



University
of Glasgow



Staff-Student Partnership Guide for Student Partners

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What is a Student-Staff Partnership Scheme?

A student-staff partnership, or SSP, can be defined by Cook-Sather et al. (2014) as:

“[a] “collaborative, reciprocal [processes] through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis.”

For the University, these partnerships focus on co-creation between staff and students and mirror the Learning and Teaching strategy. Co-creation occurs when staff and student partners work collaboratively on their projects to fulfil their overarching vision and goal (Bovill et al., 2016).

Our SSP funding schemes focus on three main subject areas:

- Assessment and Feedback
- Co-Creating the Curriculum
- Decolonising the Curriculum

Each SSP, even if dissimilar in subject matter, will follow a similar timeline.

Your role in this scheme will not be the same as what you may have experienced in previous roles or internships. Due to this role's focus on collaboration and partnership, you will find that you have greater flexibility and even greater responsibility for your role and the partnership's outcomes. In practice, you should work with other students and staff partners to contribute to one of the themes mentioned above in either a course, school, or college. This role is collaborative; therefore, you should not be expected to be fully responsible for this partnership, but you should be able to participate in its ideas, goals, and outputs.

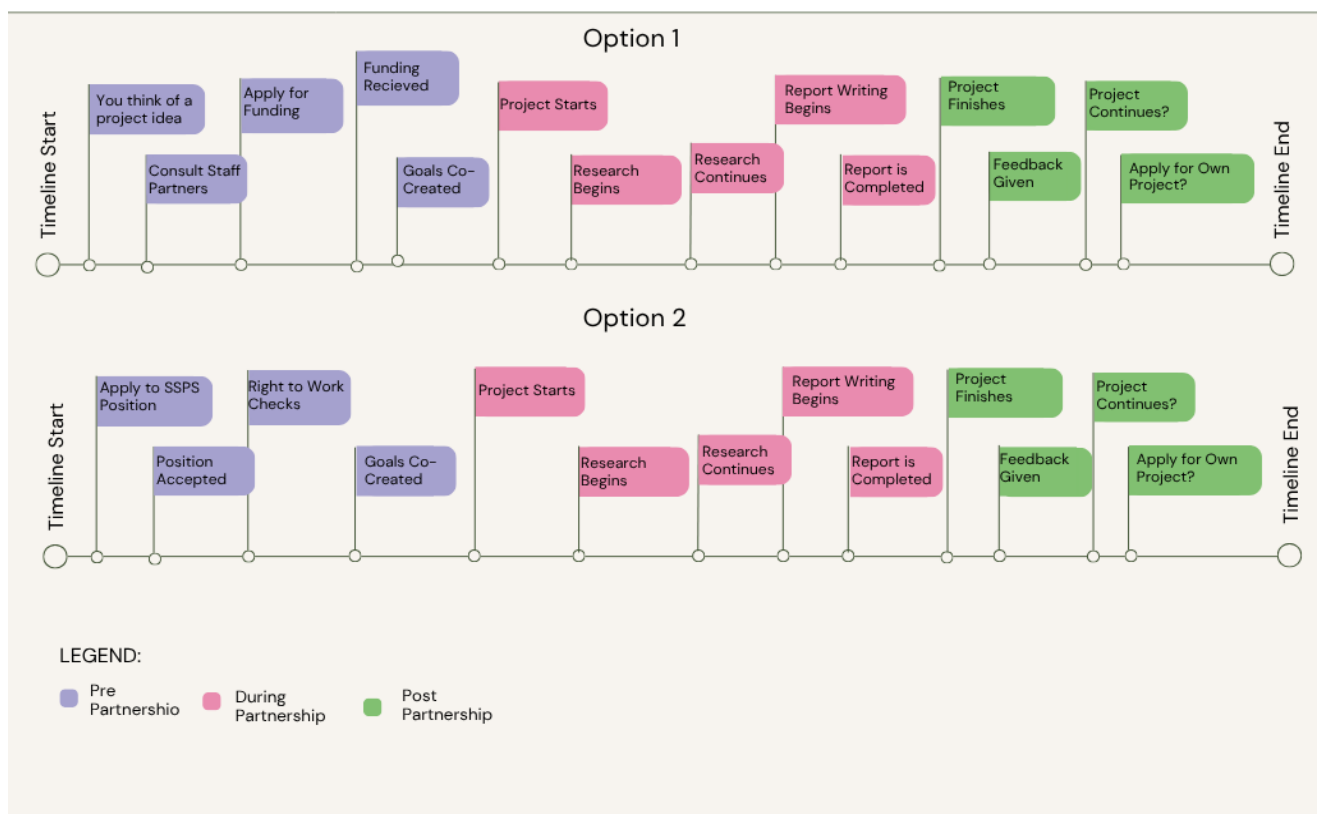
Why Take Part in a Partnership

These partnership roles are extremely beneficial for students, as they can expand your knowledge, experience, and skills across multiple areas and better prepare you for the workplace. Partnership roles give you the advantage of working with both staff and other students. This is a unique experience that can give you the skills to work with a variety of people with different expertise and power dynamics. While this may seem overwhelming, this guide, as well as your fellow student partners, can aid you in support throughout this process, and your role. This role will also allow you to work flexibly throughout your studies, which is unique among most other part-time roles, and get paid for your work. Similarly, this role will allow you to work in an academic setting, gain experience not only in this sector but also in collaborating with other academic staff and producing your own research and reports.

Timeline

Your role in the SSP can begin at different points along this timeline, as some students may conceptualise their own project, while others may apply for a pre-conceptualised one. Even so, this timeline is provided as an example to aid your planning, structure, and understanding of the SSP and your role within it.

STUDENT PARTNER TIMELINE



How to Use This Guide

Your Student SSPS guide is formulated to help you throughout your role as a student partner. By using this guide throughout your experience, you should feel more equipped to start your role, contribute to your project, and know how to proceed after this role.

This guide is split into three sections: pre, during, and post partnership. This is to aid in your understanding of what is expected of you, as well as giving you structure and support throughout your role at the University.

It is recommended that you use this guide during these three specific timeframes; however, it has been split for quick access to specific sections. Additionally, a timeline has been provided for you to follow along as you complete your position in your project.

Reflection Throughout this Guide

