

Reflective questions

These reflective questions should be used in conjunction with the [HEA Framework for student engagement through partnership](#). They are structured for the three principal audiences of the framework:

For organisations

- higher education institutions, students' unions (SU) / associations / guilds, faculties, departments, schools.

For individuals

- HE and SU staff, students and student representatives engaging through partnership.

For curriculum

- formal and informal.

The questions aim to support the process of applying the framework in policy and practice. As an aid to reflection, the questions can be used to take stock of where you are in terms of student engagement through partnership in learning and teaching. They offer a way of surfacing underlying issues, assessing institutional readiness, and identifying gaps and priorities for the future as part of action or development planning.

As an organisation...

Looking at the four areas of focus in the framework: which areas do you feel are appropriate for partnership, and why?

To what extent does the culture and ethos of the organisation/institution emphasise partnership in learning and teaching?

How are student engagement and/or partnership described in institutional policies and strategies?

How do staff and student leaders at all levels of the organisation/institution model partnership in learning and teaching?

How far do current partnership activities focus on:

- learning, teaching and assessment;
- subject-based research and inquiry;
- the scholarship of teaching and learning;
- curriculum design and pedagogic consultancy?

As an organisation...

To what extent, and how, are students and staff engaged as partners in the evaluation of learning and teaching practices?

Who takes responsibility for bringing about change in learning and teaching?

How are students and staff recognised and rewarded for their role as partners in the enhancement of learning and teaching?

To what extent, and how, do the physical and online spaces managed by the institution/students' union support the development of partnership learning communities?

To what extent do existing structures and processes enable distributed power within partnerships or, conversely, reinforce existing inequalities?

Are partnership opportunities available to all students and staff?

Who actually participates?

As individuals engaging (or planning to engage) through partnership...

What is your rationale for partnership and do all other potential partners share this rationale?

To what extent, and how, do you encourage and enable open and honest dialogue between partners?

How do you stand to benefit from partnership, and how does that compare to the benefits for other partners?

How is power distributed in your partnership?

How do you demonstrate respect and fairness in your interactions with other partners?

What resources are available to you to support innovation and risk-taking through partnership?

How are your unique talents, perspectives and experiences (and those of all partners) recognised and valued?

To what extent do you see partnership in learning and teaching as your responsibility?

In the design and delivery of the curriculum...

To what extent, and how, are active and collaborative learning approaches embedded in the curriculum or student learning experiences more broadly?

How are students and staff involved in the delivery and assessment of learning?

How is the use of pedagogic approaches that promote partnership between students and staff, and among students, supported and rewarded?

To what extent, and how, do pedagogic approaches emphasise learning as discovery and inquiry?

In what way do teaching and learning reflect disciplinary approaches to research and inquiry?

To what extent, and how, do students and staff contribute to the development of knowledge in their subject area/professional field?

To what extent, and how, do students and staff work in partnership to shape the curriculum?

How do staff and students work together in course approval and validation processes?

How do staff and students work together in the design and delivery of professional development in learning and teaching?