

Overview of Student Co Creation

HUMANITIES LEARNING DESIGN TEAM



WHAT IS CURRICULUM CO CREATION?

The goal of co-creation within teaching and learning is to create opportunities for students to contribute to learning decisions, working towards a partnership between staff and students in the form of a negotiated curriculum. Student cocreation can also benefit staff, through generating innovative ideas and increased student engagement.

Key areas to consider in co-creation strategies include teaching and learning approaches (such as delivery and assessment), the design and review of course units and programmes, and the development of social responsibility opportunities, and student employability skills and digital capabilities within courses.

A PROGRAMME APPROACH

When designing new, or revising existing programmes we should endeavour to consider the student experience holistically, not just through individual component units. Student progression and wellbeing, alongside the development of skills such as employability and digital capabilities are planned alongside academic skills and knowledge development.

The collective responsibility that co-creation with students implies relies on the values of reciprocity, inclusivity, empowerment and trust (both honesty and anonymity). Co-creation should be equitable and benefit both staff and students.

PRINCIPLES FOR CO CREATION WITH STUDENTS

1 | RECIPROCITY

Students should benefit from co-creation projects. Consider using reflective handbooks for students to record their experiences and skills.

Students should be rewarded for their time. Funding sources include student experience funds, departmental budgets, and faculty budgets.

2 | INCLUSIVITY

Aim to provide opportunities for students with different talents, perspectives, and experiences to contribute to co-creation activities.

Engaging diverse students in co-creation helps ensure that the outcomes are inclusive and relevant.

3 | TRUST

Building trust is essential in any co-creation project. To this end, we endeavour to communicate clear parameters and expectations—the role of students in the project, how their ideas will be taken into account, and updates on progress, decisions, actions, and outcomes.

RESOURCES FOR CO CREATION

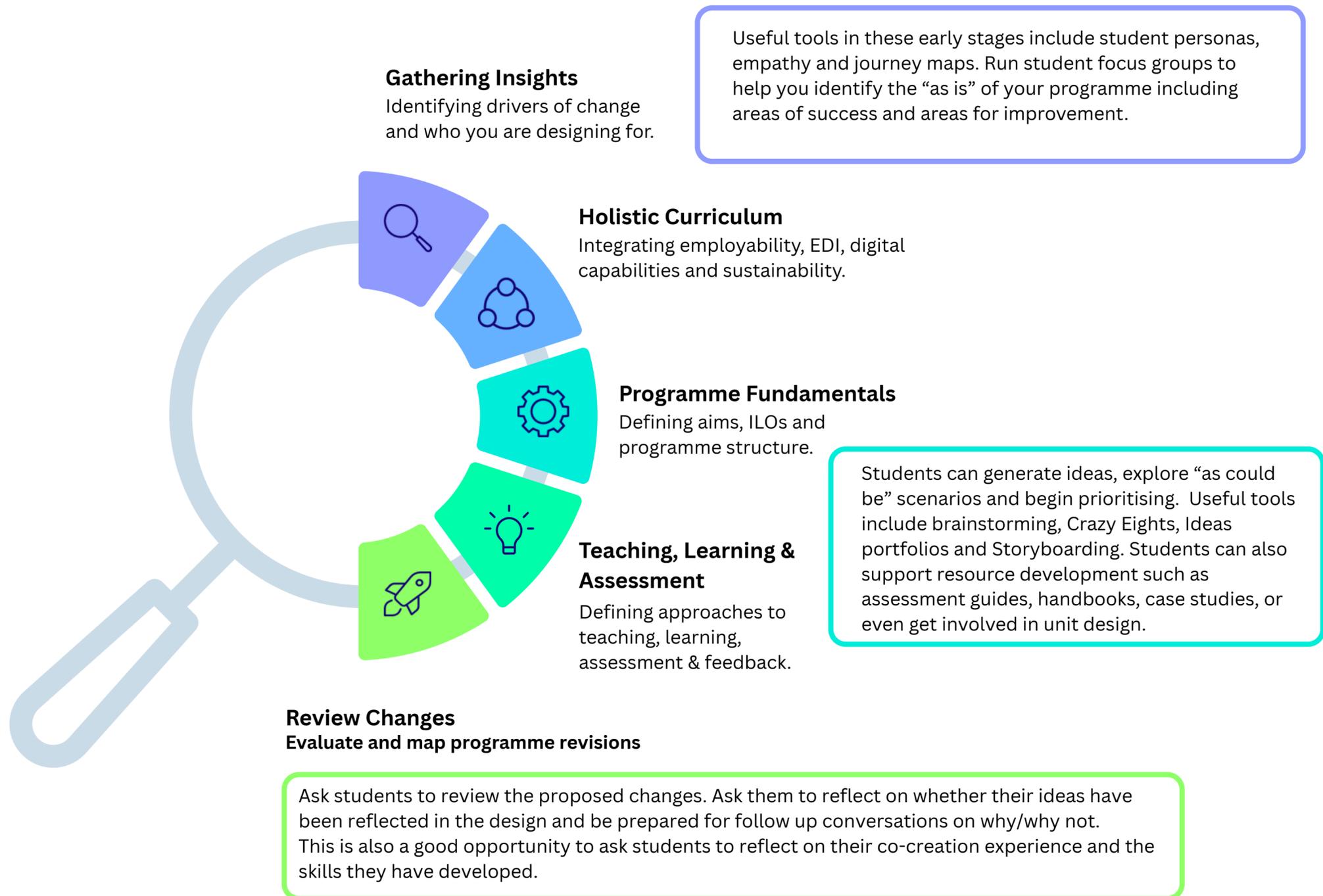
We have a range of resources to support you in co creation projects including templates, student reflective handbooks and case studies on our [Student Voice in Action Hub](#).

CO CREATION IN PROGRAMME DEVELOPMENT

The stages of programme development are outlined below. Student cocreation can occur across any of these stages (not necessarily all of them), and can be flexible according to the intentions of the review or redesign. Before this it is important to establish expectations, requirements, timescales and measures of success.

You will need to:

- Agree co-creation elements, timescales and funding.
- Recruit and organise students for co-creation opportunities.
- Negotiate the process, roles and expectations of the work with students.



STUDENT ROLES

Roles are flexible, and students will often be involved in co-creation in many phases of development, with many different responsibilities. Try and define the roles and expectations for any co-creation work.

Representative: A role elected by other students, such as student programme representatives.

Consultant: Students paid/rewarded to give feedback on teaching. This could include paid work, or Stellify/PASS and employability benefits.

Co-Researcher/Co-Designer: Students working with staff to co-create learning, teaching and curriculum.

SUPPORTING YOUR DEVELOPMENT

Promotions Criteria

Scholarship

Collaboration with Students

Leadership

Student Partnership

Advance HE PSF

K3: Critical Evaluation for effective practice

V1: Respect individual learners and diverse groups of learners

V2: Promote engagement and equity of opportunity

V5: Collaborate with others to enhance practice