

Working with Students as Partners Guidance and Resources

CAMBRIDGE CENTRE FOR TEACHING AND LEARNING

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Guidance summary

This guide aims to support staff in working with students as partners for research or educational enhancement projects. It briefly introduces the concept and some ways of understanding students as partners work and how this might manifest in practical terms. To do this, the guide provides support on setting up your own partnership project and opportunities to explore case studies of practice from existing small and large scale student partnership initiatives.

Case studies for each of the examples below can be found on [page 12](#).

In what ways can you work with students as partners?

- Co-develop teaching resources
- Co-develop reading lists
- Students as teaching observers/ evaluators
- Co-create assessment criteria
- Learning and teaching co-researchers
- Disciplinary co-researchers
- Curriculum development consultants
- Peer assisted support schemes
- Student experience evaluations and improvements

Why work with students as partners?

Benefits for Staff

- Work directly with students who have expertise in their learning experience
- Leads to more sustainable change
- Students test assumptions and norms
- Improves staff and student understanding of learning
- Enhances students' motivations towards learning
- Learning from and with students
- Potential to research and publish in educational development journals with students
- Developing students
- Egalitarian view to educational development

Benefits for Students

- Leadership and project management development
- Experience and development of skills e.g., interpersonal skills, problem solving, communication, organisation, research
- Recognition through payment, certificates, or references
- Experience in initiating enhancement through research
- Employability development – portfolio and demonstrable experience for applications
- Initiating change and, often, improving the student experience

In this guide, we also explore some key considerations for starting student partnership work to help you decide how best to ensure the success of your project. The guide will offer an understanding of the roles of both the student and the staff partner and a step-by-step example of how you might begin your student-staff partnership project work.

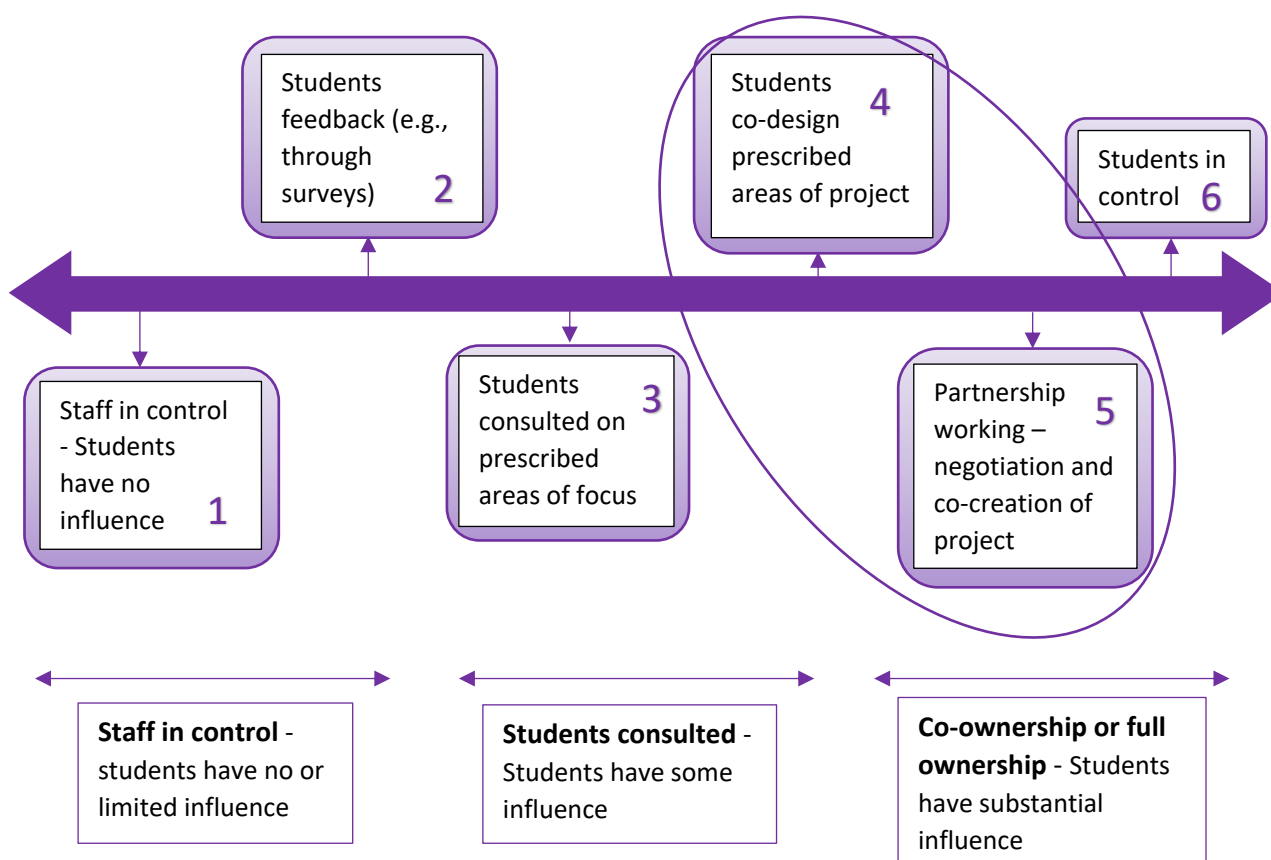
Contact and Support - Cambridge Centre for Teaching and Learning

