University of Suffolk
Learning Hubs

Policy Playbook
for Co-Creation of Educational Practices

University
of Suffolk

Policy Playbook for Co-Creation of Educational Practices

Table of Contents

University
of Suffolk

Glossary
(in order of relevance for this playbook)

CO-CREATION
Involving members of the community in working together on goals meaningful to all, creating sustainable impactful outputs.

POLICY
A set of guidelines adopted by educational institutions for academic and non-academic conduct.

POLICY CO-CREATION
A method of policy creation defined by the close collaboration and cooperation between all stakeholders to promote engagement and effective policy adoption within an institution.

FORUM
A co-creation forum is an open arena that includes a balance of community members from different levels (students, educators, researchers, senior management, librarians, academic skills advisors, careers team, learning technologists, etc.) to guarantee co-ownership. They join the forum as individuals, not as representatives of specific groups. They bring in their own experience and expertise.

IMPACT OF CO-CREATION
The impacts of co-creation are on all involved community members. Co-creation leads to increased understanding between students and staff which promotes more effective collaboration between various parties in the institution. The benefits of co-creation include achieving a higher quality product due to the joint diversity of expertise and promoting wellbeing amongst the university community.

ENABLING POLICIES
Policies that promote co-creation in higher education. Enabling policies increase a sense of ownership and empower stakeholders in their implementation.

FLUID
Co-creation process evolves, it is an ongoing process of flexible adaptation as new members join, and new perspectives are integrated.

EFFECTIVE BLENDED EDUCATION PRACTICES
Successful practices that involve a mixture of online resources and classroom-based learning to promote achievement of individual learning goals.

CURRICULUM
It is the 'what' and 'how' of learning and teaching. It includes a set of practices that people are learning at university transferring into their professions – including subjects that make up a course of study at university, learning and teaching methods and formats.

Executive
Summary

Co-creation is not just a methodology that enables stakeholder voices to be heard. It is a way of making better policies, enabling policies.

Aims of the Policy Playbook

This policy document outlines the framework for establishing co-creation as a practice in designing policies and educational practices in higher education.

This document provides flexible guidelines for understanding co-creation, establishing standards for co-creation of enabling policies, and implementing a co-creative approach to policy development.

> Involving a variety of stakeholder in policy making is key in assuring equitable practice and sustainable innovation in higher education.

Benefits of Co-Creation for Universities

Co-creation promotes and facilitates collaborative environments where stakeholders can actively engage in the development of policies and practices to enhance teaching, learning, and research outcomes.

> Co-creation of policies establishes the ground for co-creation of educational practices.

How to Implement Co-Creation?

This playbook provides practical and flexible guidance on how to implement co-creation in decision making and everyday learning and teaching practice. It includes advice for leaders in higher education on setting up community-driven sustainable online resources and tools for implementing co-creation at module, course and university level.

> The playbook provides a toolkit of creative resources for designing, implementing and evaluating enabling policies directing educational practices.

1. Introduction

1.1 What is a playbook?

A playbook serves as a guide for decision-making and action in a particular domain.

Playbooks are usually used to guide players in a game. A playbook sets out a standard of rules and regulations that allow for an evolving state of play. It is designed to be a shared set of rules, that allows for some interpretation. A playbook is not to "be all and end all" – it is not meant to be prescriptive (as opposed to a rulebook), but it provides guidance necessary to allow for individual decisions and changes to be collaboratively made by the players using a co-creation approach. Much like a games table has their own unique rules that are created among the group playing, a group of stakeholders will adapt their practices following a playbook. It sets the tone, the atmosphere, "the spirit" of the play. It also includes practical examples of play and problem-solving, thinking about what would and would not work within the rules. Looking at the examples will help with reflection and critical comparison of the guidance with players' own strategies and tactics in their specific contexts.

Resources in the playbook are visual and multi-media-based to connect people with information in inclusive, accessible ways following universal design principles.

1.2 What is a Policy Playbook?

Similar to playbooks leading players in a game, a policy playbook flexibly guides stakeholders in different contexts, such as higher education. A policy playbook offers guidance in policy development and encourages their own interpretations for their specific contexts. It lets policy developers "play" and experiment with ways of creating and enacting policies.

It empowers policy makers to involve representative voices of all stakeholders in their organisations to be involved in different ways at different stages of the policy-making process. A playbook is a resource full of creative ideas how to engage stakeholders and navigate the process of policy development. Collaboration happens at each stage with stakeholders contributing to and taking ownership of the policy, which enables them to achieve positive change in their organisation.

1.3 What is this playbook?

This policy playbook focuses on:

- (Section A) Supporting co-creation of policies about co-creation in higher education. It supports competence and confidence of policy makers to engage a variety of stakeholders in policy design, development and implementation. It allows institutions to tailor policies on co-creation to suit their institutional contexts.
- (Section B) Co-creating policies for educational practices. It helps course and module leaders to design learning and teaching together with students and support services in the learning community, making learning and teaching more relevant and increasing students' engagement.
- (Section C) Evidence from a project about co-creating responsive digital resources to support students' transversal skills in higher education called 'Co-Creating Learning Hubs.' Learning Hubs are online activities that promote active learning and application of knowledge and provide immediate feedback through digital online learning tools. Learning Hub activities can be used across a variety of courses as well as adjusted to and expanded for the needs of specific subject disciplines. They were co-created by students and staff, and as a result, principles of effective blended educational practices were gathered. Co-creators' experience with co-creating in a community of practice contributed to the development of this policy playbook.

A) Policy Playbook on Co-Creation

Institutional Policies in HE

Institutional contexts

B) Playbook on Co-Creating Educational Practices

Course Level

Module Level

C) Co-Creating Online Resources

Learning Hubs - A case study of co-creating online resources for skills development

2. What is Co-Creation in Higher Education?

This section provides an overview of the concept of learning co-creation, highlighting the importance of co-creation in fostering collaboration, innovation, and inclusivity in higher education. It explores the principles and benefits of co-creation in the educational context and identifies key stakeholders involved in the process.

2.1 What is Co-Creation?

Co-creation in higher education has been an established concept with a focus on student – lecturer partnership and promoting student engagement in the classroom (Bovill, 2020). It represents a different way of working that disrupts more traditional staff/student relationships, asking both students and staff to occupy new roles and adapt within the process of learning that may feel unfamiliar. For this reason, Bovill (ibid.) recommends viewing co-creation as a spectrum through which both staff and students need to build their confidence. Co-creation has been adopted by Advance HE Essential Frameworks For Enhancing Student Success: Student Engagement Through Partnership (Healy & Healy, 2019) as an approach in promoting student engagement. In this playbook, co-creation is not an intervention to improve student engagement, but rather a whole-community approach supporting community learning and wellbeing. Relationship-building requires a change in attitudes that promotes trust and cooperation (hooks, 1994) not only between lecturers and students but among other stakeholders in the community of practice.

The idea and methodology for policy co-creation has been consolidated in the Open Government Partnership Participation and Co-Creation Standards, which are intended to support collaboration throughout all stages of the policymaking cycle, from development through to implementation and monitoring.

Co-creation goes beyond a dualistic relationship between lecturers and students, it involves other stakeholders. The activities and the impacts of co-creation are shared by the whole community, not just students and/or lecturers. Such partnership provides the much-needed perspective and insight required to create effective and enabling holistic policies and educational practices.

Co-creation is based on a constructivist view of knowledge, as something that is socially constructed in the process rather than something that is passed on from experts to learners. All co-creators are learners and members of a community of practice (Lave and Wenger, 1991). Co-creation in this sense is best conceptualised by the TAME (Trowsdale & Davies, 2024) originally created as a model of art-making practices, however, transferable to other areas. The interest and activity of co-creators centres around a product that matters to them. It is situated in a domain that is of interest to them and that they have expertise in or a willingness to develop such expertise.

Figure 1: The TAME (Trowsdale & Davies, 2020)

The conceptualisation of co-creation evolves as the community gains experience with co-creating and shapes the way it is implemented.

In simple words co-creation is

- A process of being actively involved, having a say in things that matter to you and your community. It is about being listened to by those in charge.
- Sharing: sharing credit for products and responsibility for process. Co-creating is about feeling the impacts of your decisions.
- About being allowed to have ideas, to express them and to have the ideas accepted by the community.
- When multiple people actively work together in an open environment, sharing their ideas and experiences with each other.
- A process of collaboratively developing a particular thing which prioritises learning with and from others who have diverse perspectives and expertise.
- A democratic pedagogical approach that involves learning with and from members of a community to explore and develop particular concepts and ideas. It is based on the Freirean notion that no one knows everything, and no one is void of knowledge. It involves being open-minded to different possibilities, taking responsibility for our actions and being wholehearted about opportunities to learn and develop.
- Building on and valuing everyone's knowledge and understanding. It brings to mind the work of bell hooks who argues that the classroom should be an exciting place that generates interest in people and their ideas. Co-creation is what Joyce E King would call affirming and acknowledging everyone's heritage knowledge, that everyone has areas of excellence that they may not be aware of, but the collaborative environment brings this excellence to the fore – so that everyone learns. Co-creation may have a goal in mind, but is not afraid to explore or move in a different direction.
- A process of exploration and co-learning around a particular topic (or commission) in which a diverse group of people collaborate bringing in their individual knowledge and experiences in an environment which is open, tolerant, inquisitive and empowering.
- Is the ability to work with both students and staff from different subjects and departments and being actively involved in the university's community.

Also, co-creation

- **Balances focus on product and process. Co-creation means making something – a product, an object, a set of ideas – a commission. It also means bringing a diverse group of individuals together in a process through which everyone feels valued.**
- **Individuals bring their distinct skills, perspectives, ideas, values, notions, or even nothingness (being silent) with the aim to contribute to the common goal. In that sense, 'co-' refers to community and togetherness in which the 'self' loses importance.**
- **Embraces the Māori concept of *ako* – to teach is to learn, and learning is embodied and embed in community contexts (Lee, 2006).**
- **Creates relationality: "If you like your teacher you come in"**
- **Means to work collaboratively with a diverse group of people – to bring together different individuals sets of knowledge, skills and experiences – to develop and evaluate existing and new ideas. Within learning and education, it actively involves learners, lecturers, academic professionals, library staff, careers teams etc. – bringing together different perspectives.**
- **Reorients practitioners to their priorities: why is it going to be fun?**

2.2 Who is involved in co-creation of enabling policies in higher education?

An enabling policy can be understood as mean to embed the principles of inclusivity, transparency, and accountability, as well as guidelines for engaging stakeholders throughout the policy development process, including a variety of key stakeholders that may be interested in and have influence on the policy-making process in higher education.

Figure 2: Stakeholders in Higher Education Policy Co-Creation

2.3 Benefits and opportunities of co-creation

Co-creation of policies is beneficial for the university community for reasons related to goals, individuals, and the community.

GOALS	A co-created policy is enabling and empowering. It helps achieve and implement objectives, because the community feels a shared ownership of the policy. This alleviates potential issues in adjusting to change in the implementation phase. Co-creating policies allows various stakeholders to become familiar with each other's expectations and starting points. Diversity of experience applied in the co-creation process leads to a higher-quality product.
INDIVIDUALS	Involving students, professional and academic staff in policy-co-creation assures that new policies align with current evidence-based pedagogies in HE and trends in HE policy. Involving individuals, increases their engagement and satisfaction through promoting their agency and empowering them, which leads to a stronger sense of belonging to the university community.
COMMUNITY	The learning community of practice acknowledges voices and expertise of its members. It generates positive experiences with interactions that shape ongoing inclusive environments. Such self-experience of being valued while working on meaningful shared goals encourages members of the community to continue similar practices in their specific professional contexts. As a result, co-creation becomes a cultural norm of the organisation and its partnership work.

Co-creation is an evolving and growing process. Different people may be invited and become involved at different points – different stages of the process, or different themes or tasks where their experience and expertise is needed. Co-creation connects future and past by passing on expertise from more experienced members and embracing ideas from its new members. It maintains institutional memory of previous policies and decisions and integrates it with fresh perspectives and new developments.

Specific benefits of co-creation for students

In a co-creation process, students are given a voice and an opportunity to contribute as valuable, although still novice, members of their subject fields. By working in co-creation, students engage in expressing their opinions, ensuring their voices are heard, and actively determining their level of influence in shaping their subject fields and higher education practices as a whole.

Co-creation empowers students to get actively involved in the co-creation process of their curriculum (both individual modules and their course overall). Since students are the ones learning in the course, they know what they need. Thereby fostering a sense of ownership and engagement increases the relevance of their educational journey.

However, it should be noted that individuals do not represent the entire student community, even though they provide insight into a perspective on the subject and the course. Therefore, we need to be aware of positionality and agendas, students should bring their own voices to the process of co-creation. If a student does want to be a representative of their community, they need to employ co-creation at another level with their peers.

The co-creation process provides students with key academic, transferable, and employment skills needed after graduation and provides good work experience for their CVs and cover letters. For example, students become confident in expressing their views and presenting ideas to people in more senior positions, which can be useful for their job interviews and general professional communication. Co-creation makes students realise the value of time management for being productive as a team, understanding and respecting how different members of the community work.

Specific benefits of co-creation for academic and professional staff

A decision to co-create educational practices with students and other stakeholders requires lecturers to step away from the idea that they are expected to 'know' and achieve things on their own. It is about re-conceptualising education as a learning process of the learning community where everyone learns and grows. Different members of the learning community take on a different role and support each other in this process. This is, however, different from the traditional idea of the expert lecturer who owns knowledge, it can provide lecturers with a sense of freedom.

The benefits of engaging in co-creation include the self-experience of lecturers with the change and power dynamics and power distribution as empowering for both (all) sides, which increases student engagement and as a result makes lecturers' work more satisfying, increasing their own engagement.

