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

(Healey et al, 2014)
Conceptions of Partnership

Student Learning Experience

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

Student as . . .

Partner

Collaborator

Contributor

Informer

(sparqs, 2023)
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?
References


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