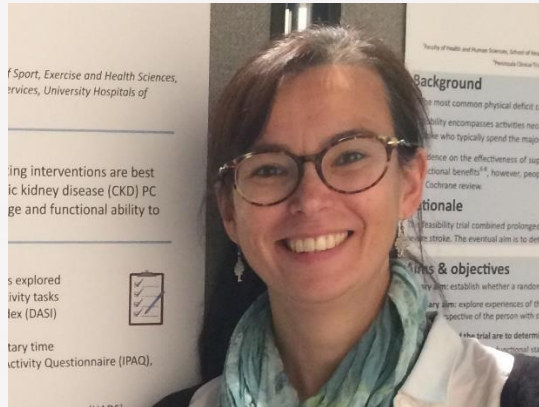


Placement profile

Names and roles

**Hannah Young -
Specialist Renal
Research
Physiotherapist**

**Heather
Mackinnon -
Prehab project
manager**



Organisations Leicester Kidney Lifestyle Team, University Hospitals of Leicester

Placement overview

We started our placements in 2018 and since then many others in the region have started offering them. The students receive GCP and consent training and are included on the list of investigators which means they can assist with activities such as interviewing and objective testing, intervention delivery and other associated tasks over the course of the placement. They follow a mini research cycle over their 6 week placement, with each week focusing on a specific task from coming up with a research question, conducting a literature search, designing a protocol, collecting data, analysis and dissemination to the rest of the team. Via this project, we teach them the fundamentals in each of these areas and other important aspects of research such as patient and public involvement. We have also managed to arrange for students to attend conferences where we explore good practice in communicating research in different forms and they get an opportunity to network. Each week the student also selects a paper to critique in detail and we go through this with them so they gain a greater appreciation of looking out for issues with research quality and how this may impact upon the interpretation of their findings and subsequently applying it to practice. Our team are the first to establish a research placement within the East Midlands region and it has inspired the work of others at UHL. The initial placement was featured in frontline in <https://www.csp.org.uk/frontline/article/student-research-action>

Supervision: 1:1 face to face supervision.

Top tip for others:

Modelling the placement on the research cycle was a useful way of structuring the placement as it allowed the student to build on their previous learning, and to follow the usual lifecycle of a project in miniature. It also removed some of the uncertainty of this more innovative placement format for the students as they could see each week the types of activities that they would be involved in.

Lessons learnt:

1. Consider matching the timing of the placement with the students learning in university. Liaise with the university to understand how their research teaching is delivered and offer placements in line with that timetable where possible
2. The benefits of developing 'soft' skills on these placements should not be underestimated
3. The opportunity to participate in qualitative data collection and patient involvement activities is also powerful - on a clinical placement.