

**TO INTERACT WITH THIS  
PRESENTATION CLICK ON THE  
RELEVANT AREAS.**

**ENTER**

# STUDENT-STAFF COLLABORATIVE RESOURCES

University of Brighton  
Centre for Learning and Teaching

<https://staff.brighton.ac.uk/clt>

NEXT



**University of Brighton**

*ALD<sub>in</sub>HE*

Association for Learning Development in Higher Education



**EXPLORING PARTNERSHIP**

**ENTER**



**OVERVIEW**

**ACTIVITY**



## OVERVIEW & PURPOSE

This resource has been designed to set the scene for successful partnership working and complement the induction process for new student partners. The aim is to get both parties to reflect on what they can bring to the partnership and what they can gain from it, through a mutual skills exchange. This activity will lead to an agreed partnership plan between both students and staff, and will support the development of skills which can be transferred into employment. The intention is to readdress the balance of a typical induction by both sides agreeing on shared expectations which enhances collaborative working.

The resource comprises of a series of cards, each with one of 6 different themes e.g. digital skills. On the bring card the student will list the skills they can currently bring to the partnership and on the want card the student will list what they hope to gain from the experience. The staff member will do the same by explaining what they have to offer the student and what they want from the partnership using their own set of cards. At the end of the task both parties will discuss their respective cards and formalise a partnership plan of what each party hopes to contribute and gain.

**NEXT**

The task will enable the student and staff to reflect on what assets and skills they can bring to the partnership, and what both parties want as an outcome. For example, the student may identify that they have strong social media skills, whilst the staff member has identified wanting to use social media for promoting the project. Through discussion of each other's cards, this exchange is then integrated into the partnership plan through the generation of an agreed action, e.g. the student will liaise with the Learning Technologies Advisor at the university about setting up an Instagram account for the project.

The resource is designed for use with one student partner, but can be adapted to be used in a small group. All the theme cards should be considered as it provides an opportunity to identify a potential skills exchange, which might otherwise not have been thought of. However, it is not essential for both a bring and want card to be completed for each theme.



**NEXT**



## ACTIVITY

**Step 1:** Print or download the resource. Each set will contain two sets of each card, one for the student and one for the staff member.

**Step 2:** Select a bring theme card from the pile and find the corresponding want card for each person.

**Step 3:** Spend five minutes filling in both cards. You do not need to use all of the spaces on the cards.

**Step 4:** Repeat the process with all the theme cards.

**Step 5:** Once all the cards have been completed, both the staff member and student will review each other's cards together by theme. You will then identify commonalities and gaps between each others brings and wants.

**Step 6:** The final step will be to collaboratively complete the partnership plan, including identifying opportunities for skills development for both partners.