Co-creation of educational practices provides academic staff with an increased understanding of their students' needs and ways of thinking. It moves away from a deficit model of thinking about learners' needs towards recognition and acknowledgement of what they already know, supporting relationships between lecturers and students. Co-creation joins the perspectives of the lecturer as the expert in the subject field and the students as experts in their learning, making design of learning more effective with feedback built in already.

Co-creation is not limited to students and lecturers, it has a wider space for professional services such as learning designers, IT, the careers team, etc., where they can contribute with their expertise and create diverse and inclusive learning experiences.

Being involved in policy making at the university means that voices of the academic and professional staff are heard and valued. Participating in policy co-creation does not mean lobbying for a cause but rather understanding the views of a variety of stakeholders in decision-making.
Academic and professional staff are the ones who will be implementing the policy into action, therefore being involved from the start means that change is not affecting them as passive recipients, but rather they are actively affecting change and influencing the direction of the organisation. Co-creation then becomes a common theme across the university, part of everyday practice at all levels – towards students and colleagues – integrating top-down and bottom-up processes.

3. Enabling Policies in HE

In the context of policy, the term "enabling" implies that certain aspects of a policy make it more conducive for individuals affected by or engaged with it. The National Forum, in 2018, defined enabling policies as those that are implementable, grounded in practical application, and reflective of the priorities of Higher Education Institutions (HEIs). These descriptors encompassed ten criteria, ranging from clearly articulating the HEI's commitment to the policy area to developing a comprehensive implementation plan.

3.1 Understanding policy co-creation

To establish a framework for co-creating policies within the Higher Education sector, it is key to embed the principles of inclusivity, transparency, and accountability, as well as guidelines for engaging stakeholders throughout the policy development process. Co-creation is a transparent and collaborative process rooted in the principles of the International Association for Public Participation (IAP2) to facilitate innovation in policy-making which aims to empower participants to play a central role, offering significant potential for driving innovation in policy-making. It transcends mere stakeholder engagement, serving as a mechanism for developing policies that foster institutional success (Atenas et al., 2020; Nelson, Folhes, & Finan, 2009; Gouillart & Hallett, 2015).

HEIs willing to adopt a co-creation approach to foster policy making, need to consider the principles of public participation to produce inclusive and enabling policies, meeting the cultural needs of different institutions. Universities can adopt a co-creation approach to benefit their own community, rely on their own scholarship and body of experts in co-developing policies, providing opportunities for career progression for those who participate in a co-creation forum through enhancing their leadership skills and experience.
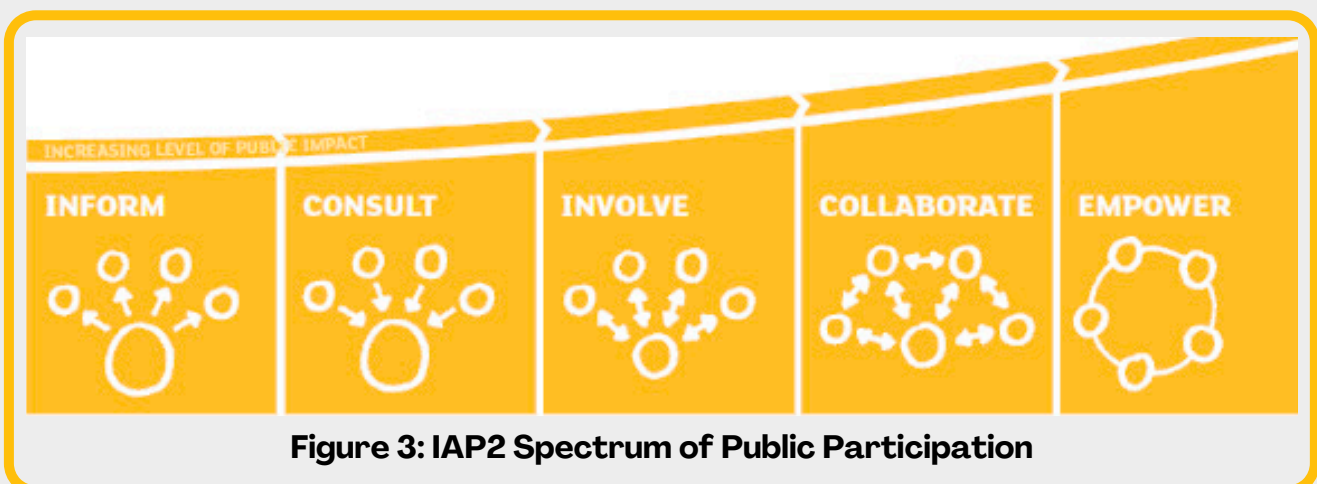

Figure 3: IAP2 Spectrum of Public Participation

The co-creation principles are based on the core values provided by the International Association for Public Participation (IAP2) and aim at fostering participatory processes through globally recognised public participation principles of good engagement, in which participation follows a series of criteria.

- It is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- It includes the promise that the public's contribution will influence the decision.
- It promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.
- It seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
- It seeks input from participants in designing how they participate.
- It provides participants with the information they need to participate in a meaningful way.
- It communicates to participants how their input affected the decision.

Co-creation is not just a methodology that enables stakeholder voices to be heard; it is a way of making better policies which can help institutions to ensure success by leveraging collective intelligence, which can help to anticipate issues and problems, preventing the derailment of a policy. Just as importantly, it fosters stakeholder 'buy-in' (shared ownership and responsibility), while ensuring the uniqueness of each context is taken into consideration. Thus, policy co-creation requires:

- Recognition of diverse parties to participate in decision-making.
- Commitment to ensuring that participants' contributions influence decisions.
- Promotion of sustainable decisions by acknowledging and addressing the needs and interests of all stakeholders, including decision makers.
- Active facilitation of the involvement of all potentially affected or interested parties.
- Customisation of participation methods to suit participants' needs.
- Provision of relevant information to enable meaningful participation.
- Transparent communication of the impact of participants' input on decisions

> **Ideas and tools for facilitating co-creative dialogues are included in the Playbook Toolkit**

Co-creation is only enabled by inclusive and ongoing dialogue that should be facilitated using a variety of spaces and platforms, following a series of guidelines such as:
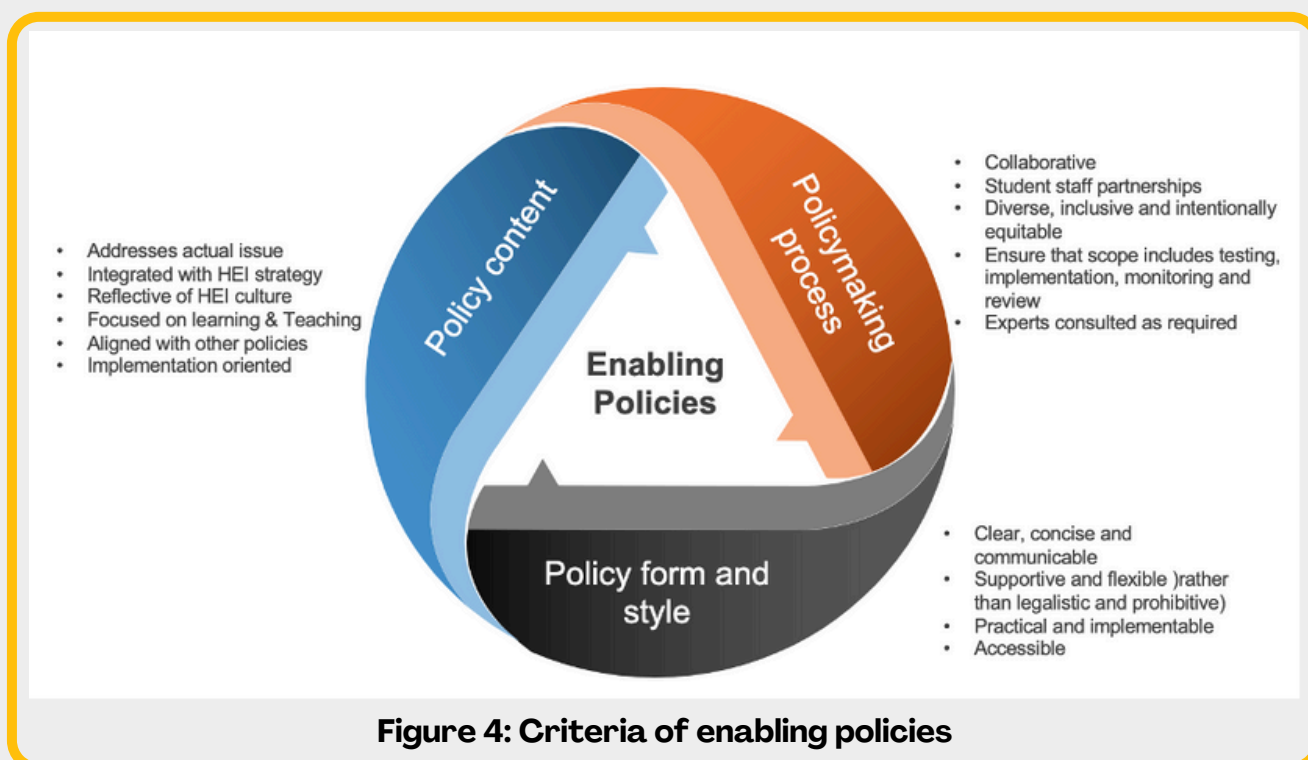
- Ensuring accessibility for both in-person and remote participation to accommodate diverse needs.
- Embracing diverse representation and adopting non-discriminatory selection processes.
- Facilitating direct communication with stakeholders and maintaining records of interactions.
- Conducting outreach activities to inform relevant stakeholders about the policy process.

In education, co-creation must embody these principles throughout policy-making processes, integrating top-down and bottom-up approaches, accommodating stakeholder diversity, and transitioning from hierarchical structures to collaborative networks.

> The term "enabling policy" suggests that certain aspects of policies can enhance their effectiveness for affected individuals.

3.2 Co-creating Enabling Policies

This policy brief aligns with the National Forum's definition of enabling policies, which encompasses 15 criteria across three categories: Policy Content, Policy-making Process, and Policy Form and Style (Ireland's National Forum, 2021).

Policy content
- Addresses actual issue
- Integrated with HEI strategy
- Reflective of HEI culture
- Focused on learning & Teaching
- Aligned with other policies
- Implementation oriented

Policymaking process
- Collaborative
- Student staff partnerships
- Diverse, inclusive and intentionally equitable
- Ensure that scope includes testing, implementation, monitoring and review
- Experts consulted as required

Enabling Policies

Policy form and style
- Clear, concise and communicable
- Supportive and flexible)rather than legalistic and prohibitive)
- Practical and implementable
- Accessible

Figure 4: Criteria of enabling policies

Policy Content: The content of an enabling policy	Policy-making Process: An enabling policy-making process	Policy Form and Style: An enabling written policy…
Is meaningful, addressing an actual issue or problem.	Is collaborative, with a focus on collective ownership.	Is clear, concise and easily communicable to all staff and students.
Is integrated with the institution's vision and strategy.	Builds on existing student-staff-society partnership approaches.	Uses language that is supportive and flexible, whether the policy mandatory or permissive.
Is reflective of the broader institutional culture.	Is diverse, inclusive and intentionally equitable.	Is practical, ensuring that it is easy to implement.
Is focused on teaching and learning.	Ensures that the process scope is defined broadly, including policy design and drafting, testing, implementation, monitoring and review.	Is accessible by all, following relevant accessibility guidelines.
Supports an integrated approach, aligns with other relevant policies within the HEI.	Engages with experts as required to clarify questions, ensure legal compliance, and support an integrated approach.	
Includes an implementation plan and procedures, clearly outlining roles and responsibilities, procedures, guidelines, resources, etc..		

The idea of co-creating a policy is related with the principles of participation and democracy, thus, co-creation policies for educational practices need to be designed in an open, transparent and participatory way, therefore those who will be affected by the policy can participate and be involved in the decision-making process.

Thus, to co-create an enabling policy for co-creative educational practices it is key to organise a participatory multi-stakeholder co-creation forum, inviting a wide range of stakeholders to guarantee co-ownership as it can lead to a successful implementation and sustainability of the policy in which a series of participation principles are at the heart of the process.

4. Guidance for Policy Co-Creation

The OECD (Organisation for Economic Co-operation and Development) recommends considering four steps to successfully design and implement educational policy, which are:

- To ensure that the policy is fit for purpose in the context in which it will be implemented
- To engage and involve a diverse range of stakeholders
- To favour the development of an appropriate environment for implementing the policy and finally
- To develop coherent implementation/enactment strategies.

When co-creating an enabling policy, it is essential to consider that its beneficiaries are learners and educators, and also, the institutions and the society at large, as the key benefits of co-creation of educational practices are related with access, quality, cost and innovation it is understood that this approach can increase engagement.

4.1 Policy Development Cycle

Co-creation of policies to support and foster inclusive, democratic approaches in education must follow an inclusive and participatory process. In order to participate effectively, stakeholders will need training and support, such as provision of spaces for open and active communication and for peer learning. Policy needs to be supportive and enabling to create value for those who will be directly affected.

Co-creation should not simply be understood as a methodology that enables stakeholder voices to be heard; it is a way of making better policies which can institutions to ensure success. Co-creation leverages the collective intelligence of the forum, which can help to anticipate issues and problems, preventing the derailment of a policy; just as importantly it fosters stakeholder 'buy-in' (shared ownership and responsibility), while ensuring the uniqueness of each context is taken into consideration

Therefore, it is key at the outset to map the policy landscape to ensure that the policy sits comfortably amongst educational strategies. In the case of the actors in the forum, it is key that every affected group is represented, but also that such representation is balanced in terms of diversity and acknowledges the cultural richness of the local context.

