

Working with students for students: creating a culture of partnership towards enhancement

An Australian Learning and Teaching National Senior Teaching Fellowship

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Australian Government

Department of Education and Training



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The Fellowship

National Senior Teaching Fellowship (began Sept 2016) - a sector-wide collaboration from April – June 2017. Followed an OLT grant 2015-2016 which looked at:

- A Student Engagement Framework – student partnerships in quality Scotland (sparqs)
- Principles guiding a student partnership in the UK - Chapter B5 QAA Code and The Student Engagement Partnership (TSEP)
- Ireland - Principles of Student Engagement and National Student Engagement Programme (NStEp) – pilot
- New Zealand Union of Students Association (NZUSA) MoU with quality agency (AQA). Research with Ako Aotearoa.



What?

The elements of student engagement as identified by the Student Engagement Framework for Scotland:

1. students feeling part of a supportive institution
2. students engaging in their own learning
3. students working with their institution in shaping the direction of learning
4. formal mechanisms for quality and governance
5. influencing the student experience at national level.

Importantly includes:

- Local level: Engaging students in development of their learning in the classroom – designing their learning experience with them ...
- Mid level: curriculum and course design and redesign, assessment, course moves and process changes ...

[Students as Partners – Kelly Matthews and Lucy Mercer-Mapstone, UQ];

- High level: university strategy and policy eg learning and teaching strategies, governance



Why?

- **Providers** – material to inform enhancement of courses and student experience; transformation from traditional relationships in higher education; development of self sustaining communities with shared goals and values; reputation as being an institution ‘in touch’ with its students
- **Student representatives and the wider student body** – retention and success through belonging and empowerment, development of skills for critical thinking, innovation, leadership, citizenship - employability; seeing students can have a voice that is listened to and valued; seeing changes secured on their behalf
- **Staff** – ideas for collaborative processes, enhancement of learning and teaching, understanding of student needs, learning from and incorporating diversity; developing relationships as a community

Recent reports from UK

- sparqs, 2017 – *Celebrating Achievement*
- Flint, Goddard & Russell/TSEP, 2017 – *Architects of their experience: the role, value and impact of student academic representation systems in Higher Education in England*
- HEA UK, 2015 – *Framework for Student Engagement through Partnership;*

How?

- Common understanding of partnership; and
- Institutional commitment to working with students in partnership vital

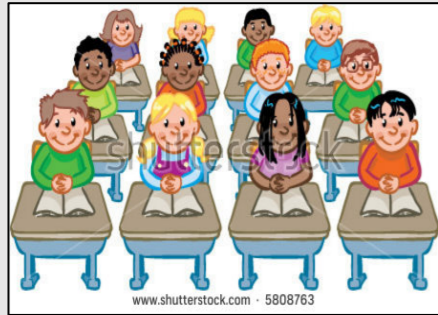
“The implications of perceiving students as partners, rather than consumers are substantial and deep. The student as partner is an active member of an institution with which s/he shares a strong allegiance and commitment.”

(2016. Embedding the Principles of Student Engagement, Ireland QQI/USI, IUA, IoTI, HEA)

A call for institutions to conduct audit to identify gaps, challenges and opportunities



Stages of student partnership



Students as passive recipients of education

The university knows what is best for students and their education



Student activism

Students develop a voice and universities don't always like what they have to say



Students as consumers

students are paying for their education so universities ask them for feedback and consult with them to some extent. Leadership roles are limited and constrained.



Students as partners in learning

Students are recognised as expert learners and provided with opportunity to shape their educations



Students as full partners in university life

Participating in all levels of decision making

**Principle 1: Building
authentic partnerships**

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**Principle 2:
Communication- honesty
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**Principle 4: Training and
Support- as a partnership**

