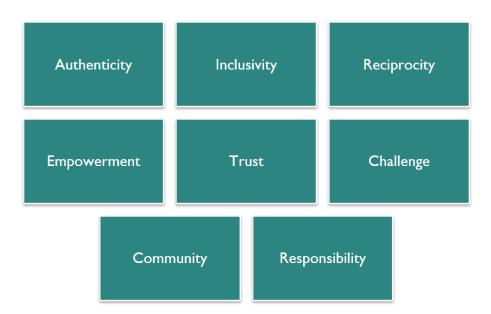**Values and Principles for this project**

It is for each partnership group to collectively decide on the values and principles they want to adopt when working together on this project. However, the RDE team have begun with the following as a starting point, to set the tone for how we envision working with our PGR partners.

Rather than Principles - Partnership Values?

Rather than guiding principles, the literature tends to refer to partnership values.

VALUES UNDERPINNING STUDENT-STAFF PARTNERSHIP
(HEALEY ET AL, 2014)

Authenticity	Inclusivity	Reciprocity
Empowerment	Trust	Challenge
Community	Responsibility	

The updated The Advance HE Framework identifies **nine values** (Healey et al 2019a) which underpin successful student engagement through partnership: authenticity**, honesty**, inclusivity, reciprocity, empowerment, trust, **courage, plurality**, and responsibility. Understanding what we mean by these values and not making any assumptions that they mean the same things to each other as well as what they mean to PGRs, will be an important starting discussion.

Reading some of the partnership literature, it appears the most common cited values are:

1. Trust,
2. Respect
3. Reciprocity
4. Responsibility and
5. Openness

Value	What this might look like in practice, in partnership working: Draft examples / draft definitions…
Trust	We work together and take time to build trust. We trust each other so we can get things wrong, be open and learn from our mistakes. We build trust to allow for uncertainty. We build a trusting and respectful environment, where everyone's contributions are considered equally.
Respect	We take time to understand people's individual contexts to build trust and respect. We are non-judgemental, we value our partners, we recognise and value the lived experience and expertise that student partners bring to the partnership relationship. We listen more than we speak. We adopt a strengths-based approach building on what partners offer, in contrast to the more traditional deficit approach. We respect student partners time and will not expect them to work for longer than they are paid to work.
Reciprocity	We see partnership work as a learning opportunity for both student and staff partners, both staff and students benefit from the partnership, not necessarily in the same way.
Responsibility	We take responsibility to challenge and be open and honest in our conversations. We take responsibility for our actions and learn from mistakes. The staff partner takes responsibility for acknowledging the power imbalance and takes responsibility to distribute and share the power / control in the partnership Staff and student partners have shared responsibility for the outcomes. Partners are equally responsible and able to critique and challenge practices and approaches, and are able to suggest novel or innovative ways of working / for enacting change.
Openness	Building on the value of trust, we are open and honest in our discussions, we are comfortable knowing that by being open there will not be a defensive reaction, partners can be confident they will be treated with respect and fairness when being open. We have an open mindset and see opportunities to learn and change.

As values can be articulated in different ways, another approach could be to go with, Matthews (2017) approach where she offers five 'propositions' for genuine partnership practice, with our own explanation of how we will live these propositions:

1. Foster inclusive partnerships (taking the time to listen to individual's experiences to, taking time to build relationships based on open and honest conversations)

2. Nurture power-sharing relationships through dialogue and reflection (The staff partner takes responsibility for acknowledging the power imbalance and takes responsibility to distribute and share the power / control in the partnership)

3. Accept partnership as a process with uncertain outcomes (building on trust)

4. Engage in ethical partnerships

5. Enact partnership for transformation - (for example, transformation begins through our self / critical reflection and ongoing dialogue with others)

Key References

Gravett, K., Kinchin, I. Winstone (2020) *'More than customers': conceptions of students as partners held by students, staff, and institutional leaders,* Studies in Higher Education, 45:12, 2574-2587, DOI: 10.1080/03075079.2019.1623769

Healey, M. & Healey, R. L. (2019) *Students as Partners Guide: Student Engagement Through Partnership - A guide to the Advance HE Framework*, AdvanceHE. Available at: https://www.advance-he.ac.uk/news-and-views/student-engagement-through-partnership. Invited report.

Healey, R. L. (2019) The benefits of hindsight: Lessons learnt from leading my first cross-department student-staff partnership project, *York Learning and Teaching Forum Magazine*. Invited article.

Matthews, K. E. (2017). Five Propositions for Genuine Students as Partners Practice. *International Journal for Students As Partners*, *1*(2). https://doi.org/10.15173/ijsap.v1i2.3315