Handbook: Viewpoints for student-staff partnerships

A resource to support setting up, implementing and sustaining student-staff partnerships
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Welcome to the Viewpoints for student-staff partnerships handbook, which is designed to support institutions in setting up, implementing and sustaining student-staff partnerships.

The Developing successful student-staff partnerships guide is based on the Ulster University’s Viewpoints framework for curriculum enhancement http://wiki.ulster.ac.uk and this handbook is modelled on the original Viewpoints handbook. It provides guidance and information to help institutions in:

» Setting up partnerships
» Implementing partnerships
» Developing student-staff capabilities and accreditation
» Sustaining and embedding partnerships based on evaluation of impact

Chapter 2: Viewpoints introduction provides a brief summary of the Viewpoints approach, its purpose and benefits and how it has been customised to the context of student-staff partnerships.

Chapter 3: Developing successful student-staff partnerships guide describes who can use the toolkit, the resources available and provides a recommended flow-diagram for using it, including options for customising the toolkit.

Chapter 4: Running workshops outlines how workshops can be run and makes recommendations for how they can be facilitated and outputs/outcomes captured.

Chapter 5: Action planning briefly describes a recommended process for writing up the workshops and action planning.

Experience from running Viewpoints workshops highlights the importance of professional facilitation of workshops.

Chapter 6: Practice points for student-staff partnerships documents the Viewpoints cards.
2. Viewpoints introduction

2.1 The origin and genesis of Viewpoints

Viewpoints [http://bit.ly/1PDdmuK](http://bit.ly/1PDdmuK) was a Jisc project conducted by Ulster University [ulster.ac.uk](http://ulster.ac.uk). It produced a toolkit to aid programme teams in reflecting on, discussing and planning effective curriculum designs based around four themes: (1) Assessment and feedback; (2) Information skills; (3) Learner engagement; and (4) Creativity in the curriculum. Details of the project can be found in our design studio [http://bit.ly/1PDdmuK](http://bit.ly/1PDdmuK) and the Ulster University Viewpoints wiki [http://bit.ly/1zFQ6Xy](http://bit.ly/1zFQ6Xy).

The Viewpoints toolkit has subsequently been adopted by a range of institutions and our panorama project [http://bit.ly/1WI2QdR](http://bit.ly/1WI2QdR) supported a range of pilot projects in different institutions. In addition, the Viewpoints framework has been adapted to other contexts, for example:

» Viewpoints for digital literacies: the University of Greenwich [greenwich.ac.uk](http://greenwich.ac.uk) is working on this as an output from their digital literacies in transition project [http://bit.ly/1KzuEEw](http://bit.ly/1KzuEEw).

» Viewpoints for flexible curricula: a Viewpoints for flexible curriculum toolkit [http://bit.ly/1hPMegF](http://bit.ly/1hPMegF) designed to support institutions in reflecting on changing drivers and needs for flexible curricula and in enhancing practice in flexible curricula. The toolkit was developed by the QAA Scotland as part of its enhancement theme work.

» Viewpoints for recognition of prior learning: this toolkit, currently in development, is a continuation of the QAA (Scotland) work on flexible curricula and is designed to support departments, programme teams and learners in understanding, engaging with, planning for and implementing recognition of prior learning.

An evaluation of the Viewpoints project was conducted by Prof David Nicol and written up in a report *transformational change in teaching and learning – recasting the educational discourse* (2012) [http://bit.ly/1Ln2zDd](http://bit.ly/1Ln2zDd).

A key quote by David Nicol:

“Workshops succeeded, impressively, in creating change locally but, importantly, in seeding change beyond the immediate participation experience.”
2.2 Viewpoints for student-staff partnerships

Our Change agents’ network has supported the development of the Viewpoints for student-staff partnerships resource. The first version was developed in 2013. A second version was created in 2015 and has been updated to reflect new developments and resources.

The Developing successful student-staff partnership guide comprises the following:

» A set of Viewpoints discussion cards to support institutions in setting up, implementing and sustaining student-staff partnerships.

An example is given below.

