1.1 Good practice in setting up student partnerships


Carry out a baseline study to research current position

» Are there already any student-staff engagement initiatives across the institution?

» How ready and motivated are students and staff to work and learn in partnership?

» How ready are institutional practices, policies and processes to support student-staff partnerships?

Top tips for developing your approach

- Areas to research include:
  - Technology
  - Policy and strategy
  - Institutional processes and systems
  - Infrastructure
  - Support services
  - Learning, teaching and assessment practice and expertise
  - Professional skills development for staff and students (including digital literacy), employers and apprenticeships
  - Management information systems (MIS) and infrastructure
  - Communications, stakeholder needs, views and expectations
  - 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 success 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-based approaches eg. process maps, rich pictures, video interviews and social media as well as established research techniques

1.2 Good practice in setting up student partnerships


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

» Is there a clearly identified reason and purpose for student-staff partnership working?

» Which institutional policies and initiatives will benefit from student-staff partnerships?

» How can student-staff partnerships support the development of employability skills and graduate attributes?

Top tips for developing your approach

- Identify the drivers behind the need for partnership work for students, staff, the institution and other stakeholders such as employers

- Identify potential benefits and impact for students, staff, employers and the institution

- Map the potential benefits and impact to institutional strategies such as those relating to student experience

- Don’t be afraid to think big, but ensure there is buy-in to a clear vision

- Engage stakeholders from across the institution in establishing the case for student-staff partnerships

- Engage employers and professional/sector bodies

- Where possible, try to keep partnership voluntary and focus on recognition and rewards such as enhanced employability and potential accreditation

- Map the potential benefits and impact to policies, for example, graduate attributes, employability, digital literacy (the capabilities which fit someone for living, learning and working in a digital society), career planning, student experience, Management Information Systems (MIS), technology enhanced learning (TEL)

- Establish cross-institutional approaches to working collaboratively

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1.3 Good practice in setting up student partnerships


Establish motivation, reward and recognition options for students and staff

» Have the pros and cons of different ways of motivating and rewarding students and staff been explored?

» How could recognition for partnership work support students in gaining employment and in developing their employability skills?

» How might a student-staff partnership initiative support and extend the work of other institutional departments such as careers and employability services?

Top tips for developing your approach

- Identify incentives for students eg. payment; improving job prospects; developing personal; academic and professional skills; working with employers; apprenticeships; academic and professional accreditation and recognition

- Consider the pros and cons of alternative ways of engaging students eg
  - Paid internships
  - Casual employees of the institution
  - Unpaid volunteers
  - Participants on an accredited module of study
  - Participants on a co-curricular programme which contributes to, for example, a graduate award, e-portfolio or Higher Education Achievement Report (HEAR) record of achievement or additional units of credit
  - Participants engaged in research projects as part of scholarly culture

- Work with partners to establish pathways for student and staff recognition (for example, professional institutions, HE/FE sector bodies) and aim to build on established accreditation frameworks and opportunities for certification

- Work with institutional employability and careers departments to join-up approaches and initiatives

- Ensure there is mutual benefit for both staff and students

- Provide regular opportunities to allow students to showcase their achievements, including with external audiences such as employers and professional bodies

1.4 Good practice in setting up student partnerships


Devise innovative recruitment and induction approaches for students

» Have the skills and attributes for students been defined?

» Are traditional recruitment processes suitable for identifying students with the right skills and attributes?

» Have effective guidance and induction resources been developed to help potential participants decide whether they want to engage in partnership work?

Top tips for developing your approach

☐ Define the skills and attributes that you feel students will need to participate fully in student-staff partnership work

☐ Set up and support an online social media forum to encourage student recruitment and networking

☐ Design recruitment processes to allow students to demonstrate their strengths and abilities

☐ Develop contract and compliance documents covering topics such as data protection, health and safety, privacy, ethics, copyright, intellectual property rights (IPR) etc

☐ Develop clear briefing guides and resources to explicitly describe the why, what, how, when, where, who of the initiative

☐ Develop and run briefing sessions for students, building on the briefing guides and resources

☐ Instead of traditional recruitment techniques consider techniques such as a student produced video or web resource for a defined purpose, or participate in workshops where they have to engage with teams to carry out a range of activities (using digital tools)

☐ Consider branding student-led initiatives

Identify a partnership model that includes options for different student roles and a range of stakeholders

»  Have a range of different student roles been considered?

