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# URB@N: The story so far

Dr Rachel Maunder  
School of Social Sciences, University of Northampton





# Overview

- Background to URB@N
- How it works
- The story so far
- Benefits and challenges





# Background to URB@N

- Student as (co)producer (McCulloch, 2009; Neary & Winn, 2009)
- “the more collaborative the relationship between student and teacher....the greater the knowledge and expertise that will be developed by both parties”. (Dunne, 2011, p4)
- Diversity in partnership models (Little, 2011)
- Wide sector interest





# How it works

- **URB@N:** Undergraduate Research Bursaries at Northampton
- Undergraduate students work on a pedagogic project, alongside the member of staff who is coordinating it
- Staff propose projects, and students apply to be researchers
- Students work with the staff member(s) to plan, conduct and analyse the findings
- They contribute approx 50 hours work and receive a £500 bursary





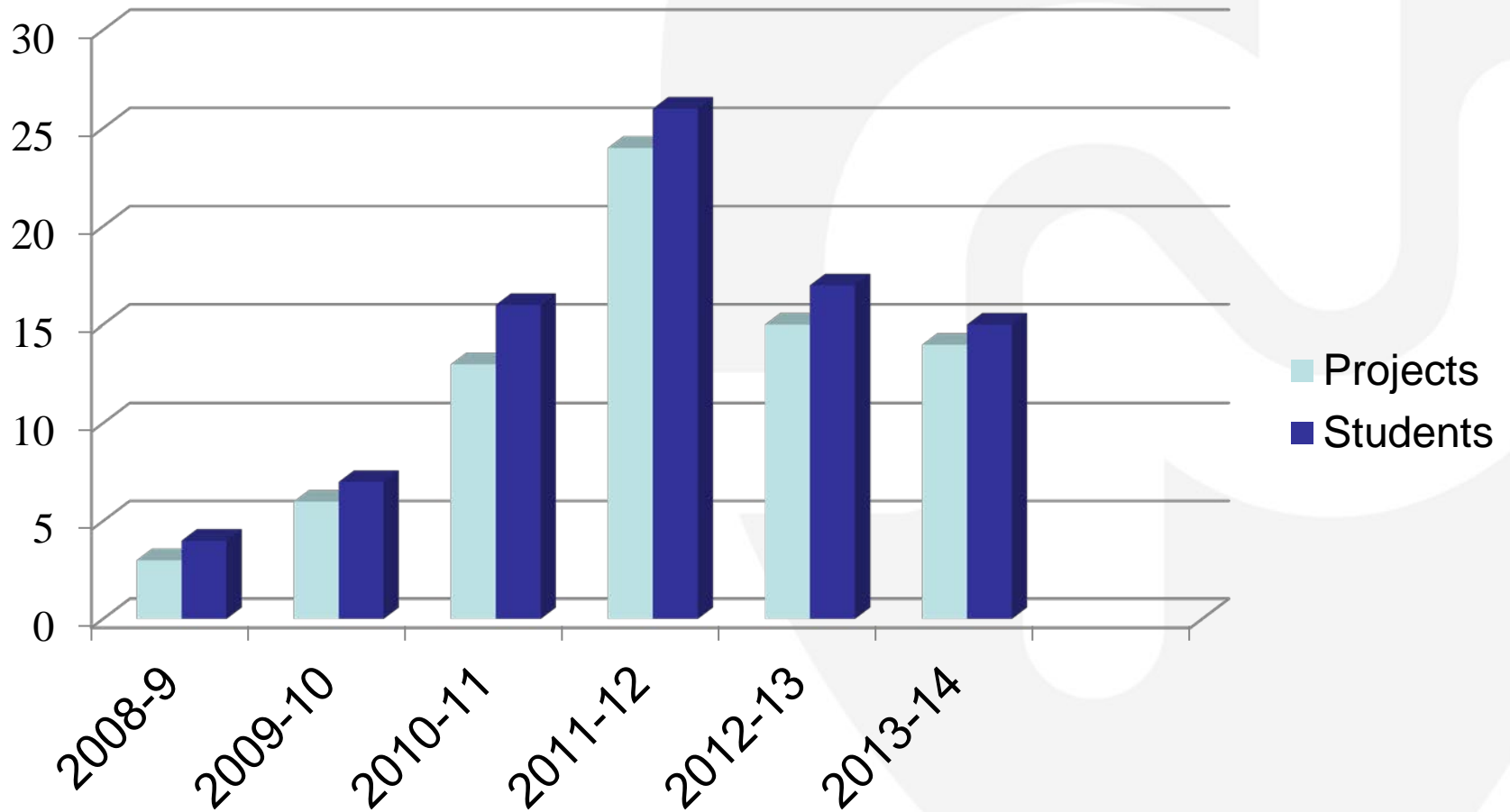
# How it works

- Students produce and present an academic poster about their projects at a presentation event



