

Title: **The Student Fellow Scheme: A Partnership of The University of Winchester & Winchester Student Union**

Presenter: **Tom Lowe, Stuart Sims, Gabrielle Barnes and Laura Hutber**
University of Winchester and Winchester Student Union

Session Learning Outcomes

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

Engage effectively in student-staff partnerships in student driven research on topics such as assessment design, curriculum development and innovate teaching initiatives.

Session Outline

The Student Fellows Scheme (SFS) is an initiative developed and driven by a partnership between Winchester Student Union (SU) and the University of Winchester. Following on from a growing academic interest in 'students as co-creators' (Bovill et al 2011). This scheme was designed to take up the call for advancing the role of 'students as partners' (Wenstone 2012) by engaging staff and students as equal partners in pedagogic research on projects relating to their own course, wider faculties or the whole institution.

Student Fellows attend programme and committee meetings, contribute and shape the research activities of their project; e.g. by organising and leading student focus groups, designing questionnaires and interview questions, writing reports and analysing transcripts and presenting the findings of their project both internally and externally to the university. This model of student engagement follows on the success of the Student Fellow model's implementation on the FASTECH project at Winchester and Bath Spa universities (Hyland et al 2013).

The SFS was designed around the concept of students as peers with valuable perspectives (Sorenson 2001) and that the 'student voice' (Rudduck 2007, Seale 2009) was not something to just be consulted but that students should be active members of our teaching and learning community of practice (Lave 1991). This model of student engagement in educational development is unique in that we have appointed approximately 60 student fellows (in theory one for every undergraduate degree programme) and the fact that the Scheme is run by the Student Union, with support from LTDU and academic staff. Participants in the scheme representing three key perspectives; the Student Union, the University and current Student Fellows will deliver this paper.

Session Activities and Approximate Timings

We will give a presentation outlining the process of funding, setting up and running the Student Fellows Scheme. This will include the following;

- The recruitment process for both the Student Fellows and their staff partners
- Common themes addressed by Student Fellow projects
- The effectiveness and impact of the projects
- The personal and professional development of participants
- The impact the scheme has had on the student body as a whole
- Lessons learned and measurable outcomes for the whole scheme (20 minutes)

In order to help delegates achieve the learning outcomes, the four members of our team will lead group discussions around the following topics:

- What issues do you think you would encounter at your own institution in following this model of partnership? (8 minutes)
- What changes would you make to this scheme to fit your institution? (8 minutes)
- Are there any limitations on student-staff partnerships? Should there be? (8 minutes)

This discussion will allow delegates to reflect on how they may engage effectively with a scheme like this guided from three different perspectives; University, Student Union and Students. This will feedback into group discussions where we can reflect on the differing perspectives gained

References

Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: implications for academic developers. *International Journal for Academic Development*, 16(2), 133-145.

Hyland, P., Jessop, T., El-Hakim, Y., Adams, J., Barlow, A., Morgan, G., & Shepherd, C. (2013). *FASTECH Feedback and Assessment for Students with Technology*. Report for JISC

Lave, E. (1991). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge

Rudduck, J. (2007). Student voice, student engagement, and school reform. In *International handbook of student experience in elementary and secondary school* (pp. 587-610). Springer Netherlands.

Seale, J. (2009). Doing student voice work in higher education: an exploration of the value of participatory methods. *British Educational Research Journal*, 36(6), 995-1015.

Sorenson, L. (2001). College teachers and student consultants: Collaborating about teaching and learning. *Student-assisted teaching: A guide to faculty-student teamwork*, 179-183.

Wenstone, R. (2012). A Manifesto for Partnership. National Union of Students.

[Online] Last accessed on 24 April 2014 at:

<http://www.nusconnect.org.uk/news/article/highereducation/Rachel-Wenstone-launches-a-Manifesto-for-Partnership/>