Should you have any questions or require further support with your project, please do not hesitate to contact Dr Cassie Lowe, Senior Teaching Associate in CCTL – cyl29@cam.ac.uk

Introduction

Working with students to co-create, co-teach, co-research, and co-develop their educational experiences has been an increasingly common practice in higher education across the globe. The University requires colleagues to work with students in course enhancement and approval processes ([see 1.9b of the course approval form](#) and both [the minor and major course modification forms](#)). Working with students as partners on educational development projects enables a more contextualised understanding of complex experiences students face and directly involves those affected by initiatives in shaping them, which is more likely to result in sustainable change. However, this is not the only way to work with students as partners, and this guide will explore some of the various ways this could be undertaken.

Student partnership work differs from other student voice mechanisms, insofar as the former seeks to work with students in a collaborative and reciprocal process to make change together through pedagogical or curricula decision-making, investigation, evaluation, and implementation. A visual way of understanding this move from students in a consultative role (point three on the scale below) – often in roles such as student academic course representatives – into partnership work can be seen in the below diagram (inspired by a range of existing partnership models: Bovill & Bulley, 2011; Varwell, 2021; Healey et al, 2014). Working with students as partners is a move towards the fourth and fifth sections on the below spectrum of working with students to develop their education.



The aim of this guidance is not to suggest a one-size-fits-all approach to working in partnership with students, but rather to offer some ways of thinking about the type of partnership you might like to undertake and support you in how to begin. This guidance has been written to provide examples of approaches both within the collegiate University and the wider sector, highlighting some key aspects to consider and practical steps to undertake before working with students as partners.

The term ‘students as partners’ conjures up different assumptions and practices for different people, but as an umbrella term it is employed to capture the nature of working directly with students in an approach that recognises and appreciates their own expertise (Cook-Sather et al., 2018). Other phrasing to describe such activities include co-creation, co-producers, student change agents. Working in partnership with students is not to say that students are in control of all decision-making and staff expertise is not recognised, but that it values the differing contributions of both staff and students equally. Working with students in this approach offers a counter-narrative to the prevailing discourse surrounding higher education that students are consumers and passive recipients of education (Wenstone, 2013). This is a transactional approach to higher education, and it limits the extent to which students can shape their experiences. It also, in turn, places staff working behind the curve of issues students are facing. Working with students in partnership “makes way for respectful, mutually beneficial learning partnerships where students and staff work together on all aspects of educational endeavours” (Matthews, 2017: 1).

What is important at the start of any partnership project is to set clear boundaries and expectations and to be clear on the values on which the partnership model is built. Mercer-Mapstone and Marie summarise student-staff partnership values as being founded on:

A way of thinking that positions students as partners, experts, and colleagues in – rather than evaluators of – teaching and learning.

A way of engaging where teaching and learning is something that is done with, rather than done to, students.

A way of working that nourishes partnerships based on respect, reciprocity, and shared responsibility.

(Mercer-Mapstone and Marie, 2019: 7)

Through this framing of partnership working, the nature and focus of the project can be built on mutual respect and equal valuing of each member’s particular expertise in different areas. This forms a foundation on which to build successful student staff partnership working.

