Student-staff partnership planning tool

A diagnostic tool for incorporating student-staff partnerships

Student-staff partnerships are a form of student engagement where students and staff work together to achieve a specific aim. This tool can help you, as an individual or team of students and staff, determine how you could adopt a partnership approach to a teaching or learning enhancement activity.

You may find it helpful to refer to the [Guide to incorporating student-staff partnerships into teaching and learning activities](https://ctl.web.ox.ac.uk/a-guide-to-engaging-in-student-staff-partnerships) for ideas as you work through this tool.

# Setting the partnership aims

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| **Prompt** | **Your response** | **Examples and resources**  |
| **Where in your teaching and learning enhancement work would you like to incorporate a student-staff partnership approach?**1. Would you like to take a student-staff partnership to a new activity or work that you already undertake?
2. What specific aim do you hope to achieve in partnership with students?
 |  | Use the [Student engagement mapping tool and Examples of student-staff partnership aims and activities resource](https://ctl.ox.ac.uk/tools-and-resources) in the toolkit to explore how you already engage with students and determine where you may wish to adopt a stronger student-staff partnership approach. |
| **Who else might you want to speak with before adopting a student-staff partnership approach to this activity?** |  | For example, speak to colleagues who are engaging in similar work to see if you could take a coordinated approach. |
| **Who would you like to be involved in this partnership activity?**1. Which and how many students would like to invite to take part? How will you recruit these students?
2. Which and how many staff would you like to invite to take part? How will you invite staff to take part?
 |  | Student-staff partnerships can engage a whole class of students, a select group of recruited students, or an individually selected student. Read about the benefits and drawbacks of these different approaches in [Co-creation in learning and teaching: the case for a whole-class approach in higher education](https://rl.talis.com/3/oxford/lists/9D9442EA-F583-8171-F881-8AC19F15D0D2.html?lang=en&login=1) in the Student-Staff Partnership Toolkit’s ORLO list. |

# Creating the conditions for partnership

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| [**Guide prompt**](https://ctl.web.ox.ac.uk/a-guide-to-engaging-in-student-staff-partnerships) | **Your response** | **Examples and resources** |
| 1. **How could students and staff understand why they should engage in a student-staff partnership approach to this activity?**
	1. Where could students and staff learn what it means to work in partnership?
	2. Why do you want students and staff to work in partnership on this activity?
 |  | Use the [student-staff partnerships slide deck](https://ctl.ox.ac.uk/student-engagement) to communicate what it means to work in partnership with students and staff. Browse student-staff partnership case studies in the toolkit to see examples of the value of adopting a student-staff partnership approach. |
| 1. **How could students and staff recognise how they may benefit from working in partnership?**
	1. How might the students and staff taking part in the partnership benefit from their involvement?
 |  | Browse the [Student Engagement through Partnerships project: Evaluation report](https://ctl.ox.ac.uk/student-engagement) (SSO required) to explore the benefits that individuals can gain from engaging in student-staff partnerships. |
| 1. **How could students and staff understand their roles and responsibilities in the partnership activity?**
	1. What is the scope and timeline of the activity?
	2. What does everyone need to contribute to the partnership for it to be successful?
	3. How will everyone be expected to contribute to the partnership?
 |  | Explore [Theory of Change resources](https://taso.org.uk/evidence/evaluation-guidance-resources/toc/) to help you plan the actions that will enable the partnership aims.For projects with multiple tasks, use the [Student engagement mapping tool](https://ctl.ox.ac.uk/tools-and-resources) to map out how students will engage with staff across different tasks. Read about the benefits of mapping engagement in [A framework to explore roles within student-staff partnerships in higher education](https://rl.talis.com/3/oxford/lists/9D9442EA-F583-8171-F881-8AC19F15D0D2.html?lang=en&login=1) in the Student-Staff Partnership Toolkit’s ORLO list. |
| 1. **Are there any logistical barriers that students or staff will face to participating in the partnership activity?**
	1. Could the partnership’s time, timing, timeline or location prevent anyone from taking part?
	2. What could be done to reduce these barriers?
 |  | Refer to the University’s [Access Guide](https://www.accessguide.ox.ac.uk/) to ensure you have booked accessible spaces for in-person meetings.Refer to the University’s guidance on [communicating clearly and accessibly](https://academic.admin.ox.ac.uk/accessible-communication) when developing any communications or materials for students or staff. |

