

Student Co-Creation

Mapping the stages of student involvement in the development of teaching and learning in Humanities at the University of Manchester.

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 co-creation 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.

Our Approach

When designing new, or revising existing programmes we endeavor 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. Find out more about our co-creation principles on our [Learning Design Hub](#).

Co-Creation in Programme Development

The stages of programme development are outlined below. Student co-creation can occur across any of these stages (not necessarily all of them), and can be flexible according to aims and outcomes of a programme.



Phase 1: Set Up

Development

- Establishing expectations, requirements, timescales and measures of success.

Co-Creation Options

- Agree co-creation elements, timescales and funding.
- Recruit and organize students for co-creation opportunities.
- Approaches include student rep meetings, recruitment (e.g. via



Phase 2: Defining the Programme

Development

- Identifying programme values, aims and outcomes in collaboration with stakeholders.

Co-Creation Options

- Elicit student views on the programme, identifying key areas to address e.g. employability, assessment, digital skills.
- Student input into reviewing/writing programme aims and outcomes.
- Approaches include questionnaires, digital collaboration, journey mapping, focus groups and interviews.



Phase 3: Programme Design

Development

- Designing teaching, learning, assessment and support across the programme and within units.

Co-Creation Options

- Student design or input into units, programmes and resources.
- Approaches include micro-sprints, unit design focus groups, and theme design focus groups.





Phase 4: Tools and Tech

- Review of digital skills, employing resources such as the JISC Discovery tool.
- User testing of activities, tools, and accessibility.



Phase 5: Review and Evaluation

Development

- Reviewing and evaluating the process and the programme.

Co-Creation Options

- Establish student benefits and impact of the co-creation programme.
- Student evaluation – what do the students themselves think of the new programme regarding their needs?
- Approaches include questionnaires, focus groups and journey mapping.

Student Roles

- 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.

Roles are flexible, and students will often be involved in co-creation in many phases of development, with many different responsibilities.

We offer ongoing student support for reflection on skills development and have potential support for student rewards (e.g. vouchers).

Further Resources

- Find out more about student co-creation on our [Learning Design Hub](#)