SCOTS – the project

- An innovative idea – acknowledgement to work in the USA in this area;

- A pilot project in the School of Health and Social Care at the University of Lincoln;

- A resource or service for lecturers to get objective student feedback on various aspects of teaching and learning;

- A ‘teacher-driven’, confidential, flexible and voluntary service, with the lecturer and the SCOT negotiating how the task will be undertaken.

- Is co-ordinated by a part-time student co-ordinator
SCOTs - the team

- are undergraduate students who have an interest in teaching and learning and the enhancement of the student experience;
- have been recruited and are paid on temporary contracts for the period of the pilot project;
- as students are ‘experts’ on what it is like to sit in classes;
- are not enrolled in the classes of the lecturers they work with so they can offer an objective student perspective;
- have all undertaken training before working on the project and attend regular SCOT meetings.
The SCOTS project – some fundamentals

• A project development group including academic and student representation, including engagement of the student union;

• Identified small pocket of funding;

• Alignment with institution’s strategic objectives and values;

• Approval from University Teaching and Learning Committee;

• A willingness at all levels to ‘take a risk’ and be innovative!
Challenges

- Lengthy processes for approval – time delays;
- Recruitment processes not always ‘fit for purpose’;
- Raising awareness of opportunities amongst students (related to timing issues);
- Balancing opportunity with study priorities for students;
- May only engage academics who are already working to enhance their practice;
- Academic concern beyond the School of Health and Social Care.
Opportunities

• Trying something different – not only the project itself, but within the detailed work of the SCOTS;
• Meaningful, timely engagement with student feedback;
• Valuing the student ‘voice’; students as co-producers of knowledge and learning; Teaching in public;
• To work with a very dedicated small team on a specific (currently time limited) project;
• Opportunity, we hope, to expand further in the institution next year – perhaps embedding this within the peer observation policy as an option;
Evaluation

- On-going – reflective approach from all concerned (within boundaries of confidentiality);
- Supportive collaborative team approach throughout (e.g. policy development);
- Data collection;
- Action research approach;
SCOTs Students Consulting on Teaching

University of Lincoln
School of Health and Social Care

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Group Discussion – some questions…

• What mechanisms do we currently have in place to engage students meaningfully in the development of learning and teaching?

• Could this project be helpful in your practice context?

• What questions or issues does this raise for you/your group?