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

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