Examples of the discussion cards

The cards have been designed within four key dimensions:

» Partnership setup

» Partnership implementation

» Capabilities, development and accreditation

» Sustaining and embedding partnerships based on evaluation of impact

» AO worksheets to support a workshop process of using the cards in planning the setting up, implementing and sustaining of student-staff partnerships

» Guidance materials to support the running and facilitation of workshops

Top tips for developing your approach

☐ Aim to research include:
  1. Technology
  2. Policy and strategy
  3. Institutional processes and systems
  4. Infrastructure
  5. Support services
  6. Learning, teaching and assessment practice and expertise
  7. Professional development for staff and students (including digital literacy), employers and apprenticeships
  8. Management, information systems (MIS) and infrastructure
  9. Communications, stakeholder needs, views and expectations
  10. Other institutional initiatives, student employability skills and graduate attributes

☐ Use baseline evaluation data to establish your starting point and inform planning at initiative and institutional levels.

☐ Develop a set of impact indicators and measures of outcomes to allow change and impact to be evaluated and measured.

☐ Use both qualitative and quantitative approaches.

☐ Use research and evaluation data from a range of sources eg: student surveys, course reviews, learner voice feedback, data from research projects.

☐ Use multimedia and technology-enabled approaches and process maps, rich pedagogies, wiki, interviews and social media as well as established research techniques.
### Example of the AO worksheet

**Viewpoints for student-staff partnerships**

<table>
<thead>
<tr>
<th>Overall objectives</th>
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<table>
<thead>
<tr>
<th>Priority</th>
<th>Place cards here</th>
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<td>1</td>
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<th>Commentary</th>
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<th>Priority</th>
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<thead>
<tr>
<th>Commentary</th>
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</table>
2.3 Purpose of adopting the Viewpoints approach
Those who have used the Viewpoints approach report that it can be used for a variety of purposes. It is anticipated that Viewpoints will be used across a broad range of opportunities for student-staff partnerships in educational innovation and change, to focus on, for example:

» Curriculum design and delivery

» Assessment and feedback

» Digital literacies

» Library, learning resources and information services

» Student experience, support and guidance

» Digital resources

» Staff development

» Learning resources

» Student records, administration, management and information systems

» Institutional processes such as quality assurance and induction

» Institutional polices

» Reviewing and enhancing institutional professional support services to programme teams, eg technology-enhanced learning, ICT, MIS, careers planning, employability

» Addressing recruitment/retention issues and/or complaints from students

2.4 The Viewpoints process
The following photos show participants in the original (Ulster University) Viewpoints process:

Images © Ulster University. All rights reserved
The following diagram illustrates the recommended activities:

1. Write your overall objectives for this activity on the A0 worksheet.
2. As a group, choose which cards you want to focus on and place them front-up on the A0 worksheet - and categorise them into different priorities.
3. Use the URL to access further info online.
4. Turn the cards over to show Top Tips.
5. On each card, tick those Top Tips that are important (you could also prioritise these individual considerations).
6. As a group, discuss all the ticked Top Tips and write commentary to clarify why these are important.
7. Capture the final worksheet using e.g. a digital camera.
2.5 Benefits of using Viewpoints

There is a range of likely benefits from adopting a Viewpoints approach:

<table>
<thead>
<tr>
<th>Value for staff</th>
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<tbody>
<tr>
<td>- The workshop provides a simple approach for institutional teams to consider a broad range of aspects in setting up and implementing student-staff partnership working</td>
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<tr>
<td>- The workshop supports collaborative decision-making and prioritising</td>
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<tr>
<td>- Outputs from the Viewpoints workshop can be used for evidence for quality enhancement processes</td>
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<tr>
<td>- The workshop allows for creative discussion and sharing of ideas around developing and implementing student-staff partnerships</td>
</tr>
<tr>
<td>- The process is built around reflection and effective team dialogue</td>
</tr>
<tr>
<td>- Institutional teams can focus on shared priorities</td>
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<tr>
<td>- The process enhances effective teamwork and strengthens team building</td>
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<thead>
<tr>
<th>Value for students</th>
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<tr>
<td>- The workshop and toolkit have a primary focus on enhancing teaching, learning and assessment and the student experience</td>
</tr>
<tr>
<td>- The process helps to identify and develop student capabilities to undertake change and partnership working and provides options for accreditation of such work, which can aid student employability</td>
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</table>