Finally, we suggest reviewing and evaluating the tools that will be used and/or adapted in the process, as these need to be tailored to fit with the context, and furthermore, to capture relevant evidence of the policy's effects and design a toolkit for impact assessment which can feed into policy revision promoted through collaboration, ensuring efforts are visible and impactful.

The stages of a policy process can be understood as follows:

- Agenda setting: Refers to the prioritisation of problems, deciding which ones must be addressed and which ones are to be postponed. From the many competing arguments, policy makers must select those issues to be given priority and those to be left out.
- Policy development: It may occur almost concurrently with policy recognition, as it is quite likely that several stakeholders are trying to generate solutions to a specific problem. The solutions to a problem may come from different directions and the proposed solutions can be discussed in participatory tables presenting ideas for problem-solving to start shaping the policy and its roadmap.
- Policy formulation: Refers to the process of developing formal policy statements (legislation, executive orders, administrative rules, etc.) that are viewed as legitimate.
- Policy implementation: Is the phase in which the policy goals are translated into tangible and measurable actions, and in which the stakeholders have a role in ensuring the achievement of such goals by conducting the activities from the agenda and roadmap.
- Policy evaluation: Is the phase in which the policy is assessed and examined towards measuring its impact. The evaluation process measures the real, value and utility of a policy to provide evidence about its effectiveness and accountability for resources invested.
- Policy revision: Is the phase in which a policy is reviewed and updated according to a series of metrics and indicators as well as new policies that may affect the original plan
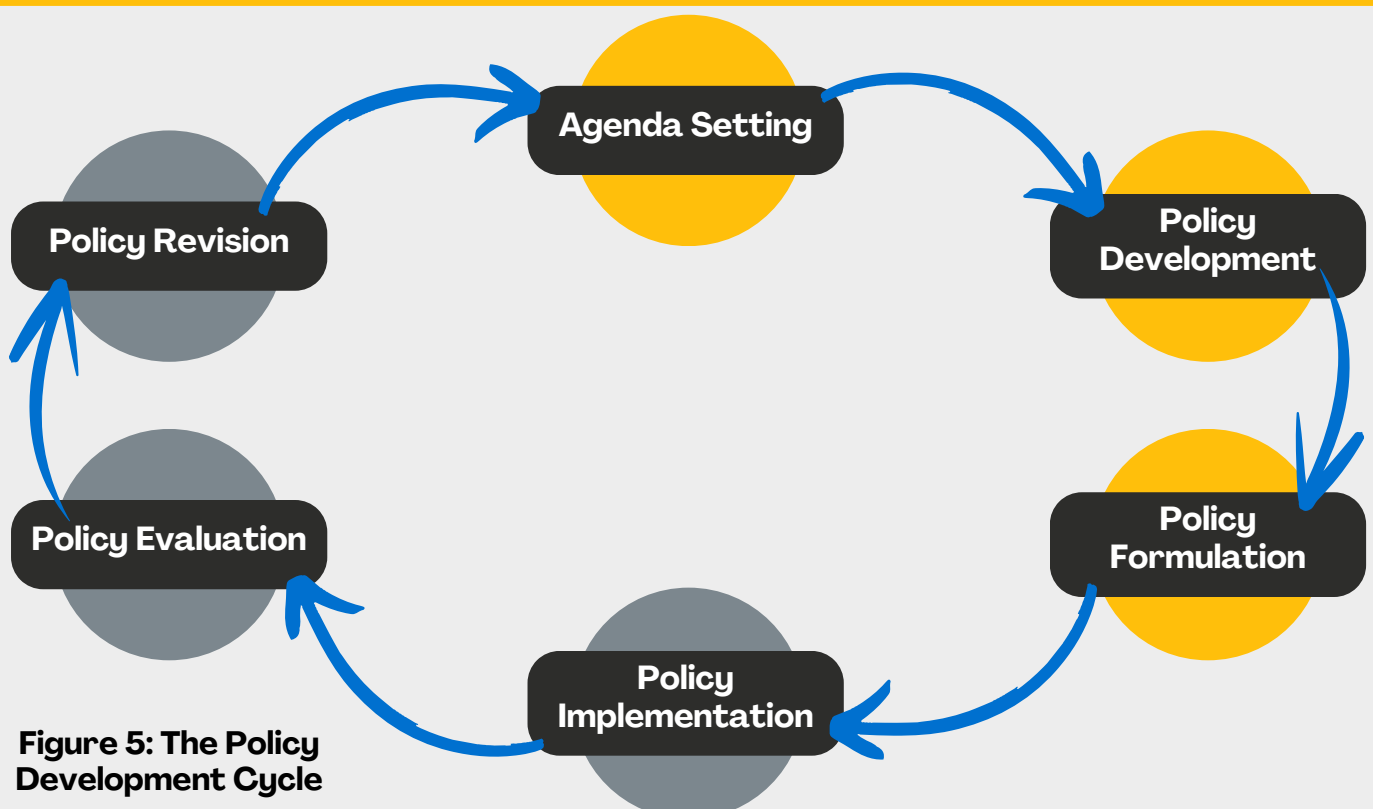

Figure 5: The Policy Development Cycle

Policy Development Cycle

Phase 1			Phase 2		
Agenda setting	Policy development	Policy formulation	Policy implementation	Policy evaluation	Policy revision
Publish the timeline of key stages and deadlines; as well as opportunities to participate to any interested stakeholders.	Provides access to the research, data and good practices in an accessible format using the website as a main archive and communication point.	Jointly design and agree the mechanisms to inform the community about the impact of the policy.	Publish updates about the different milestones and goals reflected on the implementation roadmap, allowing the community to comment on progress updates.	Provide an arena for the co-creation of impact assessment tools to assess the value and adoption of the policy to understand the challenges faced by the community.	Invite the co-creation forum working groups to review each the existing document, identify gaps and draft proposals.
Include details of meetings, events, consultation, feedback mechanisms; and the decision making process for agreeing the releasing of the policy.	Facilitates the formation of working groups to discuss and refine ideas into draft documentation.	Design events to present the policy and the roadmap and to listen and gather feedback from the community.	Hold at least two open meetings with the co-creation forum and the community on the implementation of the policy.	Enable spaces for the members of the community to participate in the evaluation process both in face to face and online opportunities.	Create spaces for the co-creation forum stakeholders and members of the community to participate in reviewing the draft proposals and provide feedback.
Provide timely updates including information about progress on the development of the policy, as well as an overview of the co-creation forum contributions.	Publishes an overview of stakeholders and working groups contributions, and their responses on the website.	Invite stakeholders to design implementing and monitoring methods for the different elements of the policy and implementation roadmap.	Share relevant implementation documentation with stakeholders to encourage policy bench-learning in learning co-creation.	Facilitate a mechanism for the co-creation to propose and deliberate solutions to the challenges and the problems encountered.	Provide to the co-creation forum and the community a brief synopsis of changes proposed, and their feasibility and the reasons to be included or excluded in the new policy documentation.
Provide adequate background information around the agenda items to stakeholders for them to participate in an informed manner.	Publish regular updates on the progress of the policy, including progress against milestones, reasons for any delays, next steps.	Provide the relevant information allowing and encouraging stakeholders to provide feedback, raise questions, concerns and to provide evidence, good relevant for the policy.	Facilitate a mechanism for the co-creation forum and the community to monitor and deliberate on how to improve the implementation of the policy.	Publish outcomes of the consultations showcasing the proposed solutions.	

Policy Development Cycle

Phase 1			Phase 2		
Agenda setting	**Policy development**	**Policy formulation**	**Policy implementation**	**Policy evaluation**	**Policy revision**
Publish and provide feedback about the consultation and include a range of options for stakeholders to respond.	Provide the co-creating forum draft policy papers for review which include the research, data and good practices as well as an implementation roadmap.			Enabling channels for the co-creation forum and the community to monitor the progress of the evaluation tasks.	
Publish the co-created agenda, establishing the co-creation priorities goals and milestones.	Opens arenas for discussing the research, data and good practices used to draft a policy paper and to include and exclude information.	Enable discussions in the co-creation forum to concur the priorities for the policy development and implementation and assess its feasibility, and potential risks and challenges.			Enable channels for the co-creation forum and the community to monitor the uptake of the new milestones and activities of the revised policy.

Agenda Setting

An enabling policymaking process begins by identifying all possible stakeholders who may use and/or be impacted by the proposed policy. Stakeholders typically include students, academic staff, L&T staff, IT staff, library staff, administrative staff, and senior and middle management, including groups of individuals that are (or may be) affected by the proposed policy more than others, such as individuals with disabilities, international students or part-time staff, for example.

This policymaking process requires a participatory, multi-stakeholder, co-creation forum representing key stakeholders. At the initial stage it is important to set the scope, objectives, boundaries, expectations and workload forecast for the participants, as well as specifying the activities to be carried out and the means of participation. In addition to the co-creation forum, wider consultation with stakeholder groups and relevant experts at different stages of the development process are also advisable (e.g. via meetings, interviews, questionnaires, focus groups).

The aim of consultation and collaboration is to facilitate open discussions amongst stakeholders, including around developing a clear vision for the HEI's future practice, ensuring that policy reflects institutional aims and culture, including alignment amongst policies, clarifying what the HEI is capable of supporting, and determining how enabling practice can be sustained.

Policy Development

Several strands of research and analysis are likely to be important as policy design and development evolves:

- Analyse the policy prompt to determine the specific needs and requirement(s) and short- and long-term expectations for the new policy.
- Conduct bench research, exploring policy and related resources from national and international institutions
- Identify expected barriers (structural, cultural, personal) to the proposed policy and determine how these might be overcome.
- Identify areas of expertise that may be required to craft an informed, robust and responsible policy such data protection or copyright.

Policy Formulation

It is important to be aware of the specific policy development and approval process within the institution. Some HEIs have a policy on policies and most use specific policy templates. The design and (re)drafting of an enabling policy must be guided by asking and answering questions that address the needs, issues and concerns of stakeholders. The criteria for enabling policy content, although the detail of this step will depend on the specific policy topic and institutional context. Once the text of the policy nears its final draft, a policy implementation plan should be developed, identifying how the impact on existing operations and systems will be managed.

As a policy draft is refined, each version should be evaluated and reviewed by stakeholders. This process should include scenario-based testing to determine whether the draft policy is sufficient to respond to the expectations of stakeholders. This may entail going beyond the co-creation forum for feedback from various stakeholder groups at specific stages in the process. Some questions which may be considered at this stage include:

- What effect will the policy have on digital well-being and on equitable access to learning?
- Does the policy comply with legislation and ensure data privacy and a secure teaching and learning environment?
- How are staff and student rights of intellectual property understood, determined and supported by the policy?
- How does the policy seek to provide technical and skills support?
- How will the policy affect the HEI as a whole, specific disciplines and/or programmes?

Policy Implementation

Whereas approval process for policies differs across institutions, most involve being approved by an academic sub-committee(s) before being submitted for approval by a senior committee. Policies going forward for approval typically require a specified policy owner, an implementation plan, policy instruments such as procedures, a stated review period, and details on policy monitoring. Following approval, policies are usually published on the institution website.

The Implementation phase requires of the combined actions of multiple people to achieve desired outcomes. Thus, communication is an integral part not only of policy development, but also implementation, as this stage will likely include dissemination of the policy and accompanying documents, communications, information, training and openly accessible resources. Collective ownership of the policy is an enormous asset at this stage. Stakeholders can be consulted as to the most effective and impactful ways to communicate a new policy to various groups, and to facilitate dialogue and engagement. Implementation is thus in this context understood as policy enactment that is not linear but rather dialogic.

Policy Evaluation and Revision

Finally, monitoring of the policy should be managed by the leading unit. Policy monitoring can be implemented by setting up a communications channel for reporting policy problems or issues (such as a policy log) and/or adopting an indicator system to measure the policy's effectiveness against a set of criteria. All policies should be reviewed within a stated period of time (specified in the policy document). Regular reviews of policies ensure that they remain relevant and aligned with newer policies. The conditions under which a policy can be updated should be clarified.

4.2 The Co-creation Forum

To co-create policies it is key to meet basic requirements around three essential elements of participation in the co-creation process:
- A. Dissemination of information
- B. Spaces and platforms for dialogue and co-creation
- C. Co-ownership and joint decision-making.

A key element of policy co-creation is its co-creation forum, which is a participatory arena to meet, debate, and seek agreement to co-design a policy. In the forum, stakeholders and participants have a wide variety of roles and responsibilities in each stage of the policy cycle, including identification of needs, agenda setting, policy formulation, implementation, and evaluation. It emphasises the importance of diverse perspectives and collaborative decision-making in shaping effective policies.

To co-create policies, an inclusive and ongoing dialogue should be facilitated using a variety of spaces and platforms both face to face and/or digital, such as online fora, round tables and meetings, and also, spaces where to comment and reflect on the documentation, which are appropriate to the institutional or national context following a series of guidelines such as:
- To ensure participation by facilitating access in person and/or remotely to promote an inclusive dialog to include those unable to attend in person.
- To welcome and include a diverse representation and have a no-discrimination and inclusive approach to the selection of relevant stakeholders.
- To facilitate a mechanism in which the leading unit promotes direct communication with stakeholders to respond to process questions and keeps a record of communications and responses to make available to any interested part.

- **To conduct outreach and awareness raising activities to relevant stakeholders (e.g. educators, researchers, students, librarians, civil society organisations, government departments, etc.) to inform them of the policy process.**

Thus, the co-creation process starts by organising a participatory multi-stakeholder co-creation forum. Therefore, the leading unit, which are those responsible to plan, develop, implement and support a policy and also the point of contact for the stakeholders and community, first need to map the key stakeholders to organise a co-creation forum.