**NEXT**



CLICK ON THE RELEVANT CIRCLE



DIGITAL SKILLS



COMMUNICATION SKILLS



INNOVATION & CREATIVITY SKILLS

**FINISH**



PRACTICAL SKILLS



RESEARCH SKILLS



PERSONAL ATTRIBUTES



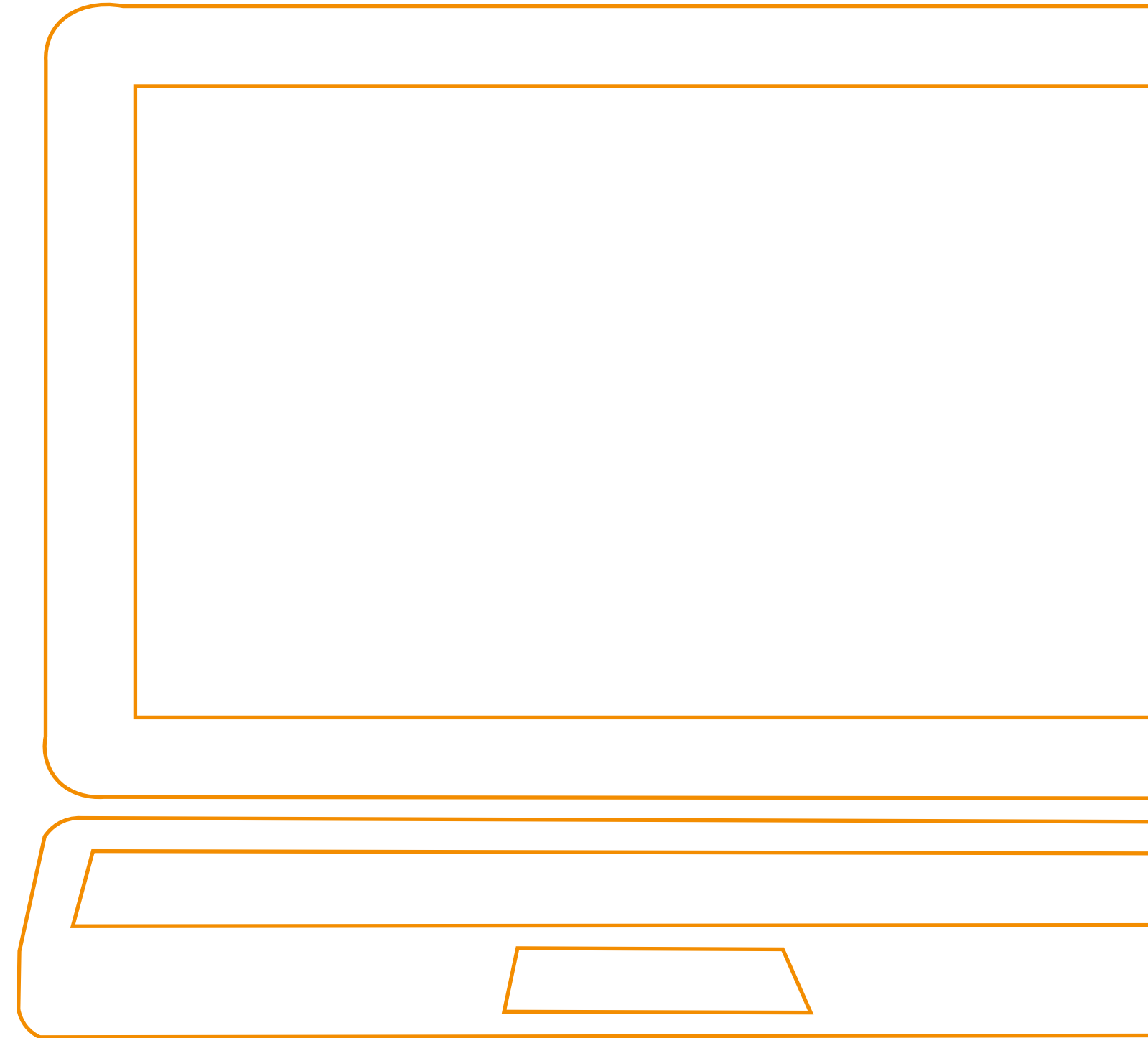
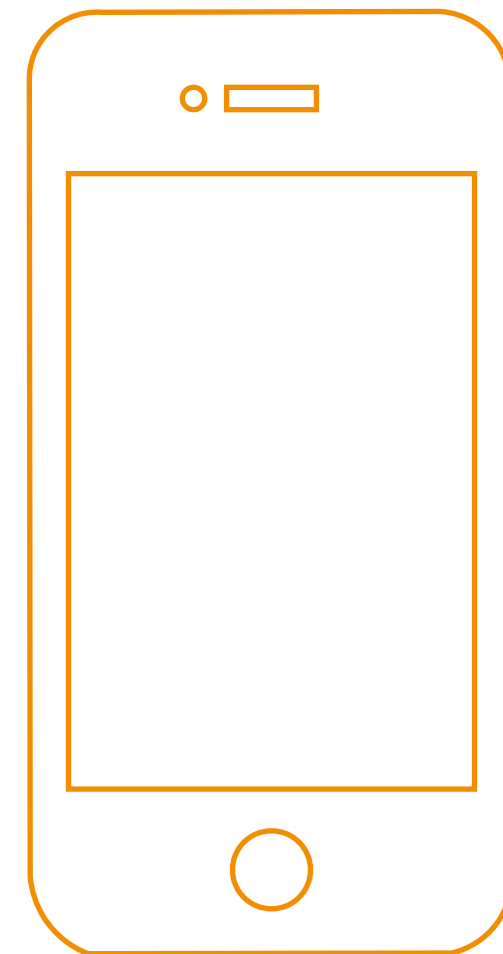
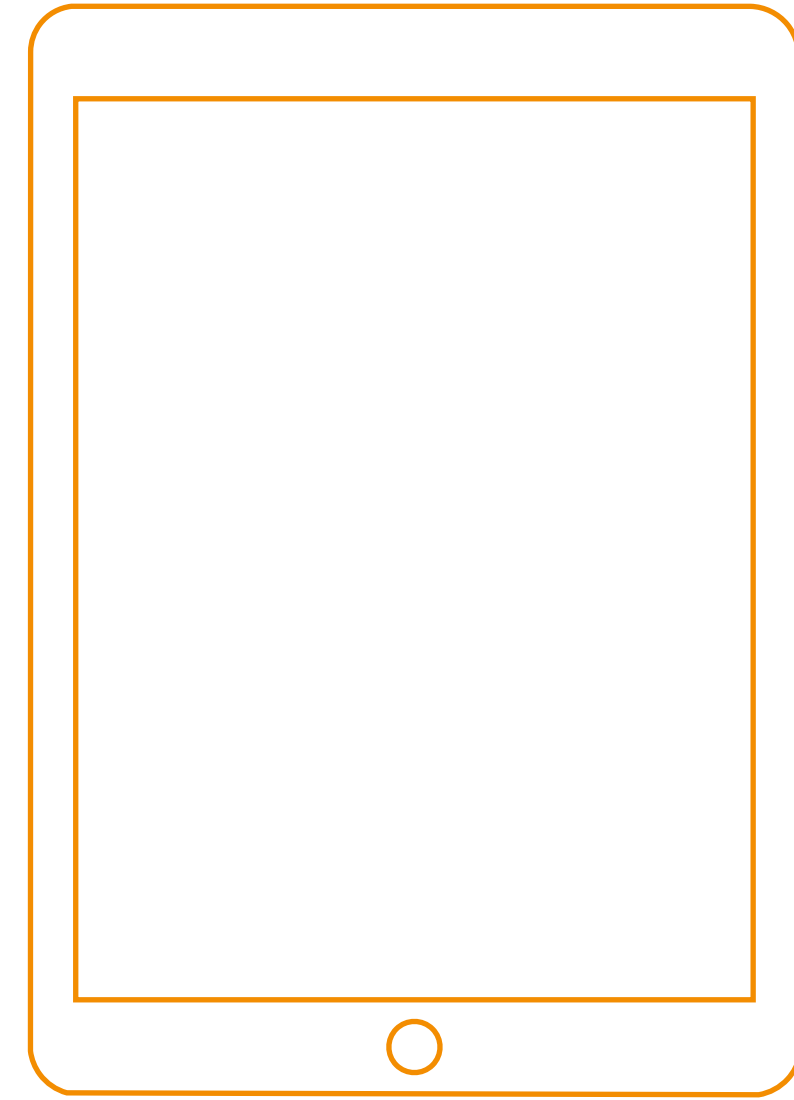


# WHAT I CAN BRING...

## DIGITAL SKILLS

e.g I can confidently use social media, such as Facebook

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



**NEXT**



# WHAT I WANT...

## DIGITAL SKILLS

e.g. I want to understand how to use social media for marketing

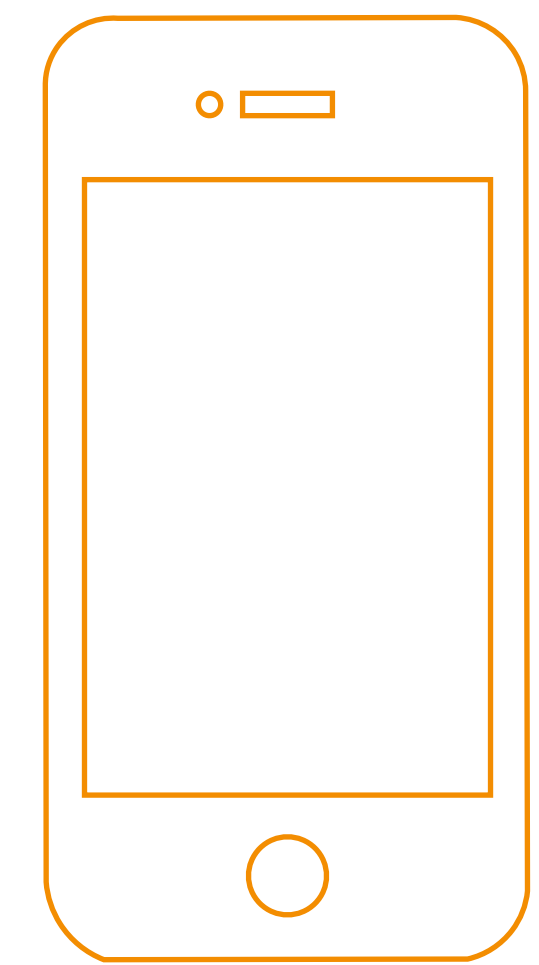
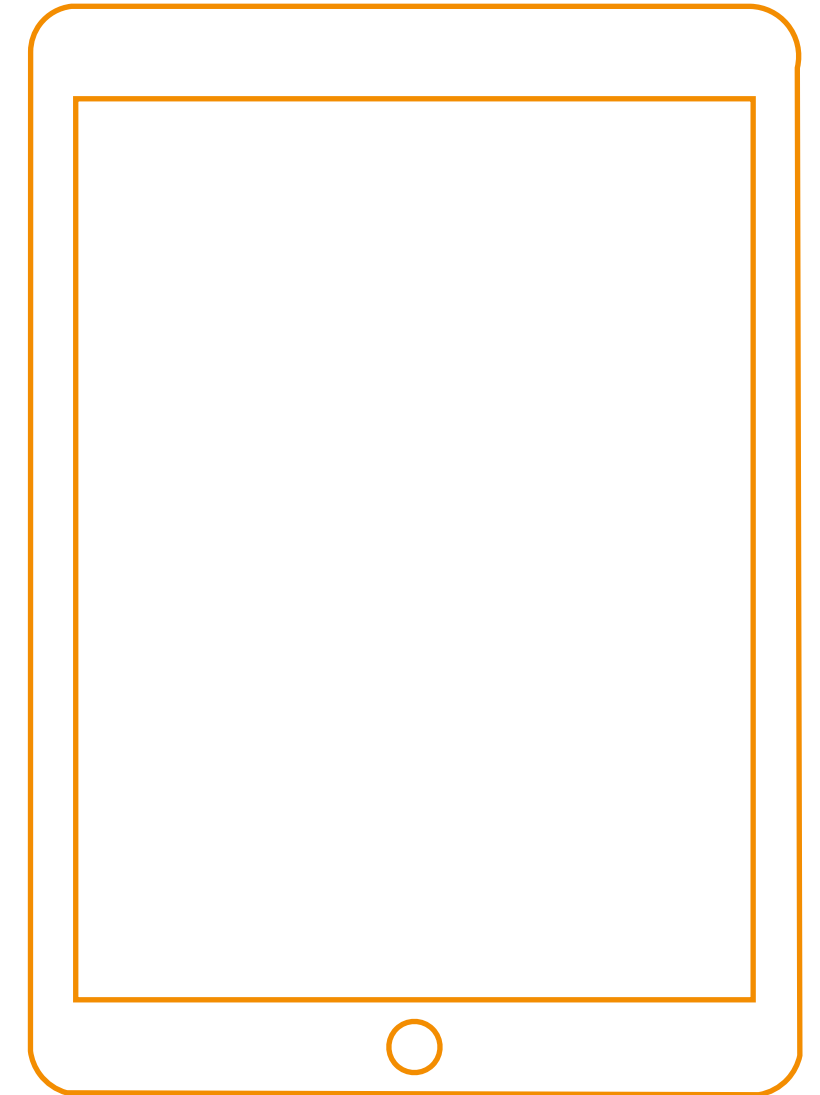
1.....