This way of working can be differentiated to suit a range of contexts. You might be looking to undertake a discrete activity such as co-developing learning resources, or you might be looking to establish an annual cycle of students-as-partners activities and projects. Such projects can be focused on pedagogical development, supporting research, or targeted development opportunities within the College or University experience. Partnership work can involve working with an individual, or groups of students, or a larger scale initiative can involve a whole cohort. Students may be selected, elected, or recruited for the role, and the nature of the endeavour and the context will shape what is most appropriate. You might seek to explore any number of areas within the student experience such as, assessment, feedback, student engagement, teaching resources, curriculum design, pastoral support, and any number of broader university experiences. There are multiple methods to work with students as partners and your context and the type of work you would like to undertake will guide the approach you take. A useful starting point to help you decide this might be

to explore Bovill's typology model outlined in her article 'A co-creation of learning and teaching typology: What kind of co-creation are you planning or doing?' to help guide your thinking (Bovill, 2019).

Roles

Role: Staff partner

The staff partner's responsibility for certain aspects of the project should be negotiated and agreed with the student partner. Partnership working means shared expectations and understandings, rather than dictation. The project will also determine the workload and the role the staff member should play in the development and action on the project. Broadly speaking the role will entail:

- Helping to guide the student to navigate systems and plan the project
- Providing or negotiating the project's focus – feasibility in mind
- Providing advice on effective strategies for project completion
- Supporting the dissemination of results (co-authoring reports, papers, presentations)
- Being available to answer questions and provide support

Being a staff partner means giving some of your valuable time in an effort to work with a student to complete the project. How much involvement you will have will depend on the project and the student(s) you are working with, so bear these circumstances in mind when designing the project brief.

Role: Student partner

Being a student partner involves collaborating with staff partners rather than making demands. The role provides an opportunity to work together on mutually agreed-upon project parameters and actions. The nature of this role will depend on the project being undertaken, but broadly the role of a student partner might include any number of the following activities:

- Project management
- Arranging meetings with staff partner
- Data collection, research & evaluation (see [CHESREC](#) for ethical approval of education-focused research projects)
- Data analysis and writing reports
- Giving presentations on the project
- Attending relevant training and workshops to support their role

These roles, where possible and appropriate, should be shared out, supported, or undertaken together. It is important to consider the workload of the student partner, so as to not over burden them with deadlines that compete with their studies. This might mean the project requires more students or that the project's scope should be adjusted accordingly.

Considerations

Whilst there are some clear benefits to working with students as partners in educational development and research, this is not to say that it is always appropriate nor that it is without its complexities. The values discussed above help us to navigate some of these considerations if we embed them into our practice, but it is worth taking note of these to think them through more fully before embarking on a partnership project. For instance, it is important to consider the ethical dimensions to the project, such as power dynamics within the partnership work, but also in some instances a formal ethical opinion may be appropriate for the project. Furthermore, at the foundation of any partnership project work should be a commitment to ensuring that the opportunity is accessible to as many students as possible to engage or apply. This section will now provide a fuller reflection on each of the below listed considerations for your partnership project.

Key considerations:

- Power dynamics
- Ethics
- Setting boundaries
- Timeframes and commitment
- Payment
- Recruitment, selection, access
- Support

Power dynamics

There is an inherent power dynamic in staff working with students, where the former is often positioned as the 'expert', the figure of 'authority' (on the subject matter, the systems, and, ultimately, the one marking the assessments), and the latter is often positioned as the passive recipient of their education. Challenging the status quo through working in partnership with students will come with some obstacles, but through ongoing dialogue with students about the practices and processes of education the partnership can begin to recognise, harness, and develop an appreciation for the contributions being made by all parties involved. Explaining these aspects to students will enable them to make a greater and informed contribution to the project and work towards dismantling the perceived 'gatekeeper' position of the staff partner. Rather than seeking to remove all power imbalances, which would be difficult in the circumstances of education, we can instead set clear boundaries for the partnership work that function to create a trusting environment for the student to bring their expertise to the table. To do this, it is important to start any partnership project with a clear sense of both the staff and student member's responsibilities, which should be shared based on their expertise and what they can viably contribute to the project. Working with a student as a partner is not simply to assign work to a student and have them undertake a project on your behalf, and nor is it an opportunity for students to assert their requirements on the staff partner without their agreement. Rather, any work should be devised in dialogue to see where contributions can be made by both parties and to agree together what the tasks are and who will undertake them (if they are not able to be co-facilitated/ co-developed). What is imperative in working with students as partners is that both parties feel respected, and that the relationship is built on trust. Trust to feel confident to speak and question each other, and trust that both parties will be supported to complete the task.