»  Have a broad range of opportunities for student-staff partnerships been identified?

»  To what extent will student-staff partnerships support employability agendas and initiatives?
Top tips for developing your approach

- Identify at what level it is most appropriate to set up partnerships, eg institutional, faculty, programme area, curriculum team, cross-disciplinary
- Identify who should be involved eg. teaching staff, professional support staff, students, employers
- Review the various models of student-staff partnerships that different institutions have adopted and develop an appropriate model for the institutional and or local contexts appropriate to your needs - you may wish to prioritise some areas and phase in others over time
- Integrate with employability agendas and activities
- Develop an academic lead or champion at each local level
- Identify a broad range of opportunities for student-staff partnerships in educational innovation and change to focus on eg. curriculum design and delivery, assessment and feedback or digital literacies
- Based on the defined partnership model, develop options for different student roles, for example student as researcher, resource creator, expert, mentor, change agent student as trainer (staff and peer trainer), evaluator, recruiter or advisor

1.6 Good practice in setting up student partnerships


Identify an outline project plan including resources and funding

» How can you make the development of a project plan a collaborative exercise?

» Have measures and indicators of impact been identified?

» Are there appropriate governance measures in place?

Top tips for developing your approach

- Develop an outline project plan for setting up and implementing student-staff partnerships
- Use the practice points from this guide as a checklist for the project plan
- Adopt an agile and flexible approach to project planning. This will allow the initiative to adapt to problems, emerging opportunities and changing contexts
- Ensure that the project plan has clear overall aims and objectives as well as defining outputs and outcomes - particularly potential impact on institutions, the sector and individuals
- Aim to develop indicators of impact, though this might need to wait until a baseline position has been established
- Ensure the plan is developed in partnership with representatives of all key stakeholder groups
- Put a strong focus on stakeholder communications and engagement - both formal and informal - and use social media to underpin this
- Develop appropriate governance structures including the formation of a steering group that represents a broad cross-section of roles and interests (including external representatives)

1.7 Good practice in setting up student partnerships


Identify and learn from exemplars and case studies of student-staff partnerships

» Have experiences and lessons learnt from other student-staff partnership initiatives been researched and contextualised or related to your own situation?

» How have these experiences and lessons learnt been shared with all stakeholders?

Top tips for developing your approach

- There have been many student-staff partnership and engagement initiatives undertaken by institutions and much can be learnt from their experiences. It is worthwhile taking the time to learn from these.

- Identify likely issues and challenges and how other institutions and partnership initiatives have addressed and managed them.

- Look for existing partnerships in your own institution - these are not always visible.

- Use the lessons learnt to inform the development of your own principles of good practice in student-staff partnerships.

- Ensure you share the lessons learnt from the exemplars (examples or models) and case studies with all those involved in setting up and implementing student-staff partnerships by facilitating discussion on how any lessons can be used in the development of your own initiative.

- Maintain a shared online resource of links to exemplars and case studies.

2.1 Good practice in student-staff partnership implementation


Establish, implement and monitor a project plan (but keep it agile and flexible)

» To what extent is your proposed partnership initiative working in an uncertain environment?

» What issues and challenges is your initiative likely to encounter?

» How well do the student-staff partnership team members work together?
Top tips for developing your approach

- Develop a project plan and ensure that participants buy in to their roles and responsibilities.

- In early stages, adopt light-touch management approaches but recognise that this may need to change as such partnerships evolve.

- Adopt an agile and flexible approach that allows you to respond to changing issues, contexts and policies.

- Engage the student union, student council or student representatives as key partners.

- Ensure there is enough funding for the initiative and consider seed-funding to encourage others to participate.

- Encourage cross-faculty and department working to avoid groups working in isolation.

- Adopt and encourage business-like and entrepreneurial approaches.

- Always be aware of the need to build capacity and develop skills in both the student body and with staff.

- Encourage best-practice team-working eg. team-building exercises.

- Review the partnership on a regular basis.