Reflection is an important part of meaningful student-staff partnership work. SSPs are collaborative, and as such evolving projects – meaning that challenges, expectations, relationships and project goals may change throughout the partnership process. Regular reflection helps staff and students recognise what is working well, identify barriers early and consider what makes ‘good practice’ in partnerships.

Within SSPs, reflection should not only take place at the end of the project. Instead, reflective practice is most valuable when embedded throughout all stages of the partnership. Allowing for regular reflection can help ensure that partnerships remain collaborative rather than becoming staff-led or overly task-focused.

For this reason, reflection prompts have been included throughout this guide. These prompts are designed to encourage ongoing discussion and critical thinking around:

- How you are contributing to the project
- How to reflect on your team working skills
- How you are collaborating with your fellow partners
- How to adapt your experience and prepare for the workplace

Preparation for Your SSP

Preparing Your Partnership Project

If you have thought of your own idea for a project, then you will have to draft your own application along with your staff partner. When drafting this application, it is important to think about the following prompts. These will help you in completing your application, as well as giving you more structure, and ensure that your partnership is collaborative. The following questions may help you when completing this application:

- What is the overall purpose and intended impact of the project?
- How does the project align with wider learning and teaching priorities and one of the main subject areas: decolonising the curriculum, assessment and feedback, or co-creation of the curriculum?
- In what ways will you, and other students, contribute meaningfully to this project?
- Are the project scope, timeline, and expected outcomes realistic considering funding and time constraints?
- How will responsibilities and decision-making be shared across the partnership?
- What training, guidance, or support may you and other students require during the project?
- How might the outcomes or impact of the project continue beyond the funded period?

Reflection Prompts:

- 1) **Does this project create genuine opportunities for collaboration, partnership and co-creation for both staff and student partners?**
- 2) **Does your application highlight the intended purpose of your partnership project?**

Onboarding

Once your project application has been successful, you will need to provide multiple pieces of information before HR can issue your contract, these include:

- Your CV
- UK term address
- Contact telephone number
- 2 references, which can include the named staff partner in your project, that should be letter headed, sent from a professional email address, and signed

After these details are received and confirmed, they are forwarded onto the Onboarding team who will email you concerning your contract. Your letter of contract will include:

- Details of your contract, i.e. timesheet
- Job title
- Salary based on full-time equivalent with payment made on a pro-rata basis for actual hours worked

- Hours to be worked, which will be agreed by the line manager or the named staff partner on your project
- Details on how to submit your timesheet which allows payroll to pay your salary
- Criminal convictions form for you to complete
- Equal opportunities form for you to complete.

However, your contract is conditional upon confirming the necessary working permission by the Home Office's UK visas and immigration. Once you have the receipt of your approved documentation, or copy of UK passport, you will be contacted by the University's HR department to arrange a Right to Work check.

