4.1 Good practice in **evaluation, impact and sustainability** should:

Identify the rationale and need for evaluation

» What is the purpose of evaluation and how will it practically benefit the project?

» How can evaluation be used to support sustainability and embedding of projects?

» How can evaluation support stakeholder engagement?

Identify the rationale and need for evaluation

» Evaluation can sometimes be undertaken without fully appreciating the rationale – student partnership projects should therefore spend time questioning the reasons for undertaking evaluation, how it will be used and for what potential benefits

» Evaluation should be used for identifying impact rather than just whether a project has met specific deliverables

» As a formative "action research" process throughout a project, evaluation can support teams in reflecting on and evaluating their own progress, and support agile acting on lessons learned and responding to changing contexts

» Evaluation can play an important accountability role

» Evaluation can drive the sustainability and embedding agenda though e.g. identifying long-term goals, and providing evidence to align with (and influence) institutional policies

» Evaluation can play an important role in building capacity and wider stakeholder engagement, through e.g. providing valuable evidence and resources to promote dialogue around what is possible, effective and what works

» Evaluation can underpin celebrating student success and gaining external recognition

» Evaluation can support benchmarking/collaborative self-review with other institutions/student partnership projects

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4.2 Good practice in **evaluation, impact and sustainability** should:

Choose appropriate qualitative and quantitative evaluation approaches

» How "ready" is the institution, students and staff to undertake student partnerships?

» How will the student partnership project define or indicate success and impact?

Choose appropriate qualitative and quantitative evaluation approaches

» Carry out baseline activities to evaluate the current situation, seek stakeholder engagement and to inform project planning and evaluation plans

» Develop an evaluation framework that focuses on measure/indicators of success – both for the project and for longer-term meeting of institutional goals (i.e. supporting the sustaining/embedding agenda)

» Consider adoption of formative/action research approaches based on e.g. implement, pilot, feedback, reflect, modify and implement

» Consider appreciative enquiry approaches e.g. inquire, imagine, innovate and implement

» Consider a "balanced scorecard" approach that uses a strategic management tool to help focus on different stakeholder's perspectives, processes, staff development and finance

» Consider use of external/internal evaluators and/or critical friends though ensure that their brief encompasses project sustainability and embedding

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4.3 Good practice in **evaluation, impact and sustainability** should:

Adopt a range of data collection techniques to support evaluation

» How can students be used to undertake evaluation?

» What are the best techniques to use to evaluate student partnership projects?

Adopt a range of data collection techniques to support evaluation

» When base-lining, take advantage of existing data e.g. student surveys

» Students should be tasked to research and evaluate projects as a key component of their roles as e.g. changes agents/researchers

» Evidence that students collect as part of their e-portfolios can potentially be used for student partnership project evaluation, though appropriate permissions must be sought and agreed

» Consider use of cognitive mapping techniques to aid triangulation of responses from surveys

» Consider the use of focus groups and informal discussions to explore complex behaviour, clarify results from surveys and add human dimensions to impersonal data

» Consider use of visual data to help convey complex concepts and seek feedback on these

» Interviews enable in-depth investigation of issues and minimise individual interviewees being influenced by others

» Questionnaires enable large samplers to be collected at relative low cost and in a standardised way though there are many disadvantages including survey fatigue and dangers of being incorrectly completed

» Statistics are useful for evaluating usage patterns and tracking trends and changes, though are generally not useful for in-depth analysis

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4.4 Good practice in **evaluation, impact and sustainability** should:

Identify impact on a range of stakeholders and the institution

» What areas should the project focus on to identify impact on specific stakeholders such as students, staff and employers?

» What areas should the project focus on to identify impact on the institution?