Setting boundaries and expectations

One way to address ethical considerations is through boundary setting for the project. This clarity on the project's aims and focus will enable students to feel confident to voice their thoughts as the project's scope will be transparent. It might be that almost all aspects of the project are up for negotiation, which starts the project with a partnership approach from the beginning. However,

there might still be boundaries that confine the project – such as budget, timeframes for the initiative, feasibility – but so long as these are transparent this will make for a better working relationship. For example, in working with a student on the development of some resources to support interactive learning in a lecture, you might explain that the topic of the lecture is pre-determined, but that you welcome their proposals on ways in which content could be made interactive. In this instance, you might work with the student to develop their proposals; if you consider that some proposals might not work in practice, then you would explain your reasoning. What is important here is to develop shared understanding of what the project entails and of the impact it could have, and to be mindful that any staff-student partnership work involves power dynamics which need to be acknowledged and addressed in an equitable way.

Timeframes and commitment

One aspect of a project that will place an immediate boundary for the project is the timeframes in which it must be undertaken. This might be restricted through budgetary requirements (completed within the financial year) or in time for a particular term's activities – research or teaching. Again, being clear about this from the start will set the expectations from the start. Time commitment required should also be an early conversation. Cambridge terms are short and so be mindful of the students' own commitments to set your own expectations on what is a realistic and feasible timeframe for the project. Be clear both with the student(s) what is required of them in terms of time commitment and also with yourself – be sure that you have the time to support the student and work *with* them on the project. That does not necessarily equate to spending masses of time together working in the same room, because the work might be divided between you both, but being ready to answer questions and meeting semi-regularly is important for effective partnership work. Equally, student partners will need to be mindful of staff time and their various commitments. Staff are often involved in several projects, roles, and responsibilities in any one day and so it is important for students to be patient and supportive in their roles, too. Helping students to understand this through being transparent about what they can expect from you as a staff partner and in what timeframes will help with this.

Payment

Payment of students in partnership initiatives divides many student engagement practitioners, as on the one hand it makes the student appear to be an 'employee', tipping the scales of partnership in favour of the staff in power. However, on the other hand, if we do not pay students for the contributions to a project, this is not equally valuing of their time. Important considerations include:

- 1) Will payment make the opportunity more accessible to certain students who might require financial support in order to engage?
- 2) How long is the project and how much student time is required to contribute?
- 3) If you do pay, how will you set the tone so that payment is understood as recognising their valuable contributions, rather than putting students in the position of 'employee'?
- 4) Due to some visa restrictions, paying students might make the opportunity inaccessible to international students; consider this in line with the project's focus and anticipated outcomes.

If students are paid you will need to make sure that they are set up on the payroll appropriately with the appropriate right-to-work checks and that the payment is fair and in line with university policy. If financial reimbursement is not possible, consider reducing the workload implication for the student and ensure there are other options to value their time. For example, other institutions have introduced certificates, digital badges, professional references, development opportunities (conferences, trainings), course credit, institutional award schemes, vouchers, etc.

Recruitment and selection

Whether you decide to recruit through an application process, select a student, or offer the opportunity up to a wider cohort and work as a group, you will need to consider a few aspects to your recruitment approach first. As with all practice in education, it is important to consider the diverse voices and experiences of students and to ensure that various perspectives are being considered in the project. This might be included in the outset of the research/ evaluation project proposal as it looks to capture students' opinions and so seeks to ensure the sample of student voices in the focus group, for example, are diverse, or, you might be recruiting a group of students and try to have the student partners be diverse to represent wider experiences. It might be that you are looking to have the project focus on a particular aspect of the student experience e.g., experiences of students with disabilities, and so selecting a student with that experience is more appropriate. You might also like to consider whether you require a certain expertise from the student partner(s) e.g., a student on the Tripos. Advantages include their experiences as students within the cohort and the networks they have built with other students. However, if you are undertaking a project that requires some level of detachment from the project (i.e., not influenced by their own experience) it might be better to recruit from outside of the cohort. If you are recruiting via applications, you might like to consider hosting an application writing workshop to support students that may not feel confident completing this. Some criteria to help select the successful applications might be, clarity of communication, enthusiasm for the partnership approach, commitment to representing and considering a diverse range of voices, interest in developing the student experience, commitment to the role. For a fuller discussion of barriers and methods for inclusive engagement, you can explore the chapter cited here, which considers various barriers to engagement and methods to increase accessibility to such opportunities (see, Lowe et al., 2023).

