



# **RAISE Annual Conference 2024: Equity in Attainment & Student Success**

**University of Leicester**  
**11<sup>th</sup>-12<sup>th</sup> September 2024**



## **Welcome to RAISE 2024!**

Welcome all to the RAISE Network's 2024 Annual Conference where together we will focus on our conference theme of Equity in Attainment & Student Success. As our university sector continues to enhance practice post-COVID-19 to support student engagement, we are faced with funding challenges where students, staff and our providers are impacted by the cost of living crisis. It is within this context that our work in widening access, success and achievement for all students no matter their background or demographic must continue, as challenges to participation are on the increase due to this context. Student engagement remains central to supporting full participation in our learning communities, where engaging in discussions with our students, taking deliberate steps to break down barriers and support access, and perhaps rethink our whole model of contact time, are all on the table as we co-create the university of the future. This conference welcomes students of all disciplines, staff of all roles and levels, to ask questions, share practice and research, and explore together how we can ensure equity in attainment and student success in higher education.

Tom Lowe, Chair of RAISE

## **About the RAISE Network**

Researching, Advancing and Inspiring Student Engagement (RAISE) is a volunteer led network for all in higher education interested in researching, innovating and leading practice in ensuring our sector remains engaging and students informed. Running for 15 years, RAISE is a free to join network for students of undergraduate and postgraduate levels, staff whether academic or professional services, and those new or experienced in the topic of student engagement. This conference is our flagship activity drawing together over 200 delegates from across the world, where there will be lots of opportunities to network and forge new collaborations. Beyond the conference, RAISE runs a number of Special Interest Groups who run free events across the academic year (both online and in person); the Student Engagement in Higher Education Journal for new and experienced authors; a monthly online reading group; and a Buddy Scheme to support mentorship. Information on all these activities can be found on our website where we highly recommend joining our mailing list to keep up to date.

**RAISE Website:** [www.raise-network.com](http://www.raise-network.com)

## Event Sponsor



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## Day 1 timetable: Wednesday 11th Sep

Sir Bob Burgess Building (SBB), University of Leicester

8:30 – 9:30	Registration and Refreshments
9:30 – 9:45	<b>Welcome to Leicester:</b> Prof Nishan Canagarajah, University of Leicester Vice Chancellor  <b>Welcome to RAISE:</b> Tom Lowe, Chair of the RAISE Network
9:45 – 10:30	<b>Keynote Speaker:</b> A story of success: The paradox of joyful resistance – Dr. Iwi Ugiagbe-Green, Manchester Metropolitan University
10:30 – 11:30	<b>Parallel Session 1</b>
11:30 – 11:45	Refreshment break
11:45 – 12:45	<b>Parallel Session 2</b>
12:45 – 13:45	Lunch and Posters
13:45 – 14:45	<b>Parallel Session 3</b>
14:45 – 15:00	Refreshment break
15:00 – 16:00	<b>Parallel Session 4</b>
16:00 – 17:00	<b>Plenary Address:</b> MedRACE: Actively creating a sense of belonging – University of Leicester student-led project
17:00 – 18:30	Networking and Drinks

## Day 2 timetable: Thursday 12th Sep

### Sir Bob Burgess Building (SBB), University of Leicester

8:30 – 9:30	Registration and Refreshments  <b>Annual General Meeting</b> (All delegates welcome in the Plenary Room)
9:30 – 9:45	<b>Welcome to Leicester:</b> Dr Tosha Nembhard, Conference Chair  <b>Welcome to RAISE:</b> Ellie Mayo Ward, Vice-Chair of the RAISE Network
9:45 – 10:30	<b>Keynote Speaker:</b> Stress Testing our Values: In Pursuit of the Inclusive University in Challenging Times – Prof Zainab Khan, London South Bank University
10:30 – 11:30	<b>Parallel Session 5</b>
11:30 – 11:45	Refreshment break
11:45 – 12:45	<b>Parallel Session 6</b>
12:45 – 13:45	Lunch and Posters
13:45 – 14:45	<b>Parallel Session 7</b>
14:45 – 15:00	Refreshment break
15:00 – 16:00	<b>Sector Panel:</b> <ul style="list-style-type: none"> <li>• Brooke Storer-Church – GuildHE</li> <li>• Sunday Blake – Wonkhe</li> <li>• Steven Kator Iorfa – Society of Black Academics</li> <li>• Daniel Tinkler – AdvanceHE</li> <li>• Ruth Burchell - QAA</li> </ul>
16:00 – 16:30	Close

### Session key

Session type	Time	Description
Presentation	10 mins	Presentation delivery of examples of practice and impact
Workshop	45 mins	Interactive sessions with audience contribution/group discussions and clear take-aways
Campfire	15 mins	Conversation-style sessions: 2 mins of research project summary, followed by audience questions (no slides)
Storyteller	10 mins	Use of images and materials to narrate a project

## Keynote Speaker Day 1



### **A story of success: The paradox of joyful resistance**

Dr. Iwi Ugiagbe-Green, Manchester Metropolitan University.

Two opposing things can be true at the same time. I have both endured and thrived in higher education for over two decades.

I entered higher education via clearing. I did not achieve a 'positive outcome' on graduation. According to HE policy, I failed. Yet I am a success.

'Attainment' suggests a presupposition of a level playing field, in which accomplishment and achievement is the end goal. Attainment is measured by proxies such as 'positive outcomes' and/or 'good degrees.' These are metrics of a meritocratic system, in which there are those who succeed and those, who well, don't, right? Ah, the myth of meritocracy in higher education.

Equity in attainment is a necessary act of joyful resistance against a system of disadvantage that often not only 'others' students with non-normative identities but perpetuates barriers to their accomplishment and achievement.

In my keynote, I acknowledge and call out the failings of the system that labelled me a failure, but that positively transformed my life. I also celebrate the joy in our coming together to work together to resist against these failings. As Audre Lorde explains, joy gives us the 'energy for change.'

## Keynote Speaker Day 2



### **Stress Testing our Values: In Pursuit of the Inclusive University in Challenging Times**

Prof Zainab Khan, London South Bank University.

The latest national instalment of racist violence sweeping the country serves as the latest reminder of the fragility of social cohesion in Britain.






Meanwhile, universities have been preoccupied by unprecedented financial and regulatory challenge. Over 65 UK providers are known to be undertaking significant cost saving exercises this year.

What does this mean for our institutions' EDI work and how might we enable progress to continue as leadership teams mobilise to identify efficiencies and cuts?

There is a need to think creatively to protect the gains that have been made in recent times to make our provision and services more inclusive.

Board conversations will be dominated by portfolio optimisation and resource. Curriculum enhancement and student support workstreams must continue to improve outcomes and experience for students and not simply focus on cost.

## Sector Voice Panel

	<p><b>Brooke Storer-Church</b>, Chief Executive Officer - GuildHE</p>
	<p><b>Sunday Blake</b>, Associate Editor - Wonkhe</p>
	<p><b>Steven Kator Iorfa</b>, Operations &amp; Events Manager - Society of Black Academics</p>
	<p><b>Daniel Tinkler</b>, Governance Development Manager - AdvanceHE</p>
	<p><b>Ruth Burchell</b>, Quality Enhancement and Standards Specialist - Quality Assurance Agency for Higher Education (QAA)</p>



## RAISE Annual Conference 2024: Equity in Attainment & Student Success

### Parallel Sessions Schedule

#### Day 1 Parallel Session 1: 10:30-11:30

<b>SBB 2.02</b>	<b>1a: Exploring inclusive co-creation through a novel teaching approach</b> - Catherine Bovill, Kjersti Daae & Mirjam Glessmer		
<b>SBB 2.03</b>	<b>1b: Imagine asking a talented violinist to simply talk about their music instead of playing: Are interviews inclusive?</b> - Tom Langston, Kate Coldrick, Fiona Wilkie, Rebecca Ademolake		
<b>SBB 2.05</b>	<b>1c: How to: A guide to student-led improvements to induction</b> - Liz Radice	<b>1d: Building bridges and breaking barriers with LEGO® bricks: Promoting cultural integration and student engagement in Higher Education</b> - Matilda Dekpe	
<b>SBB 2.06</b>	<b>1e: Developing Strategies for Promoting Academic Responsibility and Self-Directed Learning Amongst International Postgraduate Students</b> - Al-Amin Dabo, Gosia Plotka & Matilda Dekpe	<b>1f: Student-Led Development of the Physiology Curriculum in MBBS Medicine at the Hull York Medical School</b> - Paul J McKeegan, Alexander Lambert, Cleyson De Sousa Bonfim, Ellis Bywood, Hugh O'Hare, James Martinez, Pia Physouni, Vaishnavi Sharma	<b>1g: Understanding use of artificial intelligence tools in research skills development: a conversation about a student-initiated project and the impact on institutional policy</b> - Jill LeBihan & Frankie Wardale
<b>SBB 2.07</b>	<b>1h: Unveiling Motivations for Student Engagement: A Creative Journey at Westminster Business School</b> - Dr Walaa Bakry, Dr Caroline Bolam, Dr Phillip McGowan	<b>1i: Inclusive Personae and the questions they raise</b> - Katie Stripe	<b>1j: Improving representation in visual teaching resources</b> - Christopher Sutton
<b>Plenary Room</b>	<b>1k: A Sector Scan: Student Representative Rewards in Australian Higher Education</b> - Ana Kuleshova, Anthea D'Aloia, Lisa Connolly, Kate Walsh	<b>1l: 10 years of Students as Change Agents (SACA): How can student partners evaluate student partnership: who watches the watchmen?</b> - Lore Ayonrinde & Dean Lymath	<b>1m: Students' learning experiences of Engineering at the University of Cambridge: A focus on the Gender Awarding Gaps</b> - Dr Kamilah Jooganah & Mr Aakash Gupta

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 1 Parallel Session 2: 11:45-12:45

SBB 2.02	<b>2a: The Black Leaders Programme and the Awarding Gap</b> - Amira Asantewa & Tania Struetzel			
SBB 2.03	<b>2b: Where do we draw the lines in student engagement? A discussion on changing engagement patterns and expectations post-COVID-19</b> - Tom Lowe			
SBB 2.05	<b>2c: Using student stories to deliver and develop effective engagement interventions</b> - Leanne Grice, Tanyeem Hussain and Dr Wayne Clark	<b>2d: Evaluating the Monitoring of Inclusive Learning (MOIL) Panel: an intervention to address the ethnicity degree awarding gap</b> - Rebecca Harland and Morag Duffin	<b>2e: Co-creating institutional assessment standards: A tale of convincing colleagues and students to jump into the dark</b> - Chris Whiting	<b>2f: Researching and enhancing student engagement in governing bodies - A Case Study</b> - Aimee Cuthbert
SBB 2.06	<b>2g: Global Ethnic Majority Student Midwives Experience of a Decolonised Curriculum: An Interpretative Phenomenological Analysis</b> - Claire Stringer	<b>2h: Empowering Students as Co-Creators: A Pathway to Inclusive Education</b> - Emily Róisín Reid, Eliza Simons, Abigail Thring, Isabelle Gallier-Birt, Kaldora Ibekwe, Ruqaiyah Jarviton, Kamo Majingo, Richard Clay, Hannah Thein		<b>2i: A small-scale interview-based study of sojourning students' expectations and experience of intercultural development</b> - Jo Osborne
SBB 2.07	<b>2j: 'SkillSense for Assessment Mastery (SSAM) Programme©' for Level 4 Higher Education Students: A Study on Assessment Initiatives</b> - Joanne McDowell	<b>2k: The Open University Students Association's Library Study Volunteer Service</b> - Verity Robinson	<b>2l: Reimagining the Humanities: coaching for collaborative learning and teaching</b> - Emma Folwell & Charlotte Lewandowski	<b>2m: Designing out Barriers – Student Partnership for Student Voice Research</b> - Claire Garden & Skye Kenny
Plenary Room	<b>2n: Exploring transitions to promote belonging and success</b> - Samantha Wilson-Thain	<b>2o: An examination of dyslexic students' responses to feedback on their written summative assignments</b> - Hossein Sadeghi-Movahed		<b>2p: Faculty-Wide Peer Support Programme for Widening Participation</b> - Stephany Veuger

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 1 Parallel Session 3: 13:45-14:45

<b>SBB 2.03</b>	<b>3a: Anatomic: Revolutionising Anatomical Education with Student-Staff Collaboration</b> - Aisia Lea, Deborah Merrick, Natasha Noel-Barker, Leia Boote, Steven Galloway, David McMahan			
<b>SBB 2.02</b>	<b>3b: 'Cause When I Think About It It's Bittersweet': Exploring the Experience of Black Students in EDI Student Staff Partnership Programmes</b> - Tamara Reid			
<b>SBB 2.05</b>	<b>3c: Hearing without Judgement: the value of Faculty-level research for understanding student perception and experience of AI</b> - Abbi Shaw, Jesper Hansen, Selin Abdik & Elisa Valentin	<b>3d: Embedding Portfolio Development and Maintenance in Curriculum</b> - Amy Johnson & Sam Ladwig	<b>3e: Student Coproduction within Faculty Education Teams</b> - Helen Herold & Sara Pearman	
<b>SBB 2.06</b>	<b>3f: RAISE Buddy Scheme: Networking On Your Terms</b> - James Cantwell & Ellie Mayo-Ward	<b>3g: The Lived Experiences of Autistic Students at UK Universities</b> - Alexandra Hutchin	<b>3h: Reviewing Assessment Methods and Anxiety within Higher Education - using the student voice to inform assessments and feedback</b> - Roseann Black, John Booth-Carey and Thomas Rundle	<b>3i: Publish with the RAISE Journal: Student Engagement in Higher Education</b> - Dr Rachel Forsyth
<b>SBB 2.07</b>	<b>3j: Enhancing Academic Motivation and Outcomes in Engineering Education Through Pedagogical Peer Tutorship: the case study at De Montfort University</b> - Ljiljana Marjanovic-Halburd & Farukh Farukh	<b>3k: Racial Inclusivity in Dental Education</b> - Bhavin Dedhia	<b>3l: 360 Perspectives: Enhancing International Students' Presentation Skills through Panoramic Learning</b> - Elodie Wakerley & Tsai Lovett	
<b>Plenary Room</b>	<b>3m: Exploring ways to support and engage students during resits and following interruption</b> - Karen Lander & Ruby Prior	<b>3n: Empowering Students: Co-Constructing Speaking Marking Descriptors in EAP</b> - Jiashi Wang & Yu Wang	<b>3o: RAISE Special Interest Group: Early Career Researcher Network</b> - Kiu Sum	