2.2 Good practice in student-staff partnership implementation

Develop and follow a set of principles of good practice for student-staff partnerships

- How beneficial would a set of good practice principles be in guiding and shaping your partnership initiative?
- How could such principles be shared with stakeholders?
- Could these principles be used to influence institutional policies and curriculum design?
Top tips for developing your approach

☐ Develop your own set of principles of good practice to follow for establishing student-staff partnerships - aim for about seven key principles

☐ Aim for principles that are short, are action oriented and use action verbs, point to aspirations, focus on headline arguments and use accessible language

☐ For each principle, identify why it is important and give evidence to justify it

☐ Use the principles as the central element of your stakeholder communications and engagement plan

☐ Develop specific resources to help communicate the principles, for example, printed cards

☐ Use every opportunity to reinforce the principles in communications and in documents, resources and publications that are created

☐ Collaboratively develop a set of practice points for each principle that can help give students and staff ideas of how to put the principles into practice

☐ As student-staff partnerships mature, aim to include the principles in strategies, policies and processes

☐ Use principles when reviewing, developing or discussing curriculum design

2.3 Good practice in student-staff partnership implementation

Allocate time and resource for stakeholder engagement and communication activities

» Have you considered how much enthusiasm and possibly resistance there might be towards student-staff partnership initiatives?

» Have you investigated the interests and motivations of different stakeholders in relation to student-staff partnerships?

» Have you evaluated how best to engage different stakeholders?
Top tips for developing your approach

- Be realistic about the amount of time and resources needed to engage and communicate with stakeholders.
- Identify those who are likely to be enthusiastic about student-staff partnership working, the groups or communities they influence and how this could be harnessed.
- Identify those who may have anxieties or resist student-staff partnership working and investigate the reasons behind this.
- Develop and put into practice a stakeholder communications and engagement plan, ensuring that key communications and engagement objectives and messages are clearly identified for the different stakeholder groups.
- Celebrate successes and look for opportunities to report these internally and externally.
- Continually highlight the notion of students as equal partners (not assistants) and partnership working as the norm.
- Set high, but achievable expectations and continually check that these are fully understood by all stakeholders.
- Seek support and drive from senior management and ensure they understand how students as partners can help them fulfil their strategic and personal goals.
- Check that you are communicating and engaging with wider student and staff bodies.

2.4 Good practice in student-staff partnership implementation


Look for and acquire existing guides, toolkits and resources or develop your own

» Have you established what best practice in student-staff partnerships means in your context?

» Have the needs of different stakeholders for guides, toolkits and resources been identified?

» Have you researched the availability of third-party guides, toolkits and resources, for example, from other institutions and educational agencies?
Top tips for developing your approach

- Talk to different stakeholders to find out what they need to guide their understanding and participation in student-staff partnerships eg guides, toolkits and resources
- Adopt the top tips and, if necessary, customise these to meet your institutional needs and contexts
- Use the ‘Viewpoints for student-staff partnerships’ implementation guidance as part of your planning and team-building exercises
- Recognise that best practice evolves and develops and that there is no one model of best practice that fits every situation. Join the Change agents’ network to keep up-to-date with new approaches, toolkits and resources
- Gather evidence and record the development of your student-staff partnership work to share with others, for example as a case study or a webinar session
- Develop resources and toolkits that clearly and simply describe partnership models, role cards for staff and students
- Regularly revisit the websites of the key educational agencies and organisations that are involved in research and development relating to students as partners and change agents
- Use technology to support efficient partnership working, engagement, knowledge sharing and reflection

2.5 Good practice in student-staff partnership implementation


Be clear about student and staff roles, responsibilities and activities

» Have you evaluated options for different student roles?

» Have you specified what these roles require in terms of activities, time commitments and skills?