Upon receiving your contract, it is important to respond promptly. Please sign and return the contract as soon as possible as failure to do so can lead to your contract being delayed.

Following this signed contract and completed forms, you will be issued an email with your University ID numbers. Once you have this ID number, please use it to log into the HR system (Core HR) to update your payroll and personal information to ensure your salary is paid.

Workplace Etiquette

To prepare for your role as a student partner, it is vital that you understand proper workplace etiquette. This is especially important as you will be working with both staff and students. There are two main factors to consider when ensuring you have the right etiquette: respect and boundaries.

Respect is vital in any workplace, and it is important to show respect for any colleague or person you interact with. Doing so will help your project run smoothly and make teamwork easier. In preparation for your role, it is vital that you understand that while you may disagree with others on your team, you should still value and respect your team members. It is important to note that while this role may not adhere to 'traditional' requirements, especially regarding flexibility and contracts, the University still has standards and workplace etiquette for you and your team members to uphold.

Within your project, you will have team members who are students and others who are staff. It is not uncommon for you to have already met these team members; however, no matter how close you may be prior to your project starting, it is still vital to hold workplace boundaries. In the workplace, it is important for you to define your own boundaries and to abide by those of those around you. For example, you may not be able to communicate or do work past 5pm, while another co-worker may have a boundary that they can't do a certain meeting or commitment for personal reasons, like a family commitment. In both cases, it is important for you to communicate your boundaries, as well as to understand and abide by your co-workers' boundaries. Abiding by these boundaries can help keep you and your team happy, focused and ensure better teamwork.

Team Working

Throughout your project, you will be working with both staff and students. Therefore, it is important to work collaboratively as a team to complete your project. To do so, there are four

main skills to consider: active listening, reliability, conflict resolution, and communication. These skills are further explained below.

Active listening is a technique that focuses on paying attention to what your team members communicate, both verbally and nonverbally. This kind of listening requires specific attention to ensure that the team understand and feels supported by each other. To be an active listener, you can:

- Restate what the original speaker said to ensure that you're on the same page,
- Paraphrase what the original speaker says, giving both people time to reflect,
- Summarise by giving key facts and feelings,
- Reflect on the emotions being expressed,
- Reframe potential negative language to be more helpful or constructive, and
- Validate the original speaker's efforts and emotions.

Reliability is another extremely important skill to consider for effective teamwork. Being a reliable team member has multiple benefits, including building rapport and trust with your fellow team members. Building this reliability can be achieved by:

- Meeting deadlines on time.
- Attending meetings, prepared and on time.
- Being accountable for mistakes, accidents or errors.
- Being consistent in your work ethic.

As is common in any job, you may experience disagreements or even conflicts with your other partners. It is important to resolve any disagreements or conflicts before they affect your project. Conflict resolution is an important skill to develop when working in teams, especially because unresolved conflicts can fester and cause bigger problems in the future. Some helpful ways to resolve conflicts are:

- Try to empathise with the other people's point of view.
- Try to keep calm and respectful when communicating.
- Discuss compromises for the group.
- Actively listen to the other partners.

However, if this conflict is affecting you and the resolutions have not or will not work then you may wish to raise a formal grievance. Within the University's grievance procedure it is preferred to, firstly, try to informally resolve conflicts, however, this may not work in every conflict. Therefore, to initiate a formal grievance it is important to report this grievance in writing and within three months. You should address the grievance to your Head of School or Head of Service, and the letter should clearly set out the issue/behaviour that is causing concern and should mention what resolution is being sought. Following this letter, a grievance manager will invite you to attend a meeting to discuss the grievance report. An investigation will then follow, usually lasting 10 to 15 working days after your initial meeting, before an outcome will be communicated to you, and the Head of School or Head of Service.

Lastly, another important aspect of teamwork is communication. Having strong communication skills is an invaluable asset for you and your team. This is because it aids in team productivity, performance, and trust. Good communication skills can be obtained by:

- Actively listening to your fellow team members.
- Being clear and concise in your communication.
- Be considerate of nonverbal communication and tone.
- Remember to have empathy when discussing with other members.

These four skills will help you be a good team member and complete your role on the project.

