

Professional Development Partnership

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What is the Learning Partnership?

- ▶ The Learning Partnership (LP) project group are developing a framework of collaborative student and staff project-based learning activities.
- ▶ The career enhancing activities provided through the LP will deliver clearly identified learning gains.
- ▶ This will provide a direct contribution to the achievement of our institutional aims in relation to innovative pedagogy and our civic contribution to the local community.

Context

- ▶ **Ethics, morals, values, strategy, skills..**
- ▶ **QAA code** - Values shared = “openness, trust and honesty, agreed shared goals and values, and regular communication between partners”.
- ▶ **TEF & UK White Paper: ‘Chapter 2: Choice’** - “capacity for critical thinking, analysis, teamwork and ability to learn”.
- ▶ **HEFCE research on learning gains** - Measuring improvements in - knowledge, skills, work-readiness and personal-development. Evaluated: critical thinking skills & problem solving skills, attitudes towards their study experience, engagement in their studies.
- ▶ **UoP/UPSU Strategy and process** - Staff and student ‘Hallmarks’, skills badging. ‘Hallmarks’ are roughly equivalent to ‘Graduate Attributes’.

Ethics and collaborative learning

- ▶ **HEA 9 values:** “authenticity, honesty, inclusivity, reciprocity, empowerment, trust, courage, plurality, and responsibility.” (HEA 2015)
- ▶ What are your values? Balancing “process [and] outcome”?
- ▶ Implicit/explicit?
- ▶ Ways of working together - collective vs individual
- ▶ Deontological and consequential frameworks - in the middle?
- ▶ Raises questions..

Enhancing both student and staff continuing professional development

- ▶ Need to be flexible, adaptable, honest, innovative, inclusive etc.
- ▶ How does this enhance professional development? - our example.
- ▶ Quality enhancement and the use of technology.

Impact of the ethical practices of this programme from the perspectives of students and staff

- ▶ My own experience - transition from student to staff.
- ▶ Student voice:



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The LP has been a great way for myself and others to not only develop our self confidence when voicing opinions/ideas in large groups, but confidence when speaking to more educated members of the academic community. It has been so valuable to be able to work with students from other departments, and a variety of staff as a team of equals helping to clearly shape the [university], and bridge the gap between staff and students”

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Lizzie Mills

Lizzie also said that: “This has really improved my patience and listening skills, as we are often discussing content that may have a variety of opinions and solutions”

“ My experience in the learning partnership has helped me shape a whole new approach to my work and my learning. For someone who has always had very low self esteem, I never believed that I could achieve anything. However, feeling valued and respected in these sessions has helped me to shape a positive growth mindset approach to my learning. Not viewing it through my narrow self beliefs but now more like “why not give it a try?” Even if I fail I will still be further along my learning than I am now. This approach helps me believe that anything is possible and it is reaching out and trying that counts. ”

Gemma Isaj

Gemma also said: “I began to realize that staff and students were two sides of the same coin, not working in opposition but in partnership in the passion of education. Now instead of feeling like a student at the institution I now feel part of the institution.”

Activity: (40 mins) How does SE/ partnership activity support the development and acquisition of graduate attributes.

- ▶ (5 mins) What are your values around student engagement? - Discuss & write your key values on the sheets.
- ▶ (10 mins) Each group has a 'UoP Hallmark'. Discuss: a) What potential skills development has taken place to achieve this Hallmark. b) What kind of activities were undertaken to achieve these skills. c) How do you then evidence the practical application of these Hallmarks. Overall: How can students demonstrate they have achieved these?
- ▶ (15 mins). Spend a few minutes finding a Hallmark/Graduate Attribute from your own institution. Discuss in pairs what values are particular to your SE/partnership activity. How do these values then relate to the acquisition of the Hallmark/GA in your own context?
- ▶ (10 mins) Share your thoughts with the group and concluding remarks.

Discussion:

Process of engagement & partnership generates outcomes of further engagement & partnership. Thus, arguably it is both “process [and] outcome”.

LP Example:

Staff & students are just at different stages of their developmental & learning journeys. This process reiterates sharing of core values. This enables a sense of belonging to flourish and the creation & then the sustainability of a learning community to evolve.

For students this will relate to the Hallmark of a Portsmouth Graduate. Students will be able to obtain reward and recognition for personal & professional development.

For staff, an enhanced understanding in relation to the quality of the student experience, providing evidence for their own development for recognition and reward.

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