# SEDA Jisc Student Partnership Impact Award: sample applications

# **Individual Application**

# **Context statement of student partnership activity** Give the context of your initiative. Explain your role in the partnership setting/activity (max.150 words)

*I was integral in the development of a student-staff partnership focussed on making changes to the way the experience of mental health (MH) difficulties is supported and valued amongst students/trainee clinical psychologists. This is significant as, although MH difficulties are over-represented within clinical psychology, this is rarely acknowledged, which exacerbates difficulties. The group spearheaded a range of initiatives including: • A survey of all students/trainees and staff to better understand current experiences and how to improve these. • Changes to organisational processes and teaching to better represent the needs/contributions of trainees with MH difficulties and allow them to meet their academic potential.*

*100 words*

# **Statement** Give evidence of leadership in the context of student partnership and demonstrate the impact you have had in professional and/or educational development (max.600 words)

*Guided by the British Psychological Society, DClinPsy programmes are seeking to move from a ‘supporting’ to a ‘supporting-and-valuing’ culture regarding students/trainees with experience of mental health (MH) difficulties. Despite the university’s commitment to a supporting-and-valuing culture, at the start of my training, personal MH difficulties remained taboo. I felt a shared responsibility for this and wanted to influence this culture. Consequently I ‘unmasked’ and created a peer-support space for students/trainees with experience of MH difficulties. This group has been going for three years and is called the Human Collective. The Human Collective embodies a supporting-and-valuing culture and offers both peer-support and advocacy. The peer-support element provides trainees with a safe space to share their experiences and offer mutual support. The impact extends beyond meetings and influences how members engage with their peers and behave in teaching and placements. The Human Collective advocacy function has been expressed via partnership with the university’s faculty members.*

*Previous lack of student/trainee engagement had thwarted efforts to set up a student-staff partnership, however, the existence of the Human Collective facilitated individual and group representation and accelerated progress. The staff-student partnership focusses on creating a supporting-and-valuing culture at the university. The inaugural action of this group was to develop and administer a survey to better understand whether trainees and staff felt the university offered a supporting-and-valuing culture. I supported in the development and analysis of this survey. This survey included quantitative data which will be used to measure the impact of ongoing interventions (plans are to repeat this annually). Results from the survey so far have led to several organisational changes including: • Reduced stigmatising messages in teaching. • Guidance on how to start conversations about how experience of MH difficulties can enhance student’s/trainee’s practice. • Inclusion of this topic in all committees. Resulting from my advocacy, alterations were made to two teaching modules, which were identified as potentially harmful to trainees with MH difficulties. Furthermore, I delivered teaching to latter cohorts about managing training with MH difficulties.*

*The above changes indicate cultural and organisational change, which will have a lasting impact, and in turn influence the type of Clinical Psychologists produced at the university, leading to societal level impact. Whilst much of the above is the result of collective action, these changes became possible by me establishing the Human Collective and creating a collective voice for students/trainees. As I end my training, I feel that the university has been permanently impacted by my contributions because there is: • A self-sustaining peer-support space for students/trainees with MH difficulties. • An ongoing programme of partnership work moving towards a supporting-and-valuing culture. • The VaLuE model to guide ongoing interventions.*

*502 words*

# **Referee’s supporting statement** (max.100 words)

*(this student) has made an inspiring contribution to the university via her work addressing lived experience of mental health difficulties. She has, without doubt, been a catalyst for significant change: from establishing a much-valued peer-support network that connects students across cohorts, to innovative research that will have far-reaching impact across the UK training community. (This student) has a great skill for bringing people together – staff and students. As a founding member of our lived experience working group, she offered leadership with considerable care and compassion. She has been determined and courageous, securing meaningful change across the programme.*

*97 words*

# **Team application**

# **Context statement of student partnership activity** Give the context for the teams’ initiative and explain your roles within the partnership setting/activity (max.150 words).

*As Academic Development & Enhancement (ADE) Student Partners, our team is committed to leading a student-staff partnership scheme, enhancing teaching, and learning at our university. Collaborating with Student Partners and Academic Staff Partners, we drive the adoption of partnership practices. Our focus includes supporting projects to improve student engagement, decolonising the curriculum, enhancing belonging, and resource accessibility, and aligning with university priorities. We collaborate with the student Inclusion Consultants to ensure inclusivity and address curriculum decolonisation. We conduct workshops focusing on improving student confidence and empowering student partners on how to take pride in their projects by presenting their works in form of a poster and giving them an opportunity to present to fellow students, staff members and stakeholders. Celebrating impactful work, we hosted a successful Student Partner showcase event promoting collaboration and pride*.