2.....

3.....

4.....

5.....



**NEXT**



## WHAT I CAN BRING...

### COMMUNICATION SKILLS

e.g. I am good at networking

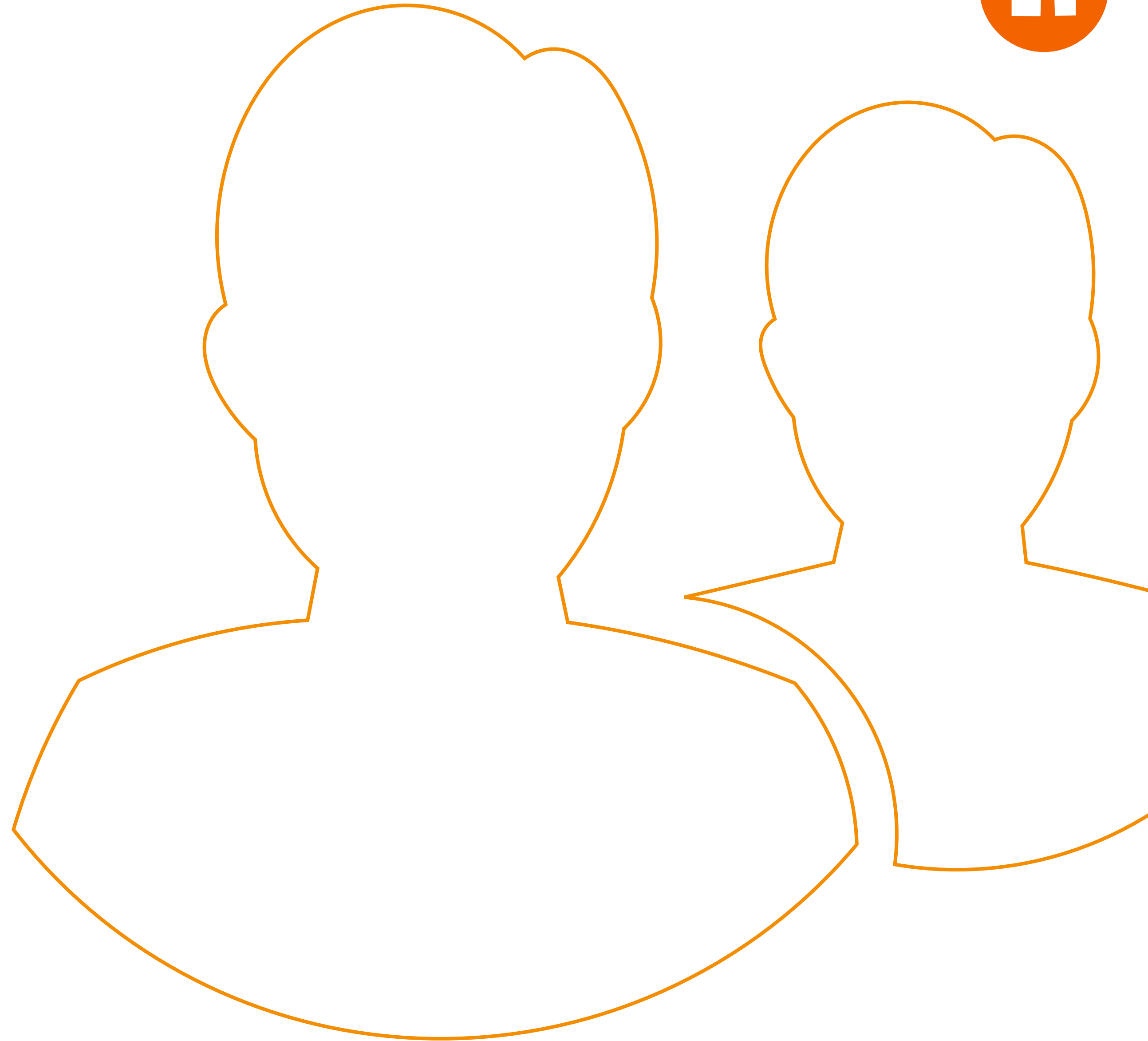
1.....

2.....

3.....

4.....

5.....



**NEXT**



WHAT I WANT...

