

# Enhancement Through Partnership: Exploring Opportunities to Work in Meaningful Partnership with Students

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# Aims of the workshop

- Recognise and describe the qualities and behaviours which underpin effective partnership with students.
- Reflect upon and identify opportunities for partnership working for enhancement within their own context.
- Consider the challenges and potential solutions to support meaningful partnership in your role and context.



# Our Context

An ambition to permeate a true and meaningful culture of partnership with students throughout everything we do.

- Empower and support
- Grow our understanding
- Foster a sense of trust and honesty
- Identify partnership priorities for future action
- Celebrate our successes

(GSA SPA, 2022)





# 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)



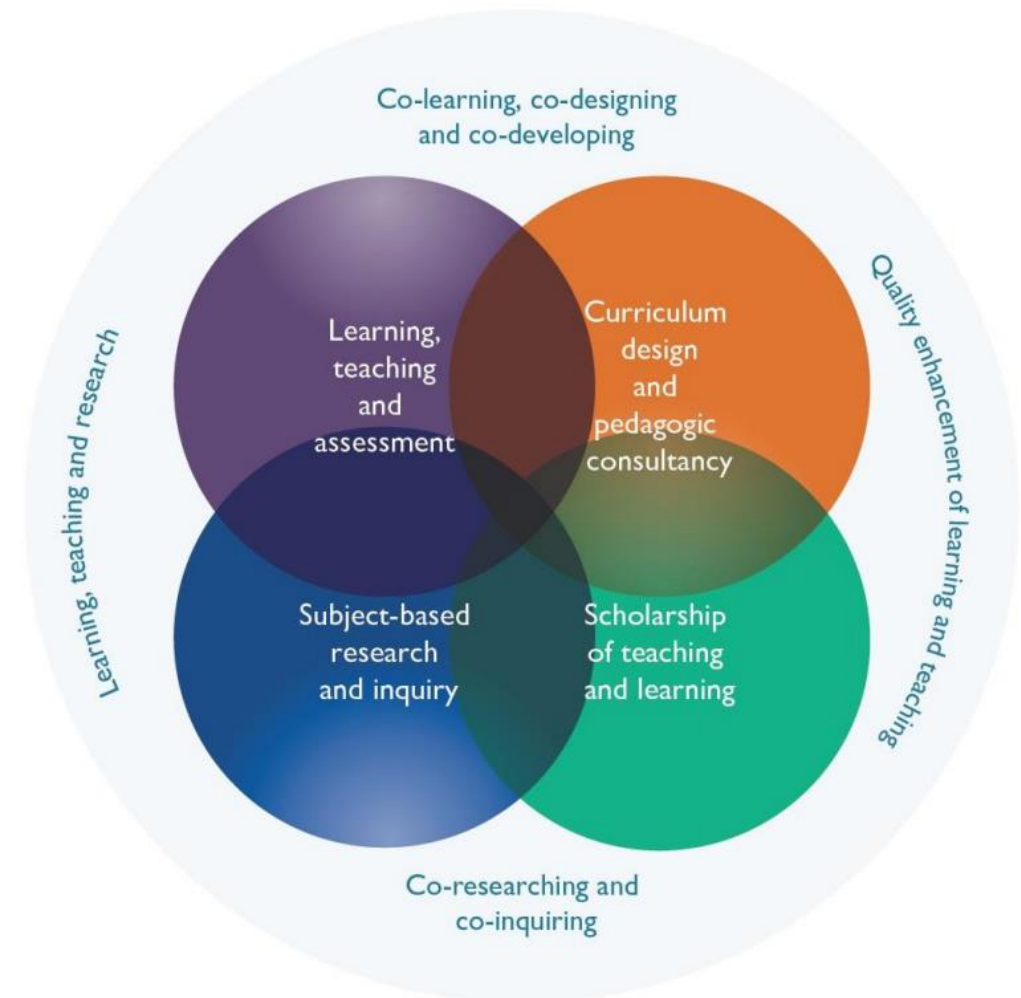
# Conceptions of Partnership

## 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



(Healey et al, 2014)

# Common Academic Framework

## Curriculum Transformation through Pedagogies & Curriculum

- Transforming our already Distinctive models of creative education
- Equip students for the world as it will be, not as it is or was through GSA Graduate Skills & Attributes
- Embed core literacies; equality & diversity, social justice, digital literacy & collaboration

## Curriculum Transformation through Partnership & Consultation

*“To achieve this, we will work in partnership with our students to continuously enhance our pedagogies and curriculum, ensuring all students have equal opportunities to succeed, realise their ambitions and make a positive contribution to their communities.”*

*(GSA Strategic Plan 2022 - 2027)*





# Our Practices for Partnership

## Student Consultants

- A current student studying at the GSA
- Engaged 1 day per week for 6 months at Grade 3
- Member of a project team with dedicated line manager
- Key driver is the co-creation of project scope, activities, analysis, findings and dissemination



# Student Consultant Role

## Conversational Feedback model - "Curriculum Conversations"

- Feedback model based on informal, focussed conversation – pulling threads as necessary
- Fostered an open environment that holds space for vulnerability
- Bridge between students and staff
- Personal impact: Pulled back the curtain on pedagogy, and the "why" in education
- Confidence in user research, active listening