<table>
<thead>
<tr>
<th>Value for the institution</th>
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<tbody>
<tr>
<td>- The Viewpoints approach can be incorporated into strategic policies and plans in relation to quality enhancement including enhancing the student experience and learning, teaching and assessment</td>
</tr>
<tr>
<td>- Institutional professional support services (eg technology-enhanced learning, IT, MIS, careers, employability) can use the toolkit to review and enhance support for programme teams</td>
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<table>
<thead>
<tr>
<th>Easy-to-use quality resources</th>
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<tbody>
<tr>
<td>- The toolkit is built around sector good practice in setting up and implementing student-staff partnerships and provides links to sector information, guidance, reports and case studies</td>
</tr>
<tr>
<td>- Resources are simple to use</td>
</tr>
<tr>
<td>- All resources are free, reusable and e-versions are provided to allow customisation to local needs and contexts</td>
</tr>
</tbody>
</table>
2.6 Background to developing the Viewpoints cards

The Change agents’ network was set-up in 2013 as a staff and student network designed to support those currently working with students as change agents or support those wishing to move into this area. It was recognised that the sector had built up an extensive range of resources including reports, evidence and case studies of individual institutional initiatives and a project was identified to bring together all those resources and develop a taxonomy/means of classifying them to aid access to them. As part of this work, a need was identified to draw out good practice points and top tips for setting up and implementing student-staff partnerships using the Viewpoints change framework. This led to the development of the Developing successful student-staff partnerships guide, structured around four key themes:

» Partnership setup

» Partnership implementation

» Capabilities, development and accreditation

» Sustaining and embedding partnerships based on evaluation of impact

It is stressed that these four key themes should not be thought of as sequential activities – they should be considered as potentially running in parallel though with staggered start dates. For instance, it is very important to consider sustaining and embedding partnerships based on evaluation of impact fairly early on as this involves, for example, stakeholder buy-in and aligning student-staff partnership activities with other institutional initiatives and priorities.

Partnership setup

This dimension of practice recognises focuses on supporting institutions in researching, base-lining and setting up student-staff partnership covering the following:

» Carry out a baseline study to research current position

» Establish the case for student-staff partnerships and align with strategies and policies

» Establish motivation, reward and recognition options for students and staff

» Devise innovative recruitment and induction approaches for students

» Identify a partnership model that includes options for different student roles together with a range of stakeholders

» Identify an outline project plan including resources and funding

» Identify and learn from exemplars and case studies of student partnerships

Partnership implementation

This dimension of practice builds on the setting up activities and focuses on:

» Establishing, implementing and monitoring a project plan (based on agile methodology)

» Developing a set of principles of good practice to follow for student-staff partnerships

» Allocating significant time and resource for stakeholder engagement and communications
Looking for and acquiring existing guides, toolkits and resources or developing your own

Being clear about student and staff roles, responsibilities and activities

Identifying risks and how to manage them

Establishing or joining internal and external communities of practice

**Capabilities, development and accreditation**

This dimension of practice addresses student and staff capabilities to undertake change work and partnership working and focuses on the following:

- Identifying the abilities and qualities that students will need to take part effectively in innovation and change activities
- Developing or acquiring courses, training and learning resources for students and staff
- Considering student personal and professional development planning using reflective practice and e-portfolios
- Developing academic and professional body recognition opportunities for students
- Provide support for students and staff
- Providing relevant staff training and links to continuous professional development (CPD)

**Sustaining and embedding partnerships based on evaluation of impact**

This dimension of practice recognises the critical need to sustain and embed student-staff partnership and embraces evaluation and measurement of impact, focusing on the following:

- Identifying the reason and need for evaluation
- Choosing appropriate evaluation approaches (qualitative and quantitative)
- Adopting a range of data collection techniques to support evaluation
- Identifying impact on a range of stakeholders and the institution
- Developing case studies for use with stakeholder communications and engagement
- Developing recommendations for sustaining student-staff partnerships as part of evaluation
- Exploring options for institutionally embedding student-staff partnerships
3. Developing successful student-staff partnerships guide

3.1 Who can use the Viewpoints approach?
This handbook will be useful to anyone who is involved in educational innovation and the student learner experience and journey – from designing pedagogic approaches, planning learning/assessment activities, use of technology-enhanced learning approaches to reviewing and enhancing programmes, creating new programmes and preparing for revalidation. It will also be useful to those wanting to improve the general student experience (outside of teaching, learning and assessment).