## COMMUNICATION SKILLS

e.g. I want to feel more confident at talking in a group

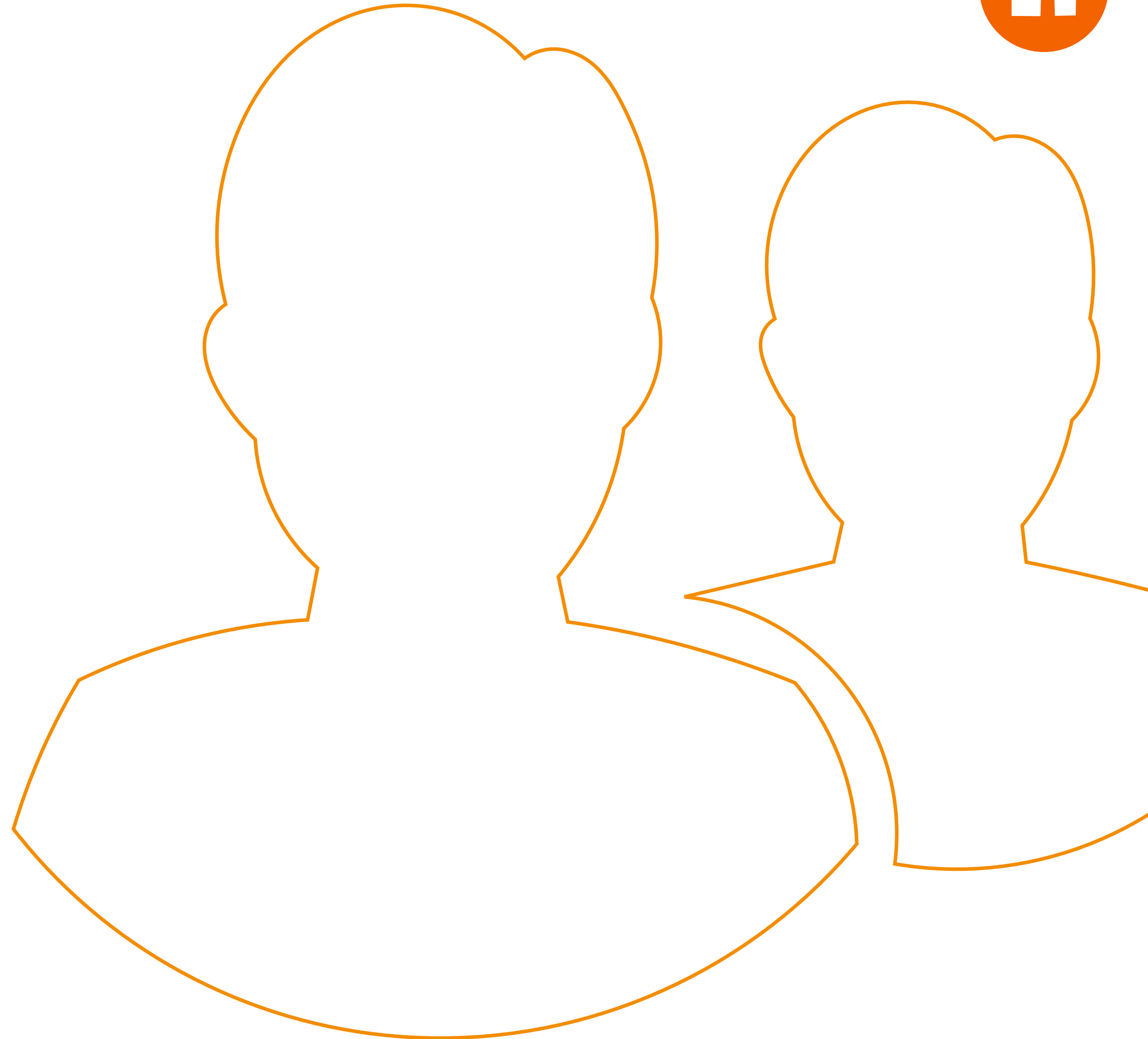
1.....

2.....

3.....

4.....

5.....



**NEXT**



## WHAT I CAN BRING...

## INNOVATION AND CREATIVITY SKILLS

e.g. I am good at thinking outside the box

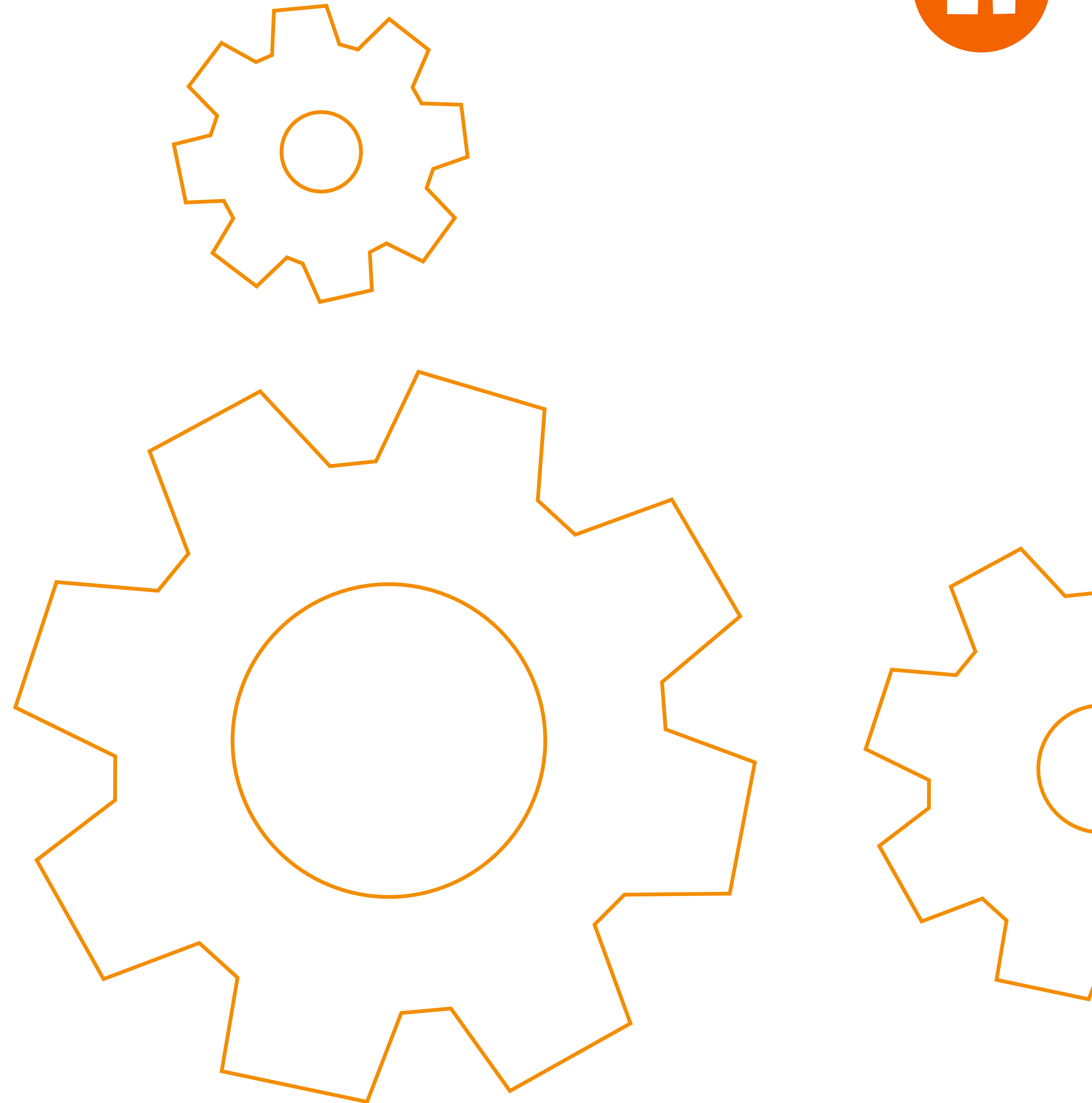
1.....