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 1 Parallel session 4: 15:00-16:00

<b>SBB 2.02</b>	<b>4a: Why are students not attending in-person classes post-COVID-19? An explorative discussion of best practice in supporting student engagement</b> - Conor Naughton, Tom Lowe & Tania Struetzel		
<b>SBB 2.03</b>	<b>4b: Supporting Students of Colour with Specific Learning Differences</b> - Gavin Mensah-Coker & Lase Salu		
<b>SBB 2.05</b>	<b>4c: Empathy Matters: Inclusive Co-design</b> - Dr Ann Kaegi (she/her) & Lee Fallin	<b>4d: Join the Dots: A reflection on our first year of building belonging on campus</b> - Rima Bist, The Brilliant Club	<b>4e: Embedding Employability: Social Science Futures an innovative pedagogy</b> - Muzammal Mann & Dr Simon Massey
<b>SBB 2.06</b>	<b>4f: Developing collaborative approaches to addressing and evaluating ethnicity degree awarding gaps: a practitioner's perspective</b> - Chido Chipato & Julia O'Connell		
<b>SBB 2.07</b>	<b>4g: The Importance of Inclusive Teaching and Learning in supporting Student Success</b> - Jessica Burgess & Jenny Brady	<b>4h: A collaborative approach to assess assessment literacy levels among postgraduate students</b> - Noleen Chikowore	<b>4i: It gives us something to talk about at interviews: Increasing student employability capital via marketing consultancy projects</b> - Gwenda Mynott & Simon Montague
<b>Plenary Room</b>	<b>4j: ENhance: An integrated and collaborative approach to embedding employability in the curriculum at Edinburgh Napier University</b> - Pamela Calabrese & Dr Cameron Graham	<b>4k: Optimising Graduate Success through an inclusive Internship Programme: A Case Study</b> - Rose Hong Ha Bui, Dr Annie Hughes, Dr Hilary Wason & Annie Yonkers	<b>4l: Ethnic minority male students perception of university mental health services</b> - Claire Wolstenholme & Jozef Sen

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 2 Parallel session 5: 10:30-11:30

<b>SBB 2.02</b>	<b>5a: Senior Student Reps: Planning and Running a Paid Student Rep Programme in 23/24</b> - Chris Birchall			
<b>SBB 2.03</b>	<b>5b: Developing students' employability skills in HE: a cross-university collaborative approach</b> - Jill Dickinson & Rachel Dunn			
<b>SBB 2.05</b>	<b>5c: Men in a minority: supporting men to become primary school teachers</b> - John Parkin	<b>5d: Unheard Voices</b> - Kike Ladipo	<b>5e: The story of a partnership model for powering up student progress</b> - Amanda Simpson, Denise Carr, Šarlota Duchoňová, Freya I. Rennie, Carriean Stirling, Cornelia E. V. Svensson, Luke Wishart, L., & Bianca D. M. Hatin	<b>5f: User experience personae and lived experience</b> - Katie Stripe
<b>SBB 2.06</b>	<b>5g: Student Movement in 1960-2020: UK, US, and West Germany</b> - Daisy Bao	<b>5h: Inclusive Reciprocal Insight Scheme</b> - Roseann Black, John Booth-Carey and Thomas Rundle	<b>5i: Supporting Medical Student Societies at the Hull York Medical School and University of Hull</b> - Paul J McKeegan, Jon Farrow, Elizabeth Middleton, Alexandra Tute	<b>5j: Publish with the RAISE Journal: Student Engagement in Higher Education</b> Dr Rachel Forsyth
<b>SBB 2.07</b>	<b>5k: Embedding employability into curriculum at the University of Bedfordshire</b> - Steve Briggs, Julie Brunton, Ruki Heritage & Michelle Everitt	<b>5l: Qualitative data-driven approaches to addressing permanent withdrawal rates</b> - Katie Berlin, Dr Tammy Thiele, Dr Ellis Ryan, & Kate McCarthy	<b>5m: Student voice in doctoral education research: a longitudinal bibliometric analysis</b> - Joshua Wang & Kate Beecher	<b>5n: Co-creating an inclusive module</b> - Bhavin Dedhia
<b>Plenary Room</b>	<b>5o: How student-led advocacy in higher education increases employability</b> - Rhianna Garrett & Iman Khan	<b>5p: Co-creation of whole programmes: Design Sprints</b> - Nina Cupric & Chris Hanks	<b>5q: Embedding work-related and engaged learning across the institution: an ongoing collaborative journey</b> - Tim Herrick, Jemma Carter & Taofeekat Adigun	<b>5r: Students as Teaching Observers: reflecting on a pilot project at NTU</b> - Ana Souto & Kayisha Thomas

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 2 Parallel session 6: 11:45-12:45

SBB 2.02	<b>6a: Exploring lived experiences with Wooden Treasures</b> - Dr Lamia Nemouchi, Dr Gisela Oliveira, Rajvir Gill			
SBB 2.03	<b>6b: Mapping the gap: using data to support meaningful and manageable work to address awarding gaps</b> - Kerr Castle & Nicola King			
SBB 2.05	<b>6c: An Introduction to Object-Based Learning</b> - Katie Carpenter & Angela Newton			
SBB 2.06	<b>6d: Is it an A or an F? Assessing students' willingness to communicate and class participation</b> - Vienne Lin	<b>6e: Diversifying Mathematical Science</b> - Colette Mair & Ruohan Li	<b>6f: Transforming Learning, Teaching, and Assessment in Science Engineering and Mathematics</b> - Sam Grierson, Claire Rocks, Martyn Parker	<b>6g: Assessment as a tool for developing learning and career skills</b> - Stephanie Larkin, Wendy Rowan, Ciara Fitzgerald
SBB 2.07	<b>6h: An intersectional understanding of undergraduate student experiences and preferences of assessments in STEM higher education</b> - Sam Grierson	<b>6i: Teaching Analysis Poll in iEarth: Student feedback for co-creation in the Geosciences</b> - Robert Kordts, Kjersti Birkeland Daae, Eirun Gandrud & Mahaut de Vareilles		<b>6j: RAISE Special Interest Group: Engaging Assessment</b> - Kiu Sum
Plenary Room	<b>6k: Investigating collaborative drawing as an inclusive practice in Architectural education at Nottingham Trent University (NTU)</b> - Lois Woods & Holly Mills	<b>6l: Learning from the lived experiences of part-time postgraduate veterinary education students</b> - Emily Chapman-Waterhouse		<b>6m: Listening Deeply: A Holistic, Whole Department Approach to Student Voice</b> - Ffion Evans & Zinnia Mitchell Smith

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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Day 2 Parallel session 7: 13:45-14:45

<b>SBB 2.02</b>	<b>7a: Failing the Black Graduate: Employment Gaps, Personalization &amp; Equity Evolving in Employability</b> - Jessica Bryant		
<b>SBB 2.03</b>	<b>7b: “Do we actually represent our students?” How elected student officers feel they reflect the student body</b> - Aimee Cuthbert		
<b>SBB 2.05</b>	<b>7c: Investigating the impact of participation in a multi-institutional student-staff partnership project: the N-TUTORR Students as Partners in Innovation and Change Fellowships</b> - Sarah Carroll, Olya Antropova, Carina Ginty & Moira Maguire	<b>7d: Decolonisation and Inclusion in STEM Curriculum Higher Education Initiatives: A Student-Staff Partnership</b> - James Cantwell, Cindy Darbandi, Clare James & Zoe Tompkins	<b>7e: Shouting into the void: How to ensure we are hearing and listening to the Student Voice</b> - Megan Bruce & Will Brown
<b>SBB 2.06</b>	<b>7f: Embedding Employability in the University of Leicester Undergraduate Biological Sciences Curriculum</b> - Idalina Rodrigues, Dr. Alix Blockley, Dr. Sue Shackleton, Rebecca Leeman, James Hill		
<b>SBB 2.07</b>	<b>7g: Students, Graduates, Mentors: Supporting Current Students Through Interviews with Former Students</b> - James Lamont	<b>7h: New students on the block: The expectations and realities of transitions into Higher Education block delivery</b> - Zoë Allman	<b>7i: Student recognition is missing from co-creative endeavour – a framework to support flourishing</b> - Ana Cabral, Louise Younie, Max Addo & Marianne Melsen
<b>Plenary Room</b>	<b>7j: Decolonising through Reflexive Practice - An Institutional Pilot</b> - Sami Safadi	<b>7k: Planning for a future - an employability skills development road map for students</b> - Myles Dempsey & Sue Beckingham	<b>7l: “Tips for Success” – a programme to support and enhance undergraduate students’ academic and study skills</b> - Maria Canal & Catherine Millar

Presentation (10 min)	Workshop (45 min)	Campfire (15 min)	Storyteller (10 min)
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## Session abstracts

### Day 1 Parallel Session 1: 10:30-11:30

#### 1a: Exploring inclusive co-creation through a novel teaching approach

- Catherine Bovill, Kjersti Daae & Mirjam Glessmer, University of Edinburgh

##### *Workshop*

A common challenge in higher education is how to motivate students to engage in learning activities in class. Fleiszer et al (1997) proposed a solution to this challenge, called the Doughnut Round (DR). We have been exploring the use of DRs in different learning environments in three countries. Our findings suggest that DRs offer potential to enhance inclusive co-creation in classes. In this workshop, you will experience how a Doughnut Round works and have the opportunity to reflect on, and ask questions about, the potential of this approach.

##### Workshop Plan

**Pre-reading:** We would appreciate if you can find time to read this 2-3 page paper before coming to the workshop and also please come with a question from the paper. If you haven't read it, please still come along!

Glessmer, M. and Daae, K. (2021) Co-creating learning in oceanography. *Oceanography* 35 (1) 81-83 <https://doi.org/10.5670/oceanog.2021.405>

5 mins	Introductions to authors and to doughnut rounds
15 mins	Experience a doughnut round
10 mins	Discussion and feedback from experience
10 mins	Exploring the potential of the doughnut round
5 mins	Questions

##### References

- Fleiszer, D., Fleiszer, T. & Russell, R. (1997) Doughnut Rounds: A self- directed learning approach to teaching critical care in surgery, *Medical Teacher*, 19:3, 190-193.

#### 1b: Imagine asking a talented violinist to simply talk about their music instead of playing: Are interviews inclusive?

- Tom Langston, Kate Coldrick, Fiona Wilkie, Rebecca Ademolake, University College London

##### *Workshop*

Traditional university application interviews can have a similar effect, hindering the ability of some individuals to demonstrate their true potential. As an autistic individual, I (Kate Coldrick – Student Representative) have experienced how neurodivergent memory functions differently, leading to challenges in spontaneously recalling information. This often leads to delays or inability to respond appropriately to interview questions, creating a false impression of lacking skills. Higher education often place interviews as a barrier, during applying to university study, or for part-time or graduate jobs. As UCL works towards increasing our inclusivity through equitable application processes and preparing students for graduate employment, this workshop will challenge conventional interview approaches through asking participants to create activities that support the interview process while discussing if we should weight activities over interviews. We'll explore alternative interview strategies that move beyond spontaneous verbal recall and promote a more inclusive approach, particularly for neurodivergent individuals.



## **1c: How to: A guide to student-led improvements to induction**

- Liz Radice, Nottingham Trent University

### *Storyteller*

Working in partnership with student consultants, NTU's school of Architecture, Design and the Built Environment will outline how they co-created changes to Induction leading to a 17% year on year increase in students' perception of how useful their induction activities were for making friends. Our Student Consultants will reflect on the project and share their personal highlights and reflections. Together, the presenters will provide a methodology for colleagues to implement in their own institutions.

## **1d: Building bridges and breaking barriers with LEGO® bricks: Promoting cultural integration and student engagement in Higher Education**

- Matilda Dekpe, University of Northampton

### *Storyteller*

We would like to share with you the story of two UON International MSc students – Nigerian, Ufuoma Chismo Bello and Indian, Muhammad Patel. They both were invited to take part in a project that aimed at understanding the challenges during their course such as cultural shocks, language barriers or environmental changes. During workshops that were a part of the study, they creatively built and shared their experiences using colourful LEGO® bricks that brought unity, perspective-taking and, finally, mutual understanding among all participants. Through promoting a sense of ownership and community, together, we managed to tailor interventions that included establishing peer support networks, awareness sessions, mentoring schemes, curriculum adjustments, feedback systems and community engagement initiatives. Since we started getting results in fostering an inclusive and empowering learning environment, students have noticed their voice to be amplified so we all hope to see meaningful and sustainable changes in their experience soon.

