


Embracing and harnessing differentials in student- staff partnership to achieve sustainable outcomes

-- from perspectives of
partnership leaders

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Are you currently leading or previously led an institutional scheme in relation to student partnership, co-creation, or student experience?



Student-staff partnership from leaders' perspective

Who Decides Purposes and Institutional Supports?
'Student&Staff Discourse' OR 'Institutional Discourse'



Key Question

Aiming to thrive students leads to a delegation approach to designing SSPnR

Purpose

Flexibility of collaborations between students and staff necessitates ongoing institutional support

Support

Loyalty to Job Responsibility

Loyalty

- Figure 1 Main findings and the content of presentation

Background

Research Design

(Student-staff partnership in research)



Student-staff partnership in research

- **Students are supported to lead changes in learning and teaching through researching collaboratively with staff**
- **Examples:**
 - **Change Makers *UCL, Kingston***
 - **Students as Producers *Lincoln***
 - **Co-creator *Westminster***
 - **Student partners *Herts, Edinburgh***



vagueness

conflicts

Student-staff partnership in research

- **Aim:**

Explore the student-staff partnerships in research activities conceptualised by UK universities, and the practices and perspectives of different stakeholders, including students, staff, and scheme leaders.

- **Why explore leaders' perspective?**

The individual capacity is determined by the extent that institutional contexts supported partnership (*Isaac, 1987, p. 21, cited Symonds, 2020, p.129*)

Lead staff have intricate knowledge of scheme functionality (*Mercer-Mapstone & Bovil, 2020, p.2543*)

Student-staff partnership in research

Online systematic searching
<selecting samples>

165 universities --> 18 schemes (16)
 --> 15 leaders, 10 uni: *8England, 1 Scotland, 1 Welsh; 2 pure research, 13 mixture*



Interview
<October 2022 – March 2023>

12 Females, 3 Male
 8 Strategic, 7 Operational



Data was analysed

Thematic Analysis,
 NVivo software

NO.	Scheme	Duration	Inclusion	Focus	Authority/ Ownership	Info
1		Nov & Feb – June (Term1 training session)	All	learning and wider student experience	Central administration	Funding: £450- 850 NO.: 83/90 (2021-2022) Reporting: June
2		Nov-July	All	enhance the student experience	Institution of Academic Development	Funding: £500 NO.: 10
...						
15		October to June (end with June 23th showcase)	All	drive pedagogic innovation	Central administration	Funding: student payment No. 20 projects/ year (no limited number)

Student-staff partnership in research

- **Online search criteria:**

- (1) the institution claims they have been striving to achieve Student-staff partnership in research (SSPnR) through institutional ongoing initiative(s) for at least one round;**
- (2) participants voluntarily agree to attend the research project without any compulsory requirements for obtaining their degree;**
- (3) the participants include students in social science or using social science methodology; and**
- (4) public information about the scheme (including websites, documents, and research papers etc.) can be found.**

Student-staff partnership in research

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NO.	Scheme	Duration	Inclusion	Focus	Authority/ Ownership	Info
1	ChangeMakers Projects	Nov & Feb – June (Term1 training session)	All	learning and wider student experience	Central administration	Funding: £450- 850 NO.: 83/90 (2021-2022) Reporting: June
2	Student Partnership Agreement	Nov-July	All	enhance the student experience	Institution of Academic Development	Funding: £500 NO.: 10
...						
15	Student-Staff Partnership Projects	October to June (end with June 23th showcase)	All	drive pedagogic innovation	Central administration	Funding: student payment No. 20 projects/ year (no limited number)

Three main themes

- Purpose & Design
- Institutional support
- Job loyalty

Main Findings

Keywords: Purpose, Support, Loyalty

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Support

Loyalty to Job Responsibility

Loyalty

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Your voice:

What is partnership from your perspective?



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Purpose



**the titles of three types were adopted from Heron (1992)*

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Flexibility of collaborations between students and staff necessitates ongoing institutional support

Support

asymmetric power, responsibility, and engagement are dynamic



when is the timing?

90%

Introduction meeting

2/3

No training or workshops

3

Consistently reflect on partnerships

?