» Have you identified whether there are any commercial, contractual or compliance requirements that you need to address?
Top tips for developing your approach

- Define options for student roles together with linked key activities, how the roles will develop students, what students will bring to the roles and logistical information eg time commitments and the training and support offered to students

- Involve students in planning, developing and delivering change in partnership with staff and those involved in supporting services

- Consider employing student intern(s) to support partnership work

- Consider two key staff roles:
  - Partnership lead, focusing on making the partnership succeed eg providing student workplace arrangements, induction and progress review
  - Development lead, focusing on student learning and development eg providing students with learning and support opportunities, reflective activities and feedback, exploring options for accreditation

- Develop a three-way contract between students, development lead and partnership lead to include role descriptions, responsibilities, activities and compliance with institutional procedures and requirements

- Ensure the contracts include information on engagement with induction, dissemination, support, record keeping and team-building as well as progress review and evaluation

- Provide a broad range of student opportunities to work on innovation and change initiatives

2.6 Good practice in student-staff partnership implementation

Identify risks and how to manage them

» Have potential risks been identified and evaluated?

» In particular, how likely is it that some stakeholders react negatively to student partnership initiatives?

» Has the partnership team identified creative ways to address and manage such risks?

Top tips for developing your approach

- Develop a risk management plan – review and update this regularly

- Be aware of changing institutional policies, goals and other initiatives and adapt appropriately. Considering, for example, how changing priorities might impact on stakeholder workloads

- Be aware that high expectations need to be balanced with realistic goals and focus on the identified priorities, only accommodating additional things outside of the original scope when this is not to the detriment of the overall scheme

- Plan for sustainability beyond any agreed funding timescales

- Identify likely points of resistance by different stakeholders, drawing on the experiences of other sector innovations and similar initiatives to develop strategies to counteract any resistance

- Be aware of the risk that student partnership initiatives could be perceived by some as undermining institutional professional support staff. Develop win-win approaches to counteract this

2.7 Good practice in student-staff partnership implementation

Establish or join internal and external communities of practice

- How could students and staff involved in partnership work influence students to take an active role in leading and facilitating a community of practice?

- How could the partnership team learn from participation in external communities of practice?
Top tips for developing your approach

- Encourage students to plan and establish an internal community of practice
- Encourage students to play an active role in leading and facilitating a joint student-staff community of practice in support of partnership working and recognise this as a key part of partnership activities
- Encourage students to join relevant professional and career-related communities of practice
- Monitor the emergence of new external communities of practice in student-staff partnerships and related areas, encouraging links with these
- Advise students and staff to join and engage with the Change agents’ network
- Encourage students and staff to draw out key lessons learnt from their activities and make these available to staff and students both inside and outside of your institution
- Encourage students and staff to read and contribute to the ‘Journal of educational innovation, partnership and change’
3.1 Good practice in capabilities, development and accreditation

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

» Have you identified the essential abilities and qualities that students working on partnership and change initiatives will need?

» What teaching, learning and assessment approaches will be adopted to develop the personal, academic and professional skills of students?


Top tips for developing your approach

- Use development frameworks and progression planning to support and develop the following student abilities and qualities:
  - The role of a student partner or change agent and the skills needed to fulfil the role
  - Working with stakeholders and understanding institutional processes
  - Analysing situations and environments (e.g., departmental, institutional and wider)
  - Planning, running and evaluating a project
  - Effective communication, negotiation, persuasion and team-building
  - Change management to identify, describe, plan, lead, deliver, sustain and embed change
  - Risk and conflict management as well as dealing with uncertainties
  - How to evaluate impact and change
  - Effective use of technologies in change projects
  - Ethical practices in change projects

- Your development framework should:
  - Specify the learning outcomes that students can expect to achieve, aligned to relevant benchmarks and best practice.
  - Include opportunities for students to develop their skills and knowledge

- Student development should be aligned with career planning and employment ambitions

- Development frameworks should include taught (preferably online) courses combined with a reflective portfolio that centres on student change initiatives and related activities

- Students can expect to be challenged to develop a broader skill set and should be supported throughout the process

3.2 Good practice in capabilities, development and accreditation

Develop or acquire courses, training and learning resources for students and staff

» Have you explored what courses, training and learning resources already exist, for example, as open educational resources?

» Is there potential to work with other institutions to develop any new training and resources that you need?

