

**UNIVERSITY OF
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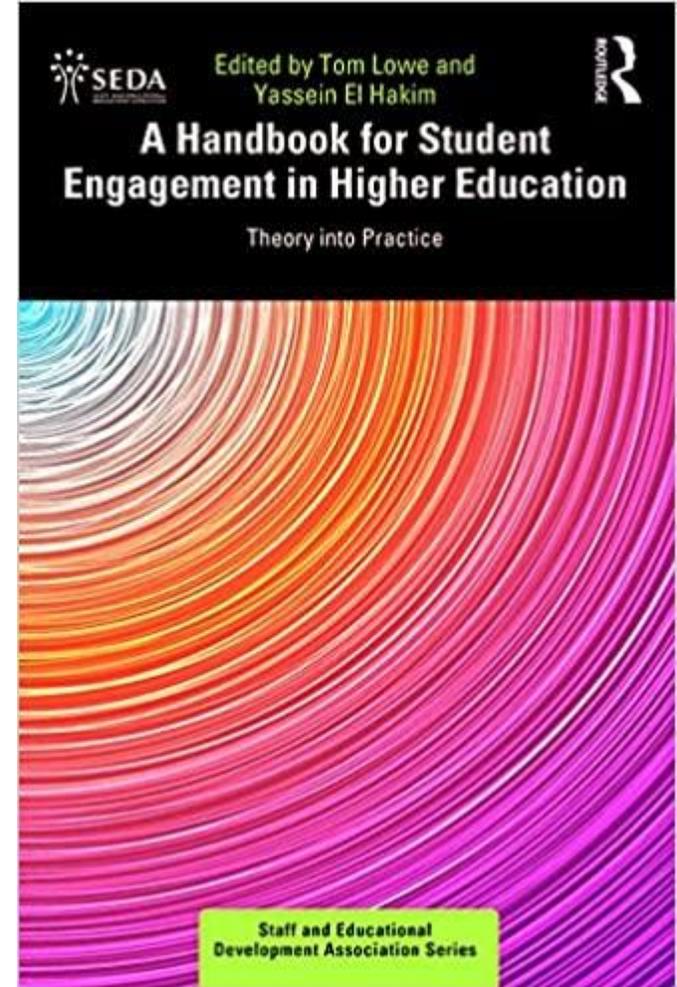
@TomLowe_

Partnership in the Professional Service: What are the possibilities?

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Introductions

- Senior Lecturer in Higher Education
- Chair of the RAISE
- Former Head of Student Engagement & Employability (services of Careers, Volunteering, Placements & Study Abroad)
- Practitioner of Student-Staff Partnership with the Winchester Student Fellows Scheme

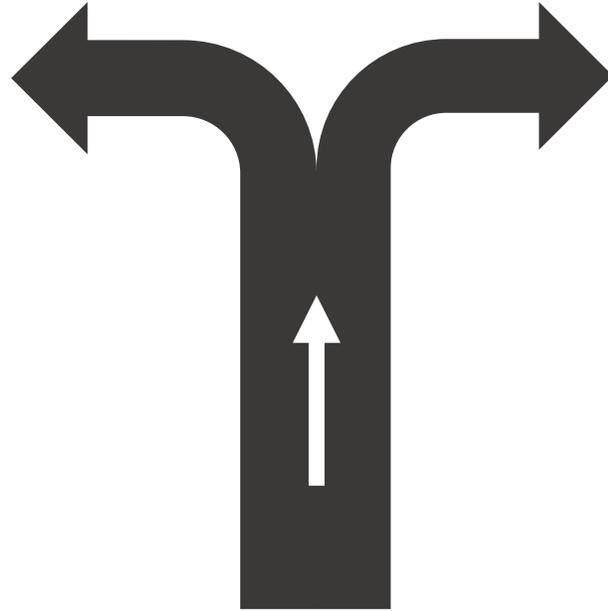


Marketised Higher Education

Students as Consumer

Approaches:

- Students as paying customers for Higher Education
- University providing marketised service
- Students left to engage only via end of experience feedback surveys, complaints, social media & student protests.



