

# Evaluating Student Partnership for Enhancement

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# Conceptions of Partnership

***Students Engaging*** - The amount of time and effort students put into their studies and other activities that lead to the experience and outcomes that constitute student success

***Engaging Students*** - The ways in which the institution allocates resources and organises learning opportunities and services to induce students to participate in and benefit from such activities

(Bryson, 2014 & Kuh et al, 2005)

Student ***engagement in governance*** and student ***engagement in pedagogy***.

(Buckley, 2014)



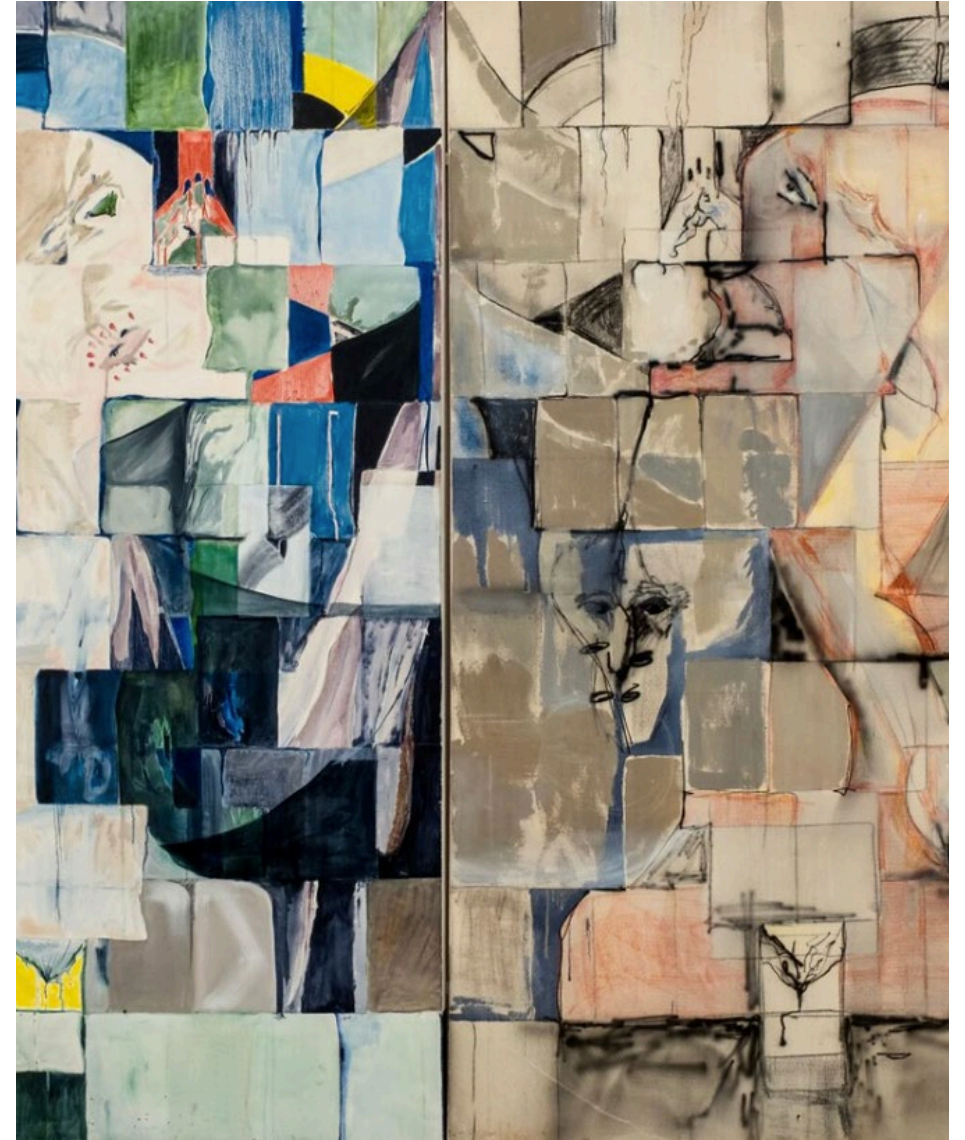
# Conceptions of Partnership

“A *collaborative, reciprocal process* through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decisions making, implementation, investigation or analysis’

(Cook-Sathers et al, 2014)

Co-creation where ‘staff and students *work collaboratively with one another to create* components of curricular and/or pedagogical approaches’

(Bovill et al, 2016)





