Student Partnership Impact Award

## The SEDA-Jisc Student Award in Educational Change

# Background

Student voice, representation and partnership are increasingly common features of higher education in the UK and internationally. Students are being given the opportunities and agency to support and lead educational change, over and above their academic commitments to their chosen course of study. Their activities in this area may be recognised locally through their Higher Education Achievement Record (HEAR), but there is no standard implementation of HEAR across Higher Education.

Now there is the opportunity for national recognition – the Student Partnership Impact Award Is available through the Staff & Educational Development Association, supported by Jisc.

SEDA is the UK and international professional organisation for those who support and lead educational change - <https://www.seda.ac.uk> . It offers professional recognition through its Fellowships for staff who lead and support change in higher education, and now it is providing the opportunity for students to receive recognition for their contribution.

The award is also supported by Jisc, the UK-wide organisation that champions the importance and potential of digital technologies for UK education and research - <https://www.jisc.ac.uk> .

# The new SEDA-Jisc Award for students

From January 2023, SEDA offers a certificate that recognises student roles in supporting and leading educational change. This is available for those individual students (and for student teams) who have had identifiable impact or influence within their course, Department or University. It provides added value to any HEAR statement and enables these students to stand out in their CVs.

## Criteria

Applications must satisfy specific criteria which apply to both individual and team applications, briefly summarised below.

Please see more detailed guidance at: *weblink*

Applications can be made up to 12 months after graduation.

Student partnership can take many different forms in various contexts within an institution. Therefore, to ensure inclusivity of all our student partners in various roles, SEDA’s definition of student partnerships is as follows:

Student partnership, or students as partners, is defined as a relationship in which all involved (this can include students, academics, professional services staff, senior managers, students’ unions etc. ) are actively and collaboratively engaged in improving practices and/or policies to develop and enhance the student experience in higher education.

### Rationale and value

Applicants must explain the rationale for their work and their objectives – what they aimed to achieve in their role. They should also explain how their work supports and fits in with wider departmental or institutional priorities and policies. They must explain how their work has provided significant value for the institution.

### Impact

Applicants must identify the impact of their work (e.g. how it has improved student performance and/or well-being in a way that can be identified and, ideally, measured) and explain how it will be carried on if/when they leave their student role.

Succesful applications will include:

* a clear rationale.
* clear and specific description of the student(s)’ role.
* explanation of the value and importance of their work.
* evidence of positive change which has been a direct outcome from the student(s)’ work.

# The Application Process

Individual students or student teams can apply for recognition through a short, online application form using the templates on the SEDA website (link).

In 2023, we can only accept applications in this written form. For future years, SEDA is planning to extend the scheme to accept applications in different formats (e.g. short videos or podcasts).

## Individual application

This must contain:

* demographic information.
* description of the initiative and student role (up to 200 words).
* analysis of the impact they have had in that role (up to 500 words).
* Supporting statement (100-150 words) from an appropriate staff member at their institution.

## Team application

This must contain:

* demographic information (including a list of members and their roles in the team - teams should have no fewer than three and no more than 12 members).
* description of the initiative and the team’s role (up to 200 words).
* analysis of the team’s impact (up to 500 words).
* supporting statement (100-150 words) from an appropriate staff member at their institution.

## Supporting statement from referee

The aim of this statement is to support and recommend your application for the award. Referees should explain their own knowledge and understanding of the applicants’ work.

# Confidentiality and data protection

We expect that these applications will offer a rich source of information about student partnership activities. The online application form also includes a data protection request. If applicants agree to this, SEDA may use all or part of the body of the application *anonymously* in order to further develop and share examples of effective student initiatives and partnership work.

All successful applicants will have their name and institution added to a ‘hall of fame’ on the SEDA website (unless they choose to decline this offer).

# Evaluation and assessment of the award

A number of SEDA volunteers (from the committees and wider membership) have been trained to review the applications.

An independent external reviewer has been appointed by SEDA to ensure standards are maintained and that the scheme has credibility.

Applicants who are not successful upon first submission will receive feedback from reviewers and will have the opportunity to resubmit once (free of charge).

# Fees and certification

There is a small fee for each application (£20) to cover the administrative costs. We hope that students’ institutions will support this initiative by paying or contributing to this small charge.

 Successful applicants receive a certificate (pdf format) with SEDA’s official stamp.

There is no expectation that students will have further engagements with SEDA, although we do welcome further contact and perhaps contributions to conferences or other events.