



IN PARTNERSHIP



UNIVERSITY
OF HULL

Student Partnership Agreement

Introduction

This Student Partnership Agreement (SPA)* is a statement of the ways in which our community works in partnership.

A community such as ours is made up of people from many different backgrounds and beliefs, countries and cultures, with different expectations and perceptions about studying and working at the University of Hull and Hull University Students’ Union (HUSU).

By working together towards a common agreed purpose, we can achieve positive outcomes to the benefit of all concerned. The emphasis being common goals and activity, “a way of doing things, rather than an outcome in itself” (Healey, Flint and Harrington, 2014:7), whilst acknowledging no single approach will be effective in every situation (Healey and Healey, 2018).

This SPA includes alumni and makes explicit reference to ‘our community’ as a whole. The agreement also explicitly enacts the Vision, Values and Behaviours of the University and HUSU.

This SPA will be reviewed on an annual basis and will inform projects supported by the Student/Staff Partnership Scheme as well as other work across our community. Outcomes of specific projects will be presented and disseminated across our community on an annual basis.

*It is not a contract and has no legal basis.



Definitions



We define ‘student’ as any full or part time University of Hull registered student at undergraduate or postgraduate level. The latter includes both postgraduate taught and postgraduate research.



We define ‘staff’ as any full or part time individual employed, on a permanent or temporary contract, by the University of Hull or Hull University Students’ Union.



We define ‘Student Presidents’ as elected sabbatical officers.



We define ‘community’ as students, staff, alumni, Presidents, lay members and Trustees of the University of Hull and Hull University Students’ Union.

Benefits of a Partnership Agreement



A key benefit of a SPA is the ability to engage and communicate with our community. In particular, a Student Partnership Agreement can:

- ▶ make explicit the different levels of engagement opportunities across our community;
- ▶ act as a tool to reflect on the way in which our community works together;
- ▶ act as a tool to evaluate the impact of our community working together;
- ▶ provide tangible evidence of partnership working amongst our community.



Why develop a Student Partnership Agreement?

The University of Hull, Hull University Students’ Union and our alumni have enjoyed a long and positive relationship and this agreement builds on the strength of that partnership.

The agreement serves to highlight ways in which our community can effectively work together to enhance the experience of everyone. It sets out our values, our approach to partnership and the priorities we have agreed to work on.

Working in partnership is a values based approach which puts into practice our University agreed values and behaviours. Hull University Students’ Union’s values closely align with these.

Our Values

- ▶ We are inclusive
- ▶ We are empowering
- ▶ We are progressive

Our Behaviours

- ▶ Respect others
- ▶ Work collaboratively
- ▶ Communicate clearly
- ▶ Build trust
- ▶ Be proactive and purposeful

Our Partnership Mechanisms:

There are a number of ways in which partnerships are supported and facilitated:

- ▶ Student/Staff Partnership Scheme
- ▶ Community membership of ad hoc steering/working groups
- ▶ Hull University Students’ Union Academic Representation Scheme
 - Academic Reps
 - Student/Staff Forums

Hull University Students’ Union representation on formal University committees

- ▶ Alumni involvement in specific events
- ▶ Student involvement in curriculum design and enhancement
- ▶ Student membership of validation/approval panels and involvement in the review process
- ▶ Hull University Students’ Union student voice mechanisms
 - President Team
 - Part-Time Officers
 - Union Council
 - Surveys
 - Referenda and Petitions

Our Priorities

Based on feedback from our community and the experiences of 2021-22, we have identified that we will work together to focus on the following three priorities.




1. Inclusivity

The Student Partnership Agreement is the ideal mechanism through which we can work towards becoming thoroughly and genuinely inclusive for all - students, staff, Presidents, alumni and the wider community. We continue to gain a greater understanding of the breadth of different student experiences and cultures as our student community becomes ever more diverse, and the need to be authentically accessible for everyone. This priority is a commitment to work in partnership to make meaningful, lasting change where change is needed, and to stand together against all forms of intolerance, discrimination and racism.



2. Building community

We acknowledge the importance of our University community in fostering friendships and a sense of belonging as well as countering loneliness and isolation. This year offers an opportunity to further explore and develop the many ways in which all partners contribute to a full and varied student experience, including connecting through volunteering, sports, societies, networks and support services as well as within specific programmes of study.



3. Employability

Prioritising employability will encourage creative partnership working across the university, union and wider community. To equip students with the confidence and tools to make informed decisions, recognise the employability skills and experience they are gaining throughout all academic and non-academic opportunities and, following graduation, to successfully navigate lifelong career journeys and personal success.

Reviewing the Student Partnership Agreement:

The Student Partnership Agreement will continue to be reviewed annually by the University of Hull and Hull University Students' Union through the Partnership Committee to check on progress and review priorities following the election of Hull University Students' Union Presidents and outcomes from major student surveys. If the themes remain relevant they may continue to allow for greater continuity and impact.

References and useful resources:

Cook-Sather, A., Bovill, C. and Felten, P. (2014) *Engaging students as partners in learning and teaching: A guide for faculty*. San Francisco; Jossey-Bass.

Healey, M., Flint, A. and Harrington, K. (2014) *Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education*. York: HE Academy. Retrieved from, www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education

Healey, M., and Healey, R. (2018). 'It depends': Exploring the context-dependent nature of students as partners practices and policies. *International Journal for Students As Partners*, 2(1) DOI: [doi.org](https://doi.org/10.1080/20467589.2018.1511111)

Matthews, K.E. (2017) Five propositions for genuine 'students as partners' practice. *International Journal of Students as Partners*, 1(2) DOI: [doi.org](https://doi.org/10.1080/20467589.2017.1381111)



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