# CURRICULUM CONVERSATIONS

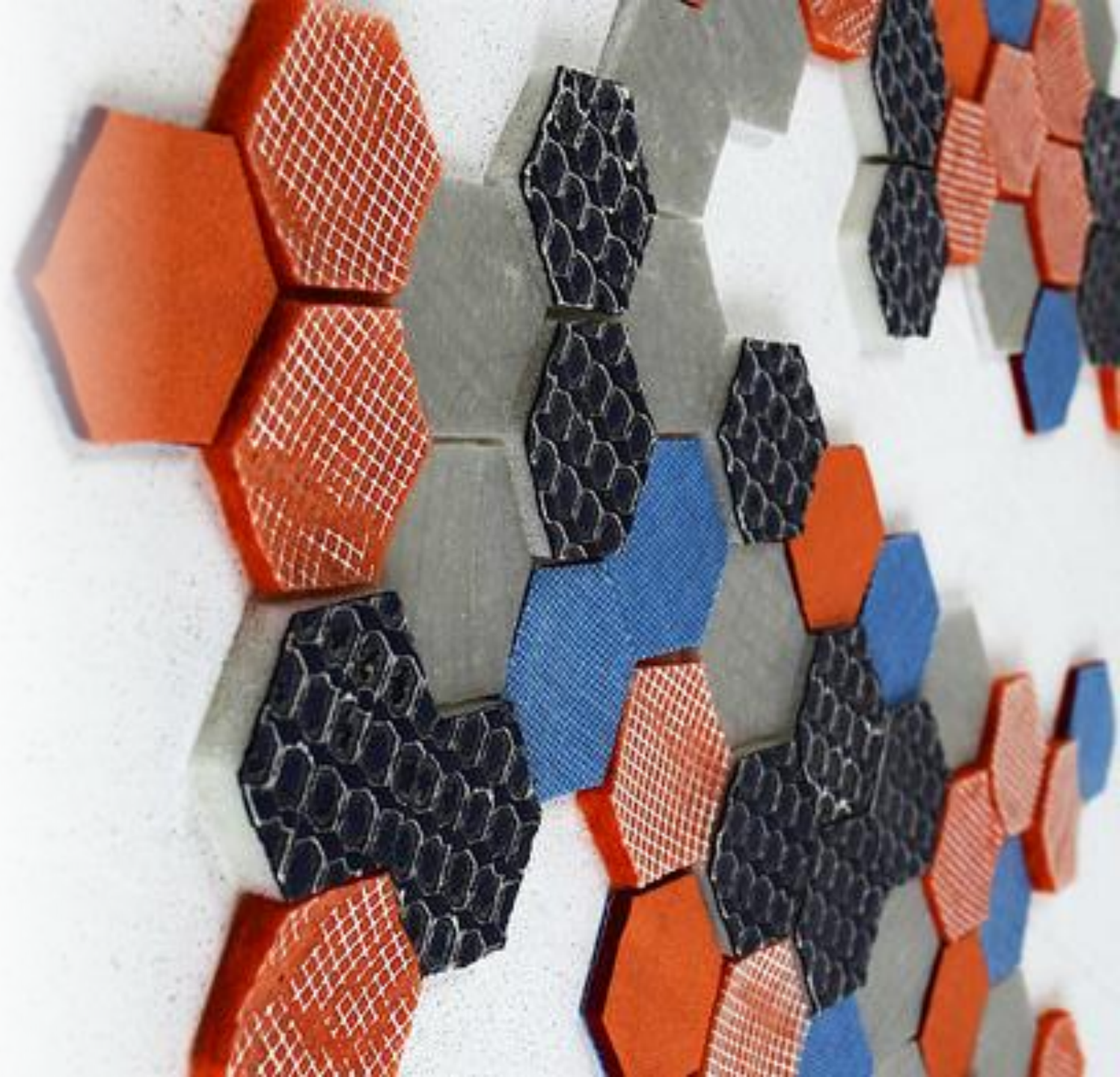
(A model)





# Group Discussion

- How would you define a culture partnership?
- What practices do you foster to shift culture and bring partnership to life?
- What opportunities for partnership such as the Student Consultant could you introduce to further build this culture?



# Culture, Behaviours and Characteristics

- Students are active members of all of GSA's decision-making bodies relating to L&T and the student experience.
- Academic and professional services staff are supported to actively engage and work in partnership with students.
- There are dedicated staff who support student engagement and partnership in each School.
- Students are engaged in all stages of enhancement activities.
- Student representatives are trained, supported and recognised for their contribution.
- Students are aware of who represents them.
- Student representatives are supported to work with staff to develop and implement solutions to student feedback.





# Outcomes and Impacts

## 2021-2023

- Student Partnership Project Fund
- Partnership / Student Led Teaching Awards
- Good Practice in Teaching: Student Perspectives
- Student Guide to Assessment and Feedback
- Student Guide to Studio-Based Learning
- Curriculum Review and Development

## 2023-2024

- Student Engagement Policy
- Student Experiences of Assessment and Feedback
- Diverse Student Voices
- Students' Use and Ambitions for Blended and Online Learning





# Evaluating Partnerships

- **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)



# 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 do we measure / know we have a culture of partnership?
- How do our practice contribute towards this culture?
- What tangible evidence do we have of this?
- What intangibles evidence do we have / could we capture of this?
- How can we use this evidence to enhance practice and demonstrate the impact of partnership?



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