



Transforming the Student Experience: A Meaningful Partnership Approach to Curriculum Transformation

GLAD Gathering Pace 2024

Katie McKee Moonesawmy | Head of Programme Development |
k.mckee@gsa.ac.uk

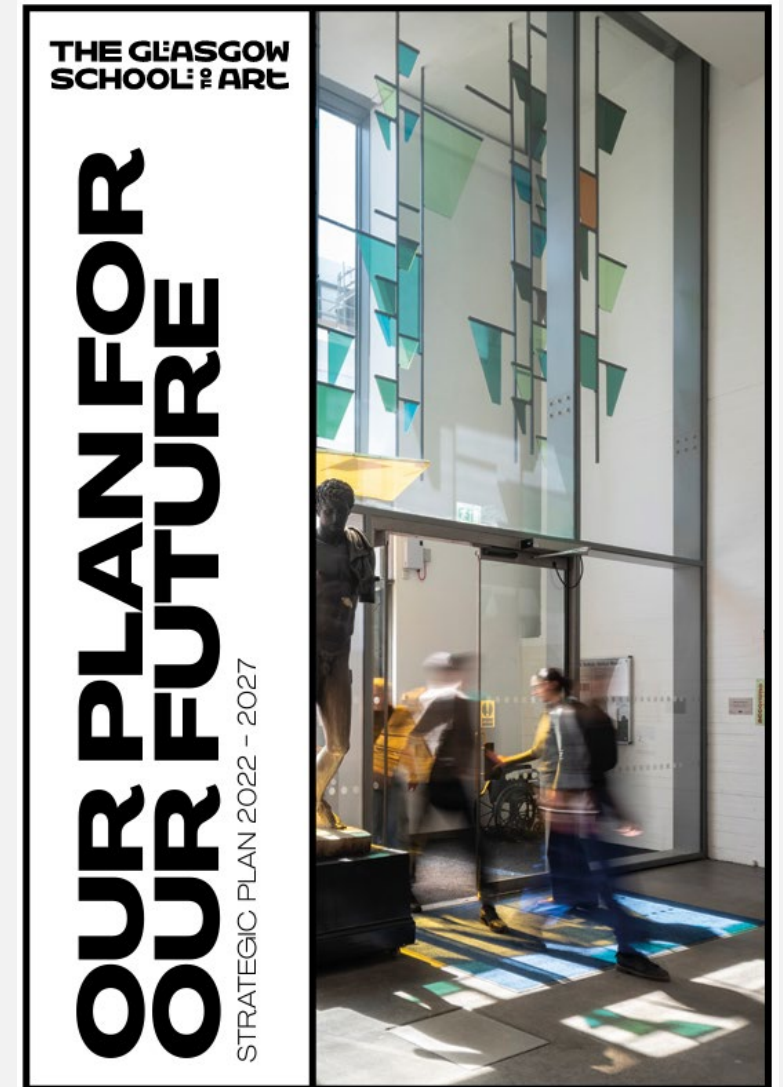
Mark Charters | Head of Learning, Teaching and Enhancement |
m.charters@gsa.ac.uk

Transformation Through Partnership

*“By 2027 our education will be renowned for the ways in which it **positively transforms the lives of our students and those who benefit** from the work they go on to do.*

*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)





GSA's Partnership Approach to Curriculum Transformation

- Introduce our Common Academic Framework project and how this has shaped our educational provision over the past two years
- Explore our partnership approach with staff and students ensuring a meaningful and impactful voice in the development and review process.
- Share impacts and reflections on the effectiveness and impact of this work.

Common Academic Framework

- **Transforming** our already distinctive models of creative education
- **Equipping** students for the world as it will be, not as it is or was through **GSA Graduate Skills & Attributes**
- **Embedding** core literacies; equality & diversity, social justice, digital literacy & collaboration
- **Establishing** common principles, characteristics and structures for Undergraduate and Taught Postgraduate programmes