Identify impact on a range of stakeholders and the institution

» Student partnership projects should seek to evaluate impact on students as follows:
› Student personal and professional development using e.g. the development framework and graduate attributes/employability frameworks
› Student satisfaction
› Student success in seeking and gaining employment
› Student academic development (e.g. scholarship, research, learning)

» Impact on staff should be evaluated:
› Staff satisfaction
› Staff development e.g. though CPD frameworks
› Staff culture

» Impact on employers should also be evaluated:
› Employer satisfaction
› Employer networking, engagement and partnerships.
› Alumni collaboration

» The impact on institutions should be evaluated as follows:
› Contribution towards institutional goals and policies
› Recruitment and retention
› Student project impact e.g. on educational innovations, LT&A enhancements, efficiencies
› Contribution to institutional processes and effectiveness

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4.5 Good practice in **evaluation, impact and sustainability** should:

Develop case studies for use with stakeholder communications and engagement

» How can case studies best be used to aid stakeholder communications and engagement?

» How can case studies be used to sustain and embed student partnership projects?

» What should case studies contain?

Develop case studies for use with stakeholder communications and engagement

» The purpose of case study production should be clearly identified together with plans for how they will be used as part of stakeholder engagement and project sustaining and embedding

» Case studies can review an overall student partnership project as well as individual elements e.g. specific student projects, faculty implementation, staff development

» Core "template" questions should be addressed such as:

› What were the background, context, need and rationale?

› What were the aims and objectives?

› What was undertaken?

› What was the impact and benefits?

› What were the issues and challenges?

› What lessons were learned?

› What were the unexpected outcomes?

› What are the key points for effective practice?

› Conclusions and recommendations

» Case studies should capture detailed "how to" information to aid other practitioners in planning similar activities e.g. costs, resources required, impact on staff/student workloads, cost-benefits, IPR/ethics issues, compliance

» Multimedia techniques (e.g. using smartphones, digital still/ video cameras) can be used to capture e.g. audio/video interviews and testimonials all of which can be used for both evaluation and in wider stakeholder communications

» Case study data should be thought of as "reusable data objects" i.e. case studies should be presented in different ways for different audiences and contexts

» Collecting data for case studies should commence early on in projects (e.g. when base-lining commences) and continue throughout a project and align with evaluation activities

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4.6 Good practice in **evaluation, impact and sustainability** should:

Develop recommendations for sustaining student partnerships as part of evaluation

» How can evaluation processes be used to support the sustaining of student partnership projects?

» How can evaluation best be used to influence and gain support from senior managers?

Develop recommendations for sustaining student partnerships as part of evaluation

» The evaluation processes should aim to produce a clear set of options for sustaining the project, outlining the pros and cons of each option and how they align with institutional policies

» Each option should explore how they can be implemented together with challenges and risks as well as time and resource commitments required from staff

» Explore with senior management how student partnerships can support, influence and shape institutional policies and responding to changing drivers and needs as well as how best to organisationally take forward student partnerships

» Collaboration opportunities should be explored with external stakeholders e.g. employers, professional/sector bodies, alumni, private sector companies, schools and colleges, including exploring open approaches

» Sustain and further develop communities of practice, driven by students

» Students generally remain in an institution for relatively short terms, therefore knowledge transfer between student cohorts should have a key focus

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4.7 Good practice in **evaluation, impact and sustainability** should:

Explore options for institutionally embedding student partnerships

» How can evaluation be used to support embedding of student partnership projects?

» What does embedding mean?

» What are the key approaches to institutionally embedding student partnership projects?

Explore options for institutionally embedding student partnerships

» The evaluation processes should aim to produce a clear set of options for embedding the project, outlining the pros and cons of each option and how they align with institutional policies

» Consideration should be given to embedding student partnerships in a wide range of institutional activities reflecting different student role models e.g. change agent, researcher, mentor, co-creator/designer

» Institutional policies, processes and systems should be reviewed to enable them to be more responsive towards and benefit from student partnerships e.g. QA processes, ethics policies, compliance policies, student payments, professional support services

» Develop useful guides, resources and toolkits to support other staff and students in setting up partnerships

» Allocate resources for staff and students who have engaged with student partnerships to train, induct and support other staff

» An overall sustainability and embedding plan should be developed and aligned with the stakeholder communications and engagement plan

» Research and evaluation should be sustained as an on-going activity, particularly in relation to evaluating impact on staff, students, the institution and other stakeholders

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