» Have you considered how technology-enhanced approaches can support your partnership initiative and working practices?
Top tips for developing your approach

☐ Ensure courses, training and learning resources map to your student and staff development frameworks (see 3.1)

☐ Adopt open source approaches to course development including the use of open educational resources (OERs) - these could include whole modules or reusable learning objects

☐ Consider working with other institutions to share their courses and or share development of new courses

☐ Engage students in course design, review and development

☐ Use technology to encourage flexibility and scalability and to be efficient

☐ Assessments should aim to make use of computer-based techniques and adopt e-portfolios to support reflection

3.3 Good practice in capabilities, development and accreditation

Consider personal and professional development planning for students and staff using reflective practice and e-portfolios

» How can personalised development planning and reflective practice approaches support student and staff development?

» Are there opportunities to use e-portfolios to support reflective practice and partnership working?
Top tips for developing your approach

- Personal and development planning for students and staff should be linked to any development frameworks and defined learning outcomes of the partnership initiative.

- Students and staff may benefit from using diagnostics and self-review tools to aid them in developing their self-awareness and the processes of reflection, personal and professional development.

- Students and staff should be provided with access to their own e-portfolio, where they can choose who they want to share this with (encouraging ownership).

- It should be stressed to students and staff that e-portfolios support collaboration between students, peers, mentors, tutors (and potentially other stakeholders) at all stages of student partnership work.

- Multimedia data (e.g., audio and video interviews) can be collected as evidence of impact.

- Students should be made aware of the possible value of sharing their e-portfolios with prospective employers.

- Students should be shown the many ways e-portfolio content can be used to suit different purposes and different audiences.

3.4 Good practice in capabilities, development and accreditation

Develop academic and professional body recognition opportunities for students

» How desirable, valuable and practical is it that partnership work done by students is formally recognised and accredited?

» Who needs to be consulted and involved in determining and developing opportunities for recognition and accreditation?

Top tips for developing your approach

- Ask students and staff how they would like their work to be recognised and discuss accreditation if possible.

- Consult employers and employer bodies to find out their preferences and needs for student recognition and accreditation.

- Universities should consider giving institutional academic credit for participation in partnership work eg. as an academic module.

- Work with academic and professional bodies to develop accreditation for students via eg. aligning student development frameworks with their development and accreditation frameworks.

- Work in collaboration with staff responsible for student employability and careers to explore accreditation possibilities.

- Align student development frameworks to graduate attributes and employability.

3.5 Good practice in capabilities, development and accreditation


Provide support for students and staff

» Have you investigated how much support will students and staff require?

» What are the most appropriate and cost-effective types of support?

» What opportunities are there to use technology-based approaches to provide support?

Top tips for developing your approach

☐ A range of online resources should be developed to support students and staff such as:
   › Guides to setting up and implementing staff/student roles/partnership models
   › General guidance and good practice materials
   › Induction materials
   › Relevant forms and templates such as contract templates, consent forms, IPR forms
   › Diagnostics/self-review toolkits
   › Evaluation resources, eg guides to undertaking evaluation and measuring impact
   › Guides on sustaining and embedding partnership work
   › Compliance and etiquette guides in relation to Intellectual Property Rights (IPR), data protection, privacy, slander and libel, health and safety, ethical working, e-communications, etc
   › Guides to technology-enhanced working, communicating and learning

☐ Each student should be assigned a member of staff development lead to support them

☐ Consider providing mentoring for students from external stakeholders, for example from employers

☐ Support students in exporting e-portfolio content for future use, eg in other systems and when moving into employment/further study

3.6 Good practice in capabilities, development and accreditation


Provide relevant staff training and link to continuous professional development (CPD)

» Have you considered the type and extent of staff training required?

» How will training align with existing staff professional development approaches, recognition and accreditation?
Top tips for developing your approach

- Engage with human resources and staff development teams to design opportunities for staff development that will support leading change through student-staff partnership initiatives.

- Consideration should be given to adopting the same approaches and opportunities for staff as is offered to students using customised development frameworks and courses.

- Link your own staff development framework in leading change to any relevant professional standards frameworks.

- Consider approaches such as mentoring where experienced staff help to train and support their peers.

- Develop a community of practice for staff and encourage experienced staff to record good practice techniques for sharing with peers.

4.1 Good practice in sustaining and embedding partnerships based on evaluation of impact

Identify the reason and need for evaluation

» What is the purpose of evaluation and how will it benefit the partnership initiative in practice?