Support

It is important to consider the support networks you have available before undertaking a partnership project. CCTL are here to support you with resources such as this and provide a sounding board for ideas, but equally you will want to explore where your support networks are within your department or college. This might also be a senior figure or the Students' Union. Identify any existing advocates for working with students as partners to discuss their experiences and your ideas. Support also includes financial support. The payment of students is discussed above, but you might need greater financial support in order to undertake and evaluate an intervention in the student experience. This is where the support networks in leadership positions will be invaluable, as there might be funds available for educationally developmental activities.

Ethics review

Depending on the nature and scope of the partnership project you are seeking to undertake, you might need to consider submitting the research project for ethical review. This will depend on the focus of your project and whether it falls more into the category of research or evaluation. To help navigate in what circumstances you would need to explore research ethics approval for your project and further information on ethical principles of research, please [click here to view the Research and Evaluation pages](#) on the CCTL website. If you are looking to work with a student as a co-researcher on a research project, either within your discipline or within the context of learning and teaching development, then there is a greater chance that you will need to seek ethics approval first. This might be through your local Research Ethics Committee, or through the [Cambridge Higher Education Studies Research Ethics Committee](#).

Starting a partnership project

Step one – setting objectives and understanding the role

4-6 months prior to the project start date spend some time thinking about what you would like to get out of this type of working – start with *why*. Be mindful of the students' own timetable and 'pinch points' when thinking about the timeframes for your project. Ideas for projects can come from a range of sources:

Student-led – the student generates the idea for the project

Staff-led – the staff generate the idea for the project

Institution-led – the institution determines the projects (usually formed from strategy)

Collaborative – the staff and student work together to form the idea for the project

Externally-led – wider higher education sector influences or local community groups determine the shape and focus of the project

Step Two – Recruitment (2 months before project)

As the timeframes for the project have been determined the recruitment of the student or students that will be working with you can begin in relation to the expected start date of the project. To maximise the number of students that can apply for the position, you should consider the ways in which you are promoting the opportunity. Existing social media accounts, using your own existing networks and working with the Student Union can help with this. Be clear at this point what the commitment will be and the expectations of their skillset for successful completion of the project. You might also wish to highlight at this point the benefits in being the student partner on this project – publication opportunities, opportunity to initiate real change, project management and research development. Additionally, you might like to consider holding an information drop-in session, where students can find out more about the role prior to application. The application might be as short as an 'expression of interest', or you might require a very specialised skillset in order to complete the project and look to have a fuller application form. You might also already have a student or a set of students in mind, this is often the case where the project idea has been co-developed. Once recruited, you will need to follow the University's guidelines on setting them up on the payroll, should this be a paid position.

Step Three – Getting prepared: ethics and training

Working with students as partners is a different way to the usual way of working within higher education. It requires a shift in roles, expectations, responsibilities, and values. As such it can be useful to start this work through a scaffolded training or learning environment so as to ensure that both the staff and the students are starting on the same page. The training can cover the concept of

partnership working, the common challenges and ways to overcome these, the overview of the project, outlining responsibilities, logistics and any skills training required (e.g., research methods or report writing). Depending on the scope and nature of your partnership project, you might also need to seek ethical approval. Please [see the above section on Ethics](#) for further information.

The Cambridge Centre for Teaching and Learning can run training for you and / or your students: for further information, contact cctleng@admin.cam.ac.uk.

Step Four – Start project

Starting the project together with the students is important. As has been outlined in the above sections, a negotiated and transparent set of boundaries will lead to a better working relationship and better project outcomes overall.

Step Five – Project management

Working with the student to ensure the project is kept on track and is able to meet deadlines. This might be managed best through regular short meetings to discuss the project (fortnightly, or perhaps monthly). This also means that should the student partner need further support you can initiate this earlier and keep the ball rolling.