A. Dissemination of Information

To ensure that stakeholders are kept informed throughout, a plan for dissemination of information needs to be carefully designed. This should provide timely and regular information in a clear, and structured manner about all aspects of the policy process, including feedback on how their inputs are taken into account, ensuring that every relevant stakeholder participates equally in the decision-making process. This can be supported through provision of a dedicated policy website where the information on all aspects of the process is proactively published, which:

- Is visible to everyone, accessible and searchable.
- Identifies the leading unit clearly and provides their contact details publicly on the dedicated policy website.
- Contains the information and documents, including the data and the different versions of all administrative documents.
- Communicates information to stakeholders in advance to guarantee they are informed and prepared to participate in all stages of the process.

Furthermore, the site must provide spaces and platforms to facilitate an inclusive and ongoing dialogue appropriate to the institutional or national context.

B. Spaces and platforms for dialogue and co-creation

To co-create policies, an inclusive and ongoing dialogue should be facilitated using a variety of spaces and platforms both face to face and/or digital, such as fora, round tables and meetings, and also, spaces where to comment and reflect on the documentation, which are appropriate to the institutional or national context following a series of guidelines such as:

- To ensure participation by facilitating access in person and/or remotely to promote an inclusive dialog to include those unable to attend in person.
- To welcome and include a diverse representation and have a no-discrimination and inclusive approach to the selection of relevant stakeholders.
- To facilitate a mechanism in which the leading unit promotes direct communication with stakeholders to respond to process questions and keeps a record of communications and responses to make available to any interested part.
- To conduct outreach and awareness raising activities to relevant stakeholders (e.g. educators, researchers, students, librarians, civil society organisations, government departments, etc.) to inform them of the policy process.

C. Co-ownership and joint decision-making processes

To co-create policies, it is key to ensure co-ownership and joint decision-making as every relevant stakeholder should jointly own and develop the process as follows:

- Members of the co-creation forum jointly develop its remit, membership and governance (e.g. frequency of meetings, who sets the agenda, how decisions are made, how conflicts are managed, the level of detail of minutes), which are communicated on the website
- The co-creation forum includes an even balance of representatives from different levels (students, educators, researchers, senior management, civil society, librarians, government, etc).
- Members of the co-creation forum are selected through a fair and transparent process. The forum's rules should allow all members to lead their own selection process.
- The co-creation forum proactively communicates and reports back on its decisions, activities and results.
- The co-creation forum includes high-level representatives with decision-making authority to ensure it is sufficiently empowered to take action.

4.3 Action Plan for Co-Creating Enabling Policies

Phase I: Action Plan for Agenda Setting, Development and Formulation

To co-create a policy, it is key to design an action plan that considers a series of activities and elements such as consultations and discussions to ensure that every stakeholder co-owns the responsibility to successfully implement it. The key strategies can be understood as follows.

A) Dissemination of information	B) Spaces and platforms for dialogue and co-creation	C) Co-ownership and joint decision-making
The co-creation forum proactively communicates, through a website and other channels of communication, with adequate notice, the process for the development of the policy. This should include a timeline of key stages and deadlines; opportunities to be involved (e.g. details of meetings, events, written consultations, feedback mechanisms); and the decision-making process for agreeing to the final steps, plans and strategies and releasing the policy.	The leading unit, guided by the co-creation forum, provides opportunities to any interested stakeholders to participate in the development of the policy.	The co-creation forum meets frequently (e.g. at least once a month), and discusses, agrees and oversees the policy development process

A) Dissemination of information	B) Spaces and platforms for dialogue and co-creation	C) Co-ownership and joint decision-making
The leading unit updates on the website on a regular basis, including information about progress updates on the development of the policy, including notes of events, drafts of commitments, and other relevant information.	The leading unit provides adequate background information to stakeholders for them to participate in an informed manner. (e.g. definitions of learning co-creation; co-creation hubs or other relevant concepts)	During the development of the policies, discussions are openly held with the members of the co-creation forum to establish the priorities and the feasibility of achieving the goals and milestones set.
The leading unit provides overview of the co-creation forum contributions, and the senior management or government's response on the website.	The leading unit and the co-creation forum develop an appropriate methodology for the consultation. This should include a combination of open meetings and online engagement for the institutional or context. The leading unit publishes and collects feedback on draft documents. This information should be available and disseminated via the website and other appropriate channels, and include a range of options for stakeholders to respond (e.g. written responses, online discussions, surveys, face-to-face or remote meetings), which remain open for an adequate time frame (e.g. at least 2 weeks).	

Phase II: Action Plan for Policy Implementation, Evaluation and Revision
The implementation process is the phase in which a policy is enacted and must be executed, therefore the policy aims must be actioned towards being measured according to the roadmap and the agenda priorities.

A) Dissemination of information	B) Spaces and platforms for dialogue and co-creation	C) Co-ownership and joint decision-making
The leading unit publishes in the website regular updates on the progress of the policy, including progress against milestones, reasons for any delays, next steps. This is in addition to publishing a self-assessment report.	The leading unit holds at least two open meetings with the co-creation forum on the implementation of the policy.	The co-creation forum monitors and deliberates on how to improve the implementation of the policy.
The website should have a feature to allow the public to comment on progress updates.	The leading unit shares their policy and relevant implementation documentation with stakeholders to encourage policy bench-learning in co-creating hubs.	The leading unit submits its self-assessment report to the co-creation forum for comments and feedback on the content of the report.

4.4 Enabling Policy Co-ownership

To co-create policies, it is key to ensure co-ownership and joint decision-making as every relevant stakeholder should jointly own and develop the process as follows:

- Members of the co-creation forum jointly develop its remit, membership and governance (e.g., frequency of meetings, who sets the agenda, how decisions are made, how conflicts are managed, the level of detail of minutes), which are communicated on the website.
- The co-creation forum includes an even balance of representatives from different levels (students, educators, researchers, senior management, civil society, librarians, government, etc).
- Members of the co-creation forum are selected through a fair and transparent process. The forum's rules should allow all members to lead their own selection process.
- The co-creation forum proactively communicates and reports back on its decisions, activities and results.
- The co-creation forum includes high-level representatives with decision-making authority to ensure it is sufficiently empowered to take action.

5. Creative Approaches to Co-Creating Policy

This section introduces a game-based format for co-creating policy, encouraging participants to engage in interactive activities and exercises to generate innovative ideas and solutions. Playbook style flexible instructions for enacting this creative approach are provided.

5.1 Toolkit for Policy development

We recommend following a staged process with the co-creation forum at your institution:

- Stage 1: Brainstorming with cards
- Stage 2: Canvas to pull ideas together
- Stage 3: Policy drafting following the policy cycle

Co-creating Enabling Policies
Toolkit Change Cards

University of Suffolk

Learning Hubs
OPENMed

Adapted from
Original work by Javiera Atenas and Davor Orlic

- Change cards are questions that help people think outside of the box and discuss possible directions of a policy.

- Change cards are useful in the early stages of designing a policy when you are trying to understand what users need and want from a policy area. They are also useful when you have gone through all the usual ideas and need to think differently.

- Follow these cards in order (macro => micro)

Awareness of the educational landscape

What are other institutions doing in terms of co-creation of educational practices?

What are some examples of co-creating educational practices at an international level?

Awareness of the educational landscape

Learning Hubs

What are some examples of co-creating educational practices at a national level?

Awareness of the educational landscape

Learning Hubs

What are some examples of co-creating educational practices at your institution?

Awareness of the educational landscape

Learning Hubs

Considering other stakeholders

Learning Hubs

What impact will your policy have at an institutional level?

Considering other stakeholders

Learning Hubs

What are the views of senior management about co-creating policies for educational practices?

Considering other stakeholders

Learning Hubs

What impact can the policy have in your community?

Considering other stakeholders

Learning Hubs

Who will be in your dream team to co-create this policy?

Considering other stakeholders

Learning Hubs

What are your blind spots in terms of:

- Co-creating in general
- Co-creating of educational practices
- Co-creating of policy?

Considering other stakeholders

Learning Hubs

Participation and Empowerment

Learning Hubs

What would be the impact of learning co-creation for educators?

Participation and Empowerment

Learning Hubs

What would be the impact of learning co-creation for students?

Participation and Empowerment

Learning Hubs

How are you including diverse voices in the decision-making processes?

- **Where are we on the spectrum?**
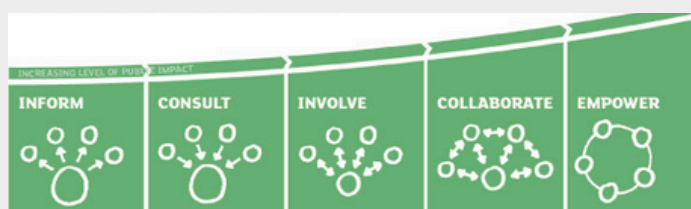
Participation and Empowerment

Learning Hubs

How are you including librarians, learning designers and other professional colleagues in the decision-making process?

Participation and Empowerment

Learning Hubs

Being Ingenious and Resourceful

What would happen if you designed a policy hostile to learning co-creation?

What if the ideas and solutions you are proposing are no longer possible?

Being Ingenious and Resourceful

Learning Hubs

What would you do if people were your only resource?

Being Ingenious and Resourceful

Learning Hubs

What would you do if your policy/idea was facing a lot of resistance?

- **What would you do if nobody was on board with your idea?**
- **What would you do if people lost interest?**
- **How do you overcome low interest in your policy?**

Being Ingenious and Resourceful

Learning Hubs

What would you do if you only had one day to develop your policy?

Being Ingenious and Resourceful

Learning Hubs

What if you could only persuade your stakeholders with memes? Which would they be?

Being Ingenious and Resourceful

Learning Hubs

What if you could only persuade your stakeholders with a song/a videogame? What song/videogame would you use?

Being Ingenious and Resourceful

Learning Hubs

In one phrase, what would this policy bring to your institution?

Being Ingenious and Resourceful

Learning Hubs

What is your 1-min elevator pitch about this policy and its purpose/outcomes?

Being Ingenious and Resourceful

Learning Hubs

Being Optimistic

What would you do if you had unlimited budget?

40

What would you do if you had unlimited time?

Being Optimistic

Learning Hubs

What would be the ideal scenario to foster learning co-creation?

In the ideal scenario, what does the perfect co-creative environment look like?

Being Optimistic

Learning Hubs

Your co-creative policy has been successfully implemented, what does it look like?

Being Optimistic

Learning Hubs

How would you scale up your policy to promote knowledge co-creation in teaching and research?

Being Optimistic

Learning Hubs

Being Flexible and Iterative

What would you do if your proposal was rejected and you had to start again?

What other policy or strategy could seriously de-rail yours?

Being Flexible and Iterative

Learning Hubs

What other policy or strategy could help you to foster learning co-creation?

Being Flexible and Iterative

Learning Hubs

Stakeholder Analysis and Communication Strategy

Learning Hubs

Place your stakeholders on the grid where you think they are now.

How will you move them where you would like them to be? What is your communication strategy?

