

STUDENT HANDBOOK:

Co-Creation and Learning Design

At the University of Manchester, co-creation aims to develop a negotiated curriculum by building a partnership between staff and students. This creates opportunities for students to share in the responsibility of learning decisions, and benefits staff through innovation and ideas.

SESSION LOGS:

Date	Details of Tasks/Activities	Outcome and Skills Reflection
3/2	Intro to co-creation – discussed expectations and session plans. NOTE – see SharePoint!	Sessions... Develop collaboration and problem-solving skills. Influence over real changes in the UG Geog programme.
5/2	STUDENT EXPERIENCE – Design thinking collaborative activities including journey mapping and collaborative ideation.	Identified challenges and came up with solutions using... <ul style="list-style-type: none">- Collaboration and communication- Problem solving- Reflection
26/2	ASSESSMENT LITERACY – Design thinking collaborative activities including As Is- As Could Be, and collaborative problem solving.	<ul style="list-style-type: none">- Identified good practice and areas for improvement.- Provided recommendations.
5/2	UNIT SELECTION – Student lead experience mapping, leading to planning resources and providing feedback.	Identified challenges and provided solutions... <ul style="list-style-type: none">- Resource creation and recommendation.
12/5	Reflection session – digital reflection on role and skills.	Reflection and discussion – providing recommendations or improvement and further co-creative action.

TRANSFERABLE SKILLS & DIGITAL CAPABILITIES



Co-creation projects take many formats; focus groups, micro-sprints, interviews etc. Consider the transferable skills you have personally gained.

Examples of Skills...

COMMUNICATION

- Communicating research, outcomes, and ideas effectively in both verbal and textual forms.
- Ability to present ideas and feedback to the group, through formal or informal discussion.

COLLABORATION

- Collaboration with both peers and university staff for a shared goal and student-led outcome.
- Active listening skills to support peers and to understand a variety of different perspectives.

REFLECTION & EVALUATION

- Self-reflection to address your own contributions, strengths and weaknesses in the group context.
- Participating in constructive peer reviews to enhance performance as a group.

CRITICAL THINKING

- Analyzing information, identifying issues, and generating outcomes through evaluation.
- Finding mutually acceptable solutions for identified problems that consider many perspectives.

FLEXIBILITY

- Adapting to different circumstances and to consider different perspectives in a group setting.
- Developing flexible priorities to meet deadlines and produce successful outcomes.



Digital capabilities are the skills and understanding that help us learn and work in a digital society. Employers are increasingly concerned with the ability to adapt to the digital world.

Alongside other transferable skills, consider how your role could interact with the six elements of digital capability (as defined by JISC) below.

Elements of Digital Capability...

PROFICIENCY + PRODUCTIVITY	Ability to use and adapt to digital devices, applications, and software, and to use these to accomplish tasks in the most efficient way.
CREATION + PROBLEM-SOLVING	Proficiency with digital production of content, ability to solve problems and make decisions, and willingness to try new practices with digital technology.
LEARNING + DEVELOPMENT	Turning digital opportunities into personal learning gains via self-analysis and reflection, and in turn supporting and teaching others in digital settings.
INFORMATION + MEDIA LITERACY	Handling specific data sets, evaluation and organizing information, and interacting with digital media (understanding audience, accessibility, and impact).
COMMUNICATION + COLLABORATION	Communication and collaboration using digital media and networks to meet specific goals, including working in teams using shared tools and media.
IDENTITY + WELL-BEING	Developing and protecting digital identity, with an awareness of the impact of digital systems on both yourself and others.

WRITING A CV: Links to Library CV Support...

- **[Finding a Job - CV Structure and Presentation](#)**: Explores the elements of a well presented/structured CV.
- **[Finding a Job - Researching the Organisation](#)**: Highlights some of the key things to know about a role and organisation before applying for a job and gives tips on where to gather the evidence you need.
- **[Finding a Job - Tailoring your CV](#)**: Examines how to use the information you have about a role to highlight relevant skills, experience, and attributes in your CV.

If the links do not work, the resources can be found on the University Library website, under *Training and Support > My Learning Essentials > Online Resources > My Future*.

REVIEW/SKILLS:

Tasks and Responsibilities *What tasks have you completed? What successes and challenges have you faced during your work?*

Design thinking collaborative activities - Journey mapping, As Is-As Could Be, Experience mapping.

Challenges = Small group work, responsibility to contribute and ideate solutions in collaboration with unknown peers. Successes = resource development, design thinking, critical thinking to provide solutions to issues faced by entire cohort.

Impact *What impact has the outcome of your co-creation work/project had, or will have in the future?*

Provided real, actionable solutions to be passed on to the Geography programme faculty, to ensure that the programme review is genuinely student-led.

Put together recommendations to improve student experience within the programme.

Skills *How do the responsibilities and impact of your work relate to professional skills? Are there skills that aren't on the list that you've gained?*

Communication - Communicating ideas effectively within a group, through both verbal discussion and design thinking activities.

Collaboration - Engaging with both peers and university staff for the improvement of the UG Geog programme through student-led outcomes.

Critical thinking - Identifying issues, and generating acceptable outcomes for identified problems through reflection and evaluation.

Opportunities and Connections *Were there any unexpected opportunities or connections you made during the process?*

More paid opportunities to get involved in cocreation outside of/in relation to in person sessions.

Point of contact for further programme review updates.

CV Excerpt Example:

Positions of Responsibility

[2025]

Participant in Co-Creative Workshops at University of Manchester

- Participated in a series of co-creative sessions in collaboration with the Learning Design team to identify issues and recommendations to improve student experience within the UG Geography programme.
- Successfully collaborated with both peers and staff members to create actionable recommendations, through critical discussion and design thinking activities.

Email: _____

References available upon request.

Phone: _____

NAME

WORK EXPERIENCE

[2024-Present] _____

- _____

[Summer 2022] _____

- _____

[2020-2023] _____

- _____

POSITIONS OF RESPONSIBILITY

[2025] Co-participant in Co-Creative Workshops at University of Manchester

- Participated in a series of co-creative sessions run by the Learning Design team to identify issues and recommendations within the UG geography programme.
- Successfully collaborated with peers and staff members towards a shared goal.

[2021-2022] _____

- _____

EDUCATION

[2023-current] _____

[2020-2022] _____

ADDITIONAL SKILLS AND INTERESTS

1 Page CV Example: