



Dear Steve Biko Fellow,

Welcome.

Whether you realise it yet or not, your presence here means that something in health professions education has stirred your imagination. Perhaps you have noticed inequities that others have learned to ignore. Perhaps you have wondered why certain practices persist despite causing harm. Perhaps you have experienced moments of excellence and thought, "What if more of our education felt like this?" Perhaps you simply sensed that things could be otherwise.

This Fellowship was created for people who cannot quite look away.

The Steve Biko Fellowship is not a leadership programme in the traditional sense. It is not a short course in medical education. It is not merely an extracurricular activity.

It is an invitation.

An invitation to become attentive to the hidden and visible curricula that shape health professionals. An invitation to develop the language and confidence to participate meaningfully in educational conversations. An invitation to move beyond critique towards thoughtful, collective action.

You will encounter ideas, people, tensions and possibilities that may challenge your assumptions about education, leadership and yourself. You will work alongside fellows from different disciplines, institutions and countries. You will learn to notice educational problems, understand them more deeply, engage others respectfully, gather evidence responsibly, and imagine alternatives.

Most importantly, you will begin practising the work of educational transformation.

Welcome to the community.

We are honoured to walk alongside you.

The Student Curriculum Lekgotla Capacity Development Team



Why Steve Biko?

The Fellowship bears the name of Steve Biko not because he offered ready-made answers, but because he asked us to think critically about the conditions that shape our lives and our possibilities.

Biko challenged people to reject passive acceptance of inherited systems. He encouraged a form of consciousness rooted in dignity, self-reflection, collective responsibility, and the courage to imagine alternatives.

For those working within health professions education, this remains deeply relevant.

Curricula are not neutral.

They shape whose knowledge is valued, whose voices are heard, what kinds of professionals emerge, and what forms of care become possible.

The Steve Biko Fellowship therefore asks participants to become not merely consumers of education, but active participants in its ongoing transformation.

The Student Curriculum Lekgotla

The Student Curriculum Lekgotla (SCL) is a student-led movement committed to advancing transformative, inclusive and socially accountable health professions education.

SCL recognises that meaningful curriculum reform requires partnership between students, educators, institutions, communities and policymakers.

Our work is grounded in several commitments:

- Decolonial and inclusive pedagogy.
- African-centred and Global South perspectives.
- Social accountability.
- Authentic partnership.
- Interdisciplinary collaboration.
- Ethical leadership.
- Innovation rooted in context.
- Collective action.

The Steve Biko Fellowship represents one expression of this broader vision.

Fellowship Philosophy

The Fellowship is built on a simple premise: Educational transformation requires people who can notice, question, convene, investigate, imagine, and sustain change. We believe that these capacities can be developed.

The Fellowship therefore combines:

- Conceptual learning,
- Critical reflection,
- Practical application,
- Collaborative inquiry,
- Identity formation,
- Community building.

Rather than teaching isolated skills, the programme invites fellows into a developmental journey.





Programme Overview

The Fellowship consists of ten interconnected themes delivered over the course of the programme. Each theme contains two components:

1. Seed Session

Short conceptual inputs introducing key ideas and frameworks.

These may include:

- Recorded talks,
- Live presentations,
- Readings,
- Podcasts,
- Videos,
- Reflective materials.

The purpose of the seed is not mastery. Its purpose is to stimulate curiosity and provide conceptual scaffolding.

2. Facilitated Small Groups

Fellows meet regularly in facilitated groups led by mentors. These sessions prioritise:

- Dialogue,
- Reflection,
- Collaborative inquiry,
- Practical application,
- Problem-solving.

The small groups are where the real work of the Fellowship occurs.

Programme Learning Outcomes

By the end of the Fellowship, fellows should be able to:

Foundational Understanding of Health Professions Education

- Define and appropriately use key concepts in health professions education.
- Explain principles from the learning sciences.
- Distinguish between major teaching approaches.
- Describe different forms of assessment.
- Appraise alignment between outcomes, teaching and assessment.
- Suggest improvements to educational practices.

Historical and Decolonial Analysis

- Analyse historical and political influences shaping health professions education.
- Examine the role of student activism in educational transformation.
- Explore how curricula reproduce or resist inequity.

Leadership and Systems Change

- Describe leadership approaches relevant to educational change.
- Plan small educational projects.
- Facilitate productive dialogue.
- Identify leverage points within systems.





- Navigate organisational challenges.

Educational Inquiry and Innovation

- Apply design-thinking principles.
- Appreciate contextually appropriate innovation.
- Design small-scale educational inquiries.
- Interpret qualitative insights.

Professional Identity

- Articulate an emerging educator identity.
- Reflect critically on positionality and power.
- Develop a values-based manifesto.
- Identify future development pathways.

Partnership and Community

- Distinguish authentic partnership from tokenism.
- Strengthen student–staff collaboration.
- Engage respectfully across differences.
- Participate in communities of practice.

Longitudinal Fellowship Outputs

Throughout the programme, fellows will progressively develop two major outputs.

1. Educational Problem Statement

Fellows will identify and explore a curriculum-related issue within their own context.

This process includes:

- Problem identification,
- Stakeholder mapping,
- Inquiry,
- Analysis,
- Intervention planning.

The purpose is not necessarily to solve the issue entirely, rather, fellows learn how educational change begins.