» How can evaluation be used to support sustainability and embedding of student-staff partnership work?

» How can evaluation support stakeholder engagement?
Top tips for developing your approach

- Teams working on student-staff partnership work should establish the purpose of evaluation, how any data and information gathered will be used and the potential benefits of conducting an evaluation.

- Evaluation should be used for identifying impact rather than just focusing on whether an initiative has achieved what it set out to do or has met targets.

- Adopting an action research approach can provide a valuable first step in a broader programme of evaluation and can help teams to reflect on and evaluate their progress.

- Evaluation can play an important accountability role.

- Evaluation can drive the embedding and sustainability agenda eg by identifying long-term goals and ensuring evidence informs, supports and influences institutional policies.

- Evaluation can play an important role in securing wider engagement, in building capacity and in opening up further opportunities.

- Evaluation can provide valuable evidence and resources to promote dialogue around what works, what is effective and possible.

- Evaluation can be used to gain external recognition and to showcase, celebrate and demonstrate student successes.

- Evaluation can support benchmarking and collaborative self-review with other institutions working on student-partnership initiatives.

4.2 Good practice in sustaining and embedding partnerships based on evaluation of impact

Choose appropriate evaluation approaches (qualitative and quantitative)

» How ready is the institution, students and staff to undertake student-staff partnerships (consider availability of time, resources, expertise, senior management support, cultural readiness etc)?

» What will success look like?

» How will impact be defined and measured?
Top tips for developing your approach

- Carry out baseline activities to establish the current situation, seek stakeholder engagement and to inform project planning and approaches to evaluation.

- Develop an evaluation framework that focuses on measures or indicators of success - both for the partnership initiative and to help the institution meet longer term goals e.g. embedding effective practice more widely across the institution and sustaining the initiative beyond an initial or pilot phase.

- Consider using formative action research approaches (research that is conducted by practitioners on their own practice) based on a cyclical model such as ‘implement, pilot, gain feedback, reflect, modify, and implement’.

- Consider appreciative inquiry approaches such as ‘define, discover, dream, design, destiny and delivery’.

- Consider a balanced scorecard approach that uses a strategic management tool to help focus on different stakeholder’s perspectives, processes, staff development and finance.

- Consider use of independent evaluators (external or internal) and critical friends, ensuring their brief encompasses sustainability and embedding.

4.3 Good practice in sustaining and embedding partnerships based on evaluation of impact

Adopt a range of data collection techniques to support evaluation

» How can students actively participate in and undertake evaluation?

» What are the best techniques to use to evaluate student-staff partnership work?
Top tips for developing your approach

- When trying to establish the baseline position, take advantage of existing data such as student surveys.
- Students should be given the task of researching and evaluating initiatives as a key feature of their roles, for example as changes agents or as researchers.
- Evidence that students collect as part of their e-portfolios can be used for evaluating student-staff partnership, though permissions must be agreed.
- Consider use of cognitive mapping techniques to aid triangulation of responses from surveys.
- Consider the use of focus groups and informal discussions to explore complex behaviour, clarify results from surveys and add human dimensions to impersonal data.
- Consider use of visual data to help convey complex concepts and seek feedback on these.
- One-to-one interviews enable in-depth investigation of issues and minimise the likelihood of individual interviewees being influenced by others as can happen in a group situation.
- Questionnaires enable large samples to be collected at relative low cost and in a standardised way, though consider survey fatigue and the dangers of incorrect completion.
- Statistics are useful for evaluating usage patterns and tracking trends and changes, but are generally not useful for in-depth analysis.

4.4 Good practice in sustaining and embedding partnerships based on evaluation of impact


Identify impact on a range of stakeholders and the institution

» What areas should the partnership team focus on to identify impact on specific stakeholders such as students, staff and employers?