2.....

3.....

4.....

5.....



**NEXT**

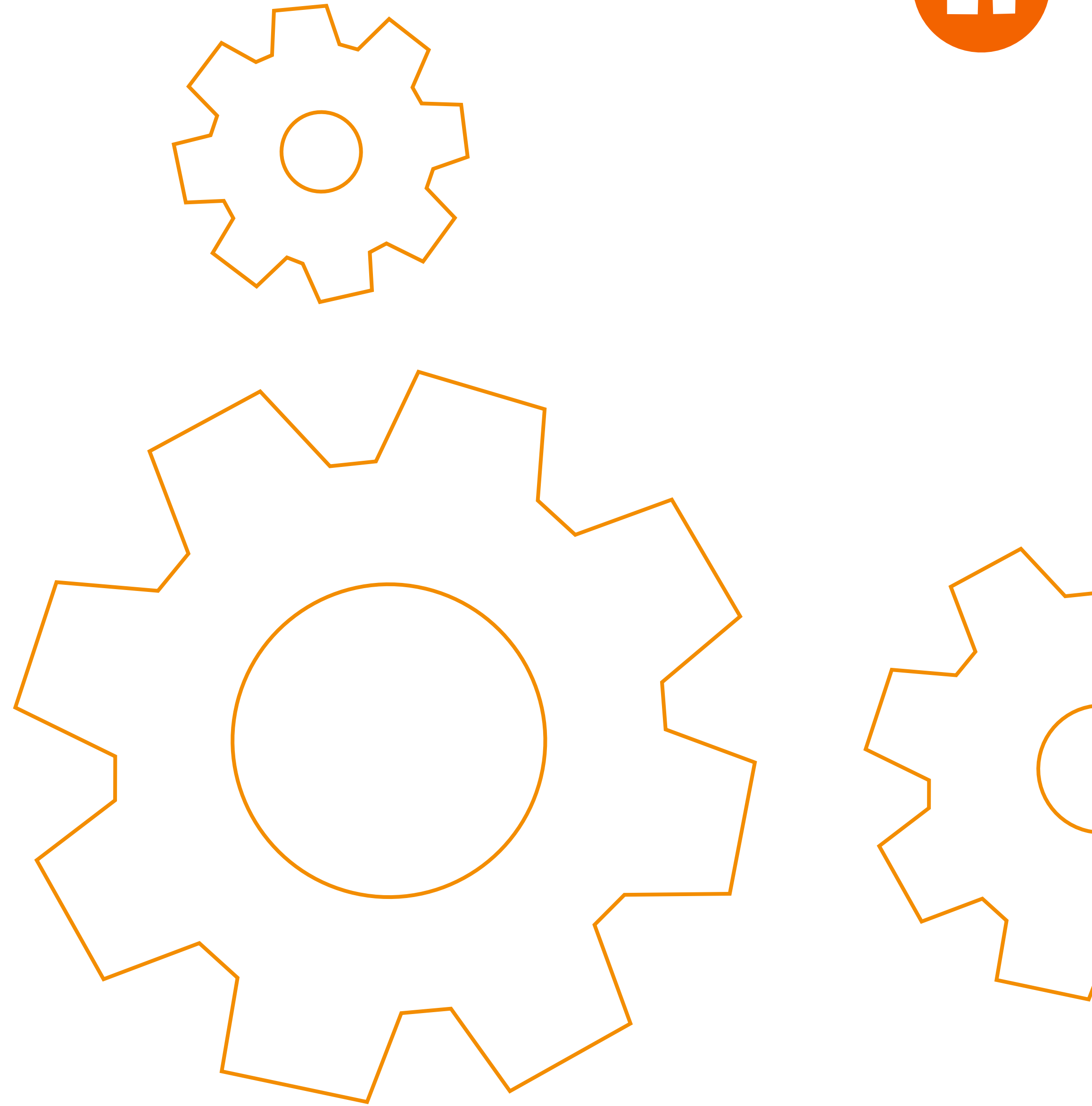


## WHAT I WANT...

## INNOVATION AND CREATIVITY SKILLS

e.g. I want to be better at finishing off projects

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



**NEXT**

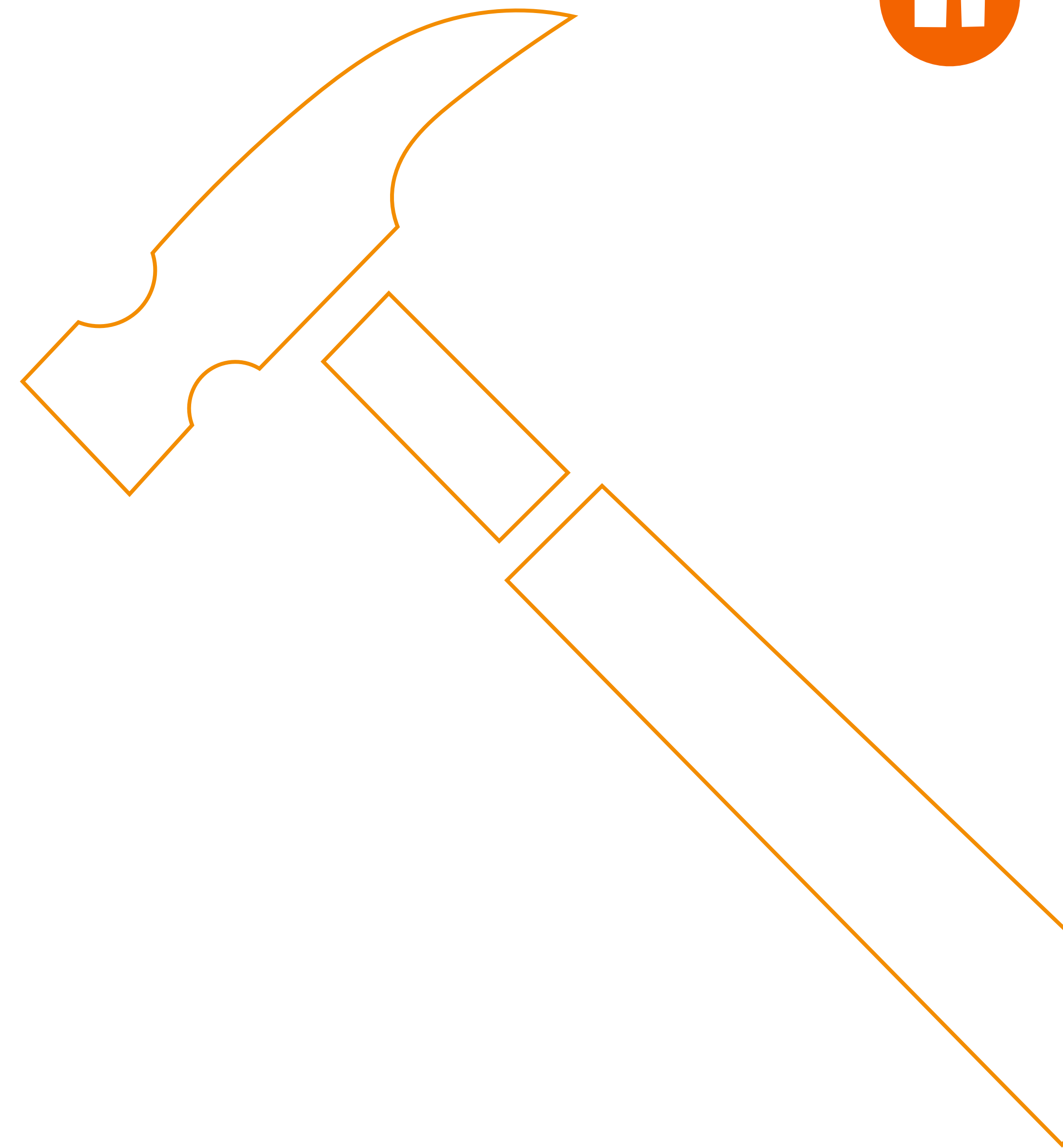


# WHAT I CAN BRING...

## PRACTICAL SKILLS

e.g. I know my way around campus

