Further Reading on Student-Staff Partnership

Where to start

Mercer-Mapstone, L. (n.d.). [Scaling up student-staff partnership in higher education](#) | Advance HE. Retrieved October 21, 2019.

Wenstone, R. (2012). [Manifesto for partnership](#).

Wait, R., & Bols, A. (n.d.). [Making student engagement a reality: Turning theory into practice](#).

QA. (2018). [QAA Briefing: Student Engagement in Quality Assurance and Enhancement](#).

Key External resources

Mercer-Mapstone, L., & Marie, J. (2019). [PRACTICAL GUIDE Scaling up student-staff partnership in higher education](#).

Healey, M., Flint, A., & Harrington, K. (2014). [Engagement through partnership: Students as partners in learning and teaching in higher education](#). York: Higher Education Academy.

> An extensive guide to the diverse pedagogical nature of student partnership. Putting forward a pedagogical case for 'students as partners' in learning and teaching in higher education, provides a conceptual model, looks at strategic implementation and sustainable practices, tensions and challenges. Puts forward a priorities for further work. Provides many case studies illustrating practical ways in which partnership working can be embedded in courses.

Bovill, C. and Bulley, C. J. (2011) A model of active student participation in curriculum design: exploring desirability and possibility. In Rust, C. (Ed.) *Improving Student Learning (18) Global theories and local practices: Institutional, disciplinary and cultural variations* (pp. 176–188). Oxford: The Oxford Centre for Staff and Learning Development.

> Discusses desirability and possibility for student participation, they term 'Active Student Partnership', in curriculum design. An interesting aspect is around link to social citizenship and empowerment. Adapts a 'ladder' model by Arnstein (1969) to focus around Active Student Partnership, exploring rungs as levels of participation. They find that ASP in curriculum design is not always desirable or feasible.

Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers. *International Journal for Academic Development, 16*(2), 133–145. doi:10.1080/1360144X.2011.568690

A very accessible and practical paper, providing a range of examples of modes of student participation and co-creation in course design, with benefits and opportunities presented, and a set of overall recommendations for academic developers.

University of Liverpool related

Mello, L. V., Tregilgas, L., Cowley, G., Gupta, A., Makki, F., Jhutty, A., & Shanmugasundram, A. (2017). 'Students-As-Partners' scheme enhances postgraduate students' employability skills while addressing gaps in bioinformatics education. Higher Education Pedagogies, 2(1), 43–57. https://doi.org/10.1080/23752696.2017.1339287

Sedghi, G. (n.d.). Enhancing students' experience and academic performance through peer assisted learning. Retrieved October 21, 2019.

Sedghi, G. (2015). The development and implementation of a Peer Assisted Learning programme at the University of Liverpool. Journal of Learning Development in Higher Education.

Centre for Innovation in Education, University of Liverpool (2019). Student Partnership Panel. Retrieved October 21, 2019.

Key Journals

- The International Journal for Students as Partners (IJSaP)
- The Journal of Educational Innovation, Partnership & Change