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by Student Help

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**¹DEVELOPING YOUR KNOWLEDGE ON WORKING IN
PARTNERSHIP WITHIN FURTHER EDUCATION**

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Task 1

Determining the purpose for working in Partnerships

The purpose of working in partnership is to develop the management of educational institutions through effective communication and strategy. As per the view of Swartz *et al.* (2019), the partnership helps in bridging the gap between expertise and knowledge. In this context, educational institutions make partnerships with other institutions in order to fulfil the gaps in educational activities. Accordingly, the partnership provides opportunities for educational institutions in accessing the resources and amenities of each other to improve the quality of teaching and assessment programmes. Besides, the teachers can discuss their knowledge in a partnership process for improving the learning process of students. On the other hand, educational institutions make partnerships with each other in order to establish low-cost assessment programmes for educational activities (Razumovskaya *et al.* 2019). Accordingly, the low-cost assessment helps educational institutions in accessing highly technical and professional skill-based teachers to improve the quality of teaching. Moreover, educational institutions are able to solve their problems easily by using resources and experience with each other. In addition, the teachers can guide the learning progress of students effectively through partnership due to their competencies and experiences. Therefore, it can be said that the purpose of working in partnership is to develop the quality of the teaching and educational assessment process in educational institutions.

Elaborating the models of partnerships, challenges and opportunities of working within a partnership and how they can be sustained using ground rules, terms of reference and deadlines

A *broad area partnership* is an important model for the collaboration of groups in terms of making partnerships. As per the opinion of Luo *et al.* (2020), broad area partnership refers to the group of schools that works equally to improve educational structure. In this context, institutions use their teaching resources for providing high-quality teaching services to the students in order to improve their learning progress. Accordingly, the application of broad area partnership helps in providing educational benefits to the students through developing their learning and assessment programmes. Therefore, the broad area partnership is an effective model to describe the relevance of partnership for educational institutions.

Hub and spoke model ³ plays an important role in ⁵ developing the educational structure of schools. As per the study by Miesbach *et al.* (2021), the hub and spoke model refers to the utilisation of the hub's infrastructure to the spoke schools. In this context, established schools help smaller or underdeveloped schools by providing funds and other resources. Accordingly, the application of this model helps the smaller school in gaining high-quality services in the teaching process. Thus, it can be said that educational institutions can use ⁸ the Hub and Spoke model for achieving high-quality learning assessment programmes effectively.

The major challenge of working within a partnership is the different management styles of educational institutions. As per the suggestion by Singh *et al.* (2021), different management styles create difficulties in making effective collaboration for educational institutions. In this context, schools and universities face challenges in communicating with each other properly due to their different management style. Moreover, a lack of understanding regarding each other's teaching process is a challenging factor for educational institutions in making partnerships with each other. In addition, educational institutions face challenges in setting boundaries for each other in the process of partnership.

On the other hand, the partnership provides opportunities for educational institutions in sharing their ideas and information regarding the development of learning progress. Similarly, the teachers of schools and universities can divide their boundaries in improving the learning progress positively. Moreover, partnerships influence educational institutions in making better plans and procedures for the learning progress in schools and universities. Hence, it can be highlighted that partnership is an effective process for educational institutions in developing the learning progress towards the students. However, the partnership can be sustained by reviewing each other's efforts by using ground rules and deadlines.

Incorporating the methods for effective communication between the main partners

Verbal and nonverbal communication can be effective methods for the main partners of educational institutions in developing their teaching progress. Educational institutions need to contribute better efforts for providing appropriate resources in developing each other's learning assessment positively. Moreover, understanding each other's educational situation can be an effective method for improving communication among educational institutions. Therefore,

communication is an essential factor for educational organisations ² to improve the quality of teaching and learning assessment.

Task 2

¹ Emphasising the purpose of the partnership and describing its aims and objectives

The purpose of the partnership is to develop the learning progress of the institution with the resources of *Oxford University*.