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



**NEXT**



## WHAT I WANT...

## PRACTICAL SKILLS

e.g. I want to learn first aid skills

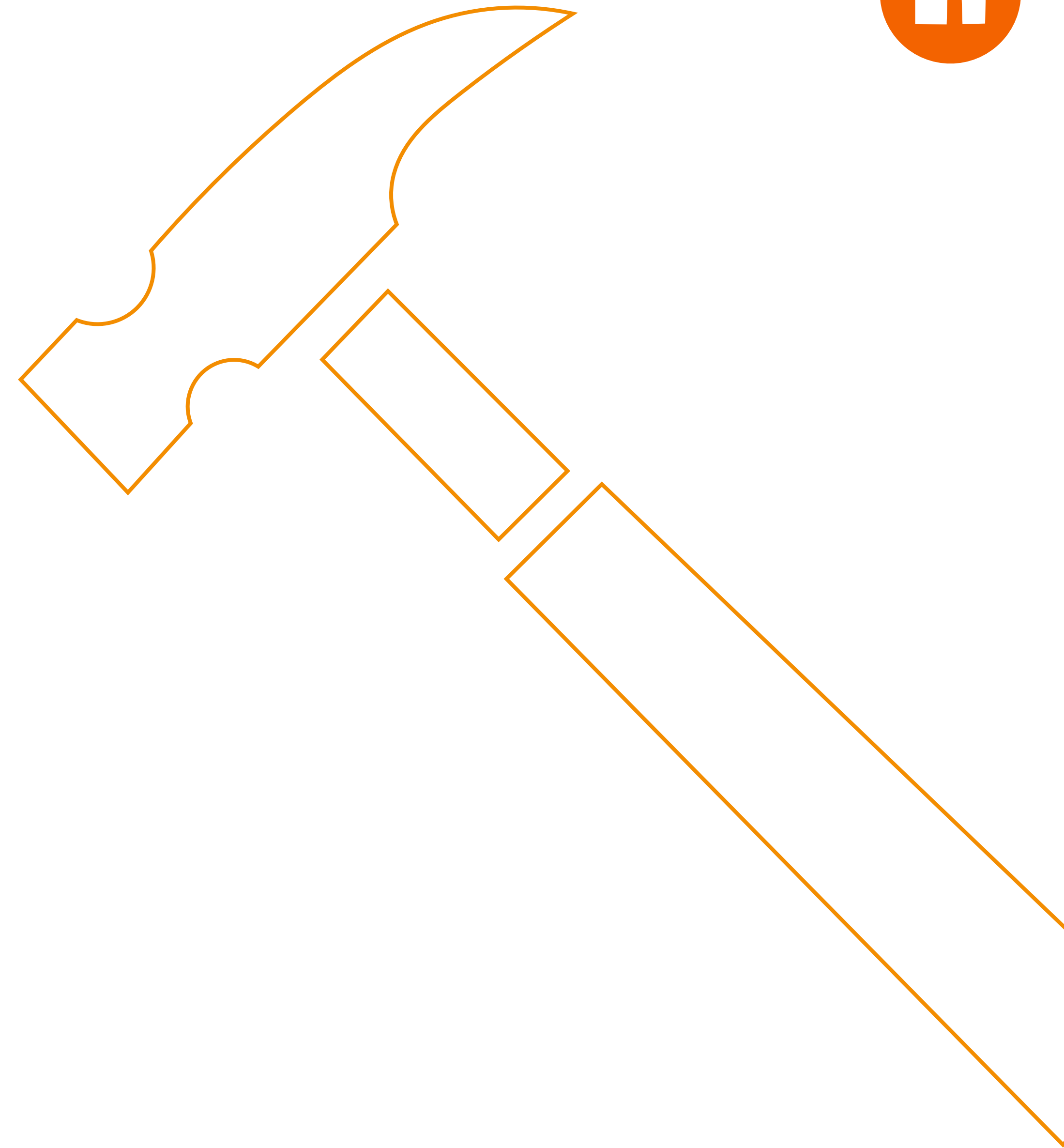
1.....

2.....

3.....

4.....

5.....



**NEXT**





# WHAT I CAN BRING...

## RESEARCH SKILLS

e.g. My course has given me experience of managing focus groups

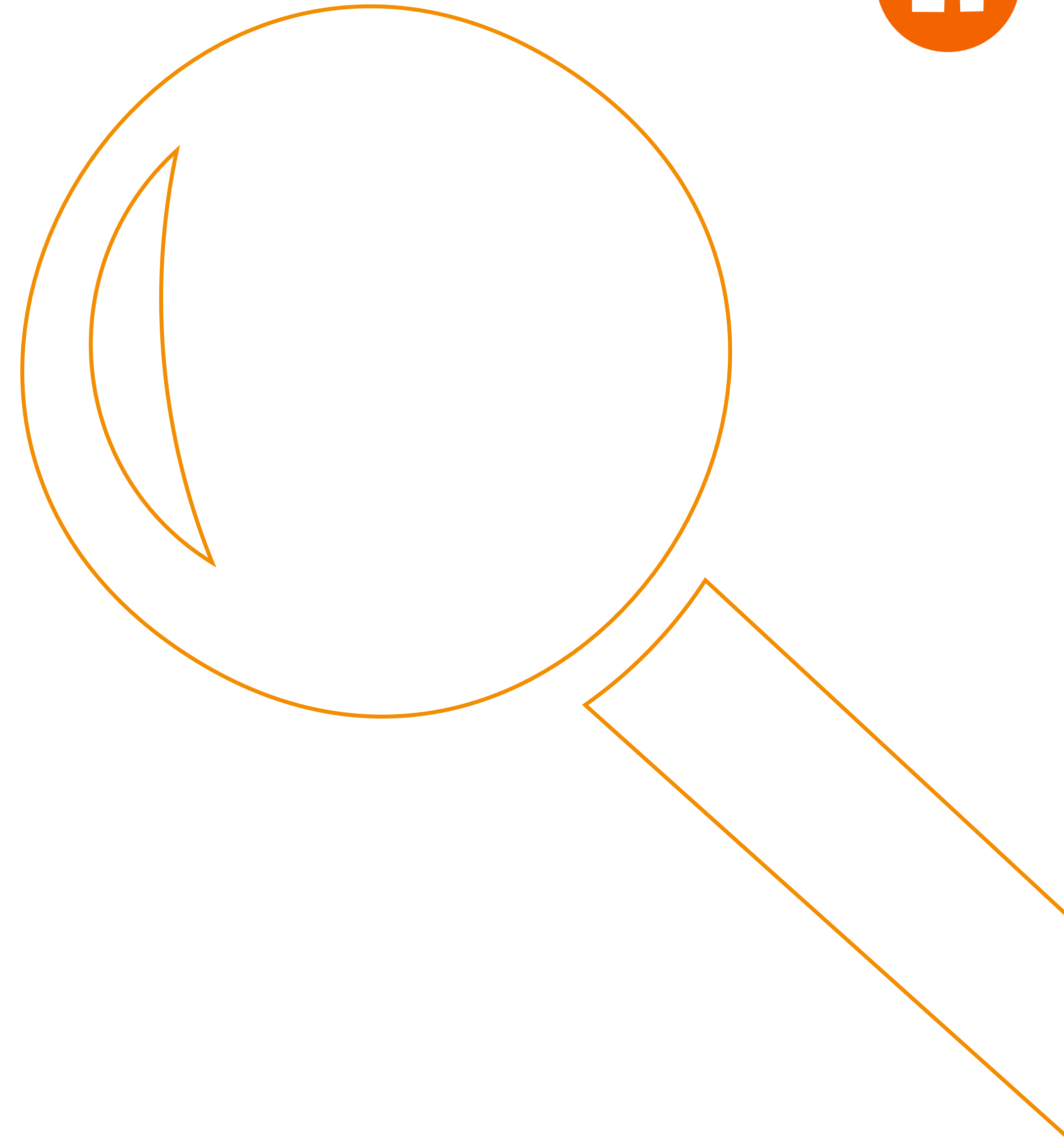
1.....