» What areas should the partnership team focus on to identify impact on the institution?
Top tips for developing your approach

☐ Student-staff partnership initiatives should seek to evaluate impact on students in the following areas:
  › Personal and professional development using eg the development framework and graduate attributes as well as employability frameworks
  › Satisfaction
  › Success in seeking and gaining employment
  › Academic development (eg scholarship, research, learning)

☐ Evaluate the impact on staff satisfaction; development eg CPD frameworks; and culture

☐ Evaluate the impact on employers’ satisfaction; networking, engagement and partnerships; collaboration with alumni

The impact on institutions should be evaluated in terms of:
  › Contribution towards institutional goals and policies
  › Recruitment and retention
  › Student-staff partnership impact on things like educational innovations, learning, teaching and assessment enhancements and efficiencies
  › Contribution to institutional processes and effectiveness

4.5 Good practice in sustaining and embedding partnerships based on evaluation of impact


Develop case studies for use with stakeholder communications and engagement

» How can case studies best be used to support communication with stakeholders and encourage engagement?

» How can case studies be used to sustain and embed student-staff partnership initiatives?

» What should case studies contain?

Top tips for developing your approach

- Identify the reasons to use case studies and how they will engage stakeholders, promote and help to embed and sustain student-staff partnership work.

- Case studies can provide an overall review of a partnership initiative and individual elements eg specific work strands, programme or faculty implementation and approaches to student and staff development.

- Create a template with core questions that should be asked, for example:
  - What was the purpose of the partnership initiative?
  - What were the aims and objectives?
  - What was undertaken?
  - What was the impact and what are the benefits?
  - What were the issues and challenges?
  - What lessons were learned?
  - What were the unexpected outcomes?

- What are the key points for effective practice?
- Conclusions and recommendations

- Aim to capture detailed 'how to' information to aid other practitioners in planning similar activities in different contexts.

- Multimedia techniques can be used to capture audio or video interviews and testimonials which can also be used for evaluation purposes and in wider stakeholder communications.

- Case study data should be thought of as 'reusable data objects', ie case studies should be presented in different ways for different audiences and contexts.

- Collect data early on in the partnership initiative to establish a baseline position and continue throughout a partnership lifecycle.

4.6 Good practice in sustaining and embedding partnerships based on evaluation of impact

Develop recommendations for sustaining student-staff partnerships as part of evaluation

» How can evaluation processes be used to support the sustaining of student-staff partnership work?

» How can the results of evaluation activities be used to influence and gain support from senior managers?
Top tips for developing your approach

- The evaluation processes should aim to produce a clear set of options for sustaining the initiative, outlining the pros and cons of each option and how they support institutional policies.

- Each option should explore how they can be implemented together with challenges and risks as well as time and resource commitments required from those participating.

- Explore with senior management how student-staff partnerships can support, influence and shape institutional policies, respond to changing drivers and needs and how best to take forward these partnerships across the institution.

- Open approaches to exploring opportunities for collaboration should be explored with external stakeholders such as employers, professional and sector bodies, alumni, private sector companies, schools, colleges and universities.

- Sustain and further develop communities of practice, driven by students.

- Students generally remain in an institution for relatively short periods of time - communication between student cohorts should be a key focus as it can aid knowledge transfer and help the ongoing development of any initiative.

4.7 Good practice in sustaining and embedding partnerships based on evaluation of impact


Explore options for institutionally embedding student-staff partnerships

» How can evaluation be used to support the embedding of student-staff partnership initiatives more widely into institutional culture and practice?

» What does embedding mean in the context of our initiative?

» What are the key approaches to institutionally embedding student-staff partnership initiatives?

Top tips for developing your approach

- Evaluation processes should produce a clear set of options for embedding the partnership work, outlining the pros and cons of each option and how they support wider institutional policies.

- Consider options for embedding student-staff partnerships in a wide range of institutional activities reflecting different student roles, e.g., change agent, researcher, mentor, co-creator, designer, and recruiter.

- Consider devolved approaches to student-staff partnerships at a local level to secure senior management ownership at departmental, school, or faculty level.

- Review institutional policies, processes, and systems to enable them to be more responsive towards, and benefit from student-staff partnerships.

- Develop useful guides, resources, and toolkits to support other staff and students in setting up partnerships.

- Fund staff and students who have engaged with student-staff partnerships to train, induct, and support other staff.

- Develop an overall sustainability and embedding plan and align it with the stakeholder communications and engagement plan.

- Sustain research and evaluation as an ongoing activity, particularly in relation to evaluating impact on staff, students, the institution, and other stakeholders.