Not partnerships;
Not sure

Student-staff partnership from leaders' perspective



- Figure 1 Main findings and the content of presentation



The mechanism of making decisions need to be addressed in partnerships ... When we choose partnership approaches at different levels, think about who decides this choice.

-- Heron, 1992

**Who Decides Purposes and Institutional Supports?
'Student&Staff Discourse' OR 'Institutional Discourse'**

Key Question

Loyalty to Job Responsibility

Loyalty



1. Leaders' Ideal Understanding
(Out of their own interest, and possessing own understanding)

2. Leaders' Ought-to Understanding
(Influenced/required by work position)



Shape understanding

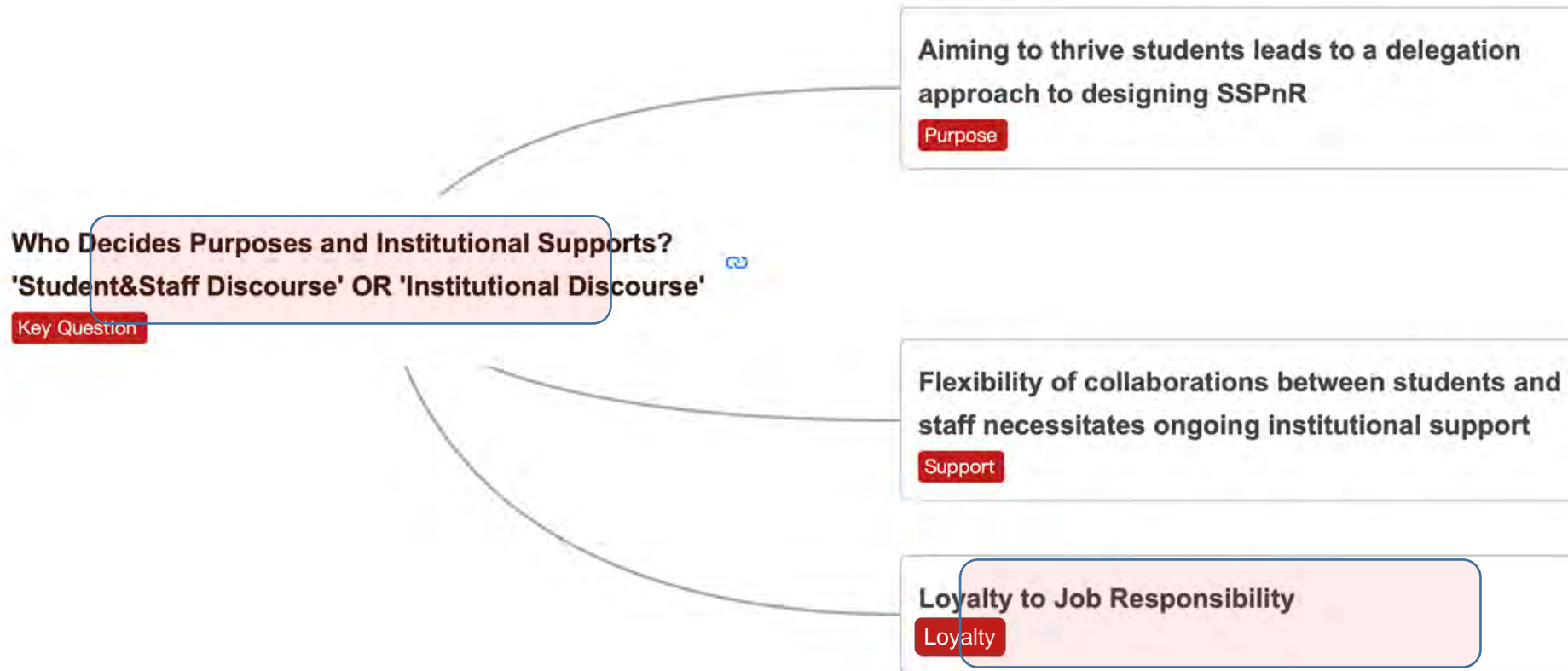
Who Decides Purposes and Institutional Supports?
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Key Question

Loyalty to Job Responsibility

Loyalty Applying partnership in familiar learning spaces

Student-staff partnership from leaders' perspective



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'They (conventionally not-engaging students) surprised me with what they could achieve during the project, in my decades of work on student-staff research partnership.'





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Thank you

