<table>
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<tr>
<th>Current situation</th>
<th>Enabling Factors / Resources</th>
<th>Processes / Activities / Outputs</th>
<th>Desired Outcomes</th>
<th>Longer-term impact / outcomes</th>
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<tr>
<td>What is the current situation (at start of project)? Describe the rationale and list the drivers for change.</td>
<td>What is needed to do the activities leading to the desired outcomes for the project?</td>
<td>What activities are required to achieve the desired outcomes for the project?</td>
<td>What will the outcomes (not outputs) of the project be for different stakeholders?</td>
<td>What long-term changes will your project achieve?</td>
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**Issue broadly:** Enhance student engagement; active involvement in face of “passive consumer” rhetoric; beyond student voice to students shaping teaching/learning; rapidly evolving internationally.

**Issue in degree programs:** In the sciences, research shows students unaware of curricular goals of academics with struggle to articulate broader learning outcomes – similar trends in some other programs.

**Issue at UQ:** At UQ, implementation of a new Student Strategy with student-staff learning partnerships a core pillar of the 2016-2020 plan.

**Activities:**
1. Maintain an Australian community of scholars linked to international networks - national community of scholars (Australian Students as Partners Network; Annual Roundtable Event; International Journal for Students as Partners (IJSaP); international Literature Review project)
2. Gather case studies from across Australia - national profile (TLTHE special issues; case studies; Transforming Practice Program - TPP)
3. Learn from student-academic partnership activities - case studies (Fellow partnering w/students; TPP interviews; Student perspectives research)
4. Facilitate workshops - national profile; community of scholars (invited talks)

**Outcomes (changes):**
1. Profile of students as partners within the higher education community in Australia that raises awareness of staff, students and senior administrators
2. New insights into students as partners activities in Australia and at UQ
3. New capacity amongst some academics and students to partner in teaching and learning activities that shape higher education
4. Links among national scholars in students as partners research and practice connected to international networks
5. Fellow with greater knowledge and leadership around partnership work in Australian higher education

**Sources of evidence that meet desired outcomes:** (1) involvement of others: number of case studies; number in community/network including students and staff; number of network newsletters and events; number attending events; number contributing ideas/activities/events; number of fellow link to other networks. (2) feedback from community: via event evaluations and personal narratives and reflections on partnerships. (3) uptake of partnership work into UQ Strategy. (4) visibility of students as partners in national fora including conferences, media, policies, TTP, etc. (5) fellow reflection, invitations, publications.