GSA Graduate Attributes

Creative Learners: agile and creative life-long learners

Creative Thinkers: imaginative and creative thinkers

Creative Practitioners: skilled and creative practitioners

Creative Collaborators: inclusive and creative collaborators

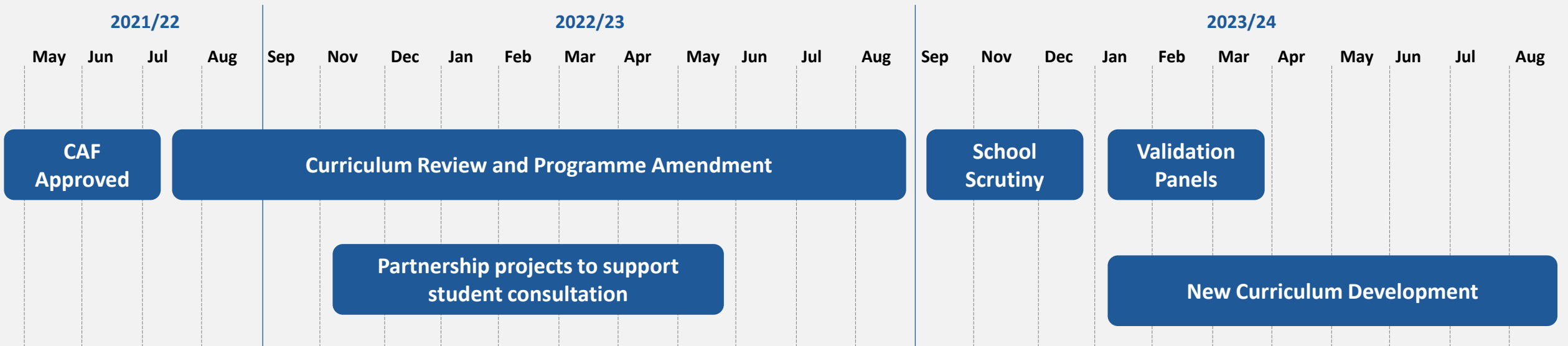
Creative Communicators: confident and creative communicators

Creative Citizens: creative citizens who care for people and the planet



Implementation through Support and Development

- Established a CAF Working Group
- Engaged an Academic Development lead in each School to support Programme Leaders and Teams and coordinate review and development activities.
- Developed a resource site and workshop series to support curriculum review and redesign focused on ILOs and assessment and feedback
- Engaged a Student Consultant in each academic School to support student engagement.



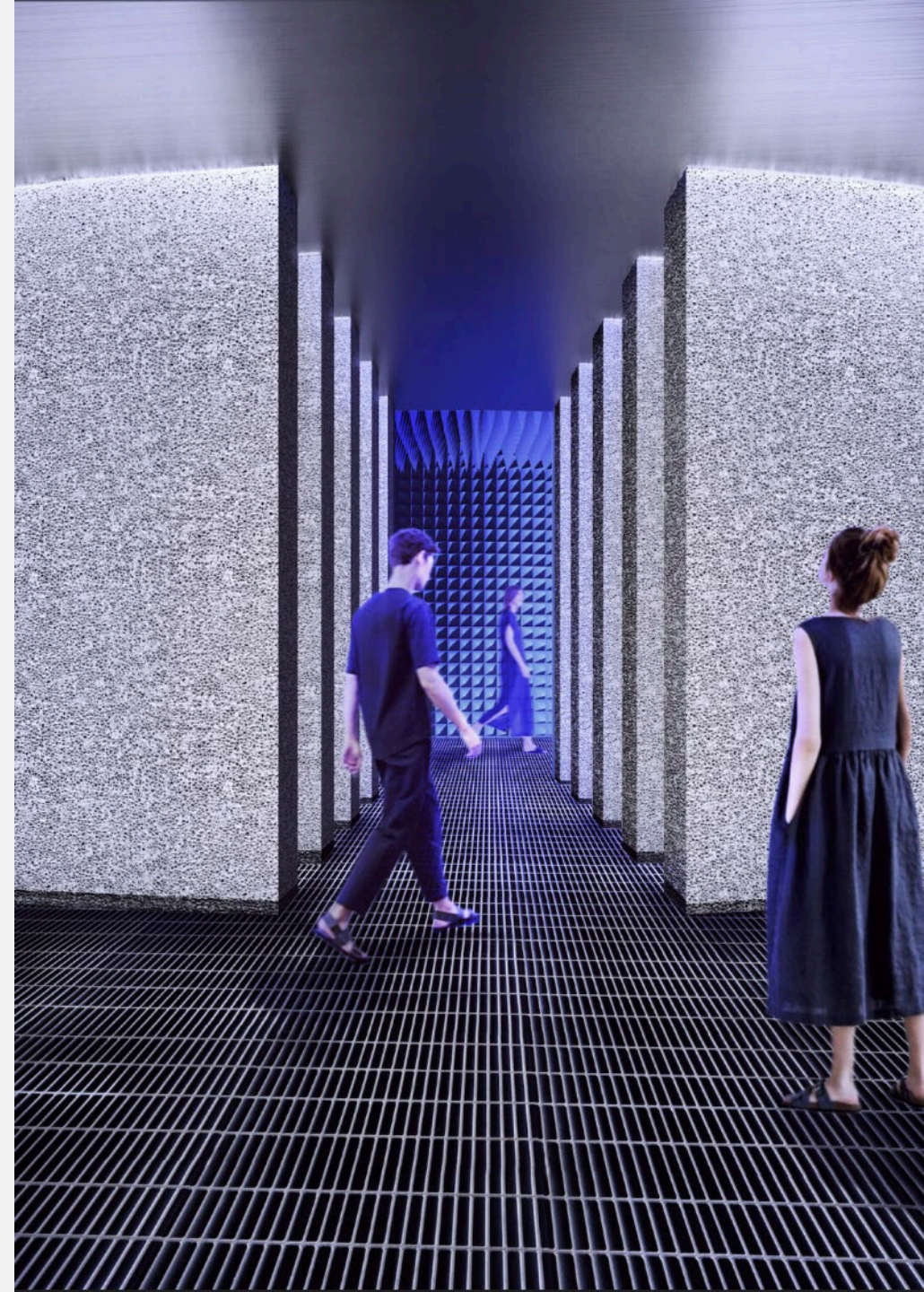
Conceptions of Partnership

“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’