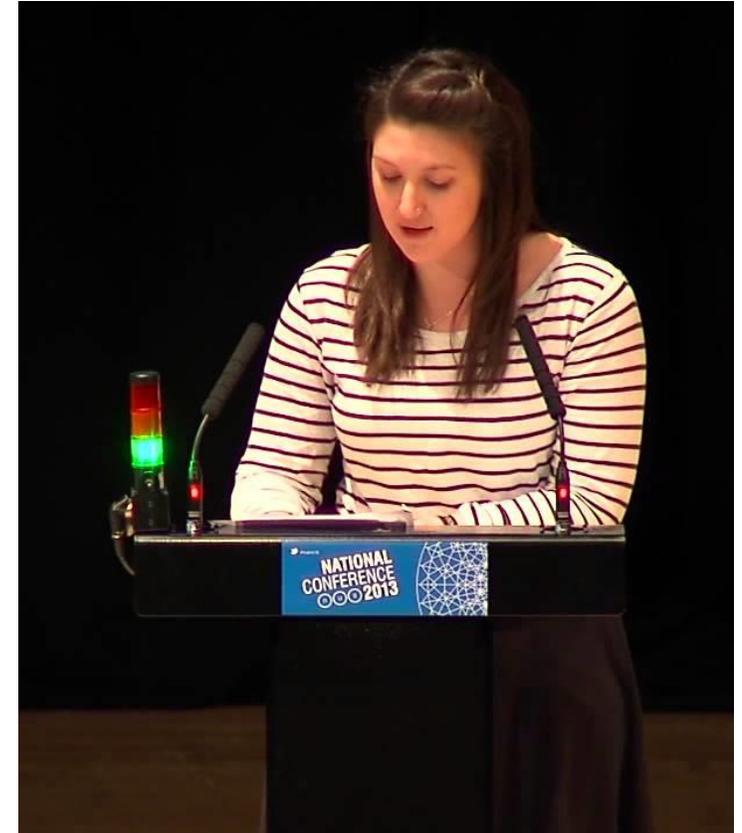
Student Engagement Approaches:

- Emphasis of a community of learners, where students are partners/members
- Students are engaged in decision making, enhancement, quality processes etc.
- Students are empowered to meet staff about educational developments
- Staff are empowered to meet students about educational developments

(Lowe and El Hakim, 2020)

Partner opposed to customer

“Conceiving students as consumers is a thoroughly impoverished way of describing relationships between students and staff” ... “Students as partners offers a valuable alternative to the rhetoric of consumerism” (NUS, 2012)



Working together

*Students engaging
with staff/other students*



Staff engaging students

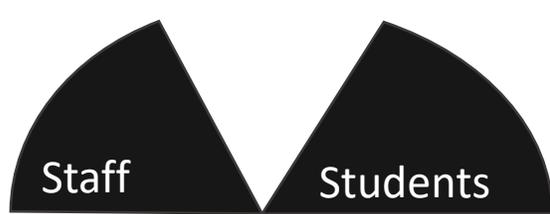
(Bryson, 2014)

Covering the terminology

Term	Activities	Recommendation
Student voice	Conversations, Feedback, Complaints, Surveys, Student Representatives, Meetings, Committees	Empowerment of students, reviewing accessibility of SV routes, and emphasis on the feedback loop
Student Engagement	Four areas (1: Behavioural; 2: Cognitive; 3: Emotional; 4: Educational Developments), catalysed by quality assurance associated with students on committees & representation.	Clarity at the start of any agenda, project, study or discussion
Students as Partners	Two areas: Either identity (students seen/seeing themselves as partners across university; or; working with staff/students as partners on enhancement.	Partners should 'feel' like partners. Strive for equality and power dynamics
Co-Design	Origins in customer & community focused sectors, where co-design occurs of strategies, projects and services	Lessons from the above, including looking for 'start of experience' co-design & authentic shared decision making.