Reflection Prompts:

- 1) What strategy can you use to ensure you actively listen to your team members during meetings, and other communication?**
- 2) How can you make yourself a more reliable team member for this project?**
- 3) Describe how you would resolve a conflict within your team members.**
- 4) How can you make a more conscious effort to be more clear, concise and empathetic in your communication with your team?**

Time Management

It is understandable that your availability may change during the SSP due to assignments, examinations, or other commitments. Therefore, it is important to manage your time effectively throughout this scheme to avoid falling behind in your work and studies.

Some advice for managing your time is:

- Timetabling your time using Excel spreadsheets, or other software like Notion or Outlook Calendar can help those who like to visualise their schedules.
- Prioritising your tasks from the most to least important.
- Create weekly and/or daily schedules to manage your tasks by day, week, and time.
- Lastly, be honest and upfront with your fellow partners about your availability.

Reflection Prompts:

- 1) How can you make your prioritisation of tasks clearer and helpful for this project?**
- 2) What is your priority for this week, and how can you manage your time around this?**

Building Trust

When preparing for your partnership project, it is essential to begin developing trust with your fellow partners. This is because this trust can ensure that each team member feels valued as a member and can ensure any participation within your team goes smoothly (Healey and France, 2024; McConnell et al., 2025).

Trust can be built through many of the examples given above, including active listening, good communication, reliability and respect. However, these are not the only ways. To build rapport with your fellow partners, it is important for you to trust them and for them to trust you, so the project can be completed without too many hiccups. Therefore, to build trust with your fellow partners, you can:

- Have good verbal and written communication with fellow partners throughout your project, as well as pre- and post-project.
- Remember to be friendly and professional.
- If you can, offer help to other partners who may need it.
- Be engaged in meetings, communication, and tasks.

Reflection Prompts:

- 1) To what extent do you feel that you are a trusted team member?**
- 2) How can improve your trust within your team?**
- 3) Do you both trust your fellow partners, and feel that they have made an active effort to gain your trust?**

During Your SSP

Expectations of Your Role

Your role within the project may vary depending on the project and its goals, but many will follow a similar foundation. SSPS projects are designed to focus on the collaborative work and co-creation of the goals and expectations for the project you are working on and your role.

Your role as a student partner is to co-create along with your staff and student partners. This may involve tasks such as researching for literature reviews, conducting interviews, contributing to report writing, and deciding on where the project may lead. As a student partner, your voice and opinion are valued, as they offer invaluable insight into how the University can improve in the future.

Throughout your role as a student partner, it is important that you attend meetings, contribute within your teams, and provide insights into how your fellow students may react to the project's outputs.

While your responsibilities may vary as you progress in your project, it is still important for your team to ensure that everyone knows what tasks they have and that they are comfortable in doing those tasks.

Reflection Prompts:

- 1) Have expectations been discussed collaboratively, or been mainly communicated by staff? What is the best way for you to feed into these discussions?**

- 2) **Would all members of the partnership describe the project goals in the same way?**
- 3) **How clearly communicated, from the start of your project, have staff members expressed where you can influence the direction of the project?**

Active Contribution and Communication

During your role, it is important to actively contribute to the project and to actively communicate with your team. Doing so will not only benefit your team and the project but, also you.

Active contributions and communication will ensure you receive the best possible experience in your SSPS role. Therefore, it is especially important to actively participate in your role and communicate with your team. This can be done by:

- Keeping on top of deadlines,
- Communicating with your team about deadlines, time and task management, etc.
- Allocating specific time for you to complete your SSPS tasks,
- Updating your team on task completion.
- Communicate your thoughts and ideas, even if small.
- Offer your contributions to colleagues, if you can.

Reflection Prompts:

- 1) **Prior to your next meeting, how can you be more active in communication and give more contributions to the project?**
- 2) **Do I actively contribute and communicate with my team on a regular basis, or can this be approved?**

Task Ownership

While actively contributing to your project, it is important that you take ownership of your allocated tasks. At the beginning of your SSP role, you should have a meeting with your other team members, both staff and students, to allocate your first tasks. From there, you will likely take on more tasks as the others are completed until your project is finished.

Throughout this period, it is important that you take ownership of and be responsible for these tasks. You should ensure these tasks are completed on time and within the assigned deadline.

Some examples of tasks you may be asked to complete include:

- Leading interviews with students
- Designing surveys
- Analysing data
- Creating resources, i.e. toolkits, guides

However, it is understandable and expected that things can get in the way of any role. Therefore, it is important to always communicate with your team members if you need support.

