Context

- Dean of Lincoln Academy of Learning and Teaching since Jan 2019
- Elected from academic community on secondment basis
- Building on manifesto brief and earlier work to consolidate cpd around teaching and learning
- Draws on sustained work across sector on the Student Engagement Partnership steering group and Jisc communities of practice and expert panels and networks.
Peer assisted approaches

In Pilkington`s (2016) annual review of HEA accredited schemes peer assisted approaches feature in many successful University fellowship recognition schemes

Eg mentoring staff, reviewing applications, facilitating training

Exploring the impact of student voice on academic development when taking into account the range of peer assisted and student engagement roles schemes that students and staff are involved in.
Drivers for peer assisted practice (staff)

For staff

• Remain in good standing, peer recognition
• Enhance leadership skills through cpd activities
• Facilitate fellowship progression, promotion
• Designate leadership, increase academic engagement and local ownership
Drivers for peer assisted practice (students)

For students;

• Enhance their learning and development beyond their course of study
• Contribute to improvements in teaching and learning practice
• Increase employability and progression to further study and paid roles
• Enjoyment of working in a learning community and in partnership with staff and other students
4 years work with student digital insights service applied to a design for academic development
Drivers for academic development

- Student voice and influence
- Student roles and contributions beyond their course of study
- Consolidate cpd schemes to reach critical staff mass
- Activities to connect staff – student voices and networks
- Facilitate progression through valued peer assisting roles
Peer networks used to bridge gaps in practice

**Jisc insight**
Enable students to apply digital skills to their course and staff to develop digital skills to make course content more accessible.

**Solution**
Building peer networks of students trained to support students and staff in these areas.
Jisc insight – increase focus on preparation for learning in HE

Implications for academic development

Increase focus on preparing students for learning
Being more explicit and transparent
Understanding learners better
Early diagnostic interventions
Learning to learn

- Literacies
- Skills
- Assessment
- Study skills
- Readiness
- Personal development
- Information
- Data
- Digital
Harnessing technology for academic development

Developing partnerships with pedagogical and technical capacity to design more flexible and intuitive digital learning platforms and approaches
Academic development informed by student voice

Jisc insight

Student–student collaboration a key expectation on many courses but often students seek more clarity from tutors about how they are expected to work together and also more online tutor visibility and engagement in their work.

Pedagogical development

Partnership developed with Talis to develop a new Talis Elevate product to enable tutors to facilitate and scaffold online student-student collaboration to make student learning visible in optimal and transformational ways. https://talis.wistia.com/medias/2rt6rlythx
More Diverse student voice for academic development

Map out your schemes for involving students in paid and voluntary schemes with Student Union, then develop staff-student partnerships and networking to connect diverse student voice with academic development activities.
Summary

• Partnerships are valuable to help us develop our best work
• Peer assisted approaches can enable Universities to change the dynamic and widen scope for student voice in academic development
• Developing students in a variety of roles can increase scope for student voice with influence in academic development