Stakeholder Analysis and Communication Strategy

Learning Hubs

45

School Leaders | Course Leaders | Public

University Leaders | Students | Lecturers

Alumni | Alumni | Professional Staff

High

Power

Keep Satisfied | Manage Closely

Monitor | Keep Informed

Low

Low **Interest** High
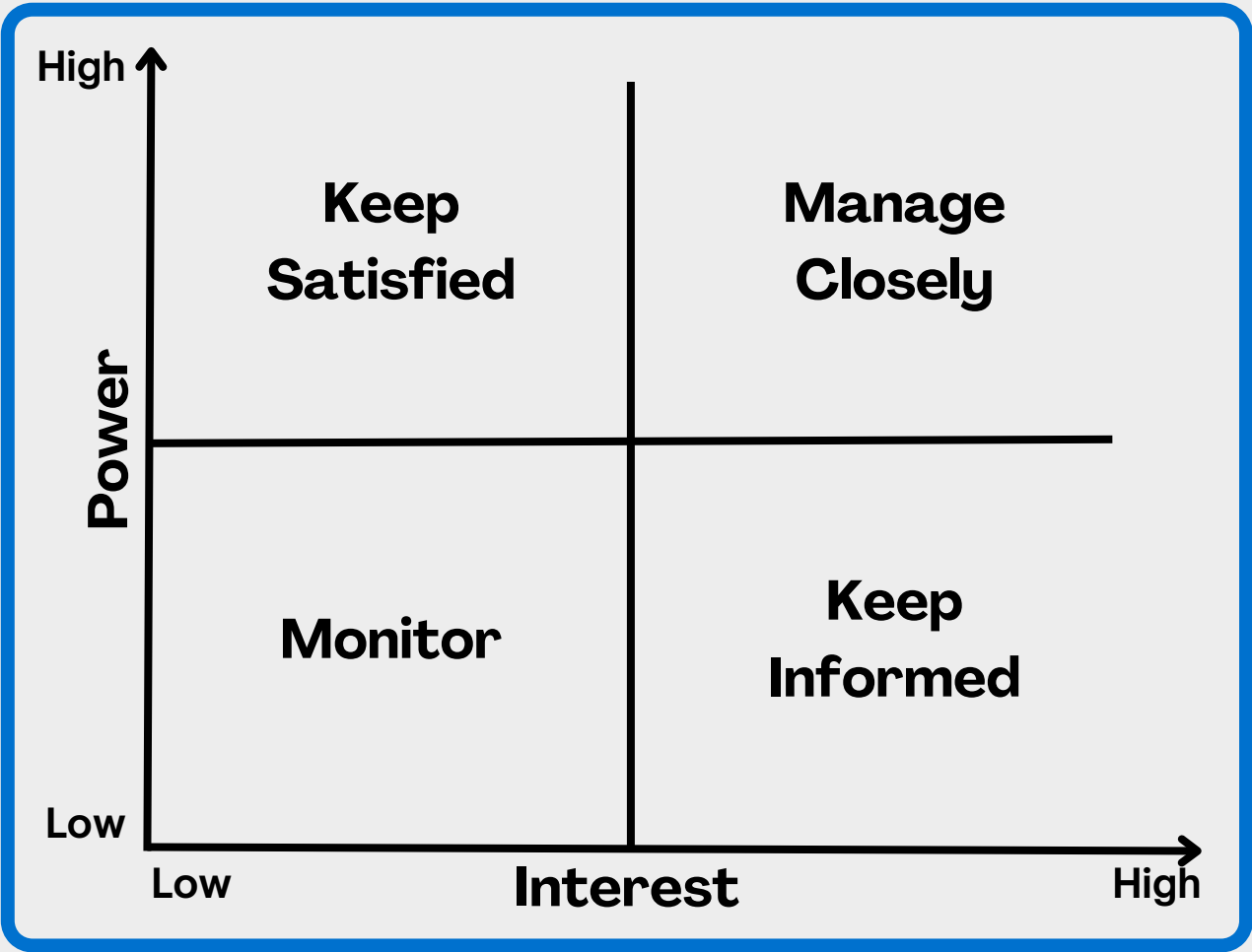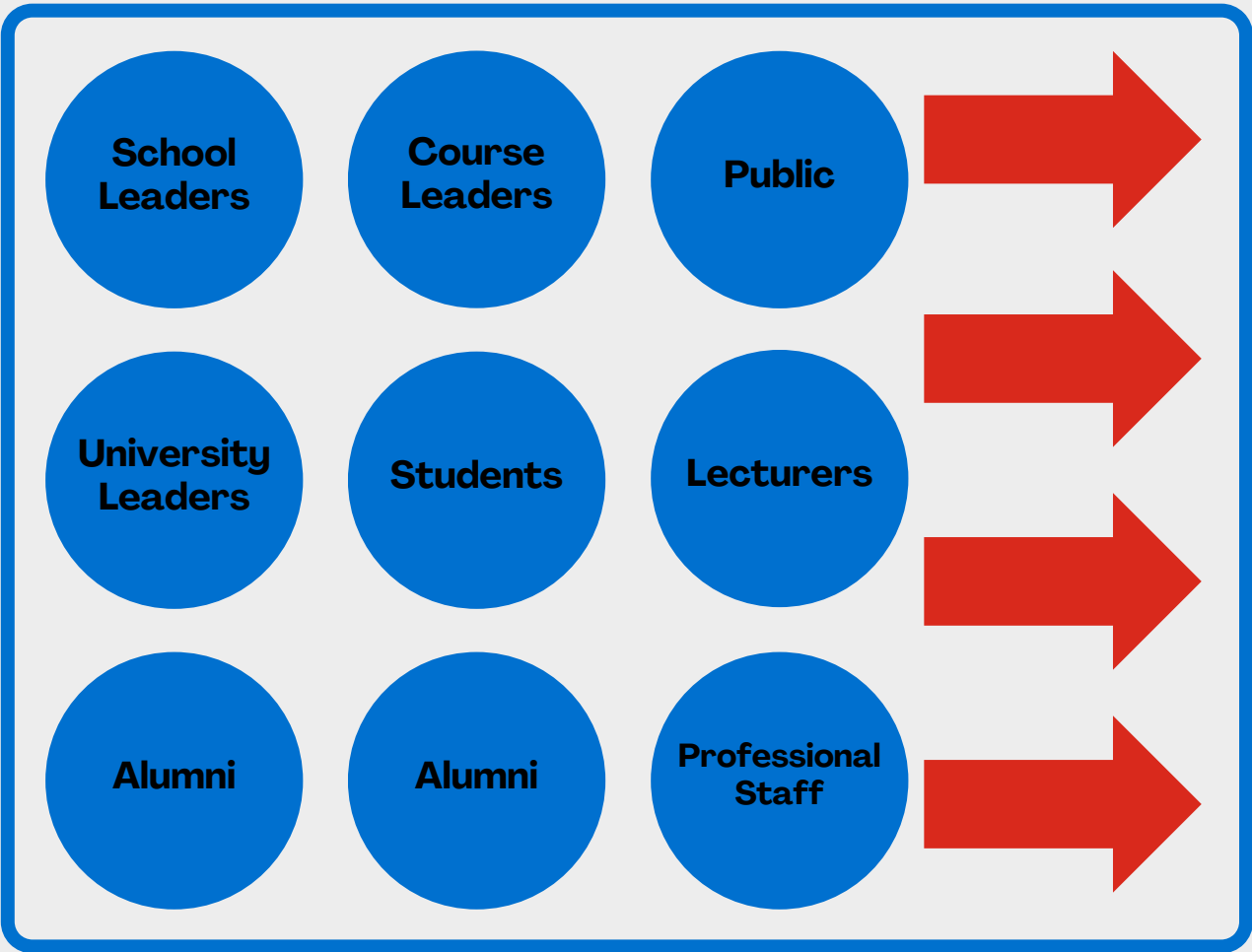
Pokémon Cards

- **Make your own Pokémon cards and play a power fight, provide a rationale for who has power in the battle**

Examples

  - **Category: Student / Senior Management/IT**
  - **Type: First generation/ Mature/International**
  - **Abilities: Teamwork, Visionary thinking,**
  - **Weakness: Dyslexia, EAL, visa status**

Pokémon Cards

VS

Learning Hubs

Image:

Character name:
_____

Description:
_____
_____

Height: _____
Weight: _____
Gender: _____

Category: _____
Type: _____
Abilities: _____
_____
_____

Weaknesses: _____
_____
_____

Image:

Character name:

Ahmed

Description:

Threatening looks, sharp mind, kind heart

Height: 1.96 m / 6'6"

Weight: 120 kg / 264 lbs / 19 stone

Gender: Male

Category: Course Leader

Type: International

Abilities: Business and marketing Presentation skills, empathy

Weaknesses: Always late non-native speaker of English

Image:
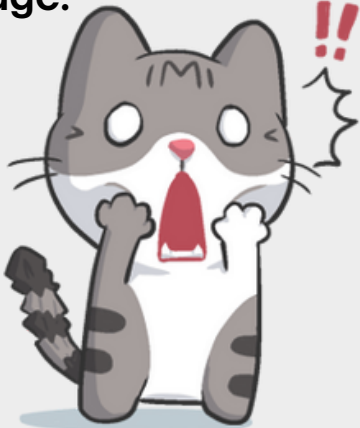
Character name:

Fiona

Description:

After stressing about it, makes things happen quickly

Height: 1.6 m / 5' 3"

Weight: 57 kg / 121 lbs / 9 stone

Gender: Female

Category: Student

Type: Mature

Abilities: Creativity, digital skills, local connections

Weaknesses: High anxiety, caring responsibilities

Learning Hubs Policy Canvas

University of Suffolk			Learning Hubs

Process & Partners
What is needed to develop a Learning Hub and co-create a policy?

Context
What are the socio-cultural needs and issues at play in our institution?
Are there any learnings to draw upon from other institutions?

Stakeholders
Who is needed to help co-creating our policy?

Solutions & Approaches
Are there any institutional policies or strategies to draw upon? What are the technical or third-party solutions?

Policy Opportunities
What are the specific opportunities for our institution?

Policy Challenges
What are the specific challenges or barriers we can face in our institution?

Key Elements
What are the key elements of our learning hub policy?

Evidence
What is our key information and data to support the development of our learning hubs and its policy?

Beneficiaries
Who will benefit from our learning hub and how?
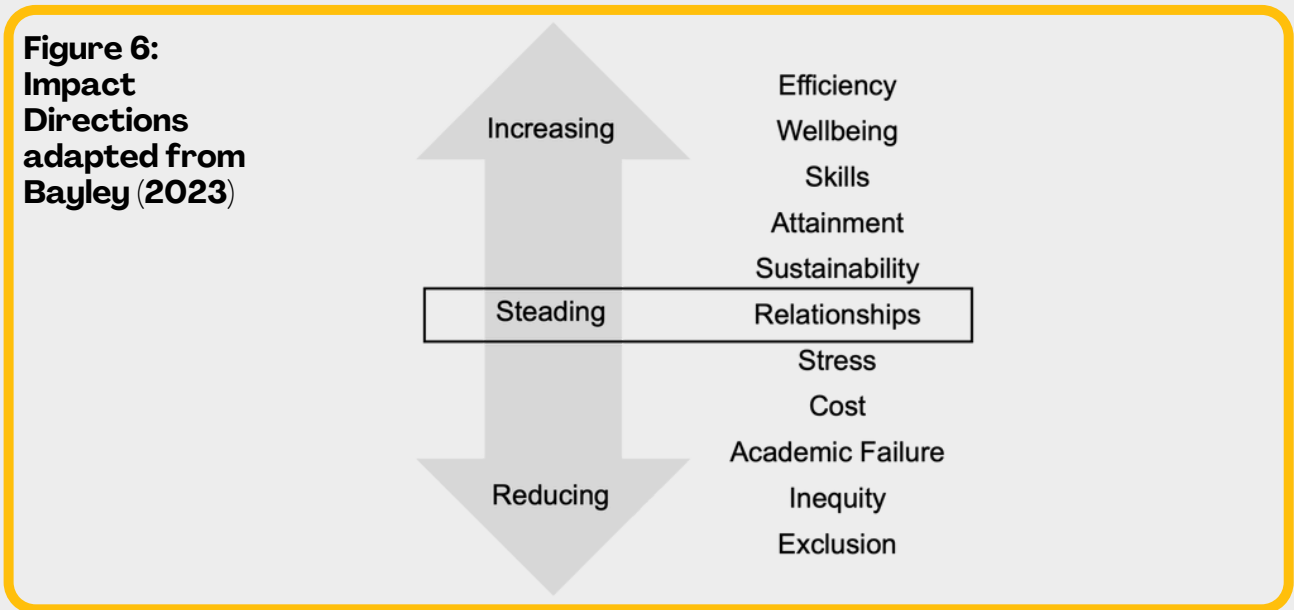
Risks
What are the main risks in our institution in terms of co-creation?

5.2 Instruments to Measure Impact

A framework and tools <u>for measuring the impact</u> of co-creation hubs on policy and practice are provided, including indicators for assessing effectiveness, efficiency, and stakeholder satisfaction. Opportunities for continuous improvement are identified to enhance the overall impact of co-creation initiatives.

Impact Indicators

Impact is about making a difference and finding solutions in areas of existing problems. Therefore, to create impact, a problem needs to be identified first. The change our policy and educational practice then makes can be seen in the direction of increasing or reducing something (Bayley, 2023).

Figure 6: Impact Directions adapted from Bayley (2023)

Increasing

Efficiency
Wellbeing
Skills
Attainment
Sustainability

Steading — Relationships

Stress
Cost
Academic Failure

Reducing

Inequity
Exclusion

Impact+ Exercise

Area of Impact		Impacts/ Outcomes	Indicators	Data Sources	Timescale		
					Short Term	Medium Term	Long Term

Impact+ Tool

Use the Impact+
Exercise workshop guide
to get the most out
of this tool

LEARNERS

- What change will occur for learners as a result of your activities?
- What new skills or competences will they gain?
- How will their attitudes, opinions or aspirations change as a result of the project?

SCALE OF IMPACT

HIGH 5 4 3 2 1 LOW

PARTNER ORGANISATIONS

LOW 1 2 3 4 5 HIGH — SCALE OF IMPACT

- What changes will occur in partner organisations as a result of the activities?
- What new or improved partnerships, products or services will be generated?
- How will policies or procedures be changed or improved?

YOUR IMPACT

What is the main thing or things that your project hopes to achieve?

Think about the problem or issue that you are trying to solve.

PROJECT STAFF

- How will your activities affect staff working on the project?
- What new experience, skills and competences will they develop?
- How will involvement in the project support staff in their continuing professional development?

5 4 3 2 1 — SCALE OF IMPACT — HIGH LOW

SYSTEMIC

- What changes to legislation or public policy will occur in your sector or field?
- What contribution will you make to improvements in professional practice or methods of learning?
- What new or improved qualifications or learning modules will you produce?
- What benefits will your project deliver for sector or professional networks?

LOW 1 2 3 4 5 HIGH — SCALE OF IMPACT

Impact+ Terms

OUTPUTS

Outputs are the direct products of your activities. Counting them helps quantify your outcomes and impact.

Examples include the running of events or the number of people undertaking a training course.

OUTCOMES

Outcomes are the changes, benefits, learning or other effects that occur as a result of your activities and outputs. Short-term outcomes should occur within 1-3 years and longer-term outcomes in 4-6 years.

Examples include people improving their communication skills or organisations improving their training provision.

IMPACT

Impact is the fundamental change that happens as a result of an activity.

It will generally occur in the long term, often after the activity has finished.

INDICATORS

Indicators are measures that allow progress towards a goal to be tracked.

For example, a project seeking to improve the quality of their training may measure student satisfaction or student employment as potential indicators.

