

**Title:** **Building a collaborative student staff professional development partnership**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Understand the principles underpinning collaborative learning for staff and students  
Consider the extent to which collaborative learning is transformative professionally  
Examine the extent to which a professional development engagement between staff and students facilitates multi-disciplinary and multi-professional collaboration.

### **Session Outline**

This paper considers the value of establishing a learning partnership as a means of enhancing both students and staff continuing professional development in the enhancement of learning and teaching and engagement with professional practice. The paper provides a broader theoretical framework identifying appropriate literature including work on cultural capital (Clegg, 2011, p.93) and transformative student learning and identity (Illeris, 2014, p1) moving beyond more instrumental work based learning definitions of skills and capacities. There is an examination of the pedagogy underpinning learning in a professional development partnership where students engage collaboratively as facilitators in professional development workshops for staff and students.

Students have the opportunity to co-design and co-create knowledge (NUS, 2012) with new lecturers in professional development workshops and in project based partnership groups across the university and in the wider community. Together they co-design, innovate and enhance the student learning experience. This professional development partnership builds community among staff and students and provides them with a wide and inclusive range of possible opportunities to engage in enhancement and innovation as identified in the QAA Code B5. This multi-disciplinary community and multi-professional collaboration is transformative in its educational research and innovative vision (UoP University Strategy, 2015-2020) with students actively involved as agents of change (Dunne and Zandstra, 2011) in learning and teaching and professional development. This study will consider what is meant by transformative learning (Johansson and Felton, 2014; Illeris, 2014) as part of the student learning experience and employability, what this looks like within this programme and the extent to which this relates to HE policy in terms of the QAA code, the University white paper and HEFQE research on learning gains.

The paper will explore what we are valuing, recognising and innovating in this collaborative developmental practice.

### **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

Presentation	15 min
Small Group Discussion: findings, ideas and issues	15 min
Feedback from the small group discussion	10 min
Summing Up	5 min

### **Indicative Questions**

These are some of the indicative questions that will inform the discussion element.

What is the nature of collaborative learning for students and staff?

To what extent is this collaborative learning transformative?

How is this kind of learning valued and recognised for staff and students?

What kind of participant feedback is there for this kind of professional learning?

What are the principles and values underpinning this kind of collaborative multi-disciplinary student staff partnership?

### **References**

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Dunne, E. and Zandstra, R. (2011). *Students as Change Agents: New Ways of Engaging with Learning and Teaching in Higher Education*, ESCalate, University of Exeter.

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NUS. (2012). *A Manifesto for Partnership*, National Union of Students

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