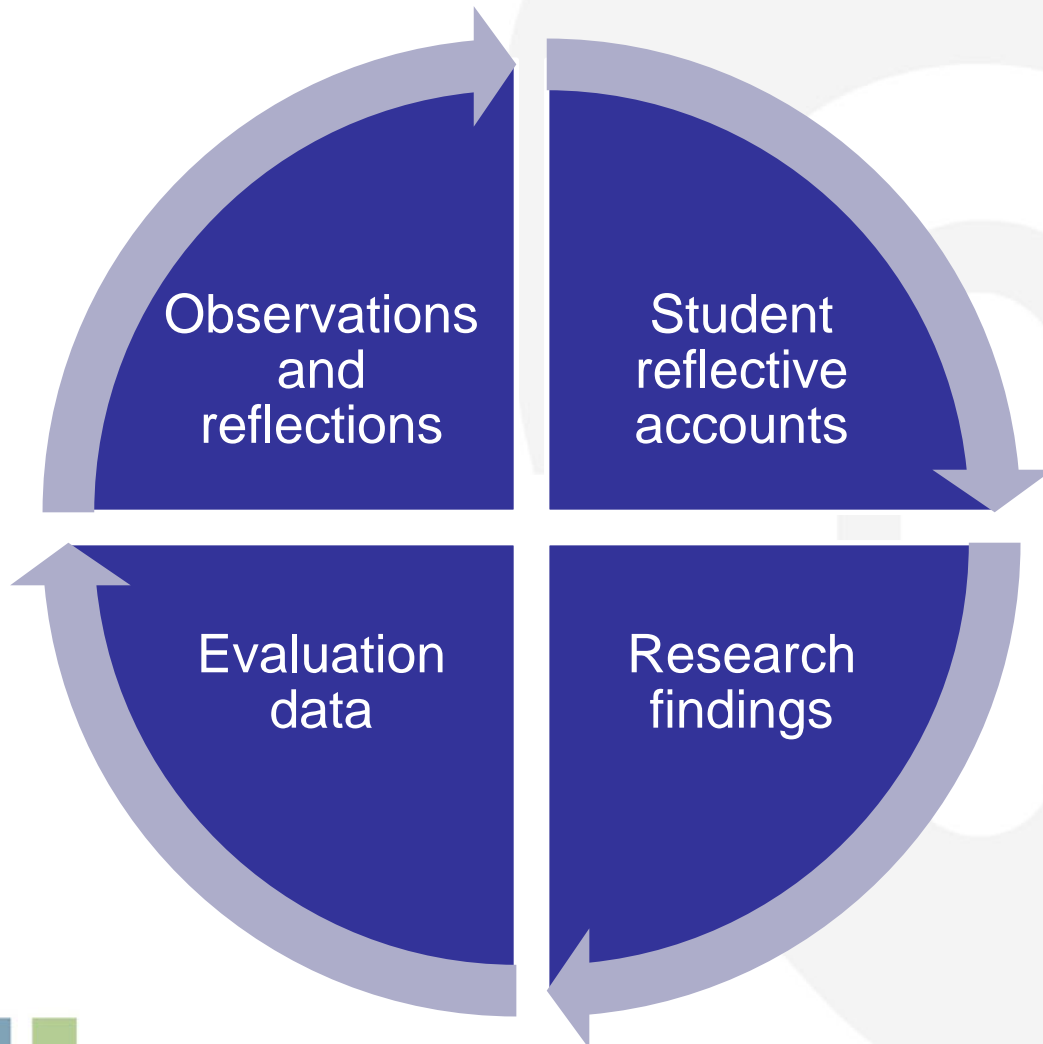


# The story so far





# The story so far







# Benefits

- ✓ New relationships
- ✓ Research skills
- ✓ Employability
- ✓ Enhancing the student experience
- ✓ Authentic insight
- ✓ Valuing the student voice
- ✓ Promoting pedagogic research
- ✓ Freeing capacity
- ✓ Supervisory experience
- ✓ Increasing research outputs
- ✓ Value for money





# Challenges

Recruitment and project  
matching

Diversity of experience

Partnerships?

Quality assurance

Expectations: staff and  
students





# What next?

- Feedback on experiences from 13-14 cohort of URB@Nites!
- Researching 'Partnerships in practice'
- Dissemination of the Northampton approach and experiences to wider HE sector





# References

- Dunne, E. (2011). Foreword. In E. Dunne & R. Zandstra. (Eds). *Students as change agents: New ways of engaging with learning and teaching in Higher Education*. Escalate: Higher Education Academy
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