**Do you have an idea that involves students and staff working together in partnership to enhance the student experience? Applications for small project funding are invited from staff and students (up to a maximum of £1000) to help turn your idea into a reality.**

**Application Process**

Complete the Student Partnership Agreement (SPA) small project funding application form online including attaching your Costing Information Sheet. A panel[[1]](#footnote-1) will consider applications against the funding criteria outlined in the next section. We recommend if you are a student leading the application, that you collaborate with a staff member to complete the costing information sheet.

**Criteria**

* Projects **must** involve both students and staff as named collaborators on the application.
* Projects **must** involve both students and staff in the work of the project.
* Projects should have the potential to make a measurable impact on the student experience.
* We expect projects to include some form of evaluation of activities within the timeframe of the project.
* Consideration should be given to how successful activity could be sustained in future years.

* Projects are particularly welcome that focus on one of the Student Partnership Agreement key priorities for 2024-25 listed below, but projects focused on other work that will enhance the student experience will be considered.
* Although there is a specific priority area of equality, diversity and inclusion, we expect all projects to include information to highlight how they will be inclusive in their project approach.
* We look favourably on collaboration between Schools and between Schools and Support Departments. But please note this is not a condition of funding.

**SPA Priority areas for funding 2024-25**

* **Wellbeing, mental health, cost of living and student accommodation**

Developing communities that promote a sense of wellbeing, positive mental health, belonging and mattering in Schools and societies and across years, degrees, and the University as a whole. Supporting students through the cost-of-living crisis and the challenging student accommodation context in the city. Supporting students as they move to the University, from semester to semester, from year to year, as well as beyond the University and preparing for professional working life.

* **Transforming curriculum**

Recognising and enhancing the power of learning, teaching, and assessment to transform the student experience. Encouraging meaningful student and staff engagement with the curriculum, including through co-creation of learning, teaching, and assessment. University-wide curriculum transformation and making the Edinburgh Student Vision a reality, and effectively communicating this work to students and staff. Developing students who are: disciplinary experts; ready to thrive in a changing world; and highly employable. Exploring: experiential learning; engagement with global and local challenges; decolonising the curriculum; generative AI; sustainability and climate change; online, in-person, and hybrid experiences of teaching and learning. Creating a sense of community and belonging in the curriculum.

* **Equality, diversity and inclusion**

Ensuring we work in partnership to promote a University community where all are welcome, respected and nurtured. Making intentional efforts to meet the needs of our diverse community of students and staff, and acknowledging intersectionality. Recognising we may need to change the way we practice to ensure some individuals and groups, who have traditionally been systemically excluded, feel welcome and are enabled to engage. Celebrating our incredible diversity of students and staff. Listening to a diverse range of student voices and perspectives and closing the feedback loop.

**Timeline**

|  |  |
| --- | --- |
| **Submission deadline:** | **Tues 8th October 2024 5pm** |
| **Panel meet** | Late October |
| **Feedback to applicants** | We will inform applicants about the outcome of the funding panel, no later than 10 working days after the Panel meeting |

**Conditions of Funding**

* Successful projects will be awarded funding to start from any time after 1 November 2024. Projects must be completed by 31st July 2025.
* Instead of an end of project report, we ask all project fund holders to write a blog for the University Teaching Matters blog within 2 months of the end of the project funding timeline.
* It is a condition of funding that any named applicants who have previously held SPA funds will have completed the required Teaching Matters blog for their previous project(s).
* We encourage students to lead funding bids, but a staff member needs to be identified who will be responsible for allocated funds. All funds provided must be managed in accordance with University policy and procedures (HR, procurement, etc.) paid into a departmental account and must be used to support new activity.
* Funds will be awarded up to a maximum of £1000 for all projects, however the panel may consider exceptions to this limit if they feel that there is a justifiable reason.
* The panel will decide whether full or part funding will be offered.
* Willingness to disseminate findings and good practice from funded projects through for example, presentation at UoE events.

Please ensure that you speak to the Finance Officer in your School/Service area to check you have the correct budget codes within your costing sheet. This also ensures that they are aware that if you are successful in receiving funding, they can expect to have money transferred to them for your project.

**Contact**

If you have any questions, please contact [spa@ed.ac.uk](mailto:spa@ed.ac.uk)

1. Current SPA Funding Panel: Professor Catherine Bovill, Co-Director Institute for Academic Development (Convenor); Professor Tina Harrison, Deputy Vice Principal Students (Enhancement); Dylan Walch, Vice President Education, Edinburgh University Students’ Association; Callum Paterson, Academic Engagement Co-ordinator, Edinburgh University Students’ Association; Rea Michalopoulou, PhD student, School of Health in Social Sciences; Sinead Docherty, Academic Services; Nichola Kett, Academic Services; Dr Neneh Rowa-Dewar, Senior Lecturer and Director of Quality in the Deanery of Molecular Genetic and Population Health Sciences; Dr Jenny Scoles, Academic Developer (Learning & Teaching Enhancement), Institute for Academic Development. [↑](#footnote-ref-1)