## **1e: Developing Strategies for Promoting Academic Responsibility and Self-Directed Learning Amongst International Postgraduate Students**

- Al-Amin Dabo, Gosia Plotka & Matilda Dekpe, University of Northampton

### *Campfire*

The University of Northampton offered a unique platform for academic staff to contribute towards educational research and innovation. We seized this opportunity by developing a project that aimed at addressing the challenges international postgraduate students faced in taking ownership of their learning by involving students as co-creators of teaching and learning, demonstrating innovation through customised interventions. By applying the collaborative method, students, academic staff, and support teams worked together to identify obstacles and devise practical, evidence-based interventions tailored to the diverse backgrounds and aspirations of these students. The focus was on fostering a sense of academic responsibility, ethical autonomy, and enhancing student engagement and success. In this Campfire Conversations, we would like to share outcomes that are to inform institutional policies, contribute to a more inclusive educational environment, and offer insights into pedagogical practices to improve student engagement and success, thereby making a significant impact on their learning experience.

## **1f: Student-Led Development of the Physiology Curriculum in MBBS Medicine at the Hull York Medical School**

- Paul J McKeegan, Alexander Lambert, Cleyson De Sousa Bonfim, Ellis Bywood, Hugh O'Hare, James Martinez, Pia Physouni, Vaishnavi Sharma, Hull York Medical School

## *Campfire*

To address underrepresentation of physiology in medical education, Physiological Objectives for Medical Students were published by the Physiology Society (Kumar et al., 2020). Aligning Hull York Medical School (HYMS) teaching to this curriculum could improve student learning, scientific literacy and better prepare graduates for medical careers. Therefore, a team of 7 medicine students (years 2-5) were recruited, each leading on mapping the physiological objectives of one defined topic against the HYMS curriculum. Each student lead then developed a learning activity aligned to the physiology objectives.

The outputs of this project were to:

- i. iReview HYMS physiology teaching against the Physiological Objectives
- ii. Design an active learning activity aligned to the Physiological Objectives and measure the impact of each on student learning

To date, all 10 physiology topics have undergone initial audit. Aligned activities will be trialled in scheduled anatomy and physiology sessions, with student feedback collected via MS Forms survey.

### **1g: Understanding use of artificial intelligence tools in research skills development: a conversation about a student-initiated project and the impact on institutional policy.**

- Jill LeBihan & Frankie Wardale, Sheffield Hallam University

## *Campfire*

We (an undergraduate psychology student and a senior academic) will lead a campfire conversation on student-initiated investigations into effective use of AI tools for research and learning. The conversation will evolve from the outcomes of a student-led project on using an AI literature-reviewing tool. We will explore student endorsement and hesitancy about AI use; improvements to productivity; risks to research skills development; and the jeopardy of using AI when boundaries around integrity are in flux. Following the findings of our own project, we will host wider discussion about how student-initiated and led projects can inform institutional policy and practice around the adoption of artificial intelligence tools to support academic research and writing. We expect discussion to focus particularly on where AI might fit to support accessibility and inclusive practice, and the problem for students and institutions of the 'digital divide' caused by the licensing cost of newly powerful AI tools.

### **1h: Unveiling Motivations for Student Engagement: A Creative Journey at Westminster Business School**

- Dr Walaa Bakry, Dr Caroline Bolam, Dr Phillip McGowan, University of Westminster

## *Campfire*

Conducted at Westminster Business School, this project aimed to gain understanding of student motivations for attending classes and to promote empathy and communication.

It involved creating a video artwork showcasing interviews alongside a reflective exploration of ID cards.

Staff and students participated in the sessions to foster collaboration and trust. Outcomes included an edited video from session footage of group activities, with four recording sessions undertaken involving 45 students and 8 staff. This approach seeks to gain understanding of identity connection, especially concerning equality, diversity, and inclusion issues within the University.

The investigation aims to enhance progression rates by understanding student engagement motivations. It explores factors influencing attendance through qualitative methods such as

in-depth interviews using creative narrative. Crafted questions prompt storytelling to capture diverse experiences. Thematic analysis was used to provide nuanced insights for curriculum development and institutional policies, synthesising literature from relevant sources.

## **1i: Inclusive Personae and the questions they raise**

- Katie Stripe, Imperial College London

### *Campfire*

The Animated Inclusive Personae Project (Imperial College, 2023) aims to create a set of characters that can be used in a range of teaching and learning activities. They are also used, within the institution, to represent, champion, and advocate for the broad diversity that we have in our student body.

However, the creation of bespoke artwork for this project has raised a number of questions about how we describe the various diverse elements of these characters. Chief among them how to describe identity, in all its intersectional forms, in a way that is sensitive, accurate, and does not cause offence. This presentation will look at how, as a project, we have defined the language we use and how the lessons learned can be used to help other projects ask the right questions and make their own, appropriate, glossaries of diversity.

## **1j: Improving representation in visual teaching resources**

- Christopher Sutton, University of Manchester

### *Campfire*

For much of healthcare education, the 'normal body' presented in visual teaching resources is White, slim, young, non-disabled, cis-gender and male, which is not only 'inadequate and unrealistic' (Parker, Larkin and Cockburn, 2017) but also a factor in the disparities faced by many marginalised people regarding student attainment, career progression and patient outcomes.

With a focus on anatomical illustrations, the 'Learning for Every Body' project piloted collaborative processes for commissioning more inclusive resources. The outputs and processes will be evaluated in April-May 2024 by participating artists and models as well as healthcare educators and students. The pilot and its evaluation will be used to identify good practices regarding, for example, evaluating one's use of visual teaching resources and working with artists and models to create new ones.

## **1k: A Sector Scan: Student Representative Rewards in Australian Higher Education**

- Ana Kuleshova, Student Voice Australasia; Anthea D'Aloia, University of Adelaide; Lisa Connolly, University of Southern Queensland; Kate Walsh, Flinders University Student Association

### *Presentation*

Student Voice Australasia (SVA) is conducting a nationwide survey to investigate and document how different forms of student voice activities are recognised and rewarded in higher education in Australia. There is currently a lot of interest within our sector to better understand how we acknowledge student contributions, particularly under the broad label of 'student partnership'. At a time where equity and cost of living pressures is central to so much of the conversation, our expectations on students to contribute to governance, decision-making and as partners needs further exploration. With this in mind, SVA is working with key stakeholders to investigate current practice regarding recognition and reward for student contributions and provide guidance on a more equitable way forward.

Our process involves gathering data from all Australian institutions, analysing their approaches, and producing a detailed sector scan report outlining key findings and trends. A project of this scale in our sector has not been done since 2017 and it is complementing the work that is happening in sector institutions. This report will be shared with SVA stakeholders informing institutions around good practice for rewarding and recognising the essential work that students provide. To undertake this project, SVA has convened a working group of student and staff members to design the survey and analyse the results. Our working group has representation from institutions across Australia who all approach student partnership differently, but are equally invested in coming together to find a way forward. The survey will be circulated by SVA and other sector networks in September with the final report planned for the end of 2024. It is an honour to share this project with our UK colleagues.

## **1l: 10 years of Students as Change Agents (SACA): How can student partners evaluate student partnership: who watches the watchmen?**

- Lore Ayonrinde & Dean Lymath, University of Nottingham

### *Presentation*

In response to the dynamic post-COVID landscape, SACA underwent a comprehensive revamp in 2023, elevating the emphasis on funding student-led projects where students were paid fairly for their work, in response to successful pilots in key areas, as previously seen at RAISE 2023.

With a year of projects completed under this new model, spanning all university faculties and professional services, evaluation of these projects remains paramount. Yet, our ambition extends further—to continually self-reflect on our facilitation of student partnership.

This presentation delves into a decade of evolution in partnership practices, considering the evaluation of student partnership with and by student partners. Join us as we navigate this journey of introspection, aiming to unravel the dynamics of accountability and efficacy within our initiatives. Together, let's uncover who indeed watches the watchmen.

## **1m: Students' learning experiences of Engineering at the University of Cambridge: A focus on the Gender Awarding Gaps**

- Dr Kamilah Jooganah & Mr Aakash Gupta, University of Cambridge

### *Presentation*

This presentation reports on findings from a research project which investigated undergraduate students' learning experiences of Part I of the Engineering degree course at the University of Cambridge. The research aimed to identify what students perceive to be the key enablers and challenges to their academic success. Furthermore, the research sought to understand the reasons behind the observed gender awarding gaps in the Department of Engineering and propose evidence-based recommendations to address these which could help inform the review of the curriculum and broader Departmental discussions on enhancing educational practices to make these more inclusive.

Through adopting a student-staff partnership approach, we conducted a series of focus groups and semi-structured interviews with undergraduate students in the Department of Engineering. Thematic analysis of the data revealed that the majority of students believed that the Department of Engineering was one that 'genuinely cared for students', and lecturers were perceived as 'approachable' and did their best to support student learning. However, students believed that there were areas that could be improved including in relation to:

1. the scheduling of exams, which created less than optimal conditions for student performance;
2. small group supervisions, which students believed could be improved such as through dialogue extending beyond the set problems; and
3. the Department creating structured opportunities to support the formation of student peer groups. Peer groups appeared to be particularly significant for female students' sense of belonging to Engineering and in some cases, academic success.

## Day 1 Parallel Session 2: 11:45-12:45

### **2a: The Black Leaders Programme and the Awarding Gap**

- Amira Asantewa & Tania Struetzel, Grit Breakthrough Programmes & Southampton Solent University

#### *Workshop*

Grit's programmes for Black students and Students of Colour, designed and facilitated exclusively by Black trainers, support students to connect in a deeper way with their identity, develop the self-belief and expectation to have a thriving and successful student experience. Self-efficacy develops, new goals become possible.

The session will present the key findings of independent evaluation of the programme across 12 universities by Birmingham City University, internal evaluation by Solent University, alongside the experiences from the University of Greenwich of the practical implementation, on its relation to, and impact on, self-efficacy, confidence and retention, and link to the APPs and the awarding gap.

We will use some of the key conversations from the work to allow participants to explore how their own identity, beliefs and assumptions impact the work around the awarding gap they do in their own institutions. Key takeaways: an understanding of what may be limiting the boldness of their thinking, their confidence in fully addressing issues around diversity.

### **2b: Where do we draw the lines in student engagement? A discussion on changing engagement patterns and expectations post-COVID-19**

- Tom Lowe, University of Westminster

#### *Workshop*

It is student engagement at the heart of our higher education, yet since the pandemic, there has been to lower attendance in classes and footfall on campuses. As people, we now shop online, stream movies over visiting cinemas, send voice notes instead of calling, and respond to texts with simple emojis. The way we engage with one another is changing, and when it comes to the university, students no longer have to attend physically to access knowledge. It is within this context that this workshop will debate where do we draw the lines in student engagement. With convenience agendas often overtaking learning priorities, how we shape the university experience is up for debate, where colleagues report students wanting to be 'fed' content and expressing concerns about lower confidence levels potentially impact graduate employability. This workshop will open a debate over the future of student engagement in light of a hyper connected but increasingly passive engagement world.

### **2c: Using student stories to deliver and develop effective engagement interventions**

- Leanne Grice, Tanyee Hussain and Dr Wayne Clark, University of the Arts London

#### *Storyteller*

The key to our pilot has been to learn from those who we hope to support. In the initial stages, we sought the opinions of students and staff to identify the challenges around engagement, through structured discussions, check-in surveys and a staff Enhancing Engagement Forum. Following these conversations, a review of literature and other engagement projects, we developed a set of interventions which have been trialled across a selection of courses. The interventions, which include pastoral tutorials and supportive calls and text messages to students who are disengaged or at risk of disengaging, have provided support to these students and fed into the continued development of the interventions. This term, we held a Student-led Enhancing Engagement Forum where students delivered a

series of workshops to staff, sharing their experiences and recommendations. We're consistently evaluating our work and its impact through university data and conversations with students and staff.

## **2d: Evaluating the Monitoring of Inclusive Learning (MOIL) Panel: an intervention to address the ethnicity degree awarding gap**

- Rebecca Harland and Morag Duffin, The University of Law

### *Storyteller*

The MOIL panel process forms part of an overarching initiative to diversify the curricula at the University of Law. It involves systematic reviews of module content to identify good practice and areas for improvement under themes such as representation, language use, and opportunities for including diverse and inclusive content

Following development of an enhanced Theory of Change (eToC) and evaluation plan for the MOIL, as part of a recent TASO ethnicity degree awarding gap project, Rebecca Harland (WP Evaluation Officer), has been undertaking the evaluation.

The evaluation adopts a mixed methods approach, incorporating pre/post document analysis of module content, and monitoring of student engagement and performance through a difference-in-difference design. Reflective journals and interviews with colleagues involved in the MOIL and the reviewed programmes support the implementation and process evaluation.

This session will reflect on our experience developing the eToC and subsequent evaluation and highlight some of the emerging findings from the study.

## **2e: Co-creating institutional assessment standards: A tale of convincing colleagues and students to jump into the dark**

- Chris Whiting, York St John University

### *Storyteller*

This is an autoethnographic account of running a collaborative project to update the University's Generic Assessment Descriptors (GADs) focusing on the failed and difficult aspects of implementing a progressive change. In this story, I will share the mistakes I made and the lessons I have learned. Centred around the challenges of engaging students for institutional projects without incentives, negotiating with staff with insufficient time to discuss, and the importance of trust.