Step Six – Dissemination

After completion of the project, you should have either some tangible output from the project or some research findings. Sharing this information with colleagues will enable a greater understanding of the phenomena you were investigating or the effect of the intervention. This can increase the impact of your project across the department and the wider collegiate University. Not every project needs to lead to large scale change, but if you have made a difference to the student experience in your faculty or college, other colleagues would be interested to find out more. CCTL would be grateful for any case studies they can share with other colleagues. You might also consider writing up your project and co-authoring a journal article or co-presenting at a conference with the student partner, some options for journals and professional networks that focus on student engagement and students as partners can be found below.

A Selection of Case Studies of working with Students as Partners

There is a selection of case studies below that provide examples of practice in various areas of working with students as partners. This is not an exhaustive list and more can be found on topics that are of interest to you through searching for key terms in the common journal databases.

Partnership Focus	Overview	Reference
Co-constructing Decolonised Curriculum; curriculum development; co-creation of reading lists	Case study of the co-development of decolonised reading lists working in partnership with students at an arts-based institution	Crilly, J., Panesar, L., and Suka-Bill, Z. (2020) Co-constructing a Liberated / Decolonised Arts Curriculum. <i>Journal of University Teaching & Learning Practice</i> . 17(2).

Co-creation; curriculum development;	Explores the potential of co-creating learning and teaching with a whole class to increase inclusivity of student voice in the process of co=creation.	Bovill, C. (2020) Co-creation in learning and teaching: the case for a whole-class approach in higher education. <i>Higher Education</i> . 79.
Peer-learning; Students as learners and teachers; Peer-assisted support schemes; peer mentoring	Findings from this case study indicate that the PAL programme had a positive impact on student's perceptions of their learning in four areas: clarification of new knowledge; development of assessment(writing) skills; reduction in feelings of intimidation; and the creation of a safe environment for learning.	Longfellow, E., May, S., Burke, L., Marks-Maran, D. (2008) "They had a way of helping that actually helped": a case study of a peer assisted learning scheme. <i>Teaching in Higher Education</i> . 13(1).
Peer-learning; Students as learners and teachers; Peer-assisted support schemes; peer-mentoring	The Peer-Assisted Student Success scheme at London Metropolitan University has developed a course embedded model in which trained 'Success Coaches' provide academic and personal guidance to first-years on all undergraduate degree programmes via in-class groups and one-to-one support.	Warren, D., Luebsen, W. (2017) "Getting into the flow of university": a coaching approach to student peer support. <i>Journal of Educational Innovation, Partnership and Change</i> . 3(1).
Students as teaching evaluators; student experience enhancement; learning and teaching co-researchers	Experiences of working with a student as a partner in the learning environment to tackle issues of racial tensions in in-class discussions on American History. The student acted as a peer observer to the classroom dynamic and offered consultative feedback on classroom management.	Reyes, R., & Adams, K. (2017). Navigating a Difficult Journey: Reflections on How a Student-Faculty Partnership Helped Address Racial Tensions in a Social Science Course. <i>International Journal for Students as Partners</i> . 1(2).
Student experience enhancement; culturally inclusive partnership	Experiences of cross-cultural students as partners work with international students, a paradigm to help understand this process and methods to ensure culturally inclusive practice is a foundation of partnership work.	Zhang, M., Matthews K. E., & Lui, S. (2022). Recognising cultural capital through shared meaning-making in cross-cultural partnership practices. <i>International Journal for Students as Partners</i> . 6(1).
Students as teaching evaluators; student experience enhancement; learning and teaching co-researchers;	Case study experiences of students and staff working in partnership to tackle inclusivity, practices of	Addy, T., Berkove, E., Borzone, M., Butler, M., Cham, F., deSaussure, A., Exarhos, A., Mancuso, M., Rizk, M.,