Making the time to engage students' voices

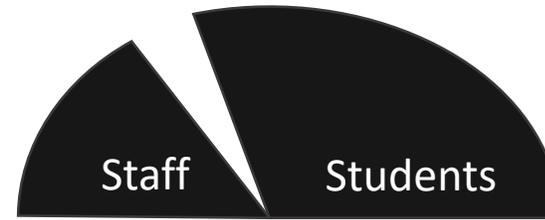
Student engagement is about **staff** and **students meeting half way** in spaces to have discussions. Student Representation meetings are a core practice in Student Engagement (Lowe and El Hakim, 2020)



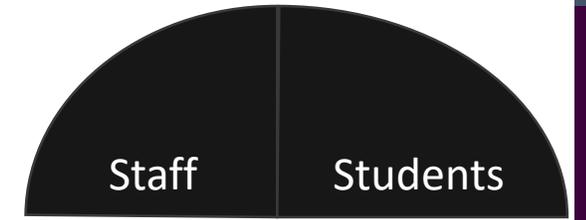
Traditional HE without engagement



Students as Customers



Students as campaigners / activists



Student-Staff Partnership

How do we define Partnership / SAP?

respect

participating

Mutual Effort

ASKING Qs

VALUES

interacting

ownership

Students as Partners in Higher Education

Push Factors



OUTCOMES



ACCOUNTABILITY



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Pull Factors

Enhancement

Sense of Belonging

Learning

Transforming Lives

Accessibility

Student Success

Students as Partners in HE



Parallel movements engaging students in the development of education:

- Students as Partners
- Partnership (UK)
- Student Engagement in QA (EU)
- Student Voice (USA, AUS)
- Democratic Engagement

All partnership is a form of student engagement, but not all student engagement is partnership (Cook-Sather, Bovill and Felten, 2014)

Reflecting on working with students to enhance education

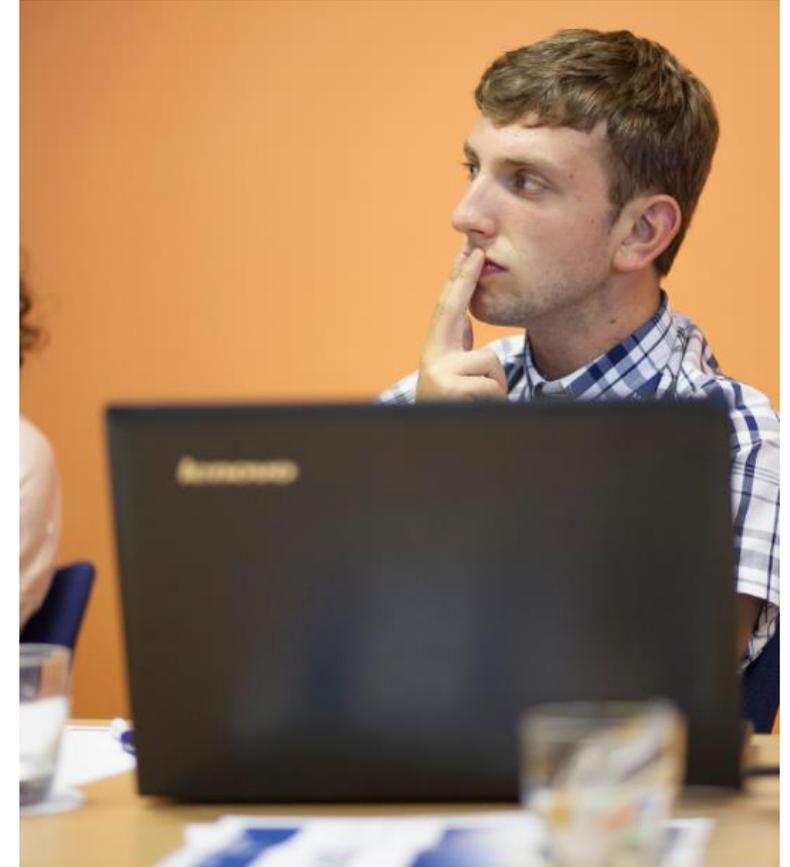
1. **Inform:** To provide students with balanced and objective information to assist them in understanding the problem and alternative to solutions
2. **Consult:** To obtain student feedback on analysis, alternatives and/or decisions
3. **Involve:** To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood
4. **Partner:** To partner with students in each aspect of the initiative from identification to solution
5. **Control:** Student design and lead initiatives that matter to them and are in control of final decision making