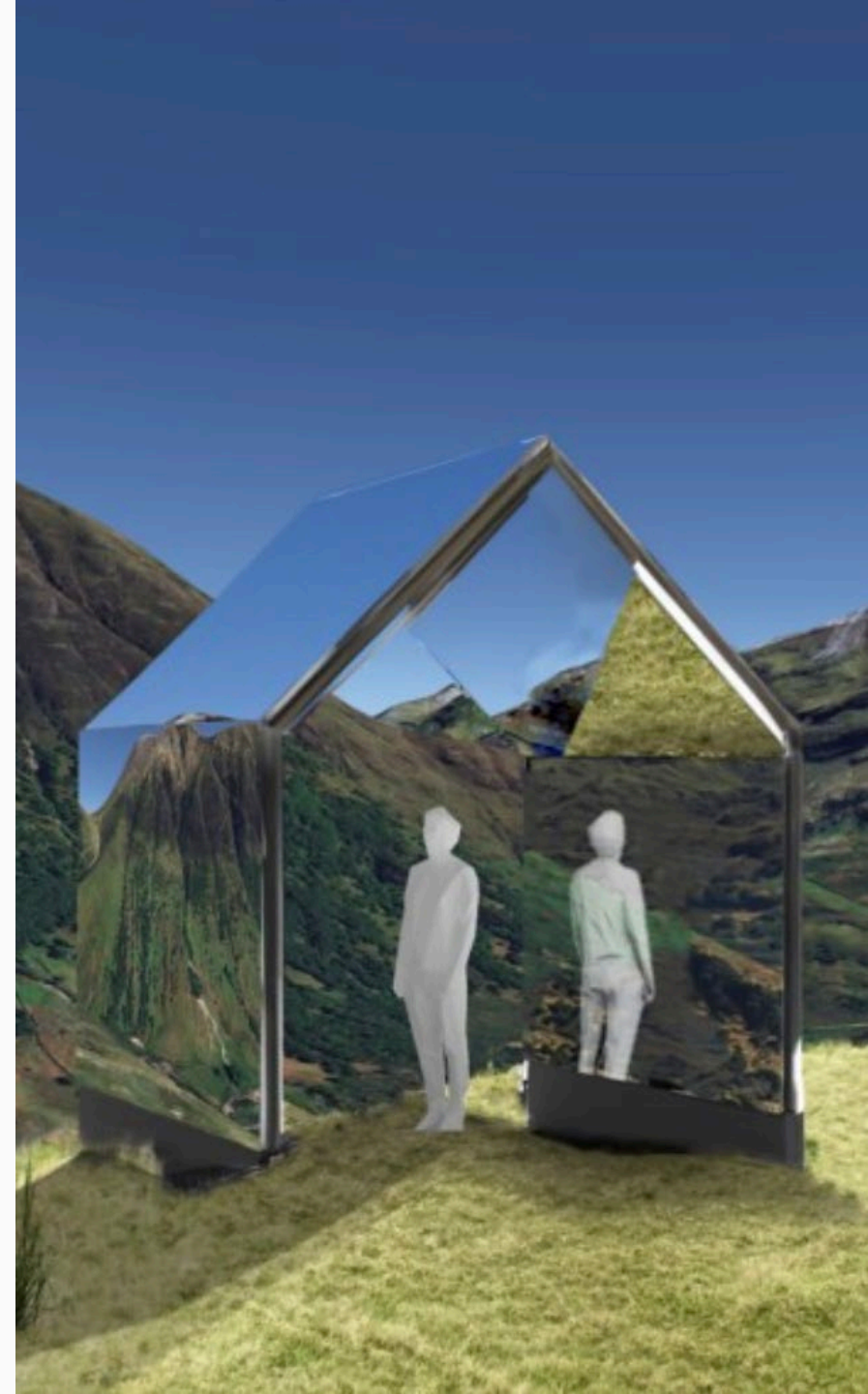
(Bovill et al, 2016)



Our Practices for Student Partnership

Student Consultant Role

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



CURRICULUM CONVERSATIONS

(A model)



Conversational Feedback Model

- 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

Impacts and Reflections

- Students said it **“Pulled back the curtain on pedagogy, and the "why" in education”**
- Students and Staff demonstrated **increased confidence in user research and active listening**
- **17 GSA programmes** re-launching this September, aligning to our Common Academic Framework and Graduate Attributes
- **Student Partnership work** is being **mainstreamed** in institutional enhancement work, through our **Student Partnership Agreement** and increased number of **Student Consultant roles**
- Institutionally we are **realising out strategic ambitions** to **work in partnership with our students to continuously enhance our pedagogies and curriculum.**



References:

Bovill et al (2016) Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating norms and ensuring inclusivity in student-staff partnerships, higher Education 71, 195-208

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<https://www.gsastrategicplan.co.uk/> [Accessed 26/03/24]

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