



## Worksheet: Adapting Students as Partners in Course Design

Section	Guiding Question	Your Notes/Context
<b>Partnership Purpose</b>	What teaching, learning, or assessment challenge will student–faculty partnership address?	
<b>Course / Programme Context</b>	Discipline, level, course type, and scale (single course, multiple courses, programme-wide)	
<b>Student Partner Role</b>	How will students contribute to course design (e.g. co-design, feedback, evaluation)?	
<b>Faculty Role</b>	How will faculty collaborate with and support student partners?	
<b>Partnership Structure</b>	What form will the partnership take (duration, cohort model, project-based)?	
<b>Capacity Building</b>	What preparation or support will students and faculty receive for partnership work?	
<b>Design Focus Areas</b>	Which aspects of the course will be redesigned (activities, assessment, inclusion, engagement)?	
<b>Power &amp; Decision-Making</b>	How will shared decision-making, trust, and reciprocity be ensured?	
<b>Outputs &amp; Deliverables</b>	What tangible outcomes are expected (e.g. redesigned courses, resources, practices)?	
<b>Evidence of Impact</b>	How will changes in learning, relationships, or course quality be evaluated?	
<b>Key Enablers</b>	What institutional support, units, or resources are required?	
<b>Local Adaptation Notes</b>	Constraints, cultural considerations, or contextual modifications	