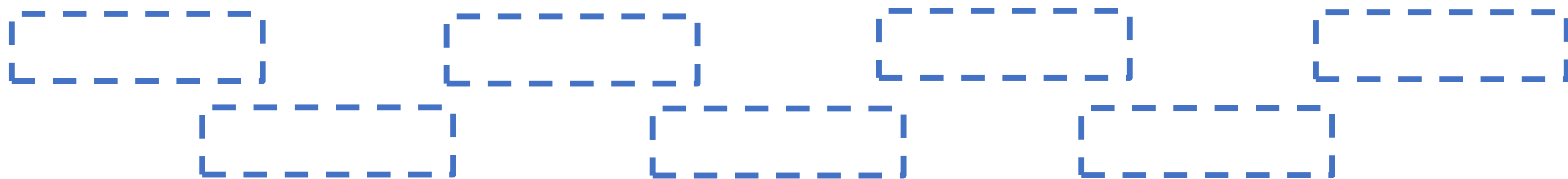# Are our Staff-student Liaison Committees opportunities for co-creation?

Queen Mary Academy

WHAT IS CO-CREATION? (write on the poster)

Can CO-CREATION lead to more student engagement & effect change?

Getting to know student co-chairs	Building relationships	Active listening	Engaging in dialogue	Receiving contributions and communicating	Making students' voice count	Sharing endeavour, sharing power and responsibilities

TRAINING for staff co-chairs on Qmplus: asynchronous

This course looks at how to promote the development of strong partnerships between co-chairs (staff and students) and opportunities for co-creation in SSLCs. Participants are invited to reflect on their current chairing approach and consider strategies which can lead to more student engagement and effect change from SSLCs.

This training is an example of CO-CREATION

It has been designed, facilitated and monitored by a team that includes: students from the QMSU, academics, faculty officers and staff from the Queen Mary Academy.

**One of the 3 students working in the co-creation of this course has said:**

"Working together in partnership with staff is about respect and understanding. We create, share and build upon our ideas to deliver high quality outcomes for our students. This co-creation is at the heart of our most successful projects, where we come together as equal partners with shared values and aspirations."

Cameron Storey
Vice President Humanities & Social Sciences, Queen Mary Students' Union (2020/21)

MODULE STRUCTURE
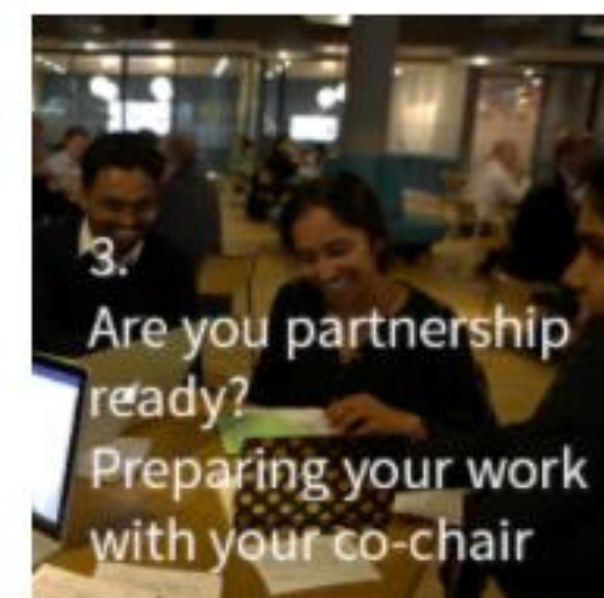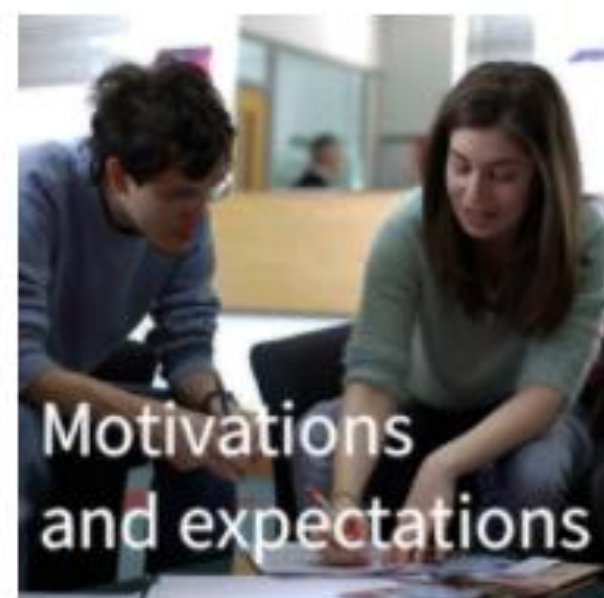
PARTICIPANTS SAY:

Shared identity as partners
Communicating and sharing power as SSLC co-chairs can be tricky as staff and students have such different perspectives. But nurturing the communal identity of the SSLC as a space for partnership (which already exists in my School) will, I hope, enable constructive conversations and effective actions
(Jan 22 group)

Co design and co-creation are of great importance: making sure the students are heard and included in designing suitable tools and programmes.
(Sept 21 group)

Be aware of the complexities of power relations with students and aim to be collaborative and reflective - this requires dedicating enough time and resources to co-creation
(Sept 21 group)

EVALUATION :

SEPTEMBER 21 (5-point scale - 3 participants)
1. How useful was this course? – 4.3
2. The course:
   - was convenient and flexible (asynchronous delivery) – 4.7
   - presented content in a well-organised manner – 4.0
   - revealed a thorough/in-depth knowledge of the topic – 5.0
   - included clear explanations of important issues and principles – 4.3
   - allowed participants' to contribute with views and comments – 5.0
   - provided relevant feedback to stimulate further reflection- 5.0
3. Overall, the course was effective in meeting its stated objectives – 4.3
4. I am likely to use what I learned during this course – 4.7
5. Will you make changes to your practice as a result of this course?
   Yes-2, Maybe-1, No-0
6. I am likely to recommend this course to a colleague – 4.7