2.....

3.....

4.....

5.....



**NEXT**



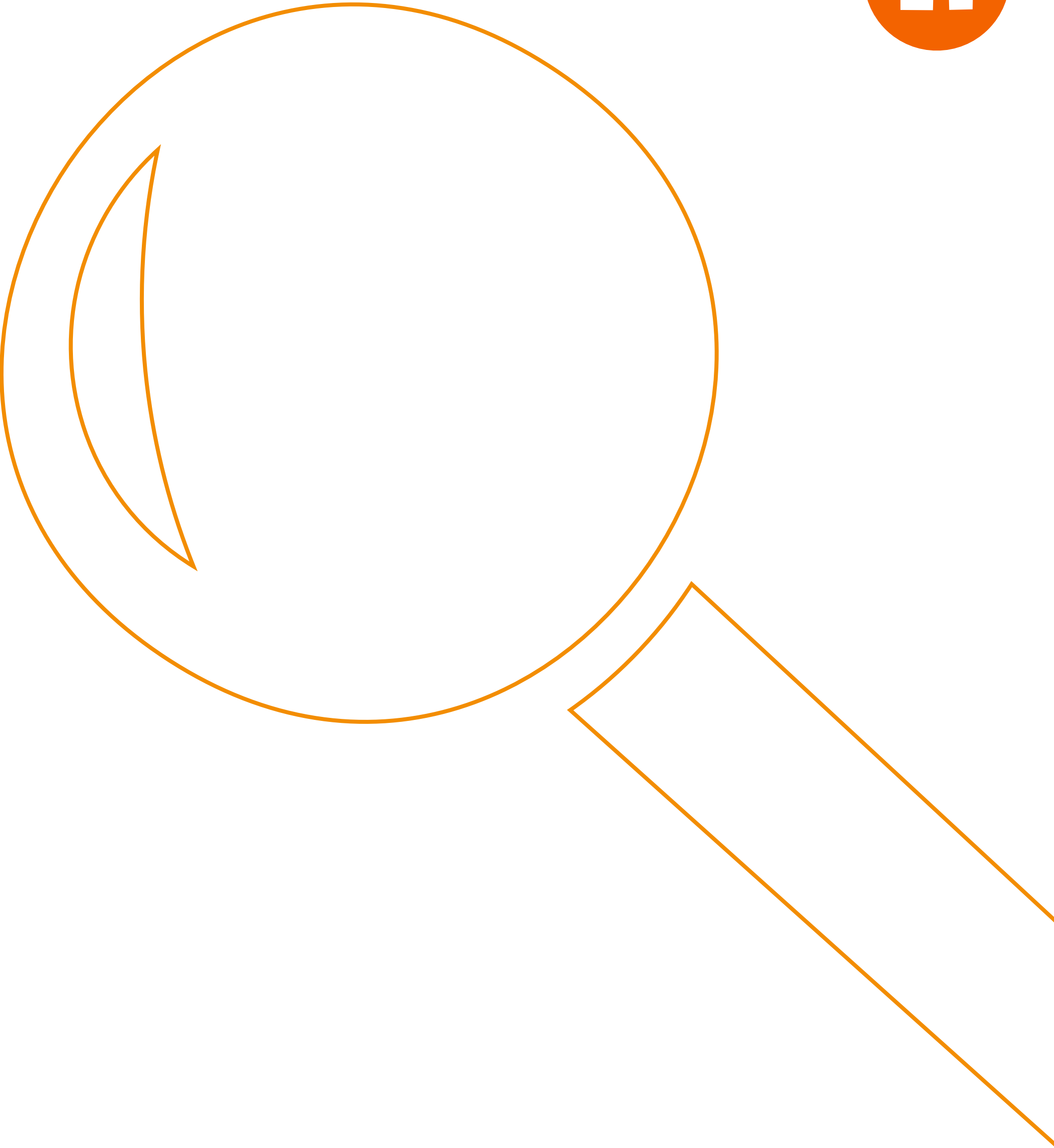
# WHAT I WANT...

## RESEARCH SKILLS

e.g. I want to gain experience of collating data

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

**NEXT**





# WHAT I CAN BRING...

## PERSONAL ATTRIBUTES

e.g. I am energetic

1.....