Reflection Prompts:

- 1) What are two ways you think you could improve on how you took ownership and completed this task?**
- 2) After completing this task, do I feel more or less prepared for my next, and why?**

Importance of Engagement

It is important that, during the role, you engage with the project, team, and your role. This engagement ensures you get the best possible experience from the SSP and that the project you are working on can succeed. Your engagement with the role can take many forms, including completing tasks, attending meetings, conducting research, and communicating with your team. In each task, meeting, and communication within your role, you should take note of how you are engaging and whether you can improve. For example, you could contribute more to meetings, give more ideas and collaborate more effectively with your team. Completing the tasks mentioned shows your team that you're engaged and committed to the project. This engagement and commitment can enhance your reliability, trustworthiness, and overall confidence in your role and in any future role after this position. Therefore, it is highly important that you take the initiative to be engaged in your role.

Reflection Prompts:

- 1) How can you be more engaged in meetings, tasks, and communication with my team?**

Support Network

During your SSPS role, you may find that a support network can help you complete your project, maintain a good work-life balance, and protect your health and wellbeing. The University provides all staff with its Health & Wellbeing Hub, which offers support for multiple types of wellbeing, including mental, physical, financial, spiritual, and social.

Firstly, if you feel that you are struggling, you can use the five ways of wellbeing to cope with your role. This includes taking notice, connecting, being active, learning, and giving. More information can be found in the Health and Wellbeing hub. However, if you feel that you need more support, then there are other avenues available. This includes the PAM Wellness Employee Assistance Programme.

This programme provides free, confidential support available every day, 24 hours a day. This support is available in multiple ways, including:

- A Helpline
- Counselling
- Legal, financial and dept support
- Online and app-based wellbeing tools
- Wellness dashboard
- Live Chat

Both the Hub and the Employee Assistance Programme can be found through your MyGlasgow staff hub.

Additionally, you may feel more comfortable communicating with your team and asking for support through them. If you feel that you are struggling with stress, personal circumstances, or that you would like extra support, you can first contact either your fellow student or staff partners to express how you are feeling, and gain insight into how your team can help you and support you. This can seem daunting, but your team members are here to support you and can provide you with aid. Similarly, by contacting your staff partner they can ensure that you get the right amount of support while also ensuring that you are still able to comfortably work on the project.

We understand that sometimes unforeseen circumstances may get in the way of your role. If this does happen, we urge you to communicate with your team and/or the Assistance Programme to prioritise your health and wellbeing.

Reflection Techniques

As you complete your SSP and near its end, it is a good idea to take some time to reflect on your project, your contributions, and your experience. Reflection can be done in multiple ways, depending on preference and what works best for you and your team. It is important not only for you but also for your team to keep reflecting throughout your role to ensure you evaluate how the partnership is going and how you are evolving. Additionally, it is important for your team to reflect on your tasks, outputs, and the partnership. This is vital to ensure that each team member understands how the partnership is going and that you are all on the same page. Some helpful techniques include:

- Using structures such as the Experience, Reflection, and Action cycle, Gibbs' (1988) reflective cycle can help you provide a structure to begin your reflection.
- Some people may use diaries or reflective logs to track their reflections on their experiences.
- Set time out of your week to reflect upon your experience and role, to continuously reflect and improve.
- Set goals and continuously reflect on how you are achieving them in your role.
- You can also seek feedback from your fellow team members if you think it will help you with your reflections.
- Action steps can also help identify how to improve after your reflections.

Conflict Resolution

We hope that throughout your role, you will not experience many conflicts within your team; however, if you do, it can feel isolating if you are unsure how to handle or resolve them, or who to reach out to if you can't.

Firstly, if you find there may be a conflict within your partnership team, you can either raise it formally or informally. It is advised that you try to resolve the conflict quickly, informally, and within your team. To do so, it is always important to intervene in conflicts at the earliest stage, as the longer they go unresolved, the more likely they are to fester. You can initiate an informal discussion with anyone on your team if you think a conflict may be beginning. Similarly, when resolving any conflict, it is important to be open-minded within your team and to allow collaboration to discuss moving forward. You can also use some reflection

techniques, discussed below, to reflect on this resolution and what can be done to either prevent this from happening again or how to act more quickly and better for any other conflict.

Even so, there may be a case where this conflict is not resolved. If this happens, there are a few procedures you may use to resolve this conflict or get further guidance on how to move forward. One procedure is to reach out to either your staff partner (if the conflict is student-related) or your respected line manager. Both staff members should be able to give you advice and guidance. However, if you find this does not help or the conflict has continued to fester, you may wish to follow the grievance procedure, of which there is more detailed guidance above in the 'Team Working' section of this guide.

