Scaling Up and Embedding Student-Staff Partnerships at the University of Winchester

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The Current Picture

• Over 100 staff-student partnership projects
• SE discourse becomes the norm for all things learning & teaching at Winchester
  – Including committee structure and annual reporting
• Student Engagement within University Strategic plan for 2015-2020
• Student Fellows Conference
• Joint ownership evidenced by co-authored outputs, SU-LTD co-management
Example Outcomes

Co-designed module in Modern Liberal Arts
   – Iain Tidbury & Thomas Norgaard

Co-designed research project exploring usage of lecture time
   – Eli Nixon-Davingoff & Ulrike Ziemer

Student Safety- Lighting on Campus
   – Lief-Keay Chaplin & Naomi Carter
Starting Small . .

• Work with one student in your own area!
• Work with anyone else who will have you
  – Academic staff
  – Professional staff
  – Student reps
• Always work with the Student Union
• Apply for any and every funding stream
  – Internal & external
**Investment**

- £36,000 per year
  - 60 Student Fellowships
- One full-time member of staff
- A day a week for Vice President, Education
- Voluntary time of staff-partners and their departments
Flexibility

• Project ideas originate from any source
  – Staff, student or externally (e.g. senior management)

• No limits – explore anything broadly relating to educational development which... means the scheme is resilient & adaptable

• Keep a coherent message
  – This can lead to an imbalance of power or effort
Scaffolding

• Consider time and workload
• Provide detailed guidance
  – Initially for students but increasingly for staff
• Ensure various stakeholders are invested (e.g. Deans, DVC)
• Regularly review the project’s progress
• Ensure progress reviews tied to funding
• Build in time to embed
Barriers

• Communication
  – Staff and students misunderstanding the focus and purpose of the SFS

• Narrow focus
  – Efforts originally too skewed towards student engagement

• Power imbalances
  – Particularly where staff are responsible for student assessments (often a fear rather than reality)

• Tension between too much freedom or too much structure
Dissemination

Birds tweeting
Dissemination

• Rely on existing internal frameworks
  – E.g. Tell Faculties what you are doing and how it helps!
  – Link projects to internal reporting for academics so they are recognised

• Make your own platform
  – E.g. The Student Fellows Conference, intranet database

• Participate in external networks
  – E.g. CAN! Get feedback from others