. Ensure both partners have an equal role in building a vision and identifying projects
4. Encourage long-term involvement of students throughout the course of their studies
5. Try to incorporate different ways that students can be involved in your partnership (e.g. research, peer-to-peer, elective, educational projects)
6. Make sure there is a process for review and evaluation of the impact of your SHP
7. Align your expectations with those of the students involved in the partnership
8. Provide training for students in important principles of health partnerships (e.g. mutual benefit, sustainability etc.) as well as basic practical skills, such as project management, strategic planning, leadership, monitoring and evaluation, and facilitation
9. Try to strike a careful balance between supervision and independent working
10. Ensure that risk assessment processes and support mechanisms are being provided

Conclusion

We hope this toolkit will provide useful understanding of the importance of the role of students in health partnerships and helpful practical considerations for building these opportunities; through advocating for student involvement in existing sustainable relationships, mutual benefit throughout the partnership can be obtained.

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