

3.1 Good practice in capabilities, development and accreditation should:

Define core student capabilities, attributes and development frameworks for student innovation and change activities (1)

- » To what extent have core student capabilities and attributes for working on partnership/change projects been identified?
- » What teaching, learning and assessment approaches will be adopted to develop student personal, academic and professional skills?



Define core student capabilities, attributes and development frameworks for student innovation and change activities (1)

- » Development frameworks focused on student innovation and change should consider addressing the following student capabilities and attributes:
 - › Becoming a change agent
 - › Working with stakeholders and institutional processes
 - › Analysing situations and environments (e.g. departmental, institutional, sector, world)
 - › Planning, running and evaluating a project
 - › Effective communication, negotiation, persuasion and team-building
 - › Identifying and describing change
 - › Planning, leading and delivering change
 - › Sustaining and embedding change
 - › Risk/conflict management and dealing with uncertainties
 - › Evaluating change, particularly in relation to impact of change
 - › Effective use of technologies in change projects
 - › Ethical practices in change projects
- » The development framework should specify learning outcomes, outline curriculum design, support and assessment, which should all be aligned to relevant benchmarks and best practice with e.g. external accreditation bodies, The Quality Assurance Agency for Higher Education (QAA) and Higher Education Academy (HEA)
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3.1 Good practice in capabilities, development and accreditation should:

Define core student capabilities, attributes and development frameworks for student innovation and change activities (2)

- » To what extent have core student capabilities and attributes for working on partnership/change projects been identified?
- » What teaching, learning and assessment approaches will be adopted to develop student personal, academic and professional skills?



Define core student capabilities, attributes and development frameworks for student innovation and change activities (2)

- » Development frameworks should also focus on core student learning and development, capabilities and attributes e.g.
 - › How people learn
 - › Online learning
 - › Creativity
 - › Entrepreneurialism
 - › Self-awareness
 - › Reflection, personal and professional development
 - › Digital literacies
 - › Communications skills

- » Student development should be aligned with career planning

- » Development frameworks should include taught (preferably online) courses combined with a reflective portfolio that centres on a student change project/activities

- » Student capabilities should be “stretched”

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3.2 Good practice in capabilities, development and accreditation should:

Develop/acquire courses and training/learning resources for students and staff

- » To what extent do courses and training/learning resources already exist e.g. as open educational resources?
- » What is the potential for undertaking collaborative developments with other institutions?
- » To what extent should technology-enhanced approaches be adopted?



Develop/acquire courses and training/learning resources for students and staff

- » Ensure courses and training/learning resources map to the student development framework
- » Adopt open source approaches to course development including the use of Open Educational Resources (OERs) – which could include whole modules or reusable learning objects
- » Consider working collaboratively with other institutions to share their courses and/or share development of new courses
- » Engage students in course design, review and development
- » Adopt technology-enhanced approaches to aid efficiencies, flexibility and scalability
- » Assessments should aim to exploit computer-based techniques and adopt e-portfolios to underpin the student reflective portfolio
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3.3 Good practice in capabilities, development and accreditation should:

Implement student personal and professional development planning using reflective practice and e-portfolios

- » To what extent should student development be based on personalised development planning and reflective practice approaches?
- » To what extent can such reflective practice and partnership working be supported using e-portfolios?



Implement student personal and professional development planning using reflective practice and e-portfolios

- » Student personal and development planning using e-portfolios should align with the development framework and defined learning outcomes within the context of their change projects/activities
- » Students should be provided with diagnostics/self-review tools to aid them in developing their self-awareness and in processes of reflection, personal and professional development
- » Students should be provided with access to their own e-portfolio, where they can choose who to share this with (encouraging “ownership” by the student)
- » E-portfolios can be used for planning and setting goals, reflecting, feedback, capturing and storing evidence, collaborating (e.g. with mentors, peers and tutors) and presenting to audiences (e.g. for celebrating learning or sharing with potential employers)
- » It should be stressed to students and staff that e-portfolios should underpin a high degree of collaboration between students, peers, mentors, tutors (and potentially other stakeholders) at all stages of student projects/activities
- » Multimedia data (e.g. captured from smartphones, tablets) can be collected as evidence e.g. audio/video interviews with stakeholders in change projects
- » Students should be made aware of the possible benefits of sharing their e-portfolios (including multimedia evidence) with potential employers
- » Students should be made aware of the potential to use/re-use/share e-portfolio content for different purposes and different audiences.
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3.4 Good practice in capabilities, development and accreditation should:

Develop academic and professional body recognition and accreditation opportunities for students

- » To what extent will student's work need to be formally recognised and accredited?
- » Who needs to be consulted in determining such recognition and accreditation?



Develop academic and professional body recognition and accreditation opportunities for students

- » Survey students in terms of their preferences for recognition and accreditation
- » Survey employers and employer bodies in terms of their preferences and needs for student recognition and accreditation
- » Consider assigning institutional academic credit to “change” courses e.g. as an academic module
- » Work with academic and professional bodies to develop accreditation for students via e.g. aligning student development frameworks with their development and accreditation frameworks
- » Work in collaboration with staff responsible for student employability and careers to explore such accreditation possibilities
- » Align student development frameworks to graduate attributes and employability
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3.5 Good practice in capabilities, development and accreditation should:

Provide student/staff support

- » To what extent do students and staff require support?
- » What are the most appropriate and cost-effective types of support?
- » To what extent should technology-based approaches to support be adopted?



Provide student/staff support

- » A range of online resources should be developed to support students and staff such as:
 - › Guides to setting up and implementing staff/student roles/partnership models
 - › General guidance and good practice materials
 - › Induction materials
 - › Relevant forms and templates e.g. contract templates, consent forms, IPR forms
 - › Diagnostics/self-review toolkits
 - › Evaluation resources e.g. guides to undertaking evaluation and measuring impact
 - › Guides on sustaining and embedding projects
 - › Compliance and etiquette guides in relation to e.g. IPR, data protection, privacy, slander/libel, H&S, ethical working, e-communications
 - › Guides to technology-enhanced working, communicating and learning
- » Each student should be assigned a member of staff “development lead” to support them
- » Consider providing mentoring for students from external stakeholders e.g. employers
- » Support students in exporting e-portfolio content for future use e.g. in other systems and when moving into employment/further study
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3.6 Good practice in capabilities, development and accreditation should:

Provide relevant staff training and link to CPD

- » To what extent does staff require training
- » How should such training align with existing staff professional development approaches, recognition and accreditation?



Provide relevant staff training and link to CPD

- » Consideration should be given to adopting the “student change leader” development frameworks and courses and customising them (if needed) for staff
- » Link the staff development framework in leading change to the HEA professional standards framework
- » Engage with HR/staff development teams to design the staff development frameworks in leading change
- » Consider approaches such as “buddying” where experienced staff help to train and support their peers
- » Develop a community of practice for staff and encourage experienced staff to record good practice techniques for sharing with peers

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