Impact+ Tool v1 2015

Figure 7: The Fast Track Impact Planning Template (Reed, 2018, p. 119)

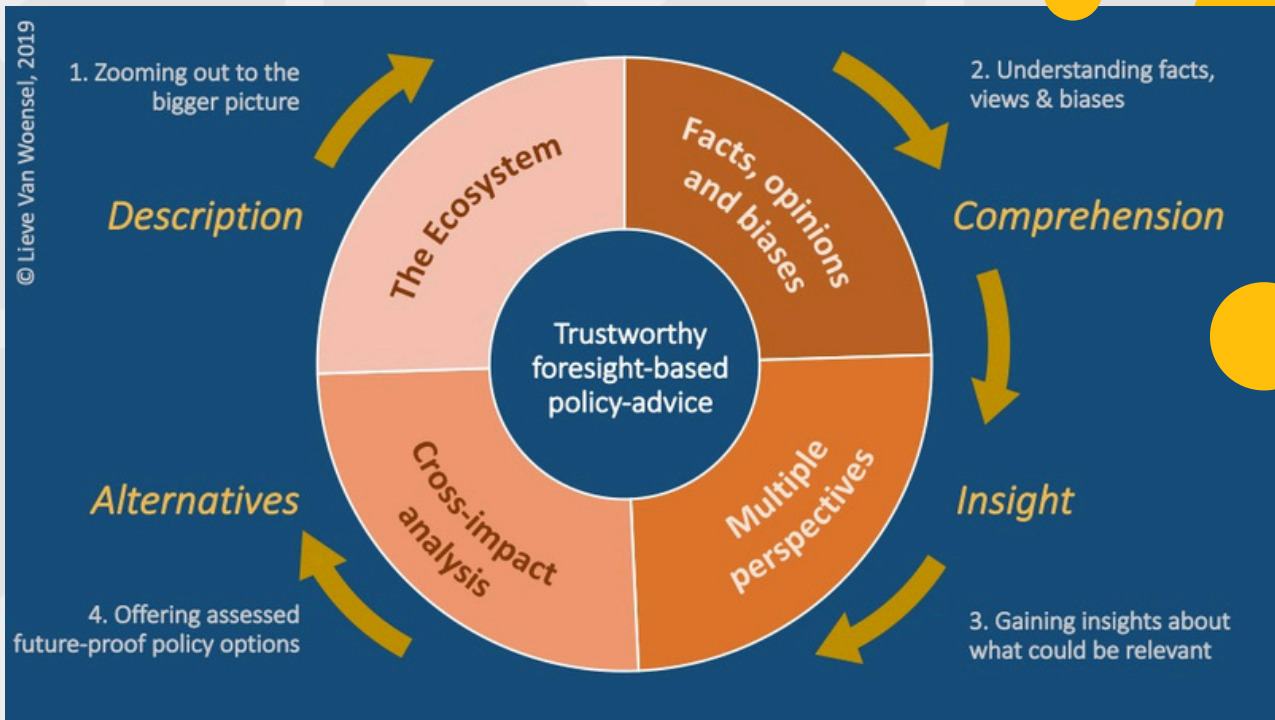|						
Impact Goal						
Target Stakeholders						
Reasons for Being Interested						
Activities to Engage this Group						
Indicators of successful engagement and means of measurement						
Indicators of progress towards impact						
Risks to activities and mitigation						
Risks to impact and mitigation						
Who is responsible and what resources are needed						
Timing						

Figure 8: <u>Four guiding components for</u> <u>responsible and trustworthy policy advice</u> (**Van Woensel, 2019**)

6. Playbook for Co-Creating Learning Hubs

Educators are guided on how to establish and manage Learning Hubs within their institutions, including strategies for recruitment, training, and support of co-creators. Best practices for fostering co-creation through playfulness, creativity and respect are also outlined.

6.1 Introduction to Learning Hubs

Learning Hubs are blended activities focused on skill development of students across block learning. The purpose of this guidance is to support sharing of good practice and increase sustainability of created resources across the university. It can be used as asynchronous online staff development, or in connection to staff CPD. This staff guidance aims to:

- Explain what Learning Hubs are, how they can be implemented and co-created in your course.
- Provide a template for Learning Hub activities with a pedagogical rationale and technical digital tips.
- Each Learning Hubs activity starts with an introductory page such as this one. It explains the purpose of the activity and its aim, and it provides an overview of the content.

Next: Why Learning Hubs?

6.2 Why Learning Hubs

The first content page of each Learning Hub activity starts with a rationale - learners need to know why they should be doing the activity.

Rationale

'Block and Blend' can present students and lecturers with opportunities for learning but it also comes with some challenges. Digital and asynchronous learning materials are appreciated by learners with caring responsibilities, juggling working, studying and family life. These materials, however, need to be purposeful, individualised and of high quality.

The Learning Hubs are a resource pool of online activities based on active learning principles focused on developing and applying academic, transferable, and employability skills, as well as supporting university life and wellbeing. They draw on existing resources and integrate them into Brightspace pages linked to module content.

We are hoping that the Learning Hubs can become a growing and sustainable resource pool of best practice activities that are co-created and shared across the university. Some activities can be copied into your modules as they are, others may need adjusting from the existing template. We would also like to encourage you to add your activities into the Learning Hubs so that colleagues can learn from you.

Why and how does it matter to you?
Which of these reasons are relevant to you?

- I keep teaching the same skills over and over again.
- I do not want to use the session time to explain areas of skill that some students are very confident with already.
- I would like all students to be really good at academic skills.
- I would like to encourage students to see the things they learn as transferable to other areas and jobs.
- I would like to maximise the opportunities of online resources.
- I like the idea of creating resources once and that having it available for future use.
- I like the idea of co-creating materials with students.
- Other reasons

This section is designed as an H5P activity, providing learners with immediate feedback and increasing their engagement

Pedagogical Reasoning

Each Learning Hub activity starts with engaging the learner with the content by bringing in their previous experience, reflecting on what they already do and know, acknowledging their learning journey. It looks at various motivations why students might want to engage with the content - these can include self-development, better grades in assessments, fear of failure (avoiding negative outcomes), pointing out links to module content, time efficiency, interest, etc.

Learners choose from the options, becoming aware of their own motivations for engaging with the activity. It encourages them to take responsibility for their own learning, and it provides an explicit explanation of the rationale from the perspective of the lecturer.

6.3 What Is a Learning Hub?

The Learning Hubs have been developed at the University of Suffolk as spaces of blended learning opportunities for development of academic, transferable and employability skills and support with university life and wellbeing. Co-created by students, academics and professional services staff, the Learning Hubs offer interactive online tools for skill development and support the learning pathways for students with varying levels of transversal skills, equalising opportunities in retention and attainment at university for students from diverse backgrounds.

Four areas of development in the five-week block cycle

| Learning Hub Event | Academic Skills | Employability Skills | University Life and Wellbeing | Transferable Skills |
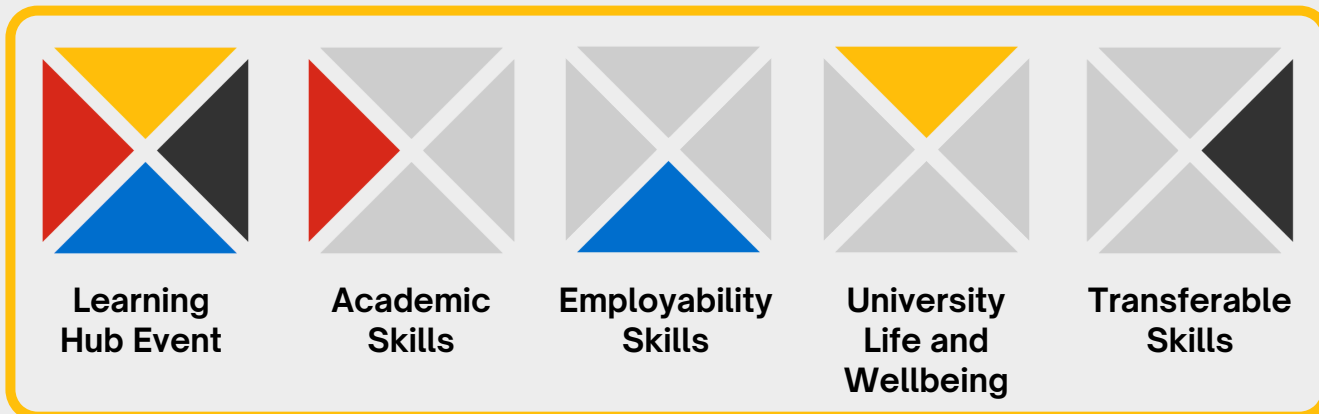
Resource Pool of Online Activities

The Suffolk Learning Hub is a resource pool of online, interactive, activities centred around the learning dimensions of University Life and Wellbeing, Academic, Transferable and Employability skills aligned to the Skills Builder Framework and the Graduate Attributes. Themed learning activities maximise the use of the interactive components of the blended learning environment and encourage progressive and active learning towards becoming independent learners. The activity pool is available to students and lecturers providing an accessible, flexible and sustainable learning and teaching resource.

The nature of the Suffolk Learning Hub environment provides students with opportunities to select activities that support their individual learning needs. Clearly explained rationales for online activities and the use of specific tools increase students' intrinsic motivations (Chen and Jang, 2010), where autonomy and choice in selecting learning activities supporting diverse learning preferences has been identified as one the principles of effective online learning (Tanis, 2020). Along with further key elements of online engagement such as cognitive, emotional, behavioural, social and collaborative aspects (Redmond et al., 2018), the Suffolk Learning Hub enables all students to feel successful in the development of their academic and professional skills supporting their self-efficacy (Alt, 2015).

Links to Sustainable Development Goals

The Learning Hubs aim to provide high quality education for all, respecting their individual learning journeys and needs, whether these are influenced by disability, previous educational experiences or entering higher education as a mature learner. Students and staff are part of a learning community mutually responsible for learning, development and mental health and wellbeing of its members.

The Learning Hubs are tied to University of Suffolk values, specifically being:

PROFESSIONAL

INCLUSIVE

COLLABORATIVE

CREATIVE

EMPOWERING

TRANSFORMATIVE
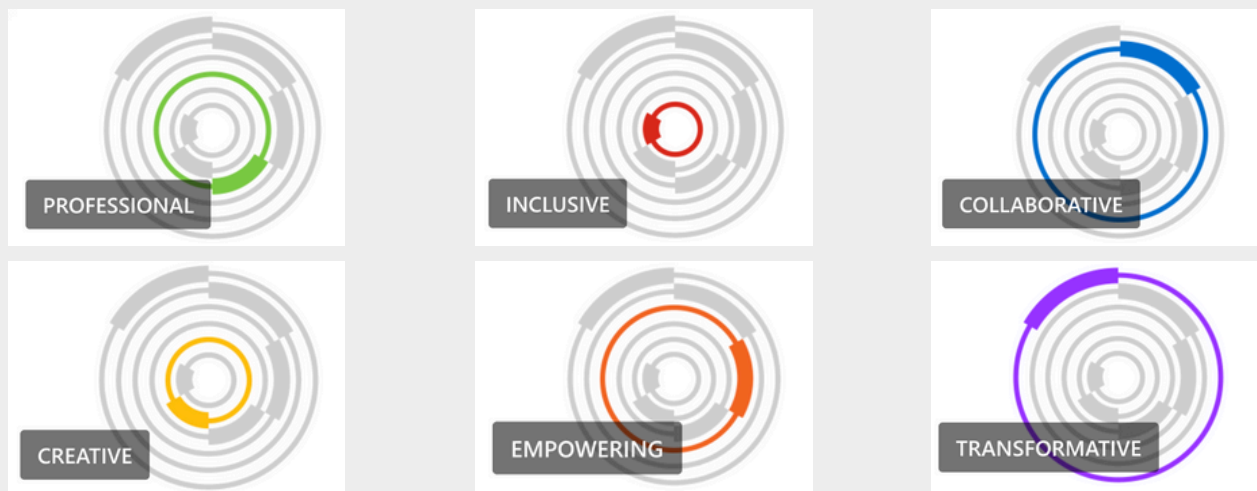
What does it look like?

Learning Hubs use a range of active learning components utilising the available **H5P** tools.

Follow the link above to familiarise yourself with the tools and activities that are available, as well as how to integrate the activities into your respective VLE.
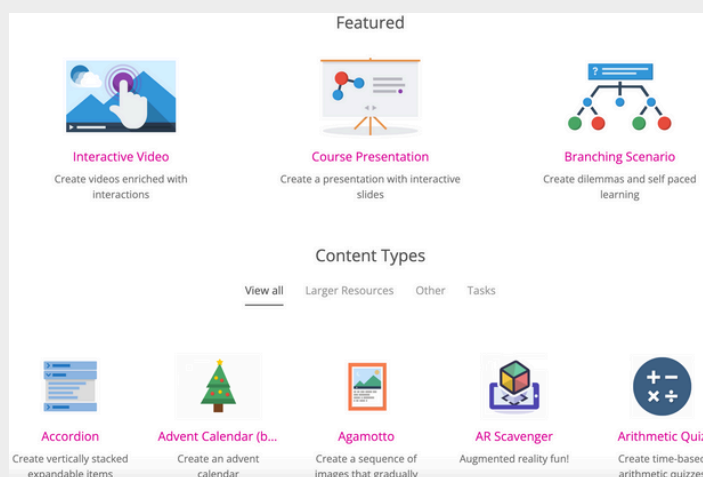
Next: What's Behind the Project?

6.4 What's Behind the Project?

The Learning Hubs present an ongoing project that keeps evolving and growing, building in evidence generated from various research studies.

Phase One: Development and Evaluation (2021-2022:

To learn more about the first phase of the project, you can watch the Learning and Teaching Webinar from 12th January 2022.

As you are watching the video, think about how you address skill development in your course:

What are the things you do to support skill development of students within and outside your modules?

_____
_____
_____
_____
_____
_____
_____

Are there examples of best practice in your course / team that are worth sharing across the university?

_____
_____
_____
_____
_____
_____
_____

Could these be transformed into online activities using some active H5P components?

_____
_____
_____
_____
_____
_____
_____

TIMELINE
Co-Creating Learning Hubs

Block & Blend
2020/21 How to link blocks and support skill development? An opportunity to restructure curricula and utilise digital tools

1

Are Learning Hubs a good idea?
2021/22 Development and Evaluation in Childhood courses - Student feedback collected

2

Co-Creating Learning Hubs
2022/23 How to support student engagement with skill development? Students and lecturers from a variety of courses working together with learning designers, academic skills advisors and careers team

3

Staff Development
2023/24 Staff engagement with co-creating and implementing Learning Hubs across the university

4

Learning and Wellbeing
2023/24 Co-creating in a community of practice empowers its members and increases their sense of belonging. Learning and skill development enhances self-esteem.

