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

- 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