# Engaging in partnership

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| 1. **How could students be empowered to question and actively shape the partnership activity alongside staff?**
	1. How will students and staff establish how they will work together?
	2. What strategies will students and staff use to ensure students are encouraged to work with staff as peers?
 |  | Use the [Guide to incorporating student-staff partnerships into teaching and learning activities](https://ctl.ox.ac.uk/a-guide-to-engaging-in-student-staff-partnerships) and the [student-staff partnerships slide deck](https://ctl.ox.ac.uk/student-engagement) to facilitate discussions with students about how student-staff partnerships differ from other modes of student engagement and the value of engaging as peers. |
| 1. **How could students and staff learn more about each other’s perspectives of the partnership activity?**
 |  | When organising events, consider if the timing may exclude certain students (eg part-time students or student carers) or if the event itself may dissuade students from attending due venue or activity itself.Review the University’s guidance on [staff and student relationships](https://hr.admin.ox.ac.uk/staff-student-relationships). |
| 1. **How could students and staff be encouraged to share joint responsibility for the success of the partnership activity?**
	1. How will students and staff recognise their shared ownership of the activity?
	2. How will students and staff stay up to date on each other’s progress?
 |  | Browse [student-staff partnership case studies](https://ctl.ox.ac.uk/student-staff-partnership-case-studies) to see the variety of ways students and staff have incentivised and maintained shared ownership over their partnership aims. |
| 1. **How could students and staff seek the support that they need to engage in the partnership activity?**
	1. Are there potential risks or challenges that may students face due to the nature of the partnership?
	2. What support structures could mitigate for these?
	3. How will students and staff be made aware of and able to access this support?
 |  | View an example [list of support services](https://ctl.web.ox.ac.uk/sites/default/files/ctl/documents/media/list_of_student_support_services.pdf) that was provided to students to anticipate any help they might need in a 2023 project.Review the University's [policy on the prevention and management of work-related stress](https://hr.admin.ox.ac.uk/policy-on-the-prevention-and-management-of-work-related-stress).Access the [training offered by the University Counselling Services](https://academic.admin.ox.ac.uk/student-counselling-service#collapse971621) for any staff member who may find themselves supporting students in distress.Refer to the University’s [Research ethics (including CUREC) support](https://researchsupport.admin.ox.ac.uk/governance/ethics) and [data protection policy](https://compliance.admin.ox.ac.uk/data-protection-policy) for guidance on investigating students’ experiences. |
| 1. **How could students and staff be encouraged to think about and adjust the way they work in partnership over the duration of the partnership?**
	1. What opportunities will students and staff have to share how the partnership approach is going and work to improve it?
 |  | Access guides to using [Microsoft Forms](https://help.it.ox.ac.uk/microsoft-forms) or [Vevox](https://www.ctl.ox.ac.uk/vevox) for anonymous polls. Consider using frameworks such as [Stop-Start-Continue](https://miro.com/templates/start-stop-continue/) to structure discussions around positive change.  |
| 1. **How could students and staff be recognised for the work they contributed to the partnership activity?**
	1. Are there any opportunities for students to be acknowledged their contributions to the partnership?
 |  | Direct students to the [Oxford University Careers Service](https://www.careers.ox.ac.uk/) for help with building their CV and determining their career options. Learn about the University’s [Vice-Chancellor’s Education Awards](https://www.ctl.ox.ac.uk/vice-chancellors-education-awards) and the [Awards for Excellence](https://hr.admin.ox.ac.uk/reward-and-recognition-scheme) scheme for recognising staff. Learn about the [Oxford SU Student Awards](https://www.oxfordsu.org/get-involved/studentawards/) and [SEDA Student Partnership Impact Award](https://www.seda.ac.uk/professional-development-opportunities/student-partnership-impact-award/) for recognising students.  |