Post SSPS Role

Project Continuation Avenues

It is expected that your project will be completed within the allocated timeframe; however, things may overrun or you and the team may find that more research is needed. In these instances, you may be interested in continuing your project after your contract is finished. To do so, there are two main avenues that you can follow to continue your project.

Firstly, you and your staff partner may both agree that you wish for the project to continue. If this is the case, you can communicate with the staff member to coordinate a new project application. Similarly, you can also communicate with your staff member about other potential funding schemes, while it is welcomed to apply for another round of funding via the SSPS, there are other funding schemes which can link to your project aims. These include:

- The Learning and Teaching Development Fund (LTDF) which supports innovative, novel, and practical learning and teaching ideas that support the Learning and Teaching Strategy at the University.
- The Scholarship of Teaching & Learning Fund (SOTL) which provides support for those who can provide insight into the enhancement of learning and teaching, can create an evidence base for change, and whose project is reflective, literature based, or based in novel practice.

Secondly, you may be interested in continuing the project with a new team, or with a slightly different concept. If so, you can apply for a project as a student partner. As with the previous avenue, you should also investigate potential staff members who may be interested in continuing the project. To apply for this project, please see the guidance below.

Reflection Prompts:

- 1) Do you feel comfortable and supported by my staff partner to continue this project, and submit a new application?**
- 2) What new avenues may your project have? Can they be completed through an SSP, or is there a different approach that might be a better fit?**

Dissemination Ideas

Before finishing or nearing completion of your role, you may have had the opportunity to participate in a conference, creating resources or submit a report of your findings. Both will give you a unique experience that can help you when moving into the workplace and help you gain experience disseminating the ideas from your project.

Specifically, you can disseminate your ideas through multiple areas, such as:

- The University of Glasgow's Learning and Teaching Conference
- International Journal for Student as Partners
- Journal of Educational Innovation, Partnership and Change
- Innovations in Education and Teaching International
- Higher Education Research and Development
- Higher Education: The International Journal of Higher Education Research
- Assessment & Evaluation in Higher Education
- Student Engagement in HE Journal

Additionally, you might find that disseminating through creating resources might be better suited for your project. Examples of resources can be:

- A toolkit
- Good practice guide
- Podcast
- Course materials

You may already be creating these resources throughout your project, or after its completion. Nevertheless, creating resources can be a great way to share your project outcomes, knowledge, and experience with your fellow students, staff, college/school and the University. Resources, such as the ones above, can also aid in future projects, and can give crucial information to future student and staff members after your project is completed.

Reflecting on Your Skills

Throughout your SSPS role, you will gain multiple skills that will help you in the future. These include, but are not limited to:

- Communication
- Team Working
- Report Writing
- Active Listening
- Time Management
- Problem Solving

Since you have already acquired these skills, it will be easier for you to bring them into the workplace. To do so, it is important to consider the feedback you received during your role and through your self-reflection and use it to your advantage. Taking these skills into another role should be easier for you, as you can relate them to experiences from your SSPS role and use them to your advantage.

Additionally, as you have had the unique experience of working collaboratively with staff and fellow students, you will have developed the skill of working with a variety of people. This can be especially important in workplaces where roles focus on communicating with a wide range of people, including colleagues, customers, and stakeholders.

Reflection Prompts:

- 1) Giving examples, how can you use the skills and knowledge gathered through this project into the workplace?**
- 2) How has working collaboratively with both staff and student partners prepared you for the working with a variety of people in the workplace?**

Applying for Your Own Project

Using the experience of your SSPS role, you may evaluate that something in your course, or school could use development in one of the three main focuses:

- Assessment and Feedback
- Co-Creating the Curriculum
- Decolonising the Curriculum

As mentioned briefly above, to be eligible for funding you must partner with a staff member for your application. However, this should be collaborative, and you can lead with your concept/idea.

Once you have thought of an idea for a project within one of the three areas, you can contact a staff member who you think would be interested in doing this project with you, and who is available to help with your application.

Within your application, you will have to provide:

- A project title
- The Name and contact information of you and any other staff and student partners
- A Summary of your project application (maximum 200 words)
- A case for support (maximum 1000 words)
- Comments on your proposed methodology

As with other applications you have completed, it's important to draft this application to ensure you communicate effectively what your project is, what it should look like, and what it aims to do. Further guidance and prompts when drafting this application can be found under the 'Preparing Your Partnership Project'.

You may also want to look for inspiration by viewing previous applications, available on the [Learning and Teaching Funding Schemes page](#).

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