5

Policy Playbook
2023/24 Flexible playful guidance for universities on how to co-create enabling policies for co-creating of educational practices such as the Learning Hubs

6

www.uos.ac.uk/content/suffolk-learning-hubs

Phase Two: Co-Creating Learning Hubs (2022-2023)
This is a 3-minute vlog that explains what co-creating looked like in this project:
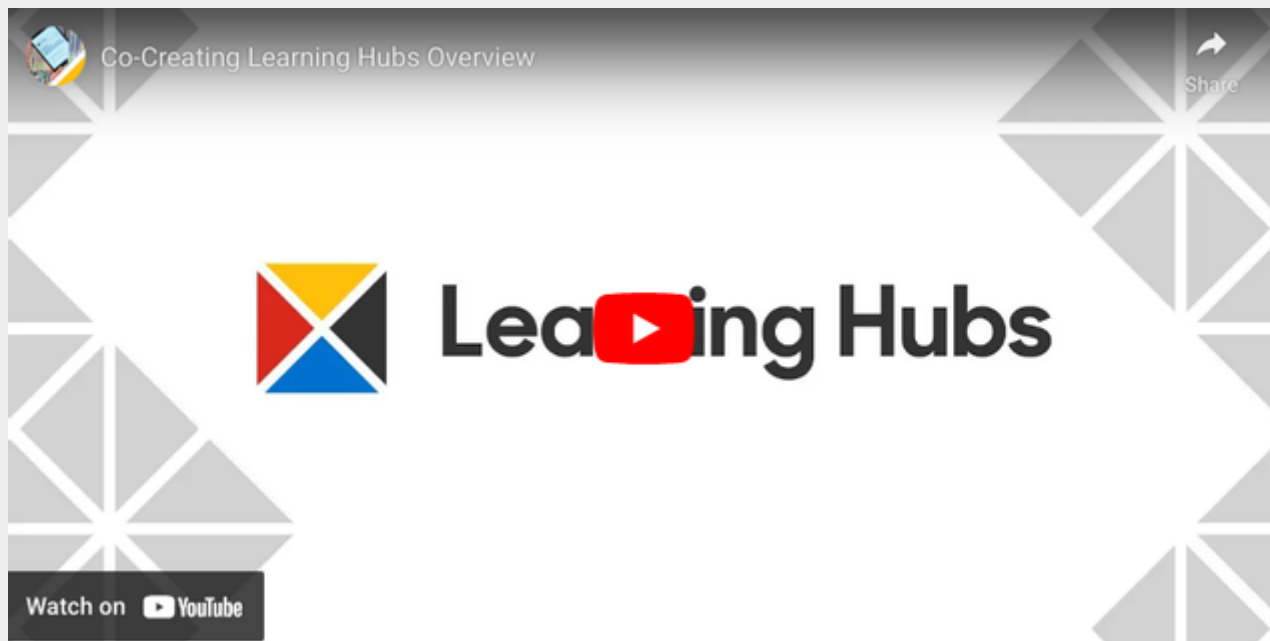
To learn more about the co-creation elements, you can watch the Learning and Teaching Webinar recording from 8th November 2023.

Write down the benefits of co-creation and the potential challenges of implementing co-creating as an ongoing practice.
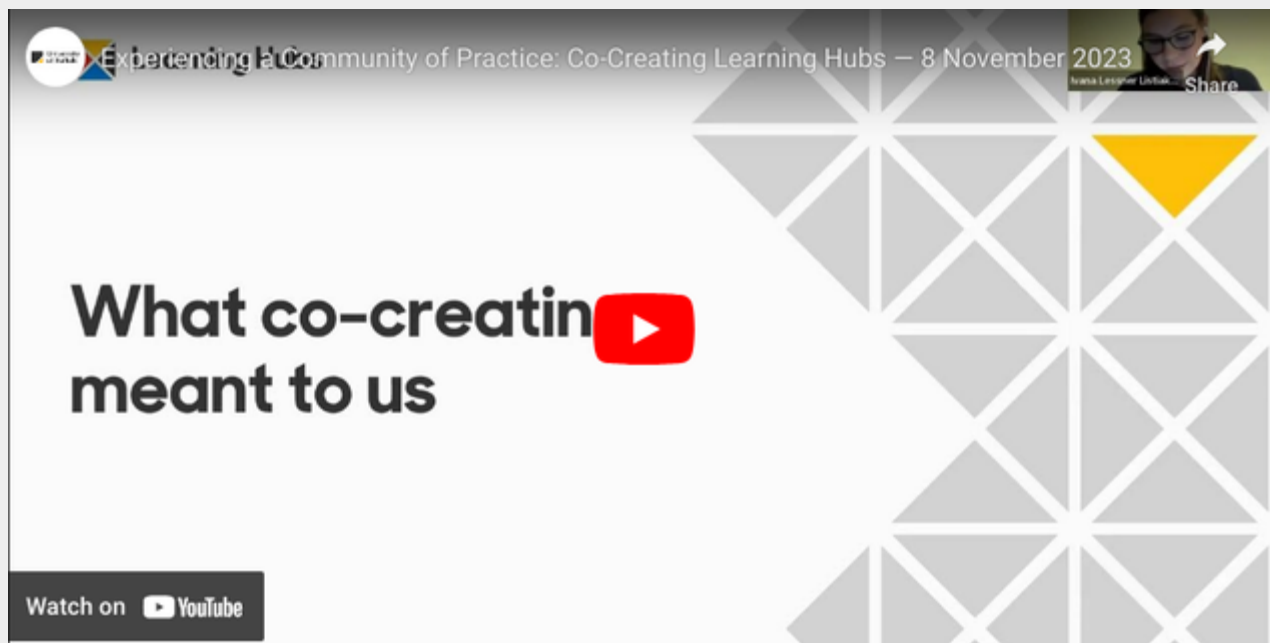
Digital and Pedagogical Tips:
It is useful for learners to know why a lecturer/facilitator wants them to watch a video and what their focus should be. Students in our co-creation group did not mind if a video was from YouTube or recorded by the lecturer. They wanted, however, to know that it was selected by the lecturer for a specific purpose. Descriptions, tasks, invitations in the text before and after the embedded videos help achieve that and make the video feel relevant because it has been curated and facilitated by the trusted lecturer.

Next: Principles of Learning Hubs

6.5 Principles of Learning Hubs

These are some of the principles of the Learning Hubs that can help you create your own activities.

Co-Creating

If possible, involve your students and colleagues from the professional services in creating your online learning activities.

Blended Pedagogies: Digital Affordances, Inclusivity & Empowered Learning

To design good activities, it is worth knowing:

- What the online tools can do (familiarise yourself with the H5P options and examples)
- Make sure you are not excluding students with disabilities (follow universal design)
- Think about students' motivations for completing the activities

Think about 'WHY' each principle might matter. Then flip the cards to learn more about it.

Enjoyable does not mean game-like	Surprisingly, 62% of students said that it is not important for the activities to be game-like. It is more important that they are relevant, serve the purpose and function well.
Useful for assessment	While 70% of students said it was important that the content was linked to the skills I wanted to learn, this might mean skills necessary for the assessment.
Interactive with instant feedback and opportunity to reflect	Most students 57% felt it was good to receive feedback straight away, 76% appreciated prompts for reflection.
Relevant content	70% of students from our sample of 43 said that the topic needs to matter to them individually and it needs to be explicitly related to the course they are studying. This can be achieved by the fact that Learning Hubs are curated and facilitated by module lecturers (not just generic resources), and by being up to date, which 65% of students considered very important.

Where do these principles come from?

In the Learning Hubs project, we have conducted several consecutive studies including these methods of data collection and data generation:

Study 1 Learning Hubs: Development and Evaluation (2021/2022)
Participants:
Undergraduate students of Childhood route courses

Methods:
- Online questionnaire for students evaluating the content, format and use of the Learning Hubs (n=3)
- Workshop for students about the Learning Hubs connected with a focus group discussion (n=2)

Main findings:
- Students "do not have time" for Learning Hubs, but they like the idea and they find the activities "useful" and like the content.
- To improve the Learning Hubs they need to be directly linked to assessments.
- Mixed responses about collecting badges and certificates.

Study 2 Co-Creating Learning Hubs (2022/2023)
Participants:
Co-creating community of practice consisting of undergraduate History students, postgraduate Childhood Studies international students, lecturers from both areas, educational researchers, learning designers, academic skills advisors, informed by knowledge from the librarians and the careers team.

Methods:
- Reflective log entries (n=50)
- Written notes from SWOT analysis
- Written notes from collaborative conversations on Figma
- Written notes from workshops in shared documents
- Impact questionnaire (n=9)
- Focus groups (n= 4) with academic and professional staff (n=13)
- Online questionnaire for undergraduate and postgraduate students distributed across the School of Social Sciences and Humanities (n=43)

Main findings:
- Engagement of students depends on engagement of lecturers
- Online content needs to be facilitated in person
- Skill development should not be deficit-driven
- Content matters - it needs to be relevant, therefore co-creating and sharing of expertise between students, support services and lecturers (and other stakeholders) is key

Next: Designing Activities

6.6 Designing Activities

We will now look at how to design the content of your Learning Hub activities. We start with some conceptual thinking. You can do this on your own following this guidance, or you can book into one of our CPD sessions on 'Co-Creating Learning Hubs'.

How to start
This session will cover how to plan your activity.

WHAT (IDENTIFY A SKILL)
- Start by identifying a skill that your think your students need to develop (you can brainstorm ideas with them in class).
- Skills that you would like your students to improve in, to develop. For example, something you keep explaining, or something that takes time and repetition.
- It can be related to academic, transferrable, employability skills area or general university life and wellbeing.
- What is the aim of the activity?
- Only focus on one skill per activity

WHY (MOTIVATIONS)
- Think about the motivations they might have for engaging with this activity - make a list of different possible reasons.
- Examples may include fear of failure, inner drive, do better in assessments, etc.

HOW (BLENDED LEARNING)
Pedagogical Approach
- How do you normally teach this skill? (E.g., in session workshop, signposting to services)
- Explore what existing resources the university already has on offer. You can check for example the 'Academic Skills Hub' on the Library website.
- What existing resources do you already have? (E.g., slides, worksheets) - please collect these in an electronic format and bring them to Session B
- Consider 'what will students do?' instead what you want to teach them
- How can students learn this skill by 'doing' something?
- How could the students do something where they will practice/apply the skill immediately?

Online Tools
Become familiar with types of H5Ps such as multiple-choice quizzes, checklists, drag and drop, fill in the blanks, highlight in text, flip cards, image hotspots, etc.
- What can they do? What do they let you do? (Affordances)
- What they are useful for? (Pedagogical reasoning)
- Which of these tools will be most useful in actively developing a specific skill? Will this tool do its job?

Activity Content Structure and Template
This staff guidance about the Learning Hubs tried to model the principles on its pages. Each activity follows a series of pages that include a variety of activities - reading, videos, H5Ps, quizzes.

Opening page
- Explains the purpose of the activity, the aim
- Provides an overview of the content
- Purpose

Previous experience with the topic and/or emotional connection
- Why/When is should activity relevant to the student
- Checklists can be useful here with identifying different motivations

Content page 1
- Explain the skills – use text, video, audio
- Provide examples – use text, video, audio
- Check understanding with small, embedded quizzes (H5P multiple choice)

Content page 2
- Encourage problem solving – focus on applying the skill
- Suggest ways of applying it in modules, assignments, other situations

Content page 3 (Optional)
- Do not make the content too long, split it in several pages if needed
- Link to existing Library or other university resources
- Signpost to Academic Skills Advisors, Librarians or the Wellbeing Team with specific things that students can discuss with them that they discovered by completing the Learning Hub Activity

Quiz or survey at the end
- Provides instant feedback
- Checks understanding
- You may want to consider guiding students to the quiz first and depending on how well they do, they can then decide if they want to complete the activity from the beginning

Certificate
- Set-up release conditions for certificates: Viewed all content pages and completed the quiz/survey

Next: Tips, Tricks and Best Practice

6.7 Tips, Tricks and Best Practice
By incorporating these tips and practices, you can create events and co-create Learning Hub activities that are not only interactive and engaging but also effective in facilitating learning.

The Co-Creating Events
The involvement of students as well as staff in co-creating learning education activities encourages a student-centred, dynamic, and enriching educational experience.

Here are some guidelines for you to consider while planning your own co-creating events.

Involve Students at the Start	This allows everyone's co-creating journey to start together. Set up a transparent timetable / session planner, so that the expectations and time commitment is clear from the beginning.
Identify Your Objectives	Yes, we are all very familiar with Learning Outcomes and Objectives, but be sure to also apply them to your sessions to keep everyone on track... and yes, these could be co-created too. Being focused on your aims keeps sessions meaningful and shows respect to people's time, like the 'Commission' in the TAME (Trowsdale and Davies, 2022) or the 'Task' in Adair's (2003) Task-Individual-Team leadership model.
Participant Inclusivity	Try your best to include a representation from across your diverse student and staff population. When it comes to staff, you could also consider including those from professional services, as well as academics. These different backgrounds, experiences, and perspectives will help to bring a rich diversity to your sessions. It also makes everyone feel more equal - it is not just 'pulling students in' - it is about genuine partnership between various stakeholders.
Choose an Appropriate Format	Choose a format that encourages collaboration, such as workshops, roundtable discussions, or brainstorming sessions. You also want to incorporate interactive elements to engage participants actively. These can be 'pen-and-paper'-based or online. As time goes on and if you can keep the same group of people, the community of trust will grow and ideas and productivity will flow with ease. We also found that providing, tea, coffee, water and snacks helped. Signal nurturing and caring aspects of belonging to the group
Clear Communication Channels	Establish clear communication channels for participants to share ideas before, during and after the event, such as MS Teams. Model communication, tag people and encourage each other to share progress and new developments. Be transparent for the whole group, even if the tasks then get assigned to one person only. It enhances a sense of ownership.
Capture and Synthesize Ideas	Use visual aids, such as whiteboards, post-its or collaborative online tools to capture and organise ideas. As you go through your session make sure to summarise key points throughout the event to maintain focus. There may be a great many ideas and suggestions, and it's sometimes quite easy to go off on a tangent, due to the nature of your co-creating group. Make sure that you note down all the points, as some of these could be followed up at a later date.
Flexibility	Having just said that you need to maintain focus, you also need to be flexible in adapting the agenda based on the dynamics and needs of the group. It might be appropriate to allow for spontaneous discussions and exploration of emerging topics.