The autoethnographic reflections follow a system of introspections, critical reflections and reflexivity, along with reflecting in and on action. While the GADs have now been approved and will be adopted in 2024-25, this story will be focused the process of the collaborative project and the challenges as mentioned above.

## **2f: Researching and enhancing student engagement in governing bodies – A Case Study**

- Aimee Cuthbert, University of the Highlands and Islands Students' Association.

### *Storyteller*

Student participation in governance activities is an actively researched area within student engagement so imagine what lessons could be learned to improve engagement within the University of the Highlands and Islands, an institution that has multiple levels of governance across varying levels of post-16 education.

This session will cover the action research conducted over 2021 and 2022 with student board members within UHI and the Highlands and Islands Students' Association, explaining the governance structures the institution operates within and the challenges they present. It will explore what came out of these conversations and the actions being made to date for the recognition of student board members and support structures within boards, whilst also assessing its potential impact to the institution, the movement towards tertiary education in Scotland and the wider sector.

## **2g: Global Ethnic Majority Student Midwives Experience of a Decolonised Curriculum: An Interpretative Phenomenological Analysis**

- Claire Stringer, Buckinghamshire New University

### *Campfire*

At Buckinghamshire New University, we have designed a decolonised BSc Midwifery programme. It is clear from the literature that the student voice is imperative in ascertaining whether decolonisation attempts have been successful and what further work needs to be done. Therefore, two years into this programme, the intended impact has been reviewed by hearing from Student Midwives who identify as Global Ethnic Majority. A qualitative methodology was used in the form of semi-structured interviews and interpretative phenomenological analysis. Five group experiential themes were created during data analysis: Improving sense of self and maternity care; Feeling a sense of belonging; Learning how to write the 'English Way'; What difference ethnicity makes as a Student, as a Midwife and as a Lecturer; Changing conversations in teaching and research. These findings are now being used to critique and re-evaluate the educational provision to further enhance social justice and reduce the attainment gap.

## **2h: Empowering Students as Co-Creators: A Pathway to Inclusive Education**

- Hannah Thein, Isabelle Gallier-Birt, Kaldora Ibekwe, Ruqaiyah Jarviton, Kamo Majingo, Eliza Simons, Abigail Thring, Richard Clay, Emily Róisín Reid, University of Warwick

### *Campfire*

Our campfire conversation offers a unique insight into fostering inclusive education through co-creation. At the University of Warwick, we advocate for student-led initiatives by supporting and compensating students to lead projects aimed at diversifying the curriculum and the student experience. We'll spend 2 minutes talking about a project that enables a group of student co-creators to lead the development of a new university-wide Anti-Racism Training package, detailing the support provided and giving an overview, evaluation and impact of the project.

In our Q&A discussion, we explore how we can work together to harness the transformative power of student leadership and co-creation in inclusive education. Together, we'll discuss the necessary resources, methods and support to enable students to shape their educational experiences and the extent to which institutions are equipped to embrace co-creation approaches. Join us as we investigate how co-creation can lead to a more equitable and representative educational landscape.

## **2i: A small-scale interview-based study of sojourning students' expectations and experience of intercultural development**

- Jo Osborne, University of Sussex

### *Campfire*

Through investigating whether students' decisions to move to the UK for their studies are, in part, informed by the potential for intercultural development and whether intercultural



learning and adaptation takes place during their sojourn, this research offers a contrast to the notion of intercultural learning as a passively gained side-effect to the university student sojourn. Six PG Development Studies students for whom English was not their first language were interviewed and a thematic analysis of the data collected was conducted. Employing a non-essentialist perspective allowed for a focus on student experience around the everyday small culture formation they are engaged in and the sense-making that goes with it. The findings from this research show the potential for development of intercultural competencies to have been a key factor in their choice to study in UK HE and the students to have been proactive in their intercultural learning and adaptation during the sojourn.

## **2j: SkillSense for Assessment Mastery (SSAM) Programme® for Level 4 Higher Education Students: A Study on Assessment Initiatives**

- Joanne McDowell, University of Hertfordshire

### *Presentation*

The presentation will introduce the 'SkillSense for Assessment Mastery (SSAM) Programme®' designed to teach assessment literacy in higher education, outlining its theoretical rationale and research-informed insights for its implementation. The SSAM Programme aims to enhance understanding of the learning process, offer personalized support, and align assessments with academic skills. Prioritizing fairness and diversity, it fosters a sense of belonging in the academic Community of Practice by including students in the assessment process. The programme includes workshops that teach students the language of academic assessment skills and how to demonstrate them in their writing to meet learning outcome, as well as how to understand what assessments are asking them to do. The Programme entails a 12-skill marking system which has been specially designed (entitled the Academic Skills Feedback and Marking Rubric ASR) and can be employed by lecturers to provide feedback that allows students to feed-forward, and students are taught how to use feedback effectively in the Programme. Workshops also include peer-assessment and marking activities based on the purposefully designed ASR to give insights into the process of academic marking. Emphasis of the entire Programme is on the vital importance of cultivating students' self-efficacy, understanding, confidence and sense of belonging when it comes to academic assessment.

This presentation will highlight some key 'take away' aspects of the SSAM Programme (which is free of charge to anyone interested in its adoption). It will also provide some empirical insights from its evaluation to demonstrate key areas of impact that delegates can adopt in their own assessment practices.

## **2k: The Open University Students Association's Library Study Volunteer Service**

- Verity Robinson, Open University Students Association

### *Presentation*

The Open University has around 1800 students who study in a secure environment, such as a prison or secure hospital.

Our Library Study Volunteer Service provides students in prison a way to access the OU's online Library service, utilising student volunteers to fulfil research requests. This provides students in prison a way to access the Library (which previous to this was largely unavailable to them) helping them to submit better assignments. Student feedback has told us that this is a real lifeline for students and has also led to the expansion of modules available to students in prison.

## **2l Reimagining the Humanities: coaching for collaborative learning and teaching**

- Emma Folwell & Charlotte Lewandowski, Birmingham Newman University

## *Presentation*

This paper explores the transformative value of coaching in fostering students as co-creators of BA Applied Humanities (accelerated degree). Coaching is integral to students' personal and professional development, and enables staff and students to co-create learning experiences. Individual coaching centres student voice within programme development. Group coaching sessions provide opportunities to overcome resistance to change and develop self-efficacy through the integration of diverse perspectives. In addition to these benefits, coaching has notably increased the focus on collaborative learning by promoting a data-driven approach and enabling the teaching teams to craft a responsive, partnership-based course delivery model. The partnership approach enabled by individual and group coaching has contributed to the elimination of attainment gaps by ethnicity and disability. Drawing on a research project by a student-staff partnership team, this presentation centres student voice in its exploration of the transformative value of coaching particularly in fostering students as co-creators.

### **2m: Designing out Barriers – Student Partnership for Student Voice Research**

- Claire Garden & Skye Kenny, Edinburgh Napier University

## *Presentation*

We are committed to creating a culture of inclusion at Edinburgh Napier University. Listening to and respecting the student voice are part of the culture – to be an inclusive university we must have ways to hear every student and work to remove any barriers to sharing experiences and perspectives with us. We use various, predominantly traditional feedback mechanisms but we experience limited student engagement. Working with student representatives showed that they also find it difficult to effectively engage their cohorts. We wished to design a better, more inclusive system for listening to students in the school so we undertook research to identify improvements that would ensure that more, under-represented students are heard.

We will describe how we intentionally developed a research team with student partners who determined, implemented and flexed a statement sorting/ agreement task methodology and undertook data analysis, incorporating their experiences as students. We will share the outcomes and recommendations from the study, which highlight the importance of student safety (anonymity), ease of access (short, asynchronous), timing and closing the feedback loop. Impacts on the university resulting from the study will also be outlined: from student partner recruitment practices to new cross-institutional partnerships and interventions.

### **2n: Exploring transitions to promote belonging and success**

- Samantha Wilson-Thain, University of Warwick

## *Presentation*

The story of a narrative inquiry approach to seeking the lived experiences of first-year students transitioning into HE and seeking a sense of belonging. This presentation will follow the journey of launching four student networks relating to equity, diversity and inclusion task forces and co-creating with students to gather the lived experiences of those from widening participation backgrounds. These lived experiences will inform the introduction of a new Welcome+ initiative, our approach to the 2024 welcome and transitional experience.

### **2o: An examination of dyslexic students' responses to feedback on their written summative assignments**

- Hossein Sadeghi-Movahed, Oxford Brookes University

## *Presentation*

The use of summative written assessments remains one of the most common methods of assessment in higher education (Rand 2017) with written feedback, even though research suggests students prefer verbal feedback and a more personal approach (Mulliner and Tucker 2015). Bacon and Handley (2010) recommend the use of images and visual aids for dyslexic students to help their learning and perhaps play a compensatory role for their difficulties. Furthermore, Pino and Mortari (2014) suggest an increase in training and awareness for academic staff to increase their understanding of the students' needs.

Nine dyslexic students participated in Photovoice research to share their insights and feelings regarding receiving written feedback on their written summative assignments using a critical pedagogy approach for data generation (Freire 2000; Wang and Burris 1997; Wang and Redwood-Jones 2001) and Thematic Analysis (Braun and Clarke 2022) for the analysis of the empirical data. The participants were asked to construct their images with caption(s) to discuss in individual/group Photovoice sessions.

## **2p Faculty-Wide Peer Support Programme for Widening Participation**

- Stephany Veuger, Northumbria University

## *Presentation*

Whilst existing research has explored the impact of a peer support role on the holistic development of mentees and mentors, very little is known about the experiences of those students who work in partnership alongside academic and service colleagues in co-creating, implementing and delivering these programs. In this exploratory case study, the unique aspect was to use the POWER Reflective Framework for Students-as-Partners Practices and Processes to contextualise an undergraduate interns' experiences of leading the project and the consequent impact it has had upon their personal and professional development. Key findings and reflections from the interns' interview provide a deeper understanding of the peer mentor experience, highlighting aspects that are often overlooked or not readily apparent. The value of these activities for interns and how best to support their needs, motivations and expectations are shared, as are implications for academic and service colleagues involved in promoting collaborative learning and mentoring.

## Day 1 Parallel Session 3: 13:45-14:45

### **3a: Anatome: Revolutionising Anatomical Education with Student-Staff Collaboration**

- Aisia Lea, Deborah Merrick, Natasha Noel-Barker, Leia Boote, Steven Galloway, David McMahon, University of Nottingham

#### *Workshop*

Anatomy education is an essential part of the medical curriculum, allowing students to gain important anatomical knowledge that will underpin their future clinical practice. It is imperative that students experience an inclusive and diverse education so they can fully engage with the teaching material. Furthermore, it prepares future clinicians for the diverse population that they will care for.

Following a dissertation project exploring student perceptions of ethnic inclusivity in the curriculum, Anatome was born. Anatome works in a multifaceted approach to develop inclusive resources for the improvement of diversity in the anatomical and medical curriculum.

Anatome involves collaboration between anatomy academics, professors, demonstrators and photographers in the School of Life Sciences. Anatome's main aim is to photograph images that better represent the population medical students will treat. Thus far, Anatome's images have improved representation of ethnicity, disability, and gender identity.

### **3b: 'Cause When I Think About It It's Bittersweet': Exploring the Experience of Black Students in EDI Student Staff Partnership Programmes**

- Tamara Reid, Kingston University London

#### *Workshop*

Through the eyes of the composite character of Lauryn Mensah, a BAME ambassador, we will explore the rise of Equality, Diversity, and Inclusion Student-Staff Partnerships and the experiences of Black students within these programmes. In this workshop, staff and students will work as Critical Race Theory Detectives to unpack Lauryn's experience and investigate what could be done to improve or change Lauryn's experience. This session will leave participants with important questions and tools to think more intentionally about student-staff partnership programmes and co-create an antiracist student-staff partnership framework.

### **3c: Hearing without Judgement: the value of Faculty-level research for understanding student perception and experience of AI**

- Abbi Shaw & Jesper Hansen, Selin Abdik & Elisa Valentin, UCL

#### *Presentation*

The Faculty of Arts & Humanities has established iterative research practice whereby students, funded by a UCL Changemakers initiative, partner with Faculty staff to conduct peer research into a pressing topic. The 2023/24 topic is Student Experience of Generative AI. Whilst UCL has produced guidance for "acceptable use" of generative AI platforms at institutional and departmental level, we had yet to explore student understanding of such technologies, and the extent to which they understand, agreed, or disagreed with the guidance.

Initial findings showed students are reluctant to speak honestly about their experience for fear of academic repercussions if they were seen to be engaging "incorrectly" with the technology, or, indeed, engaging with it at all.

The impact of this research has been immediate: for example, staff were able to add rapid interventions ensuring student understanding of current AI guidance. The improved knowledge further research and analysis will provide will underpin planned assessment reviews for the Faculty in September 2024. We hope sharing our methodology, and the benefits of students as partners in this research, will support those looking to hear the authentic student voice in crucial academic matters.

### **3d: Embedding Portfolio Development and Maintenance in Curriculum**

- Amy Johnson & Sam Ladwig, Kansas State University

#### *Presentation*

Design students often focus too much on grades instead of building a strong portfolio, which is crucial for getting hired in the design profession. Academic programs sometimes overlook the importance of portfolio development, making it difficult for students to highlight their skills and areas of expertise.