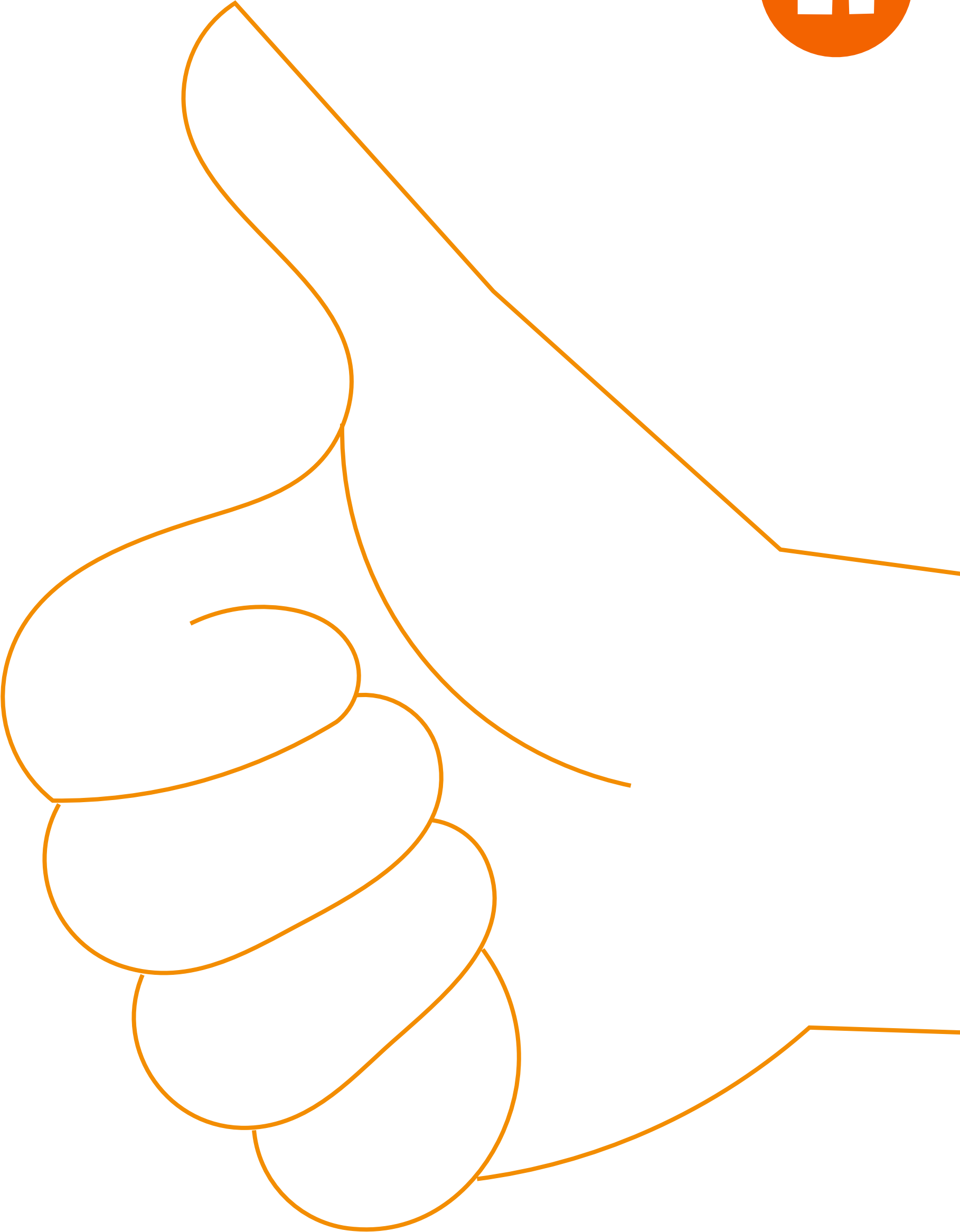
2.....

3.....

4.....

5.....

**NEXT**





## WHAT I WANT...

## PERSONAL ATTRIBUTES

e.g. I want to be less impulsive

1.....

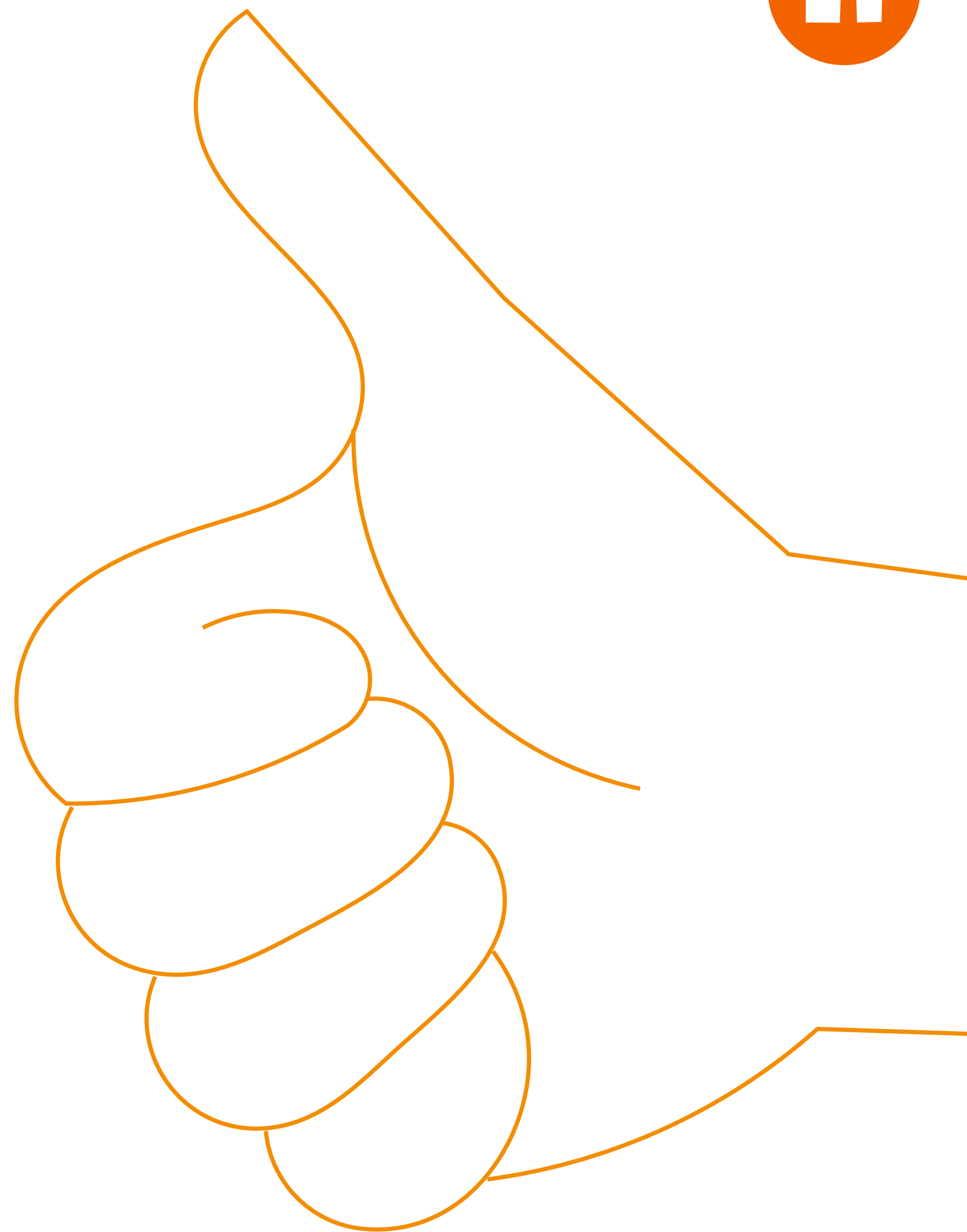
2.....

3.....

4.....

5.....

**NEXT**



# PARTNERSHIP PLAN



This document should be retained as it provides an opportunity for identifying skills and experience that can be used to demonstrate employability and inform future career planning.

	Agreed actions for all partners	Expected Outcomes	Target date	Skills to be developed
				
				
				
				
				
				