Educational staff (and students) who could benefit from using these materials include:

» Programme directors
» Module coordinators/leaders
» Subject teams
» Professional support staff
» Teaching staff and their students
» Subject librarians and information officers
» Students’ union groups, student councils and other student representatives

It can also be used by a broader range of institutional staff, for example:

» Staff involved with student careers planning and graduate skills/attributes, eg employability skills, digital literacies
» Staff developers, eg those designing staff CPD programmes and professional accreditation
» Staff responsible for recruitment and retention, student engagement, employer engagement and business and community development
3.2 Viewpoints resources
The new guide comprises the following resources. If you would like to adapt these for your own use under the terms of the CC BY NC SA licence, please contact marketing@jisc.ac.uk and we will send you an MS Word version.

A set of Viewpoints cards - Practice points
A set of cards around the following four key dimensions:

» Partnership setup
» Partnership implementation
» Capabilities, development and accreditation
» Sustaining and embedding partnerships based on evaluation of impact

Each dimension has between five and nine practice points.

These are available as printed cards and print ready PDF.

AO worksheet
AO worksheet - on which Viewpoints cards are placed. The same worksheet template can be used for both stages.

This is available as a print ready PDF.

This handbook
This handbook contains all the information needed to use the Developing successful student-staff partnerships guide.
Online resources

A set of online resources to complement the Viewpoints cards, encompassing:

» A separate web page for each practice point Viewpoint card including links to further information, guidance, case studies, reports and other resources

» A print ready PDF version of this handbook

» All Viewpoints resources in print ready PDF

3. Developing successful student-staff partnerships guide

Identify the abilities and qualities that students will need to participate effectively in partnership, innovation and change activities

- Have we identified the essential skills and qualities that students will need to develop in order to work effectively in partnership?
- What assessment learning and assessment approaches will be used to assess students' ability to work in partnership?
- Will assessment focus on the student's ability to collaborate?

Top tips for developing successful student-staff partnerships

- Keep development frameworks and progression planning in support of the following:
  - Identifying the abilities and development needs of students
  - Identifying the responsibilities of staff
  - Implementing the partnership
  - Managing change and identifying and developing effective partnerships
  - Identifying and evaluating successful partnerships
  - Maintaining continuous improvement

3.3 Flow diagram for using the Viewpoints approach

**Define objectives**

Typical examples of objectives:
- Creating/designing a new programme or modules
- Enhancing a programme or modules
- Developing staff and student digital literacies
- Developing student employability

**Engage participants**

» Select participants for enhancing practice workshops – ensuring team members are complemented by students and other stakeholders who reflect different institutional interests (potentially including external stakeholders)
» Engage with all the participants to ensure they buy-in to the process and understand what is involved

**OPTIONAL customise and contextualise the toolkit**

» Select a small group to review the toolkit Viewpoints cards and customise to local needs and contexts
» Print the amended cards
» Review and amend/enhance the toolkit resources as appropriate

**Prepare for workshops**

» Select and fully brief the facilitator
» Collate, prepare and print all the workshop materials
» Circulate the this handbook and resources to participants for pre-reading
» Book workshop rooms, ensuring appropriate table layout and technology access

**Run enhancing practice workshops**

» See Running workshops section
» Ensure workshop outputs are captured e.g. a photo of the completed A0 worksheet

**Use the workshop outputs to develop an action plan**

» The workshop outputs are used to prepare an action plan
3.4 Customising the Viewpoint resources

The flow diagram (3.3) provides for an optional stage of contextualising the resources for local contexts and needs, for example:

» Customising terminology

» Customising by aligning the resources with local activities and initiatives

» Reflecting on the Viewpoints cards and enhancing them with in-house experience and knowledge

» Adapting the recommended processes to suit local needs

All resources are available in PDF for you to download and print. If you would like to adapt these for your own use under the terms of the CC BY NC SA licence, please contact marketing@jisc.ac.uk and we will send you an MS Word version.

It is recommended that the Viewpoints cards are printed in colour and, ideally, they should then be laminated. Alternatively, they can be printed on colour card using a black and white printer.

AO sheets can be ordered through online printing companies for those without local access to a printer capable of producing worksheets of this size. Although personalised AO worksheets could be made using flipchart pages as a simple option.
4. Running workshops

4.1 Role of the facilitator
The facilitator leads the workshop. They should help the group to discuss their objectives effectively and help them to plan using the workshop materials.