(Student Voice Australia)

Propositions for Partnership

1. Foster inclusive partnerships
2. Nurture power-sharing relationships through dialogue and reflection
3. Accept partnership as a process with uncertain outcomes
4. Engage in ethical partnerships
5. Enact partnership for transformation.

(Matthews, 2017)



Success of Students as Partners

Policy:

- Student Union - Management partnership (Shaw & Atvars, 2018)
- Student Union - Government partnership (BIS, 2011)
- National body - student partnership (QAA, NStEP, NLTF)
- Quality assurance processes (Naylor et al 2020; UKSCQA & QAA, 2018)



Project based Students as Partners

Projects based partnership:

- Individual stories of transformative conversations
- Organic partnership (Healey and Healy, 2018)
- University wide schemes (Winchester; McMaster; Hull etc.)
- Pseudo partners (Bryson and Callaghan, 2020)
- Partnership part of University business (Le Bihan et al 2018)

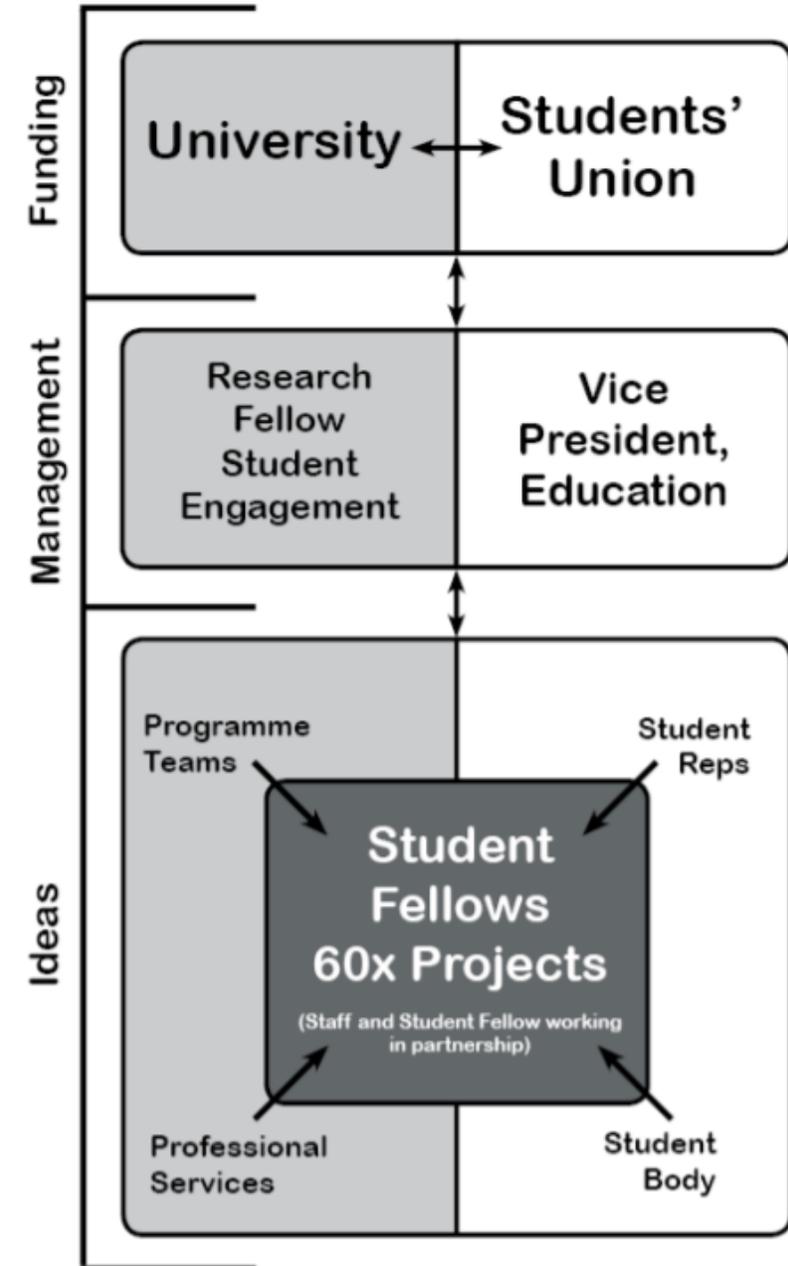


Figure 1: Layers of Partnership and Process in the Student Fellows Scheme

Development themes for partnership

- Diversity & equitable student partners, not just traditional students (O'Shea, 2018)
- Equity of opportunity - open to all does not mean all can apply (Bovill & Mercer Mapstone, 2019)
- Representativeness in decision making (Bols, 2020)
- Power - Reflecting on the power of staff no matter the values (de Bie, 2020)
- Risk - Committing to partnership in unsafe spaces (Woolmer, 2018)