⁴ Aim

The aim of the partnership is to improve the quality of teaching and learning assessment through collaboration with Oxford University.

Objectives

- To enhance the process of learning through the partnership
- To improve the quality of the educational process through collaboration with Oxford University

Identifying the stakeholders

The stakeholders of the partnership will be the parents, students, teachers, school administrators, the business community and government representatives. In this context, the main stakeholders of the educational institutions will be students, the business community and educational administrators. Accordingly, the business community needs to analyse the total funding and resources of the institutions through the partnership. educational administrators ⁶ monitor the allocation of resources and the teaching process regarding the partnership (Admiraal *et al.* 2021). On the other hand, the business community of the organisation can face challenges in sourcing funds from Oxford University due to limited resources.

Discussing the process of partnership management

A partnership can be managed through communicating with each other via phone calls, e-mailing or face-to-face meetings. As per the view of Stachová *et al.* (2019), the different management process is a challenging factor for partnership in educational activities. Therefore, the educational boundaries and management process need to be effective for successfully organising the partnership.

Explaining the performance indicators and how data are used to measure the effectiveness of the partnership

The measurement of data is important in order to assess the effectiveness of the partnership with the organisation. As commented by Winstone and Carless (2019), collecting feedback and monitoring ³ plays an important role in measuring the effectiveness of a partnership. Thus, the educational organisation can collect feedback from each other through performance indicators such as internal process quality in the process of partnership.

Incorporating the rationale for the presentation of partnership outputs relevant to the stakeholders

The relevance of stakeholders is effective for the partnership outputs due to the conceptualisation of the educational process. As opined by Luckin and Cukurova (2019), the relevance of stakeholders helps in implementing the findings of research for educational purposes. Therefore, the way of presenting the partnership outputs is necessary for the organisation to make engagement with stakeholders.

Discussing Communication strategy of partnership

Verbal communication can help the organisation in communicating with Oxford University regarding the development of learning progress. As evaluated by Zutshi *et al.* (2021), verbal communication helps in mitigating organisational challenges positively. Hence, the organisation need to use verbal communication for improving the quality of the learning process effectively.

Evaluating the Impact of Stakeholders and Government Policies on the Effectiveness of Partnership

¹ The impact of stakeholders and government policies is prominent in order to manage the effectiveness of partnerships. Accordingly, both organisations need to maintain the guidelines of government policies and stakeholders' expectations in framing the learning assessments.

Summarising the maintenance of partnership

The organisation needs to communicate with Oxford University effectively for achieving the goal of partnership process. Moreover, both organisations can set a clear vision and goal to achieve the aim of the partnership positively.

Task 3

What

The application of the *Driscoll model* is an effective method to reflect on my communication skill regarding the partnership. I have listened to the business community and administrators of Oxford University for the partnership. The application of the *Cultivation Theory* has helped me to communicate with Oxford University regarding the partnership. As per the evaluation by Stein *et al.* (2021), cultivation theory refers to the process of communicating with others. In this context, I have used my commitment to communicate with the university in partnership with it. Moreover, I have used the timeframe and verbal way to communicate with the administrators of the university in clinging to the deal.

So what

My clear thinking ability has helped me to understand the requirements of the university through communication in making a partnership with my organisation. As opined by Sjödin *et al.* (2020), understanding the requirement is effective for delivering the aim of partnership. Similarly, I have used my verbal communication skill to understand the areas that the university is planning to develop through partnerships. Moreover, I have gained information regarding their process of partnership with other educational institutions through my communication skill. Hence, my clear communication ability has helped me to cling to the deal for my organisation.

Now what

My verbal and non-verbal communication skills have helped me to improve the progress of the partnership in future. I have used my writing communication skill for creating reports and bonds with the university in presenting the partnership deal. My non-verbal communication will help the university in making effective collaborations with my organisation in improving the learning assessment of each other. Therefore, my effective communication skills are effective in order to achieve the aim and objectives of the partnership with Oxford University.

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