*134 words*

# **Statement** Give evidence of leadership and team collaboration in the context of student partnership; and demonstrate the impact the team have had in professional and/or educational development (max.750 words)

*The impact of our student-staff partnership work has been impactful and positive. Our work has improved the ongoing supports for Student Partners and their projects dedicated to sense of belonging, feedback and assessment, diversity, and inclusion, leading to a tangible enhancement of the overall educational experience at the university. We have contributed by providing ongoing support for Student Partners by hosting 1-to-1 catch-up sessions that are tailored to their needs such as helping them set up events and helping them communicate with the right people within the university, enabling opportunities such as using feedback surveys and by hosting workshops. Building a sense of community has been at the heart of our efforts. We have recognised the importance of creating a space where students feel heard and supported. Through various catch-up sessions, surveys, and workshops, we have actively worked towards bridging the gap between students and academic staff members, encouraging open dialogue, and promoting a culture of inclusivity and collaboration.*

*(team member 1): My contribution to the team has helped to support the development of the Student Partner scheme. I have actively participated in the creation of staff and student facing resources that provide clarity and guidance about the student partner programme. The aim is to enhance the impact of the scheme further by outlining the role’s scope and providing inspiration for potential projects. I have recently also dedicated myself to producing a workshop in partnership with my fellow ADE student partners on confident communications and presentation skills, this required me creating a visually engaging but accessible online presentation and presenting this to a group of our student partners. The aim of the workshop was to support the development of communication and presentation skills that could be used during their time as a student partner given the level of communication necessary in the role, it was also to help inspire them to promote their projects and the impact they have had at an end of year showcase.*

*(team member 2): Amplifying student voices and enhancing their influence within the university community has been a priority for me. One way I supported the student partner community was also ensuring that I take part and be responsible for student partners and listening to their needs and progress. I have done this by having regular catch ups with them and by sending them emails and catching up through Microsoft Teams. I co-hosted a workshop dedicated to building confidence and empowering student partners. The workshop entailed empowering students on how to speak with confidence and how to approach conversations with their staff partners given the dynamics. The workshop also highlighted information on how they can take pride in their projects by providing them an opportunity to present their projects in a form of a conference to a wide audience consisting of students, staff members and stakeholders at the university. We co-hosted and organised a Student Partner showcase event, effectively presenting a comprehensive poster display of impactful outcomes. The positive feedback we received from academics and students helped raise awareness of the significant value the Student Partnership Scheme brings to the institution and its commitment to educational excellence.*

*(team member 3): I have helped Student Partners to drive positive change within their respective departments and enhancing the effectiveness of the scheme more widely. By formulating and delivering training and workshop resources, I have contributed to the upskilling of Student Partners. This skill development has led to more impactful projects which have benefited a wide range of students across the university in a variety of areas. The training resources created by the team can be used to deliver workshops in subsequent years, benefitting more Student Partners and further cementing skill development as a core pillar of the scheme. By creating engaging student and staff facing resources that provide valuable information and suggestions I have contributed to improving the efficacy of the Student Partner Scheme. This will quicken the pace of positive change being delivered across the university and enhance the experience of those who are engaged with the scheme. By supporting a cohort of Student Partners throughout the year I have assisted students in delivering compelling projects while creating a collaborative atmosphere. I have checked in on my Student Partner group regularly to provide them with advice and ensure that they are managing their workload on top of their studies. I have also met with a Student Partner separately to draw upon my own experiences and assist them in creating a robust and detailed plan to execute their project.*

*748 words*

# Referee’s supporting statement (max.100 words)

(*Team member 1*) has been an influential team member and has led many initiatives to build skills and confidence amongst the wider student partner scheme which they support. (*Team member 2*) has been a creative and collaborative team member and has led many initiatives to ensure student voices have sustainable impact at the university, whilst providing support and guidance to wider team of student partners. (*Team member 3*) has been a dedicated and supportive team member and has led many initiatives to build community and develop a sense of belonging amongst the wider student partner scheme which she supports.

*98 words*