As experienced design educators, we believe actively emphasizing portfolio creation and maintenance within the curriculum is essential. To address this issue, we developed a field guide titled "Getting Out of Your Own Way: A Graphic Design Field Guide for Designers Who Aren't Graphic Designers" that outlines principles and practices for presenting one's work effectively.

This presentation will summarize the key points from the guide. While aimed at designers initially, we're interested in discussing how to embed employability skills like portfolio development into curricula across disciplines.

### **3e: Student Coproduction within Faculty Education Teams**

- Helen Herold & Sara Pearman, University of Sheffield

#### *Presentation*

The Faculty Education Team (Social Sciences) at the University of Sheffield has embedded two paid Student Coproduction projects that aim to champion students' voices and lived experiences within the faculty. This includes the Active Student Voice Group (ASVG) open to all students, and the Student Coproduction Associates (SCA) which is an initiative solely for Widening Participation students. Both groups have access to shared professional and personal development opportunities including core and optional training, with the ASVG coproducing work which has been identified by the faculty as a priority, and the SCA's coproducing work, which they have identified as a priority to the faculty. The impact of these projects are:

- Students feel empowered to make positive changes in the faculty
- Active student peer-to-peer support
- Increased awareness and investment in student voice amongst students and staff
- Students involved in the project have developed increased confidence in their employability skills

### **3f: RAISE Buddy Scheme: Networking On Your Terms**

- James Cantwell & Ellie Mayo-Ward, RAISE Network

#### *Campfire*

The RAISE Buddy Scheme relaunched in 2023, connecting over 100 participants from academic, professional services, management, administrative and student backgrounds in the higher education sector. The Scheme has provided a free, co-dependent avenue for proactive people with an interest in developing their knowledge, awareness and practice in student engagement. Alongside invitational lunch-and-learn CPD sessions led by members

of the RAISE Committee, buddies have been connected with likeminded peers based on their shared interests. This session will share their experiences as buddies and group-members in the scheme, how they connected, developed and gained shared perspectives on student engagement.

### **3g: The Lived Experiences of Autistic Students at UK Universities**

- Alexandra Hutchin, Oxford Brookes University

#### *Campfire*

**Method:** The data collection method for this project was online anonymous questionnaires. Questions were developed from a literature review of previous research into Autistic adults and Autistic students in Higher Education.

**Evaluation:** Evaluated as part of my Masters degree in Education, receiving a Distinction mark.

**Impact:** This project was previously presented at the Oxford Brookes GetPublished 23 conference and led to discussions with the Communications team on how to improve communication with disabled students and how to improve student awareness of services offered by the University .e.g. the traffic light system for noise within library spaces.

I have also began a PhD in Education, where my research project further develops this research.

### **3h: Reviewing Assessment Methods and Anxiety within Higher Education - using the student voice to inform assessments and feedback**

- Roseann Black, John Booth-Carey and Thomas Rundle, Northumbria University

#### *Campfire*

Students from underrepresented backgrounds looked at anxiety within assessments, evaluating what aspects of assessment practice (such as design, timing, format, workload, information format, etc) as well as any student circumstances (such as balancing workloads, resource availability, groups, reasonable adjustments, etc) result in anxiety and stress. They detailed their experiences of assessments at university and explained in depth which assessments were more anxiety inducing and why, in order to uncover the root causes of disadvantage and indicate the steps needed to remove or mitigate them in assessment settings. The results of sharing this experience has meant an in depth look at reasonable adjustments is being carried out, certain departments of the university are reassessing their assessment formats, and that hopefully in future the University can make more informed decisions about assessment and feedback as a result of student voice contributions.

### **3i: Publish with the RAISE Journal: Student Engagement in Higher Education**

- Dr Rachel Forsyth, Lund University

#### *Campfire*

Student Engagement in Higher Education Journal is the journal of the RAISE network. It publishes articles which relate to student engagement, using the broad definition: "student engagement is about what a student brings to Higher Education in terms of goals, aspirations, values and beliefs and how these are shaped and mediated by their experience whilst a student. This session offers information on how to get involved with the journal, as an author, reviewer or editor.

### **3j: Enhancing Academic Motivation and Outcomes in Engineering Education Through Pedagogical Peer Tutorship: the case study at De Montfort University**

- Ljiljana Marjanovic-Halburd & Farukh Farukh, De Montfort University

#### *Presentation*

In recent years, Pedagogical Peer Learning (PPL) has proven effective in supporting novice university students, with more experienced senior students academically supporting them. The PPT approach was embedded into Engineering Science Learning Centre (ESLC) at De Montfort University, School of Engineering and Sustainable Development. The ESLC was set up utilising RAEng funding award as part of their Diversity Impact Programme and was providing PPL sessions in mathematics, mechanics, electronics, thermodynamics and programming. Utilizing a quasi-experimental design, 25 first-year engineering students participated in pre-test and post-test assessments, completing purposely designed Academic Motivation and Engineering Tests before and after ESLC's PPL sessions. Statistical analysis using paired sample difference tests in SPSS revealed a significant statistical difference between pre- and post-results, underscoring ESLC's effectiveness in enhancing academic motivation and bridging knowledge gaps. The findings advocate for ESLC's deployment to boost student motivation, especially during the early university experience, presenting a valuable blueprint for other institutions to follow with adapted contextualized changes.

### **3k: Racial Inclusivity in Dental Education**

- Bhavin Dedhia, University of Portsmouth

#### *Presentation*

This study explores the integration of unconscious bias and cultural competence training into the spiral curriculum of undergraduate dental schools, emphasising the need to address potential discrimination against minority students within a predominantly "white-centric" educational framework. Previous research has identified attainment gaps among minority students in health schools, highlighting the importance of incorporating decolonization in a psychosocial context to promote racial equity in higher education. Method: This is a qualitative study that consisted of semi-structured interviews of students at a dental academy.. Results: There were five themes noted around inclusivity. While direct discrimination was not overtly observed, a lack of an inclusive approach was identified as disadvantageous to students from minority backgrounds. The discussion underscores the necessity of a more mindful implementation of institutional measures to prevent inequity and disenfranchisement. Discussion: Although there are measures placed in institutions to avoid inequity or disenfranchising of students of minority backgrounds, they should be followed through with a more mindful approach.

### **3l: 360 Perspectives: Enhancing International Students' Presentation Skills through Panoramic Learning**

- Elodie Wakerley & Tsai Lovett, University College Birmingham

#### *Presentation*

360-degree panoramas are being increasingly used in higher education for their immersive and visual learning capabilities (Shinde et al, 2023). At University College Birmingham we have harnessed this technology to create an engaging and inclusive learning resource for students within our Business School. Specifically tailored to meet the needs of our expanding international student body, we have developed a 360 degree panorama depicting a live presentation scenario including interactive hotspots and quizzes on presentation skills. This formative scenario-based learning approach is designed to provide guidance for students who may have limited experience of this assessment type and provides

opportunities to explore exemplar presentations in a safe and supportive environment. Feedback was collected from students using questionnaires, with insights from this pilot project shaping the development of additional 360-image resources across the university.

### **3m: Exploring ways to support and engage students during resits and following interruption**

- Karen Lander & Ruby Prior, University of Manchester

#### *Presentation*

Resits provide 'a second chance' for students, and it is essential that we support and engage our students to make the most of this chance. Similarly, students who interrupt their courses often lack academic confidence and may struggle to engage with learning, when returning to University. Importantly, student engagement is not only dictated externally by the University but also internally through student self-belief. Indeed, improving self-efficacy may be one way in which students can improve their engagement and help themselves.

This presentation presents data collected using a mixed method approach (focus groups & questionnaires). We evaluate the methods and strategies already used (& proposed) to engage students during resit preparation, and explore the challenges and barriers for student engagement following interruption. We consider the impact of our findings, specifically outlining recommendations of good practice about how to best to help support students and aid their self-efficacy and engagement.

### **3n: Empowering Students: Co-Constructing Speaking Marking Descriptors in EAP**

- Jiashi Wang & Yu Wang, Xi'an Jiaotong Liverpool University

#### *Presentation*

Our presentation demonstrates how students actively co-construct a speaking marking descriptor in English for Academic Purposes context, enhancing an existing framework with detailed interpretations. Through collaborative group work, students leverage their insights and knowledge acquired in class to elaborate on each marking feature comprehensively, with each group focusing on one key criterion. Additionally, they utilize university-provided Generative AI tools to clarify ambiguous language in the descriptor. Finally, students share their interpretations on Padlet for feedback and discussion.

Leveraging Students as Partners and co-creation concepts, this approach empowers students to actively shape assessment criteria actively, fostering a sense of ownership over their learning. Through this process, students gain a deeper understanding of the descriptor, identifying areas for focus in coursework preparation, and initiating formative feedback. By involving students in descriptor refinement, our presentation underscores the positive impact of SaP as a pedagogy on collaborative learning, student engagement, and assessment experience enhancement.

### **3o: RAISE Special Interest Group: Early Career Researcher Network**

- Kiu Sum, RAISE Network

#### *Presentation*

The Early Career Researcher (ERC) SIG aims to raise awareness of new development within student engagement, supporting those in the beginning stages of their career in student engagement research and or in academia. The group seeks to meet the needs of not only those pursuing studies and or careers as researchers within HE but also those who are practitioners undertaking student engagement research to support their development.



Complementing RAISE's mission to "come together for beneficial scholarly discussion, sharing ideas and creating collaborative projects", the SIG looks to provide opportunities for ECRs to develop their knowledge and skills, broadening their network to enhance collaboration within the HE sector. The SIG will also help RAISE to support and connect with the wider community in student engagement.

## Day 1 Parallel Session 4: 15:00-16:00

### **4a: Why are students not attending in-person classes post-COVID-19? An explorative discussion of best practice in supporting student engagement**

- Conor Naughton, Tom Lowe & Tania Struetzel, Nottingham Trent University, University of Westminster & Southampton Solent University

#### *Workshop*

Post-COVID-19 pandemic, global universities have observed shifts in student participation, both in physical attendance for on-campus classes and broader engagement with campus facilities and services. The documented financial challenges faced by students, coupled with the convenience of online learning developed during the pandemic, have altered perceptions of the necessity of in-person attendance.

Recognising the urgency to rethink university practices and support student success, a consortium of three post-92 universities joined forces in 2023. This workshop, informed by a research study involving over 40 Student Academic Representatives, aims to foster discussion and share insights on adapting to evolving student engagement. Key questions include prioritisation of in-person sessions, post-COVID-19 changes in student behaviour, recreating campus community, involving students in education development, and university strategies for supporting student success in 2024.

This workshop will hold dialogue and participation at its heart. Beginning with open questions through Padlet, the speakers will engage the audience in the questions addressed by sector studies and move toward sharing findings and actions from their own research.

### **4b: Supporting Students of Colour with Specific Learning Differences**

- Gavin Mensah-Coker & Lase Salu, University of Sussex

#### *Workshop*

There has been much recent debate over both the BAME awarding gap and the need to support students with Specific Learning Differences (SpLDs); less investigated are the issues around intersectionality of these cohorts. Anecdotal evidence suggests that BAME students are less likely to arrive at university with a diagnosis and more likely to receive one late in their university career. Our talk challenges the sector to examine whether there is a 'hidden' awarding gap for these students.

We will present findings from focus groups with students of colour, contrasting the experiences of those who are diagnosed and yet-to-be diagnosed, and explores the difference a foundation year can make. We discuss the need to give voice to the barriers these students still face, and investigate the effectiveness of pre-registration screening tools in mitigating these hurdles.

The research is a staff-student collaboration and demonstrates importance of (auto)ethnography as key to such work.

### **4c: Empathy Matters: Inclusive Co-design**

- Dr Ann Kaegi (she/her) & Lee Fallin, University of Hull

#### *Presentation*

The effectiveness of inclusive teaching is crucially dependent on whether the curricula and wider learning environment are themselves inclusive. The sharp growth and internationalisation of the PGT cohorts on masters programmes in Education at Hull

exposed a widening gap between the existing curricula and its new cohorts that no amount of inclusive teaching practice could bridge. Transformation was needed.

As part of the transformation of PGT provision in Education, an inclusive Design Thinking approach was used to gain insight into the experiences, needs and desires of students and staff. The critical first stage in human-centred design is known as the 'Empathy' stage. In education, 'empathy is a fundamental asset for learning processes and teaching activities' (Efiliti & Gelmez, 2024:824), so it became a driving factor in our approach to curriculum transformation. This paper will report on our journey. We argue inclusivity is about more than teaching, learning and assessment: it's about empathy.

#### **4d: Join the Dots: A reflection on our first year of building belonging on campus**

- Rima Bist, The Brilliant Club

##### *Presentation*

We know that disadvantage does not disappear when a student arrives at university: students from low-income backgrounds are 20% more likely to drop-out of their course in the first year than their more advantaged peers. Join the Dots brings schools and colleges together with universities to support students during the transition to university. It is targeted at students who are most likely to face barriers, pair them with a coach who supports them through personalised 1-1 sessions in the first six months of university. Establishing a community is also important for fostering belonging, and so the programme builds communities of students to identify and address shared challenges. In 2022-23, we ran the pilot of Join the Dots for 85 students in partnership with 6 universities. Our evaluation showed an increase in self-efficacy, study strategy use, and sense of belonging over the course of the programme.

#### **4e: Embedding Employability: Social Science Futures an innovative pedagogy**

- Muzammal Mann & Dr Simon Massey, Manchester Metropolitan University

##### *Presentation*

Social Science Futures (SSF), a module in the Department of Sociology at Manchester Metropolitan University is an example of an innovative approach that has had impact. This module engages 450+ students in transformative learning experiences, with a focus on embedding employability and graduate futures.