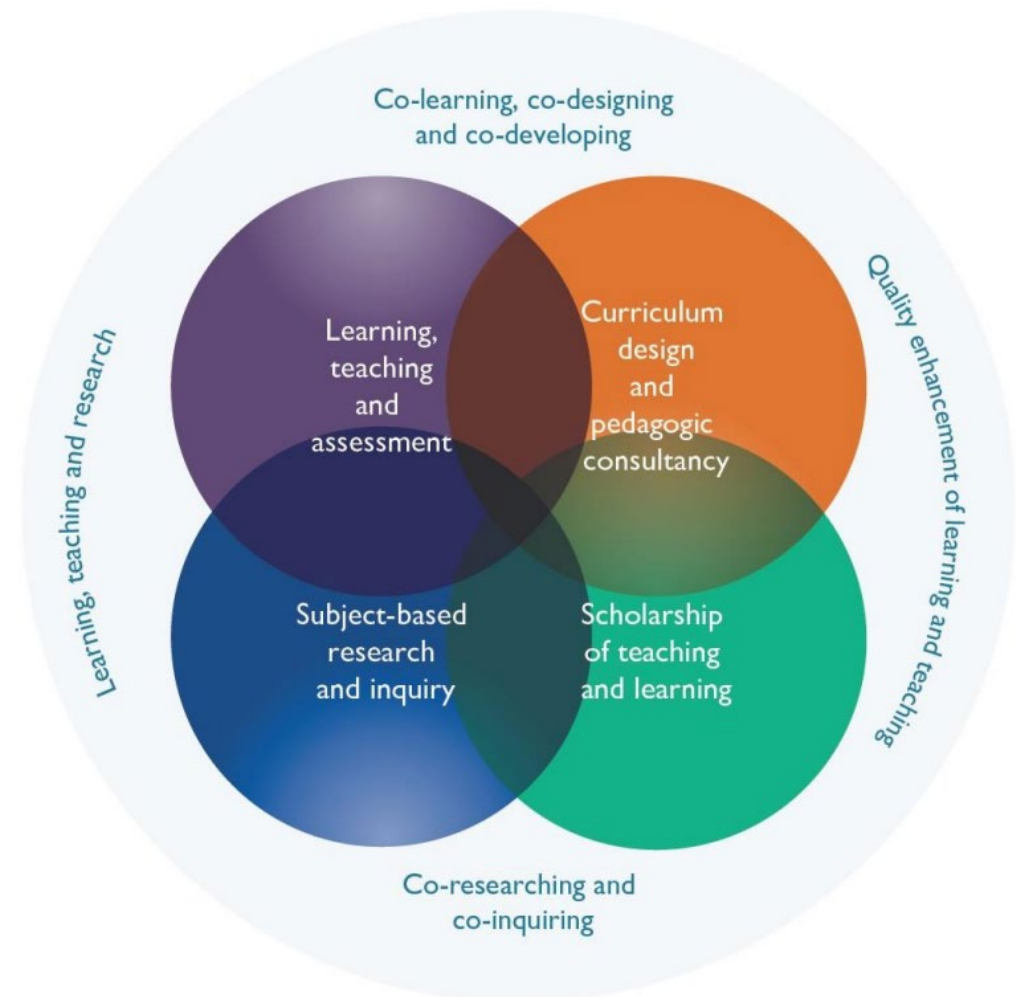
# Conceptions of Partnership

## Levels of Partnership

- Institutional partnerships
- School/Faculty partnerships
- Programme / Module partnerships
- Professional Service partnerships