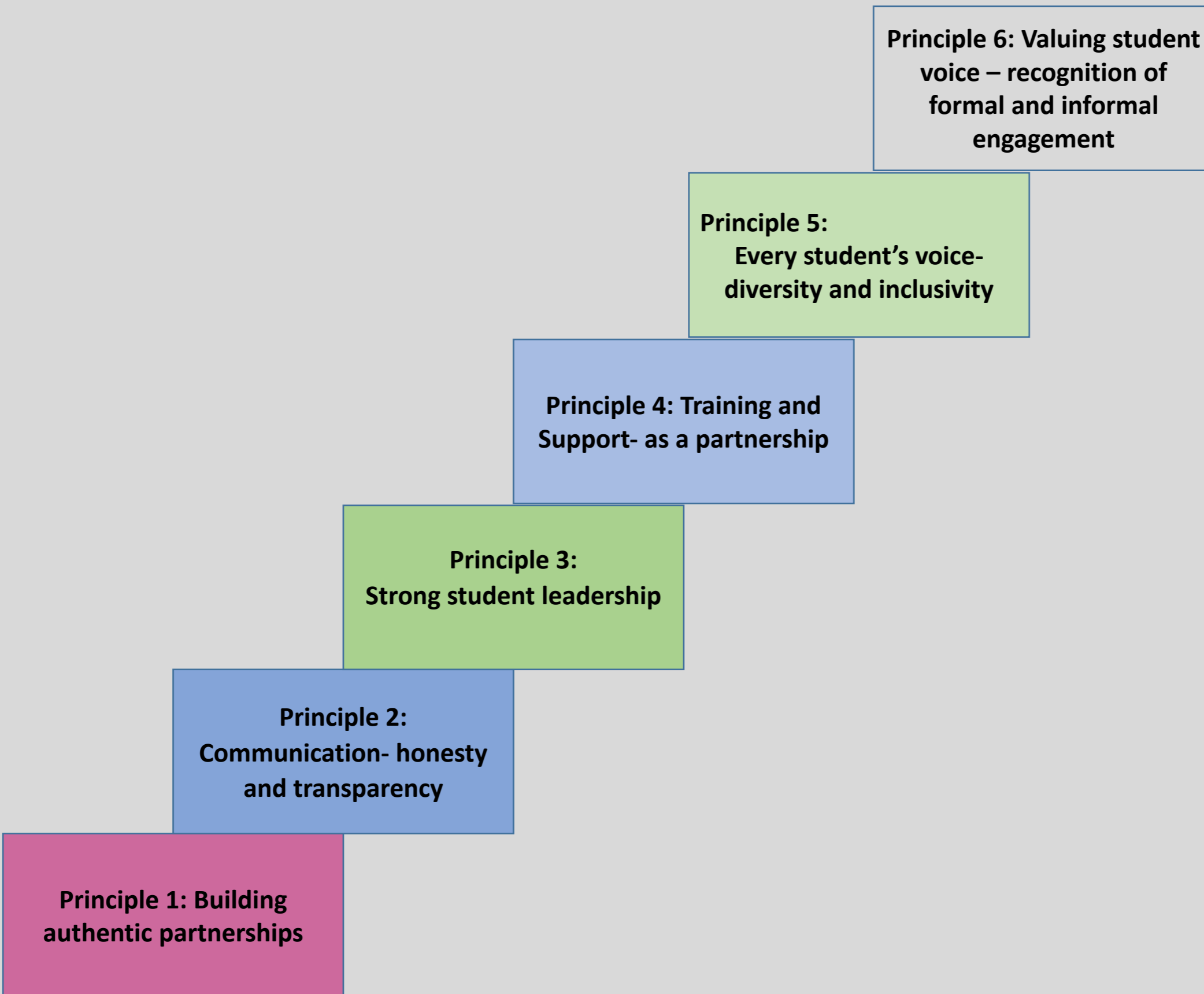
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**Principle 5:
Every student's voice-
diversity and inclusivity**



Principle 7: A National Presence- for facilitation and support

Principle 6: Valuing student voice – recognition of formal and informal engagement