The foundation of SSF is its use of conference-style teaching, which allows students to engage directly with outside partners from a range of industries related to social science. This helps them prepare for their future careers and enhances their grasp of the subject matter.

The module is assessed partly through an authentic assessment and partly through a portfolio of employability tasks, including participation in an off-campus industry-standard graduate assessment centre. The approach is now influencing the redesign of the wider sociology programme. SSF has had a direct impact on students' employability literacy and confidence, with before and after scores comparison showing a marked increase on completion of SSF.

#### **4f: Developing collaborative approaches to addressing and evaluating ethnicity degree awarding gaps: a practitioner's perspective**

- Chido Chipato & Julia O'Connell, University of Southampton

##### *Workshop*

In addressing ethnicity degree awarding gaps, the University of Southampton's (UoS) Widening Participation and Social Mobility Directorate (WPSM) has developed an evaluative framework around The Three C's (Curriculum, Culture and Community) identified by sector research and our own students as key areas of focus for change.

From these areas, we have selected two activities to form part of a multi-intervention Theory of Change (ToC): our Dissertation Writing Retreats and Awarding Gap Project. These initiatives, which operate in tandem, have united our efforts to addressing inequity in a multi-faceted strategic approach. Each activity is targeted to full-time UK domiciled Black undergraduate students and has the shared goal of reducing the awarding gap for Black students at Southampton, with individual objectives that contribute to that overarching aim.

This collaborative approach has brought about positive and tangible change for our students and we hope to share our key learnings with other practitioners.

#### **4g: The Importance of Inclusive Teaching and Learning in supporting Student Success**

- Jessica Burgess & Jenny Brady, University of Leeds

##### *Presentation*

At the University of Leeds, our commitment to inclusivity is evident through the adoption of six Inclusive Baseline Standards and the establishment of School Academic Leads for Inclusive Pedagogies (SALIPs) across 26 schools in seven faculties. These Academic Leads collaborate with school heads, student education directors, and other staff to promote inclusive approaches specific to their unique disciplinary practices. Their focuses include fostering clarity, avoiding assumptions, sharing accessibility best practices, and incorporating flexibility in teaching and engagement.

For instance, Dr. Ashani Ranathunga (from the School of Civil Engineering) bridges the gap between university-wide resources and specific disciplinary contexts. Ashani's 'how-to' guides have been well-received, directly benefiting teaching practices. Meanwhile, Catherine Bates (SALIP for the Lifelong Learning Centre) fosters inclusivity through an 'Inclusivity Working Group,' encouraging collective responsibility and meaningful discussions.

Through the SALIPs, cross-institutionally, the University of Leeds is working towards our shared goal of fostering a secure sense of belonging for our students and the success of all.

#### **4h: A collaborative approach to assess assessment literacy levels among postgraduate students**

- Noleen Chikowore, University of Leeds

##### *Presentation*

Assessment literacy has become key to enhancing student learning and empowerment in higher education. However, studies focusing on staff-student partnerships in co-creating assessments still need to be explored. The study aims to co-create fair and valid assessments and develop data-driven decisions to design and implement practical assessments that align with learning objectives and outcomes. The study used a questionnaire and focus group discussions to evaluate students' understanding of assessment processes and criteria of formative and summative assessments in a postgraduate module. The first cohort shares their experiences with the assessments undertaken and suggests ways to improve them. The preliminary findings indicate that the rubric criteria are clear, but phrases such as critical analysis and personal reflection were difficult to interpret and needed further explanation. There are mixed responses on

1. how students are allocated groups and when,

## 2. the advantages and disadvantages of non-weighted group presentation.

Students found discussion boards and the presence of external practitioner assessors to assess their group presentation helpful. They recommended a more detailed assessment rubric, providing examples of critical analysis writing, and creating a drop-in session for the individual report as ways to improve the assessment process and criteria. The findings can be adopted to strengthen practice supporting students to develop assessment literacy.

### **4i: It gives us something to talk about at interviews: Increasing student employability capital via marketing consultancy projects**

- Gwenda Mynott & Simon Montague, Liverpool John Moores University

#### *Presentation*

**Practice:** Students can have inequitable access to relevant work experience and opportunities to highlight their skills and knowledge. This session will highlight how staff have worked together to develop and support business consultancy projects for final year Marketing students to address this.

**Method:** Students have worked in groups to develop marketing strategies aimed at revitalising local shopping centres. These are live projects that aspire to create a positive impact on the local economy. Students had regular meetings with the clients and pitched their proposed strategies to the clients. It gives students who have had inequitable access to marketing internships, due to factors such as work commitments, family/carer commitments and disabilities, a chance to work with a client in a real-world business environment.

**Evaluation and Impact:** Impact will be measured via student feedback in the projects, specifically around employability and increasing impact for those that had not accessed internships and placements. Impact is also measured via client satisfaction with the marketing strategies proposed by the students. The clients have set aside budgets to run the best student strategies and it is anticipated that there will be a genuine business impact, this gives students something to highlight on CVs and in interviews.

### **4j: ENhance: An integrated and collaborative approach to embedding employability in the curriculum at Edinburgh Napier University**

- Pamela Calabrese & Dr Cameron Graham, Edinburgh Napier University

#### *Presentation*

Through our curriculum enhancement framework - 'ENhance' - we are working collaboratively with students and staff to embed employability in our curricula so that all students can benefit from experiences to develop themselves, their expertise and skills. Our approach builds on our collegiate, dialogic, student-centred approach to learning and teaching enhancement.

We have integrated ENhance into our Curriculum Management Environment and Quality Enhancement processes, providing evidence of employability within programmes at-a-glance, and creating meaningful opportunities for dialogue with staff and students, where further examples are shared, demonstrating how employability continues to be embedded in disciplinary contexts. We have also introduced new ways of sharing effective practice institution-wide.

Our presentation will share how we have developed Quality processes to evaluate colleagues' engagement with ENhance, our approach to student partnership including the findings from a new student voice initiative exploring students' experiences of employability, and how we are evidencing impact.

## **4k: Optimising Graduate Success through an inclusive Internship Programme: A Case Study**

- Rose Hong Ha Bui, Dr Annie Hughes, Dr Hilary Wason & Annie Yonkers, Kingston University London

### *Presentation*

The project "Optimising Graduate Success through an Inclusive Internship Programme" centers on empowering 10 interns from disadvantaged backgrounds, specifically KU Cares students, through participation in the Future Skills research project.

Methodologically, it employs initial need analysis, action research, and ongoing mentorship to tailor the internship experience. Evaluation involves tracking individual interns' continuous development, measuring skill development, and assessing self-perceived confidence levels.

The impact is multifaceted: interns gain industry exposure, nurture networking opportunities, enhance their research skills, and most importantly gain confidence in the world of work.

By sharing the strategy of working with students including toolkits and training resources, the project aims to inspire similar initiatives, fostering inclusivity in internship programs.

Ultimately, it seeks to contribute to the current literature of embedding employability by widening access.

## **4l: Ethnic minority male students' perception of university mental health services**

- Claire Wolstenholme & Jozef Sen, Sheffield Hallam University

### *Presentation*

University mental health support services are often underutilised by ethnic minority male students. This research aimed to identify perceptions of these students around using such support services, including potential barriers and facilitators.

We used a Listening Rooms method, whereby participants pair up and undertake a recorded conversation based around 6 talking points. A round table analysis followed by further thematic analysis was undertaken.

Participants were positive about and grateful for, the existence of mental health support services, despite a mixed level of awareness and differing conceptualizations of what mental health means.

Barriers to service utilisation could be split into institutional and sociocultural, including a perceived lack of cultural and ethnic representation amongst practitioners, and bureaucratic factors such as access difficulties, whereas sociocultural barriers pertained to cultural taboos and fear of judgement.

Learning from the project has led to development and evaluation of a Talk Club for male students at SHU.

## Day 2 Parallel Session 5: 10:30-11:30

### **5a: Senior Student Reps: Planning and Running a Paid Student Rep Programme in 23/24**

- Chris Birchall, University of Nottingham

#### *Workshop*

Within the Faculty of Science at the University of Nottingham, we are currently running a trial to financially incentivise Senior Course Reps in a structured way. It is important to provide remuneration in some way to align these roles more closely with other paid student roles at the university. These roles are crucial to a successful student feedback system and take on high levels of responsibility for the student body.

Our session aims to provide an overview of this programme's promotion, recruitment, and training aspects, along with a discussion of feedback collected from staff this year. We would like attendees to participate in facilitated small group discussions on the benefits of paid student representatives in improving the student experience and how this could be expanded more widely.

### **5b: Developing students' employability skills in HE: a cross-university collaborative approach**

- Jill Dickinson & Rachel Dunn, Leeds Beckett University

#### *Workshop*

It has become increasingly important for HEIs to develop employability programmes given marketisation, related metrics, sector challenges around student engagement, and employers' concerns about lack of readiness for the workplace. Against this backdrop, we have redesigned a core, first year employability module in collaboration with colleagues from across the university and external stakeholders. The module builds in research-led teaching, interactivity, simulation, and real-world examples from the start. To help foreground the student voice in decision-making around employability-related initiatives, we are working with student researchers, student participants, and employers to evaluate the module using the creative method of Listening Rooms (Heron, 2019) and co-create recommendations for future development. Within this interactive workshop, we will present the findings from this study before separating attendees into groups to discuss their current employability offerings, what works and what doesn't, and potential for further embedding employability, before coming back to discuss together as a group.

### **5c: Men in a minority: supporting men to become primary school teachers**

- John Parkin, Anglia Ruskin University

#### *Storyteller*

14% of primary school teachers are men in England, reflecting social perceptions of men teaching young children. These narratives influence men applying for and completing initial teacher training and primary education studies courses.

This project explored supporting men studying a BA Primary Education Studies programme to complete the degree and pursue careers as a primary school teachers. Students of all genders attended three workshops discussing the lived experiences of men in primary schools. Attendees responded to prompts using Playmobil to create representations of gender in primary schools. Students then discussed their Playmobil representations and lived experiences with the group.

Participating men found it supportive sharing experiences of working with young children in a safe space and students of other genders learnt about men's experiences in primary schools, often for the first time. Although a small-scale project, the principles can be applied to other courses numerically dominated by one gender.

## **5d: Unheard Voices**

- Kike Ladipo, University of Leicester

### *Storyteller*

As quality issues continue to dominate discussions in Higher Education (HE) all over the world my research explores students' lived experiences as 'other voices' in HE with the hope that it will challenge us to examine our assumptions, intentions, and processes. Expressed through interviews, participants across four stakeholder groups share how their perspectives and lived experiences differ on the impact of Student Voice (SV) on quality in HE.

Specifically, students share how experiences of HE have changed them, shaped their outlook of university education, society and their futures, and what they wish other stakeholder groups knew about the realities of HE.

This story will explore my conversation with one student participant whose narrative captures the emotions that resonated through the narrative of all the other student participants. I will focus on the linguistic features of the selected narrative to identify, assess, and reach a conclusion on its emotional content.

## **5e: The story of a partnership model for powering up student progress**

- Amanda Simpson, Denise Carr, Šarlota Duchoňová, Freya I. Rennie, Carriean Stirling, Cornelia E. V. Svensson, Luke Wishart, L., & Bianca D. M. Hatin, University of West Scotland.

### *Storyteller*

'Power Hour of Progress' (PHoP) is a student-staff partnership project aimed at creating a dedicated community space for students to develop writing practices and work on academic goals. The original initiative 'Power Hour of Writing' was created for staff and postgraduate students and demonstrated benefits such as development of sustainable writing habits and a sense of community (Zihms & Mackie, 2023). Student-facilitators were trained to implement and evaluate PHoP sessions in the undergraduate student body in the hope of producing similar benefits. This talk tells the story of the impact this partnership has had on individual students and staff, and demonstrates how the students have transformed into resilient, intentional problem-solvers who are deeply engaged with their own, and others', learning experiences. This is especially valuable during post-COVID-19 contexts with increasing engagement and attendance issues reported across the education sector. You are also invited to our Power Hour workshop and poster.

## **5f: User experience personae and lived experience**

- Katie Stripe, Imperial College London

### *Storyteller*

The Animated Inclusive Personae (AIP) Project (Imperial College, 2023) aims to create a set of characters that can be used in a range of teaching and learning activities across the institution which can also be used to represent, champion, and advocate for the broad diversity that we have in our student body.

Their initial development mirrored the process used in user experience (UX) design to understand service users but they developed into something much more (Stripe, Dallison and Alexandrou, 2021). In the context of education there is a parallel approach that uses



lived experience to advocate from inclusion and representation. This presentation will explore how to take the lived experience voice, deconstruct it, and recreate it again in the form of an inclusive personae to include lived experience while preserving anonymity. But more important if it is possible to ethically do so.