2. Stakeholder Engagement Activity

Fellows will facilitate or contribute to a meaningful conversation within their local context.

Examples include:

- Focus groups,
- Dialogue sessions,
- Consultation meetings,
- Design conversations.

This activity aims to strengthen authentic partnership and collective learning.

Attendance and Participation

Fellows are expected to:

- Attend at least 80% of activities.
- Engage respectfully.





- Prepare when required.
- Contribute meaningfully to group processes.
- Communicate proactively when difficulties arise.

Attendance forms part of the requirements for successful completion.

Professional Conduct

All participants share responsibility for maintaining psychologically safe and respectful learning environments.

Fellows are expected to:

- Treat others with dignity.
- Listen actively.
- Engage constructively across differences.
- Respect confidentiality.
- Avoid discriminatory, harmful, or bullying behaviour.
- Participate in good faith.
- Recognise and value diverse perspectives.

Notion Platform

The Fellowship will be administered through Notion.

Fellows are required to:

- Create a Notion account using their university email address.
- Complete onboarding requirements.
- Access session materials through the platform.
- Submit required activities through designated spaces.

Additional guidance will be provided during induction.

The Fellowship Journey

This programme follows a developmental arc:

Notice	Why am I here?
Name	What is the Problem?
Lead	How do I lead?
Engage	Who else needs to be in the room?
Organise	How do we get things done?
Inquire	How do we know?





BECOMING DISRUPTIVE PRACTITIONERS IN HEALTH PROFESSIONS EDUCATION
STUDENT CURRICULUM LEKGOTLA (SCL) FELLOWSHIP

Imagine	What could be?
Become	Who am I becoming?
Sustain	How do we keep going?
Share	What now?

Theme	Big Question	Imbewu (20–30 min)	Facilitated Session (60 min)	Longitudinal Output
1. Why am I Here?	Why Steve Biko? Why curriculum? Why us?	Introduction to SCL and the Fellowship; TRC clips; Steve Biko and consciousness; what curriculum is; pedagogy vs andragogy; why curriculum matters	Icebreakers; establish group norms and contracts; fellows share why they joined and what they hope to gain; identify personal goals and expectations	Community formation; group contracts
2. What is the Beef?	What educational problem is worth paying attention to?	Student engagement and partnership; Fletcher's Ladder; participation versus tokenism; how curriculum problems become visible; moving from complaints to problem framing	Mini design sprint: identify issues, distinguish symptoms from causes, use the 5 Whys, draft a problem statement; map institutions onto Fletcher's Ladder	Draft problem statement
3. How Do I Lead?	What kind of leader am I, and what does this moment require?	Leadership as influence; classic leadership styles (directive, democratic, laissez-faire, transactional, transformational, servant, distributed); contextual leadership	Apply leadership styles to scenarios; discuss strengths and limitations; reflect on default leadership tendencies and growth edges.	Leadership reflection and development goals
4. Who Else Needs to Be in the Room?	Who holds power, perspective and influence?	Stakeholders and systems; forms of power (formal, informal, moral, relational); difficult conversations; advocacy as invitation	Stakeholder mapping; power mapping; identify missing voices; role-play conversations with faculty or decision-makers; refine problem statements	Stakeholder map and engagement strategy
5. How Do We Get Things Done?	How do good intentions become collective action?	Introduction to project management; objectives and scope; teamwork; delegation; timelines; accountability; psychological safety	Develop a project charter; allocate roles; build a timeline; discuss conflict and workload imbalance; create action plans	Project plan and implementation roadmap





6. How Do We Know?	How do we learn from others responsibly?	Introduction to qualitative inquiry; why stories count as evidence; interviews, focus groups and observation; ethics and reflexivity	Develop focus group guides or interview schedules; practise questioning; identify ethical considerations; peer critique	Stakeholder engagement tool and ethics plan
7. What Could Be?	How might we imagine something different?	Design thinking; empathy; ideation; prototyping; frugal innovation in resource-constrained settings; examples of educational innovation	Run a rapid design sprint; generate ideas; prototype responses; test assumptions; give and receive feedback	Prototype or proposed intervention
8. Who Am I Becoming?	What kind of educator and professional do I want to be?	Professional identity formation; positionality; occupational consciousness; social accountability; service and boundaries; the disruptive practitioner	Guided reflection; values clarification; discuss tensions and dilemmas; draft personal disruptor manifestos	Reflective manifesto and development plan
9. How Do We Keep Going?	How do we sustain ourselves and this work?	Communities of practice; mentorship; networks; scholarship pathways; burnout and sustainability; collective care	Map support systems; identify mentors; explore dissemination opportunities; plan future involvement in SCL and HPE communities	Sustainability and dissemination plan
10. What Now?	What have we learned, and what will we carry forward?	Revisiting the Fellowship journey; scholarship of educational change; translating learning into future action	Fellows present their projects and stakeholder engagements; peer feedback; celebration; collective reflection and commitment	Fellowship showcase and graduation

By the end of this Fellowship, our hope is not simply that you know more about health professions education.

Our hope is that you see differently. That you ask better questions. That you recognise your own capacity to contribute.

And that you understand curriculum transformation not as someone else's work, but as work to which you now belong.

"The most potent weapon in the hands of the oppressor is the mind of the oppressed."

Steve Biko