- Forced partnership - Students/staff resistance
- Easy vs difficult partnership - safe projects only?



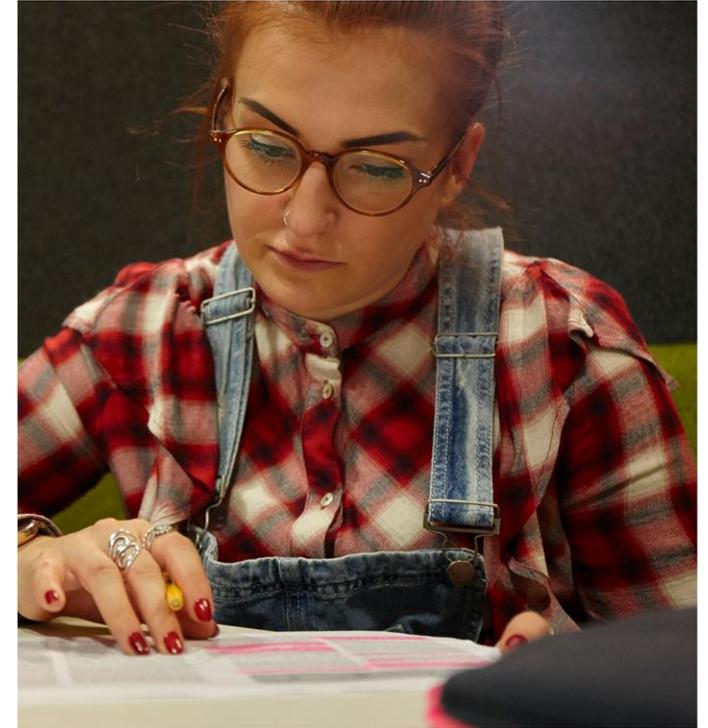
Partnership with Professional Service?

What themes do need to consider?

- Possible transactional nature of services
- Active outreach vs reactive capacity
- Lower student-staff contact
- Increasingly digital services, decreasing F2F contact
- Certain students engaging - questions over representation
- May have an actual purchasing service (customer)

Overcoming barriers to success

- Breaking down barriers with new application methods (O'Shea, 2018)
- Making partnership low contact time (Mercer-Mapstone, 2017)
- Financial incentives with caution (Dunne and Lowe 2017)
- Reflective practice to innovate (Lowe in press)
- Partnership design of partnership approaches
- Moving from idealism to realism
- Partnership at all levels (Marquis, Black, Guitman, Healey and Woolmer, 2020)



Where partnership needs to go



- Partnership ethos beyond the scheme, exposing all staff and students
- Partnership across whole class
- Partnership in new areas (marking; teaching; crisis response)
- Fast partnership and partnership in crisis
- Test partnership - is partnership the answer? Or is it membership? Or citizens?

Where could Students as Partners work?

What are the opportunities?

Where could more be done?

Thank you for listening

Any thoughts

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