## **5g: Student Movement in 1960-2020: UK, US, and West Germany**

- Daisy Bao, University of Edinburgh

### *Campfire*

The end of World War II brought a flood of student enrolments from diverse socioeconomic backgrounds to the higher education (HE) sector (Schofer & Meyer, 2005), such as G.I. Bill in the US (Burrell, 1967). Both contemporaneous and subsequent research found worldwide student movements as a political initiative from the 1960s aiming to amplify various student voices in neoliberal HE (Levin, 2000; Barnett, 2010). Some research found student movements facilitated neoliberalism in HE (Troschitz, 2017) while others noticed a rise in academic illiberalism (Jarasch, 2014). Yet, little research has looked at the question of how student movements interacted with, shaped, and were shaped by the neoliberal higher education. This presentation, based on a systematic literature review, will show the history of student movements from the end of World War II when the first wave of contemporary student movements started, to the twenties of this century that we are currently standing in. Three countries (UK, US, and West Germany) showcased a trend of a social justice focus, precarisation in education outcomes, the austerity of HE management, and the conflicts between a rise of nativist populism and internationalism. These findings could help enlighten us in understanding the dropping university student satisfaction scores, and the increasing student protests across the world.

## **5h: Inclusive Reciprocal Insight Scheme**

- Roseann Black, John Booth-Carey and Thomas Rundle, Northumbria University

### *Campfire*

The Inclusive Reciprocal Insight Scheme (IRIS) is a reciprocal mentoring scheme in which Student Inclusion Consultants (SIC) are paired with members of staff to share their insights and support their development of understanding the student experience. Staff members are unlikely to be student-facing and as such, students are able to have direct and powerful conversations with individuals in a position to bring about change.

In the past, students have provided that they appreciated the inside look into how the university functions through meeting with non-student facing staff. All participants of the scheme are encouraged to attend events to share their experience in the scheme, and to aid in evaluating and developing the program going forward.

## **5i: Supporting Medical Student Societies at the Hull York Medical School and University of Hull**

- Paul J McKeegan, Jon Farrow, Elizabeth Middleton, Alexandra Tute, Hull York Medical School & University of Hull

### *Campfire*

In recent years, some student societies at the Hull York Medical School (HYMS) existed as informal sub-societies, missing out on funding, training and facilities available to those formally ratified with Hull University Student Union (HUSU). To address this we formed a cross-institute team, appointing an academic medical societies liaison and developing an FAQ document to guide medical student societies to ratify and engage with HUSU.

Students responded positively; in 2023-24, 19 medical student societies and sports clubs are formally ratified, increasing from 11 in 2022-23. Funding provided by HYMS for societies has been successfully claimed for the first time in full, sponsoring benefits including sports facilities hire, advertising materials, and British Sign Language training.

Future goals include continuing to support society ratification, supporting societies to engage with HUSU election processes, facilitating established societies to mentor new societies, and building similar links between HUSU and other academic departments across the University.

## **5j: Publish with the RAISE Journal: Student Engagement in Higher Education**

- Dr Rachel Forsyth, Lund University

### *Campfire*

Student Engagement in Higher Education Journal is the journal of the RAISE network. It publishes articles which relate to student engagement, using the broad definition: "student engagement is about what a student brings to Higher Education in terms of goals, aspirations, values and beliefs and how these are shaped and mediated by their experience whilst a student. This session offers information on how to get involved with the journal, as an author, reviewer or editor.

## **5k: Embedding employability into curriculum at the University of Bedfordshire**

- Steve Briggs, Julie Brunton, Ruki Heritage & Michelle Everitt, University of Bedfordshire

### *Presentation*

In 2022 the University of Bedfordshire instigated a Curriculum Change Programme (CCP). This included a focus on delivering a step-change in how employability is embedded into curriculum in terms of career readiness, development of graduate competencies and work-based/work-related learning. The three CCP distinct strands are embedded across every level of a course, progressively building up learning and career preparedness. Subsequently, in 2024 updated institutional graduate competencies have been introduced and the University's Curriculum Framework was updated to cement the employability priorities set out in the CCP. In this session, we will present our curriculum framework, UoB graduate competencies and discuss how this includes a Bedfordshire Graduate Pathway to map how courses support the development of graduate competencies. We will also share how targeted employability consultancy has been used to embed career readiness and work-related/work-based learning into courses.

## **5l: Qualitative data-driven approaches to addressing permanent withdrawal rates**

- Katie Berlin, Dr Tammy Thiele, Dr Ellis Ryan, & Kate McCarthy, University of Warwick

### *Presentation*

As part of the University of Warwick's work to reduce awarding gaps, we have been working to identify possible barriers to retention. Using students' direct feedback, the Widening Participation and Inclusive Education teams conducted content analysis on qualitative data collected between 2020-2024 to identify common reasons for permanent withdrawal. Demographic analysis was also undertaken to identify student groups who historically have withdrawn at higher rates, with a focus on target student groups identified in Warwick's refreshed Access and Participation Plan. Together with a previous internal study, this research built a formative evaluation dataset covering 10 years of withdrawal data, which is being used to inform interventions to support retention and ultimately to improve student outcomes. As these interventions are in development, we hope to share the research findings and to showcase how similar studies could be used for formative evaluation processes.

## **5m: Student voice in doctoral education research: a longitudinal bibliometric analysis**

- Joshua Wang & Kate Beecher, Queensland University of Technology

### *Presentation*

Doctoral degrees filter entry into the academy, and therefore the creation of knowledge. Despite doctoral education studies existing for decades, enrolment and completion rates for socioeconomically marginalised PhD students remain disproportionately low. We argue that this can be remedied through doctoral students engaging and contributing directly to doctoral education research. However, the pre-existing extent of student authorship in doctoral education research is unknown. Our research addresses this gap by examining the author biographies of all authors of the 332 articles published from 2006-2023 in the field-leading International Journal of Doctoral Studies. We have found that out of 888 instances of authorship, 174 authors self-identified as doctoral students. We then further analyse the distribution of this authorship over time, authorship list position and country of affiliation. In a time when institutions fail our emerging scholars, doctoral education studies can be reclaimed as a space kept by PhD students, for PhD students.

## **5n: Co-creating an inclusive module**

- Bhavin Dedhia, University of Portsmouth

### *Presentation*

Previously, the clinical module lacked student ownership and the assessment strategy was not inclusive of all learning types. Therefore, the module underwent a redesign to ensure inclusivity. The assessment style transitioned from homogeneous artefacts to a diverse range, catering to various strengths. The marking rubric for each artefact was collaboratively developed with students. Moreover, the teaching approach and module management were co-created with the cohort, facilitated by tools such as Padlet and Nearpod. This collaborative process extended to deciding on the topics and teaching methodologies for the second teaching block. The impact of this practice was a content cohort and also less need for changes. The assessment marking is yet to happen.

## **5o: How student-led advocacy in higher education increases employability**

- Rhianna Garrett & Iman Khan, Loughborough University

### *Presentation*

This presentation aims to showcase how an institutionally supported student advocacy project opened new career pathways for undergraduate and master's students at the University of Exeter. Through storytelling and a comparative case study, founder Rhianna Garrett presents how the anti-racism in sports project Active Together provided her with the skills to pursue a successful career trajectory into academia. Co-facilitator Iman Khan compares this experience of implementing Active Together at Loughborough London with less institutional support. The case study demonstrated the need for a comprehensive institutionally embedded approach to advocacy and employability in higher education. At the institution that embedded institutional support of student advocacy, the project won multiple awards, implemented over 200 Diversity, Inclusion, Cohesion, and Equity Champions, presented internationally, and created sustainable employment pathways for four students from the skills they gained. This shows how advocacy if supported correctly, can offer transferable employability skills for students.

## **5p: Co-creation of whole programmes: Design Sprints**

- Nina Cupric & Chris Hanks, Staffordshire University

### *Presentation*

The project is part of the new approach we are taking towards course design and validation that involves students through all stages of the Design Sprints and gives the equal footing with academics and professional services staff. It is owned by Academic Quality and supported by Academic Development.

Students are part of the session where through guided collaborative work, Programme and Module Learning Outcomes are created, as well as formative and summative assessment mechanisms. We take a whole course approach to assessment, and student co-creation is a key to that. Equality and Inclusion are central to our process and were the major drivers behind the shift to Design Sprints. Every Design Sprint starts with the Student Persona activity, designed to provide a starting point for subsequent conversations about the course and test the design against the needs of "real" people that are likely to enrol. This allows for better student journey mapping and for planning of student development students from entrant to graduate, by creating a truly inclusive and "student-centred" programme. We are also developing the Staffordshire Inclusion Framework, which will be a key part of course design when it is implemented.

The impact has been that to date, programmes designed in this way have only had minor tweaks during the final validation panel. Long-term, we are monitoring the number of amendments that are made to these programmes, in contrast to past programmes. We are very much on a journey with Design Sprints and following the successful implementation of the work we have done so far, we will be further expanding the student partnership element of the sessions.

## **5q: Embedding work-related and engaged learning across the institution: an ongoing collaborative journey**

- Tim Herrick, Jemma Carter & Taofeekat Adigun, University of Sheffield

### *Presentation*

This paper reports on embedding short-term work-related and community engaged learning across the University of Sheffield to enhance equality of opportunity for all students. Through a collaborative project involving students, staff, employers and community partners, we will explain the longer history of a Russell Group institution's relationship with employability, the current variable opportunities open to students in this domain, how we created resources to enable change, and how we collaborated with students throughout. We will showcase the resources created, the dissemination approaches used, and the ongoing work to embed opportunities for all students irrespective of programme or level. As the project will still be underway at the time of the conference, any findings will be interim, but we remain confident there will be insights of value to report to delegates - lessons about what went well for us, and/or guidance on how to do things differently to increase chances of success.

## **5r: Students as Teaching Observers: reflecting on a pilot project at NTU**

- Ana Souto & Kayisha Thomas, Nottingham Trent University

### *Presentation*

We are presenting a pilot run at Nottingham Trent University in 2024, which falls within the field of Inclusive Teaching approaches, recognising and rewarding the student voice, as educational experts. The Students as Teaching Observers project, inspired by a similar programme led by Tim Herrick at the University of Sheffield, offers students the chance to experience teaching practices in other departments and schools; and recognises and values their observations and feedback for lecturers to grow in their own professional development. We will present the evaluation and impact of the pilot as a group reflection between the main stakeholders, the mentor, Tim Herrick; the mentee, Ana Souto; the institutional support and

encouragement from TILT (Trent Institute for Teaching and Learning), Kayisha Thomas; and a student, participant in the pilot. We hope this experience may inspire other colleagues in Higher Education, to broaden opportunities to embrace student input to professional development.

## Day 2 Parallel Session 6: 11:45-12:45

### 6a: Exploring lived experiences with Wooden Treasures

- Dr Lamia Nemouchi, Dr Gisela Oliveira, Rajvir Gill, De Montfort University

#### *Workshop*

This workshop will introduce an innovative creative method of exploring the lived experiences of students through the use of Wooden Treasures. These are sensory wooden shapes that come in different colours and formats, commonly used in children's play to support their emotional and social development, but with wider unexplored potential. The workshop will include an interactive and hands-on activity using Wooden Treasures, where the participants will have an opportunity to reflect on their approaches to improve student experience and success. We will frame this method through 'decolonising methodologies' (Smith, 2012), and as an embodied methodology (Leigh and Brown, 2021) with a focus on co-created and reflexive practice. Finally, the workshop will be relevant for academics and future educators who have an interest in developing their expertise in creative methods and investigating lived experiences. Participants will leave the workshop with a toolkit consisting of guidelines, suggested materials and a resource list.

#### References:

- Leigh, J. and Brown, N. (2021) Embodied Inquiry: Research Methods. London: Bloomsbury.
- Smith, L.T. (2012) Decolonising Methodologies. London: Zed Books.

### 6b: Mapping the gap: using data to support meaningful and manageable work to address awarding gaps

- Kerr Castle & Nicola King, QAA

#### *Workshop*

Awarding gaps are not something that happens at the point of award. Gaps emerge long before students step into the world of higher education, as they seek reassurance about their choice of institution, their readiness for the journey ahead and as they start to understand their place within a complex learning environment.

Gaps often widen during transition to university but are also a product of a student's entire learning and assessment experience, thus addressing these gaps is very challenging. How can a better understanding of institutional data help assess what actually works when it comes to addressing gaps? How can we use data to help develop and evaluate meaningful actions which we can take as educators in increasingly diverse institutions, and as a sector to truly achieve equity of experience and award?

This workshop will build on activity at QAA as together we explore approaches to using institutional data to tackle awarding gaps. We will highlight tools and insights that attendees might use to support their staff, as well as mechanisms for change more broadly across the wider institution.

### 6c: An Introduction to Object-Based Learning

- Katie Carpenter & Angela Newton, University of Leeds

#### *Workshop*

Object-based learning (OBL) is a 'mode of education which involves the active integration of objects into the learning environment' (Chatterjee, Hannan and Thomson, 2015). Bringing materials into the classroom that are not just read, but touched and experienced, can facilitate deep learning and develop transferable skills. At its core, OBL is a form of

experiential learning that allows learners to connect their own experiences to an object, allowing them to ‘construct new knowledge from their experiences and draw upon these experiences when objects are being explored’ (Chatterjee, Hannan and Thomson, 2015). This workshop will offer an introduction to OBL based on the research of Newton and using examples from the teaching practice of Carpenter. Through a series of multi-sensory activities, participants will leave with a clear understanding of the value of object-based learning and some of the ways in which it can be implemented to enhance their teaching practice.

## **6d: Is it an A or an F? Are there participation auctions? Assessing students’ willingness to communicate and class participation**

- Vienne Lin, University of Bath

### *Campfire*

This independent study, which is part of my doctoral research, aims to raise awareness of how the grading of class participation, a seemingly common and unexamined assessment task used in Hong Kong higher education, can put students in (dis)advantaged positions. Although the project has not been implemented yet, the presentation aims to spark conversations about the importance of co-creating assessments and developing students’ feedback literacy regarding class participation – what it entails, how it is assessed, and why it is assessed. By dissecting the issues associated with the challenges in this grading practice, it can encourage practitioners to reflect on their teaching methods, consider the lived experiences of students, and potentially explore inclusive teaching pedagogies.