## Focus of Partnership

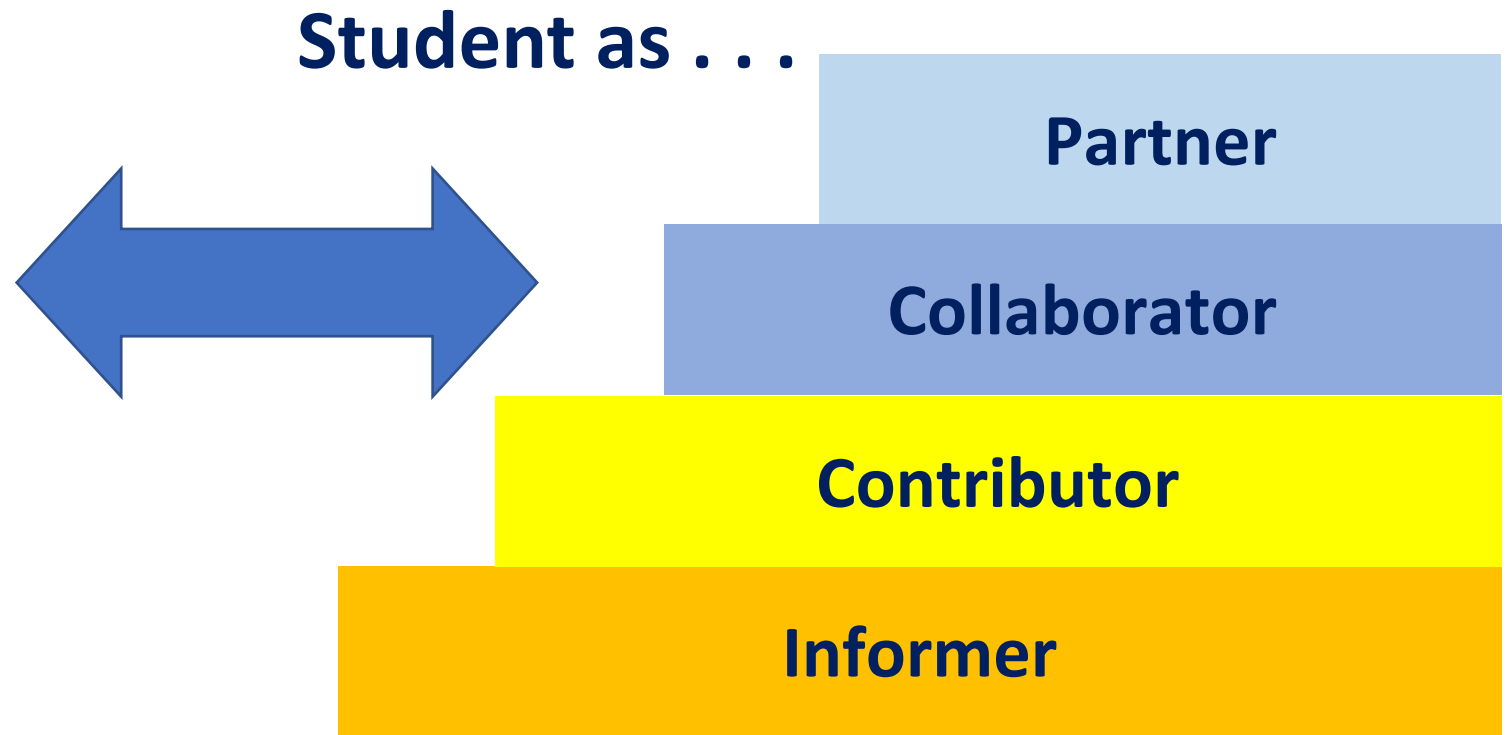
- Student learning experience
- Quality assurance and enhancement
- Curriculum design and review
- Co-creation / co-design
- Scholarship, research and inquiry



# Conceptions of Partnership

## Student Learning Experience

Dialogue with students  
+ feedback and survey data;  
+ other evidence of student success.



# Evaluating Partnership

- all institutional committees and groups have appropriate student representation
- at least 80% of student representatives participate in appropriate induction and training for their role
- the diversity of our student representatives reflect the diversity of our student population
- we achieve at least a 50% participation rate in our annual Student Rep survey
- at least 80% of student reps feel valued, supported and listened too.
- achieve at least 70% satisfaction with all Student Voice items within the National Student Survey and Student Experience Surveys



# What does the literature say?

The beneficial outcomes and challenges of engaging in partnership are emerging in published literature

- **Benefits to individual partners:** development of leadership, communication skills, creativity, self-awareness
- **Benefits to practice:** more inclusive teaching practices, opportunities for creativity
- **Challenges to partnership:** cultures, structures, practices, and norms; inclusive engagement

Evaluation in the literature is often small scale, academically led, do not reflect fully challenges or negative outcomes.

(Mercer-Mapstone et al, 2017)





# Our initial findings

Held an open workshop with the sector – eight participants from four institutions and one sector agency.

Approaches to evaluation included:

- ***Focused evaluation*** of partnership projects / initiatives against set aims– focus groups, surveys, interviews, reflections with staff and students
- ***Institutional monitoring*** and feedback processes – surveys – exit interviews / focus groups
- ***Recognition and use of the Student Partnership Agreement*** to support delivery / change / enhancement
- Reflection and capture of ***personal and professional learning*** of partners / entities
- ***'Spot the different'*** – being able to see/feel/sense change / enhancement





# Challenges and intangible asset

*“There are clearly important aspects of higher education which are not easily measurable or quantifiable - what we term our intangible assets.”*

(Robertson et al. 2018; Smart et al, 2020)

- How you define a culture partnership?
- How do the examples of practice contribute towards a culture of partnership?
- What is the tangible evidence of this?
- What is the intangibles evidence of this?
- How can you use this evidence to enhance practice and demonstrate impact?



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