inclusive practice; decolonisation	decolonisation, and online learning.	Rossmann, T., Ruebeck, C., & Younas, H. (2022). Student pedagogical partnerships to advance inclusive teaching during the COVID-19 pandemic. <i>International Journal for Students as Partners</i> , 6(1).
Students as learning and teaching evaluators; learning and teaching co-researchers	A collaborative evaluation project within a masters programme in professional education. The project aimed to increase knowledge of research methodologies and methods through authentic learning where participants worked in partnership with the tutor to evaluate the module which they were studying.	Bovill, C., Aitken, G., Hutchison, J., Morrison, F., Roseweir, K., Scott, A., Sotande, Soleye. (2010). Experiences of learning through collaborative evaluation from a masters programme in professional education. <i>International Journal for Academic Development</i> , 15(2).
Inclusive partnership working; learning and teaching co-researchers; student experience enhancement	Black female students sense of belonging and pedagogical partnerships. Improvements in perceiving, feeling, and engaging differently. Confidence levels also improved through being trusted and valued in this role.	Cook-Sather, A., Seay, K. (2021): 'I was involved as an equal member of the community': how pedagogical partnership can foster a sense of belonging in Black, female students, <i>Cambridge Journal of Education</i> . 51(6).
Co-creation assessment criteria	Research paper exploring how an active participation in the construction of the assessment criteria and utilisation of that co-constructed criteria would affect the students' engagement with assessing their own work.	Smith, M., & Lowe, C. (2021). DIY assessment feedback: Building engagement, trust and transparency in the feedback process. <i>Journal of University Teaching & Learning Practice</i> , 18(3).
Co-creation assessment criteria; learning and teaching co-researchers	case study outing a staff-student partnership to co-create generic assessment criteria to use in a UK business school. It highlights the potential for challenging established power differentials of academia are dissolved and partnership values can be established.	Smith, S., Akhyani, K., Axson, D., Arnautu, A., & Stanimirova, I. (2021). Learning together: A case study of a partnership to co-create assessment criteria. <i>International Journal for Students as Partners</i> , 5(2).
Disciplinary co-researchers	This case study introduces and discusses the Winchester Research Apprenticeship Programme in the Faculty of Business, Law and Sport at the	Bohnacker-Bruce, S. (2019) Undergraduate students as partners in academic research: The Winchester Research Apprenticeship Programme

	University of Winchester. The programme realises a student-as-researcher approach, with undergraduate students working alongside academics as paid 'research apprentices' on current disciplinary or pedagogic research projects.	(WRAP). <i>Journal of Educational Innovation, Partnership and Change</i> . 5(1).
Students as evaluators of learning and teaching; learning and teaching co-researchers; student experience evaluators	This case study explores and reflects on the Students as Learners and Teachers programme, in which students are invited to be co-creators and evaluators of learning and teaching practices.	Cook-Sather, A. (2018) Developing "Students as Learners and Teachers": Lessons from Ten Years of Pedagogical Partnership that Strives to Foster Inclusive and Responsive Practice. <i>Journal of Educational Innovation, Partnership and Change</i> . 4(1).
Co-design curriculum; students as evaluators; student experience evaluators	Participatory action research is presented from an introductory chemistry module, whereby students were actively involved as partners at various stages of the research, design and development of the module. The end result was a more student-focused module, where the student partners had challenged the status quo, used their experiences constructively, and truly empathised with their peers.	Chadha, D., Inguva, P. K., Le, L. B. & Kogelbauer, A. (2022) How far do we go? Involving students as partners redesigning teaching. <i>Educational Action Research</i> .

Examples of Student-Staff partnership schemes at external institutions

- University of Winchester – Student Fellows Scheme
- UCL – Change Makers & Student Curriculum Partners Scheme
- University of Exeter – Change Agents
- University of Lincoln – Students as Producers
- Bryn Mawr and Haverford Colleges – Students as Learners and Teachers (SaLT)
- University of Warwick – Co-creation Scheme
- University of Queensland – Student-Staff Partnership Programme
- University of Westminster – Students as Co-Creators
- University of Reading – Student Partners
- The Open University – Student Partners Scheme

Student Engagement & Student Partnership Networks and Journals

Networks	
RAISE Network	
TSEP - The Student Engagement Partnership	
Sparqs – Student Partnerships in Quality Scotland	
Jisc CAN – Change Agent Network	
Change Agents' Network – A network of staff and students working in partnership to support curriculum enhancement and innovation (jiscinvolve.org)	
Journals	
Studies in Higher Education	
Studies in Higher Education Taylor & Francis Online (tandfonline.com)	
International Journal For Students as Partners	
Student Engagement in Higher Education Journal	
Journal of Educational Innovation, Partnership and Change	
International Journal for Academic Development	

References and resources

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