As a facilitator you will need to do the following:

» Introduce the session

» Keep an eye on the time (moving people on to the next task if they are spending too long on one part of the workshop). However, be flexible. You do not want to stop valuable contributions

» Try to encourage all group members to contribute

» Keep participants focused

» Use the Facilitating the enhancing practice workshops guides below to remind you of what you need to do during the workshop
### 4.2 Facilitating the enhancing practice workshop

**Time required:** approximately 2.5 hours

As a facilitator you will need to do the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Workshop introduction</td>
<td>» Introduce the Viewpoints framework and explain the rationale for adopting it</td>
<td>10 mins</td>
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<tr>
<td></td>
<td>» Introduce the Viewpoints tools and resources and how they are going to be used</td>
<td></td>
</tr>
<tr>
<td>Session outline</td>
<td>» Introduce the workshop tasks one by one</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>» Tell the group what they will be doing at each stage</td>
<td></td>
</tr>
<tr>
<td>Task 1 Review objectives</td>
<td>» Review the overall objective and record it on the AO worksheet</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
| Task 2 Select which of the four dimensions to consider | » Distribute the practice points cards (for all four dimensions) and allow the group to read these  

  *Tip: You can divide the overall group into sub-groups to address specific dimensions and/or cards. Ideally a group/sub-group should include approximately 5-6 participants*  

  » The group discuss the cards and the relevance to their overall objective and decides on which of the four dimensions to focus  

  » The cards for those dimensions not selected are set aside |
|                                               | 10 mins                                                                                                                                                                                                    |       |
| Task 3 Select which practice points to focus on | » The group continues the discussions on the selected dimensions and are asked to choose which practice point cards to focus on  

  » Those practice points cards not selected are set aside  

  » The group are then asked to place the selected cards (front-up) on the AO worksheet and assign an overall priority to each card (they may change this as the workshop progresses) |
|                                               | 15 mins                                                                                                                                                                                                   |       |
### Activity | Instructions | Time
--- | --- | ---
**Task 4**  
Consider the practice points |  
» The cards can then be turned over and the group continues to discuss the detailed practice points (on the rear of the cards)  
» The group are asked to prioritise (or cross off) each detailed practice point based on relevancy to the overall objective and identified drivers and needs  
» Additional practice points can also be added by the group | 60 mins

**Task 5**  
Writing a commentary |  
» The group are then tasked to write a commentary on the A0 worksheet to elaborate on each card, eg why the selected practice points are important and how they will impact the overall objective. Post-it notes can also be used  
» The A0 worksheet should then be reviewed within the context of the overall objective and updated if needed | 25 mins

**Task 6**  
Capture the workshop, write up key conclusions and develop a plan. |  
» Viewpoints cards should be attached using sticky-tak  
» The worksheet should be captured/saved, eg by using a digital camera, ensuring that all text can be easily read  
» The key conclusions should be written up and developed into a plan | 15 mins

### 4.3 Tips for preparing for the workshops

**Preparing resources**

› Select and fully brief the facilitator

› Collate, prepare and print all the workshop materials

› Book workshop rooms, ensuring appropriate table layout and technology access

› Ensure there are sufficient writing implements, post-it notes and sticky-tak

**Engaging participants**

› Select participants for the enhancing practice workshop – ensuring that the group reflect different institutional interests, and students and external stakeholders

› Engage with all the participants to ensure they buy-in to and fully understand the process

› Suggest to participants that they may benefit from bringing their mobile devices.

› Share the resources with participants before the workshops, eg Viewpoints cards and/or this handbook
Preparing the workshop room

› Book your room (based on the number of attendees) and check out size and layout beforehand

› Check that the room table is appropriate for the number of participants and the A0 worksheet

› Test any technology that you may want to use

4.4 Audio-visual recordings
If possible, you could photograph the workshop sessions at different stages of the process, and video the final workshop task, when one or two members from the group briefly feed back on their progress. However, this is not essential.

If you are capturing photos or videos of your groups, it is important to make sure that all participants have read, understood and signed an image permission form. Do not use images of any staff member or student who has not consented to use of their image.