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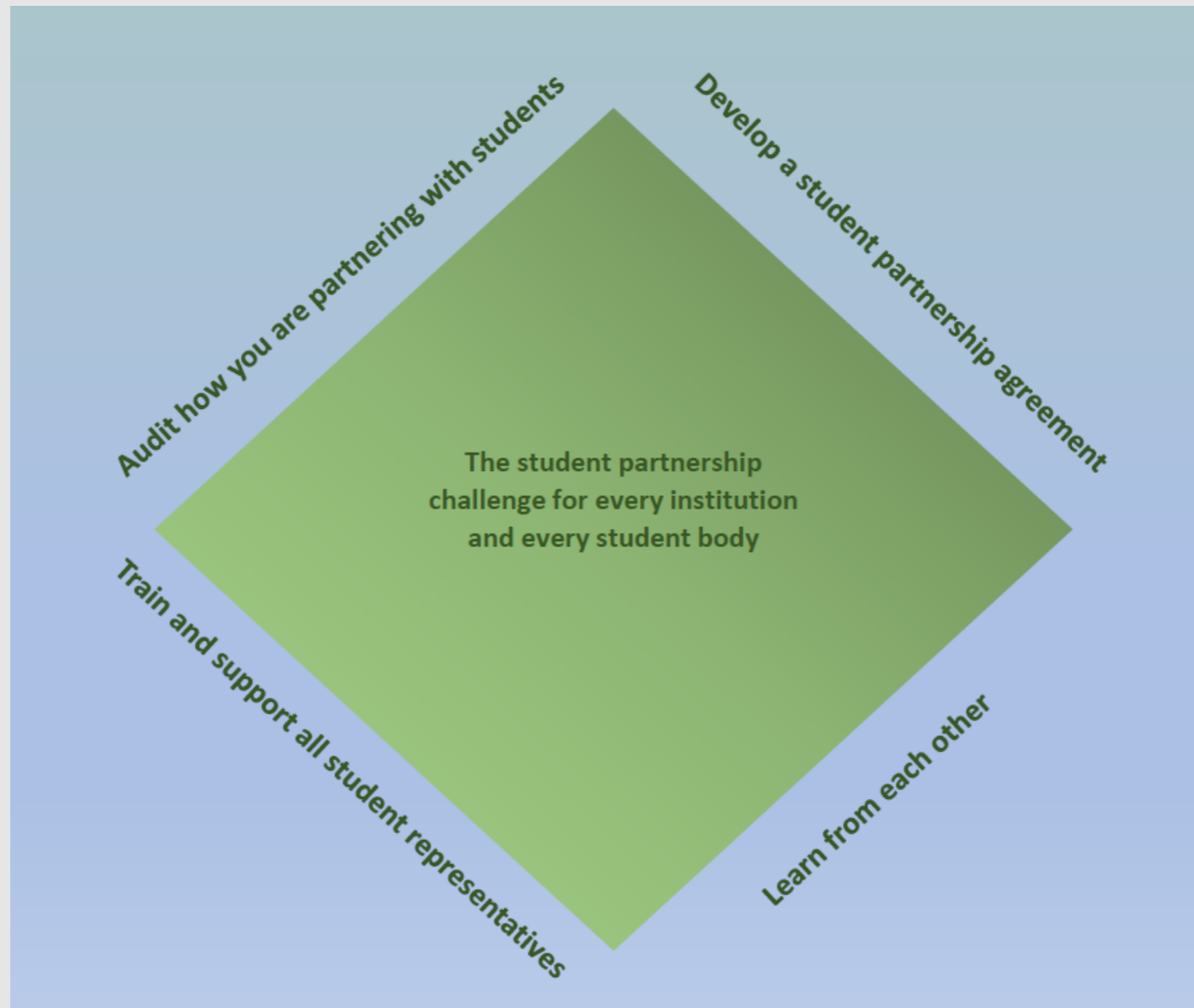
Principle 1: Building authentic partnerships

Stepup
For Quality Enhancement

Students and tertiary education providers undertaking partnership for quality enhancement

Student partnership in university decision making

- Creation of a national agency to promote and develop student partnership is an ideal that requires funding and support that does not exist at present.
- Student associations and institutions are embracing student partnership and undertaking projects to embed student partnership.
- We need to continue to develop student partnership in Australia.
- We can do this by committing to four simple steps:



Thank you!



Many thanks for your interest in student partnership.

Contact me at: Sally.Varnham@uts.edu.au

The Fellowship website:

www.studentvoiceaustralia.com

Facebook: Student voice in university decision-making