Inclusivity and an Open Dialogue	Ideally you want to encourage open dialogue. You need to create an environment where everyone feels comfortable expressing their thoughts. Use facilitation techniques to encourage active listening and respectful communication.
Continuous Improvement	Just like regular teaching, this is an opportunity to use feedback, and some reflective thinking to improve future co-creating events.

H5P

To allow for easier searchability and consistency between the learning hub H5P activities, here are a few guidelines.

Title Your File Appropriately
It's useful to be able to quickly and easily find the resources you have created for Learning Hub activities. At the start of your file name please use one of the following:
- **LH AS: Title (for Academic Skills)**
- **LH TS: Title (for Transferable Skills)**
- **LH ES: Title (for Employability Skills)**
- **LH ULW: Title (for University Life and Wellbeing)**

We do appreciate that there will be some overlap, and some activities may fall within multiple categories, so please use the most appropriate designation.

This will be a consistent part of the file name that can be used to identify Learning Hub files and the sub-categories.

For example, LH AS: Why Paraphrasing Matters

Accessibility
Keep accessibility in mind, remember to assign alternative text ("alt-text") when prompted so that screen-readers can optimally read your content.

Use readable fonts, and consider colour contrast for text and backgrounds.

User-Friendly Navigation
Include clearly explained and intuitive guidance for the students in exactly what they need to do, in order to complete the activity. This could be from what needs to be clicked through to the number of slides or cards there might be. Full instructions will help the student the student, as they will mainly be interacting with these asynchronously.

Reusing and Editing H5P Activities
Please remember that if you want to adapt or repurpose an existing H5P activity that is already sitting in the Learning Hub, into something slightly different, you will need to go into https://uos.h5p.com/ and make a clone of the activity and then make your changes. If you change the original activity in either Brightspace or h5p.com it will effect that change across all the places that it is shared.

University-Wide Shared Resource Pool
Besides this guidance, we are sharing the existing Learning Hub activities with you.

You have several options for using the Learning Hub activities:
   a. Import them from 'Staff Guidance Learning Hubs Sandbox' into your modules as they are and then adapt them as you wish. Remember the point above about H5Ps - you can either use them as they are, or make a clone before you start changing them.
   b. Direct students to the student facing learning hubs module - you cannot edit this, but we are happy to upload further activities here. Coming soon.

We are also hoping that as you create some new Learning Hub activities, you will share them with us - upload them into the staff Brightspace. This will make the Learning Hubs resource pool grow and keep it sustainable.

6.8 How to Get Involved?

Ongoing Research Study: Co-Creating Learning Hubs

As part of this online asynchronous CPD on the Learning Hubs and/or as part of the synchronous staff CPD workshops, we are continuously generating (co-creating) new understanding of best practice in blended pedagogies for skill development and supporting learning and wellbeing.

To collect this collaboratively generated data, we are asking you to post your thoughts anonymously on this Padlet.

More information about the study

For more detailed information about the study please refer to this <u>Participant Information Sheet</u>.

Next: Feeling confident? Are you ready to take the Quiz?

6.9 Co-Creating Learning Hubs Quiz

This is a quiz for staff to check understanding of Co-Creating Learning Hubs.

1) Every digital learning activity should address the learning needs of all learners

<div style="display:flex; gap:2rem;">True   False</div>

2) **An advantage of digital learning that we should embrace is the opportunity to provide learners with immediate feedback.**

True   False

3) **The basics of successful online learning is simply uploading materials (PowerPoints, recordings, links) to the online environment.**

True   False

4) **Select from the following options the correct approach to co-creation.**
   a. **Students are provided the same agency as staff in every decision.**
   b. **The module feedback that students provide is the basis for co-creation.**
   c.) **Co-creators enter the process as individuals, not as representatives of subgroups.**
   d.) **There is no single correct approach to co-creation.**

5) **Below are two scenarios. Decide which is co-creative and which is not.**

Scenario 1	
• Lecturer asks students to provide feedback on the reading list from their module. Lecturer then verifies with librarians that resources are available for students.	a. **Co-Creative** b. **NOT Co-Creative**
Scenario 2	
• Students, lecturers and librarians decide on extended reading material and update the reading list.	a. **Co-Creative** b. **NOT Co-Creative**

67

6) How to structure a Learning Hub activity? (Put the sections into the right order)

_____ **Interactive application of learning with immediate feedback**

_____ **Questions prompting buy-in from learners - leading towards the purpose of the activity.**

_____ **Signposting to services or extended learning**

_____ **Opening Page**

_____ **Demonstration of consolidated knowledge in a quiz + certificate is generated**

_____ **Introducing content through a narrative**

7) What are the values behind co-creation?
- a. **Respectful**
- b. **Collaborative**
- c. **Directive**
- d. **Student-centred**
- e. **Task-oriented**
- f. **Playful**
- g. **Coercive**
- h. **Inclusive**

8) What are the skills developed by community members in the co-creation process?
- a. **Project management**
- b. **Communication**
- c. **Learning about each other's ways of working**
- d. **Empathy and understanding**
- e. **Time management**
- f. **Teamwork**

9) What is and what is not co-creation?

Scenario 1 • **Being responsive to people's current needs and ideas while broadly aiming for the task in the long run**	a. **Co-Creation** b. **NOT Co-Creation**
Scenario 2 • **Strictly sticking to the plan to achieve the desired outcomes**	a. **Co-Creation** b. **NOT Co-Creation**

**10) What is good practice in preparing digital learning opportunities?**
   a. **Content curated by the lecturer**
   b. **Using the latest technologies**
   c. **Content exclusively recorded by the lecturer**
   d. **Using a variety of modalities**
   e. **Explicit rationale for activities**

Quiz Answers

Number	Answer	Feedback
1	False	Universal design means that there is a choice in activities. Different digital activities address different skills and learning needs. Digital activities allow learners to engage with the ones that work for them, and do not force them to engage with what does not work for them.
2	True	ike this! :D Students respond well to prompt feedback with clear messages on what they have done well and what could be improved and why. When students choose to complete the activity, they are engaged. By giving them immediate feedback, we keep the momentum in their learning. Consider how learning of you students can be enhanced by immediate feedback through digital tools.
3	False	A narrative accompanying the materials is necessary as an explanation of the purpose of activities, their flow and is crucial for overall understanding.
4	d	A narrative accompanying the materials is necessary as an explanation of the purpose of activities, their flow and is crucial for overall understanding.
5	1b 2a	Co-creation is a spectrum with varying levels of involvement of the members of the learning community. The responsibility is not only on the students. In co-creation, students are not treated as customers providing feedback. They need to feel a sense of ownership.

Number	Answer	Feedback
6	4, 2, 5, 1, 6, 3	You need an opening page to provide you with a sharable link. Interactive components should allow students to construct their own knowledge or apply their knowledge and understanding. Immediate feedback supports engagement.
7	a, b, e, f, h	Co-creation involves ALL members of the community in shared decision-making, responsibility, and ownership. This does not have to happen in equal ways, making something student-centred risks excluding voices of other co-creation partners.
8	a, b, c, d, e, f	The befits of co-creation felt significant from our lived experience. We could not think of a skill area that we did not actually develop.
9	1a 2b	
10	a, d, e	Good digital learning does not require the latest technologies or huge investment in creating content by the lecturers. It is about making smart and effective choices to maximise student engagement and learning. Students need to know why they are invited to complete a certain activity.

6.10 Visual summary – Wellbeing and learning

70
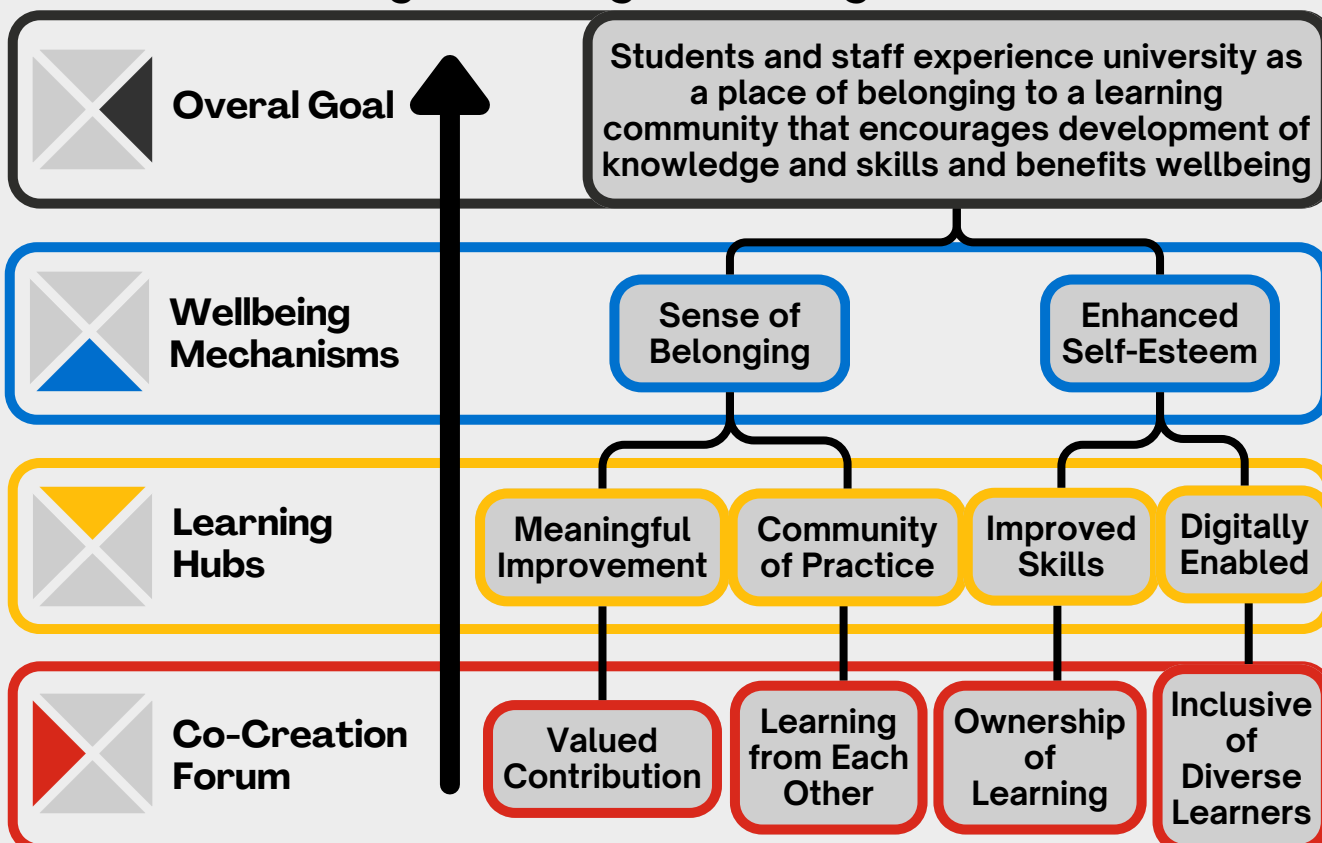
References

- Atenas, J., Havemann, L., Neumann, J., Stefanelli, C. (2020) *Open Education Policies: Guidelines for co-creation.* Open Education Policy Lab. https://doi.org/10.5281/zenodo.4032993

- Bayley, J. (2023). *Creating meaningful impact: The essential guide to developing an impact-literate mindset.* Emerald Publishing Limited.

- Bovill, C. (2020). Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher education,* 79(6), 1023-1037.

- Gouillart, F., & Hallett, T. (2015). Co-creation in government. *Stanford Social Innovation Review,* 13, 40. Retrieved from https://ssir.org/articles/entry/co_creation_in_government

- Healy, M., & Healy, R. L. (2019). *Essential frameworks for enhancing student success: Student Engagement Through Partnership: A guide to the Advance HE Framework.* https://www.advance-he.ac.uk/knowledge-hub/essential-frameworks-enhancing-student-success-student-engagement-through-partnership

- hooks, b. (2014). *Teaching to transgress.* Routledge.

- Lave, J., & Wenger, E. (1991). *Situated Learning.* Cambridge University Press.

- Lee, J. (2006). Articulating Ako. *International Journal of Diversity in Organizations, Communities, and Nations*, 4(1), 563-571.

- National Forum for the Enhancement of Teaching and Learning in Higher Education (2021). *Guide to Developing Enabling Policies for Digital and Open Teaching and Learning.* Dublin.

- Nelson, D. R., Folhes, M. T., & Finan, T. J. (2009). Mapping the road to development: a methodology for scaling up participation in policy processes. *Development in Practice,* 19(3), 386–395. https://doi.org/10.1080/09614520902808225

- Reed, M. S. (2018). *The Research Impact Handbook.* 2nd ed., Fast Track Impact.

- Trowsdale, J., & Davies, R. (2024). How a particular STEAM model is developing primary education: lessons from the Teach-Make project (England). *Journal of Research in Innovative Teaching & Learning*