4.5 Hints and tips
Here are some useful tips that may help facilitators when delivering workshops.

These tips have come from the original Viewpoints workshop team and their own extensive experience of planning and delivering programme design workshops, so they are based on real-world examples.

A. Emphasise the fact that the cards are only prompts. They are there as guides to help in the discussions

B. Identify the objective beforehand, if possible. This will free up time for detailed discussion and tailored planning

C. Distribute copies of the cards to groups beforehand, so that they are familiar with the themes and ideas before the workshop - this can help prevent information overload

D. Let participants know that there are no right/wrong answers, and encourage them to record any of their own ideas not listed

E. Students can work well within the Viewpoints process as it is so learner focused and can provide valuable input and a fresh perspective to group discussions

F. Timings given for the workshops are only suggestions. They are best used as a guide to keep the workshop on schedule

G. Make use of written and photographed outputs in your planning. Do not have a good creative discussion and then forget to record anything. Essential information may be lost!

H. If you are recording photos or videos of your session, be sure to get all participants to complete the image permission sheet. Go to each participant individually to collect their completed permission sheets, so you can identify which members have not consented to their image being used

I. Don't schedule workshops for a Friday afternoon - participants will most likely be tired and demotivated!

J. Providing refreshments (such as tea, coffee and scones or sandwiches) will help motivate your participants to complete the intensive workshop process
5. Action planning

Ensure that you:

» Write-up a record of the workshops

» Develop an action plan

The action plan encourages you to:

» Plan actions for each practice point that you focus on

» Prioritise the actions

» Assign responsibilities to each action

» Provide an outline time-plan for each action

The Developing successful student-staff partnerships guide provides further partnership resources, for example:

» The Higher Education Academy (HEA)

» The Higher Education Funding Council for England (HEFCE)

» Jisc

» Leadership Foundation for Higher Education (LFHE)

» Quality Assurance Agency for Higher Education (QAA)
# 6. Practice points for student-staff partnerships

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<thead>
<tr>
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<tbody>
<tr>
<td>1.1 Carry out a baseline study to research current position</td>
<td>2.1 Establish, implement and monitor a project plan (based on agile methodology)</td>
<td>3.1 Identify the abilities and qualities that students will need to take part effectively in innovation and change activities</td>
<td>4.1 Identify the reason and need for evaluation</td>
</tr>
<tr>
<td>1.2 Establish the case for student-staff partnerships and align with strategies and policies</td>
<td>2.2 Develop a set of principles of good practice to follow for student-staff partnerships</td>
<td>3.2 Develop or acquire courses, training and learning resources for students and staff</td>
<td>4.2 Choose appropriate evaluation approaches (qualitative and quantitative)</td>
</tr>
<tr>
<td>1.3 Establish motivation, reward and recognition options for students and staff</td>
<td>2.3 Allocate significant time and resource for stakeholder engagement and communications</td>
<td>3.3 Consider student personal and professional development planning using reflective practice and e-portfolios</td>
<td>4.3 Adopt a range of data collection techniques to support evaluation</td>
</tr>
<tr>
<td>1.4 Devise innovative recruitment and induction approaches for students</td>
<td>2.4 Look for existing guides, toolkits and resources or develop your own</td>
<td>3.4 Develop academic and professional body recognition opportunities for students</td>
<td>4.4 Identify impact on a range of stakeholders and the institution</td>
</tr>
<tr>
<td>1.5 Identify a partnership model that includes options for different student roles together with a range of stakeholders</td>
<td>2.5 Be clear about student and staff roles, responsibilities and activities</td>
<td>3.5 Provide support for students and staff</td>
<td>4.5 Develop case studies for use with stakeholder communications and engagement</td>
</tr>
<tr>
<td>1.6 Identify an outline project plan including resources and funding</td>
<td>2.6 Identify risks and how to manage them</td>
<td>3.6 Provide relevant staff training and links to CPD</td>
<td>4.6 Develop recommendations for sustaining student-staff partnerships as part of evaluation</td>
</tr>
<tr>
<td>1.7 Identify and learn from exemplars and case studies of student partnerships</td>
<td>2.7 Establish or join internal and external communities of practice</td>
<td>3.7</td>
<td>4.7 Explore options for institutionally embedding student-staff partnerships</td>
</tr>
</tbody>
</table>
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