## **6e: Diversifying Mathematical Science**

- Colette Mair & Ruohan Li, University of Glasgow

### *Campfire*

Our project aimed to understand staff and student perspectives on equality, diversity, inclusion, and decolonising within mathematical sciences through surveys and discussions. While these conversations are widespread in education, they remain stagnant within mathematics-based disciplines. We found that most staff and students positively described diversity in our communities and respecting differences, for example, “Diversity can refer to the opportunities we present to students” and “Being taught about, being taught by and being surrounded by people from a range of backgrounds”. While most staff and students agreed that it’s important to learn mathematics or statistics in a variety of contexts and to learn from a variety of cultures and ethnicities, the percentage of staff that teach about mathematicians/statisticians or mathematics/statistics from non-western backgrounds and contexts was low. We open discussions that focus on a contradiction that emerged between theoretical willingness and the practicality of diversifying the curricula within the mathematical sciences.

## **6f: Transforming Learning, Teaching, and Assessment in Science Engineering and Mathematics**

- Sam Grierson, Claire Rocks, Martyn Parke, University of Warwick

### *Campfire*

This Campfire Conversation will share the steps taken, the rationale, initial findings and how this project will feed into the University of Warwick’s strategic ambitions for Education and Student Experience.

The Warwick International Higher Education Academy (WIHEA) Inclusive SEM Assessment Learning Circle investigated inclusive assessment in SEM practices and whether this aligns with students' experience, preferences, and expectations of higher education.

It employed a mixed methods approach, gathering quantitative and qualitative data. The project leads collaborated with staff to explore assessment practices within the SEM faculty and other aligned departments at the University of Warwick to better understand the faculty strengths. It observed assessment practices in SEM nationally and internationally and learned from their experiences to develop an evidence base for proposed recommendations. It sought the views of students locally, nationally, and internationally to understand assessment experiences and preferences in SEM. Finally, collaborated with students in the reimagining of SEM assessments from the student's perspective.

## **6g: Assessment as a tool for developing learning and career skills**

- Stephanie Larkin, Wendy Rowan, Ciara Fitzgerald, University College Cork

### *Campfire*

The world of work is changing rapidly. Artificial Intelligence is here and impacting working lives. 'Changing the shape of organisations changes the shape of careers' (Savickas, 2019). The question arises how do we prepare our graduates for this environment?

The skill of self-regulating ones learning through feedback is highly relevant to a dynamic employment market. Using Evans EAT framework (Evans, 2021) we explored and developed our student's assessment literacy to support developing self-regulation competency.

We designed a formative authentic assessment with multiple opportunities for feedback built in. A workshop on assessment literacy was delivered where undergraduate students self-assessed their perceived level of assessment literacy using the EAT wheel.

This campfire conversation will discuss our experience, the outcomes of this study, and next steps.

### References:

- Evans, C. (2021) The EAT Framework. ERASMUS EAT (©Evans, 2021) Version 4 of EAT
- Savickas, M. (2019) Career Counseling (2ndEd.) American Psychological Association, Washington.

## **6h: An intersectional understanding of undergraduate student experiences and preferences of assessments in STEM higher education**

- Sam Grierson, University of Warwick

### *Presentation*

There are undergraduate awarding gaps at many intersections, ethnicity, gender, age, disability, and status.

Following the pandemic, a blended suite of assessments has become available to students at more universities. Is this one part of the solution to equitable outcomes? Are blended assessments what undergraduate students want? Do students want more choice in assessments? Should assessments be more closely aligned to employment?

The Warwick International Higher Education Academy (WIHEA) Inclusive SEM Assessment Learning Circle will be gathering disaggregated data from a project investigating inclusive assessment in SEM to determine whether this aligns with students' experience, preferences,



and expectations of higher education. The project will employ a mixed methods approach, gathering quantitative and qualitative data from national and international students through surveys, focus groups and workshops.

This presentation will consider the problem of awarding gaps in STEM, critical questions to explore, challenges, desired solutions, and learning thus far.

## **6i: Teaching Analysis Poll in iEarth: Student feedback for co-creation in the Geosciences**

- Robert Kordts, Kjersti Birkeland Daae, Eirun Gandrud & Mahaut de Vareilles, University of Bergen (UiB)

### *Presentation*

Funded through a seed project at the Center for Excellence in Teaching in the Geosciences, iEarth, we, a group of staff from the Geophysical Institute (GFI) and the Department of Education IPED) at the University of Bergen (UiB) work with two students from our university. Together we have conducted seven Teaching Analysis Polls (TAP, Frank et al., 2011) in 2023 and 2024 in selected GFI courses, including the same courses across years. TAP is a mid-semester method that generates open-ended qualitative, yet quantified feedback from students to instructors in different course formats, for collaborative course improvement. The TAP results indicate that students are generally in favour of active learning methods employed by the instructors, and all course instructors receiving TAP-based feedback were very positive about them. We will present the TAP method as implemented at UiB and focus on the specific context as well as the students' roles in TAP.

## **6j: RAISE Special Interest Group: Engaging Assessment**

– Kiu Sum, RAISE Network

### *Presentation*

The Engaging Assessment SIG looks at how we engage both students and staff with assessment in Higher Education, the ways in which assessment engages (or sadly sometimes disengages), and wider assessment issues surrounding method, mode, inclusivity, and feedback.

We hope anyone assessing, giving feedback, being assessed or receiving feedback would have an interest in contributing to and engaging with the SIG.

The SIG is seeking to develop joint meetings with other RAISE SIGs so members can combine interests and benefits from attending sessions.

## **6k: Investigating collaborative drawing as an inclusive practice in Architectural education at Nottingham Trent University (NTU)**

- Lois Woods & Holly Mills, Nottingham Trent University

### *Presentation*

The research is being conducted during a 'diversity excellence' programme that we are hosting in collaboration with the Society for the Protection of Ancient Buildings. The two-day design workshop will involve 20 undergraduate architecture students with a range of ethnicities, genders and differences.

Students will create design proposals for a local derelict Chapel through a series of collaborative drawing exercises. A questionnaire and focus groups will be implemented to understand the students' experiences of the workshop. Working with two students as

research partners, this pedagogy will be evaluated with reference to the Inclusive Education Framework (Hubbard and Gawthorpe, n.d.).

A key aim is to develop collaborative drawing as an inclusive practice and embed this in the architecture curriculum 2024/25. The impact on students will include: experiencing inclusive teaching practice; enhancing drawing skills through peer to peer learning; confidence and community building; and simulating work-like experience by working collaboratively.

## **6l: Learning from the lived experiences of part-time postgraduate veterinary education students**

- Emily Chapman-Waterhouse, Harper Adams University

### *Presentation*

In 2020-21, a small-scale narrative inquiry was undertaken to understand some of the impacts that the pandemic had on part-time postgraduate veterinary education students at the university. All of the participants were qualified veterinary surgeons working in the UK at the time of the study.

The methodology comprised an online questionnaire and semi-structured narrative interviews. Thematic analysis of interview transcripts was triangulated with questionnaire findings.

Unsurprisingly, results indicated that the pandemic led to a decline in life satisfaction. However, the online study mode available suited the pandemic-related restrictions.

The aim of the presentation will be to showcase how the course team have implemented institutional and discipline-specific learning arising from our collective student-staff lived experiences during the pandemic. This will be most relevant to programme managers, teaching and support staff in UK institutions delivering part-time postgraduate and/or veterinary education.

## **6m: Listening Deeply: A Holistic, Whole Department Approach to Student Voice**

- Ffion Evans & Zinnia Mitchell Smith, Manchester Metropolitan University

### *Presentation*

This presentation outlines an integrated approach to student voice that entails a department-wide framework of activity to influence and inform more inclusive teaching and learning practices. Within Manchester Metropolitan's Department of Social Care and Social Work, we have designed a holistic and relational approach to student feedback, based on authentic principles of 'holding space' and being an 'engaged audience' for learners' everyday experiences. By embedding student voice activity within programme design, we have utilised qualitative approaches that include: whole cohort staff-student dialogue through virtual and face-to-face 'Connect' sessions; engaging in 'deep listening' activities with Reverse Mentors; and utilising tutorials as opportunities to capture student voice. This has enabled us to acquire a deeper understanding of the diverse range of learners' experiences and recognise what they require from academic staff. Ensuring students are recompensed for their time and their influence is acknowledged, this approach has correlated with much-improved student satisfaction scores.

## Day 2 Parallel Session 7: 13:45 -14:45

### **7a: Failing the Black Graduate: Employment Gaps, Personalization & Equity Evolving in Employability**

- Jessica Bryant, Kings College London

#### *Workshop*

Numerous studies consistently highlight the challenges Black-heritage graduates encounter in securing suitable employment post-graduation, despite their higher education attainment. HESA's data reveals that 13% of UK Black-heritage graduates resort to part-time roles, with only 53% securing full-time employment, compared to 62% of White graduates.

Personalizing the student journey is crucial for fostering social mobility and inclusion, yet many institutions favor a uniform approach, neglecting individual challenges faced by different ethnicities. This oversight can widen existing gaps instead of bridging them.

This session aims to elucidate the importance of promoting equity and social mobility in Higher Education Institutions (HEIs), emphasizing the need for justice and fairness in students' journey towards successful outcomes. For Black heritage graduates, integrating justice and equity into HEIs is imperative. An intersectional approach can effectively blend equity with employability, thus tailoring support to enhance their journey and future prospects.

#### Outcomes:

1. Understanding the challenges Black-heritage graduates face in employment.
2. Recognition of the importance of personalizing the student journey for social mobility.
3. Awareness of the necessity for justice and fairness within HEIs.
4. Understanding the significance of adopting an intersectional approach.
5. Knowledge of strategies to integrate equity into employability for Black heritage graduates.

### **7b: “Do we actually represent our students?” How elected student officers feel they reflect the student body**

- Aimee Cuthbert, University of Highlands and Islands Students' Association

#### *Workshop*

Summarising research undertaken as part of an MA dissertation, this session will discuss the rationale for examining elected student officer representativeness. Representativeness is a concept which explores the extent that course representatives represent the viewpoints of all students and how much they as individuals reflect the wider student body (see Bols 2015). Limited work has been done in examining this concept into those elected student officers within students' associations, unions and guilds – until 2023.

This session will explain the rationale for examining elected student officer representativeness, why UHI/HISA was the ideal institution/SA to look at this, the mixed methods research used and the findings of this research. It will also touch upon how this work will influence future elections at HISA but invite questions from other institutions to consider if this work would be of wider benefit to the sector and reflections from their own elected officers' representativeness.

### **7c: Investigating the impact of participation in a multi-institutional student-staff partnership project: the N-TUTORR Students as Partners in Innovation and Change Fellowships**

- Sarah Carroll, Olya Antropova, Carina Ginty & Moira Maguire, Atlantic Technological University

## *Presentation*

The Students as Partners in Innovation and Change Fellowships is a multi-institutional initiative embedded in the National Technological University TransfOrmation for Recovery and Resilience (N-TUTORR) programme in Ireland. Comprising over 120 projects involving more than 350 staff and 1200 students from across five technological universities and two institutes of technology, these fellowships aim to embrace student partnership and co-creation, underpinned by five themes: Academic Integrity and Assessment; Digital Transformation in Teaching and Learning; Education for Sustainability; Equality, Diversity & Inclusion; and Universal Design for Learning.

This presentation will outline fellowship implementation and discuss the perceived impact on student and staff partners. Fellowship leads were asked to report on project impact through an online questionnaire. Reported benefits included improved collaboration, creativity, confidence, problem-solving, communication, leadership skills, and sense of community. Preliminary results also indicate that the fellowships reduced barriers between staff and students, and gave students ownership of their pedagogical environment.

### **7d: Decolonisation and Inclusion in STEM Curriculum Higher Education Initiatives: A Student-Staff Partnership**

- James Cantwell, Cindy Darbandi, Clare James & Zoe Tompkins, The Open University

## *Presentation*

Funded by the OU's Centre for STEM Pedagogy (eSTEEeM), three paid Student Researchers were recruited to conduct an audit and analysis of decolonisation and inclusion initiatives within the Computing and STEM curriculum in UK HEI. This student-staff partnership involved project meetings with academic leads, and student-led rallies which promoted team-building, best practice, and continual professional development opportunities. During the project, spanning October-December 2023, student researchers embraced student voice to expand their evaluation of findings, producing a shared statement on their perspective on decolonisation in the curriculum, alongside delivering individual reports. Through their engagement, student researchers championed the objective of the broader project; 'focus on the process of decolonisation rather than outcome, acknowledging that decolonising the curriculum is both complex and continuous'. Empirical data collected by student researchers has supported the project's analysis of the context of decolonising the computing curriculum, which will lead to further dissemination of best practice.

### **7e: Shouting into the void: How to ensure we are hearing and listening to the Student Voice**

- Megan Bruce & Will Brown, Durham University

## *Presentation*

This paper will outline a co-created project between Durham Students' Union and Durham University Education Committee which sought to improve the ways in which student voice is heard, understood and acted upon across our institution. We will outline the ways in which we collected data from students (UG, PGT, PGR) and staff and provide an analysis of our findings and priorities. Finally, we will discuss what steps the university and Students Union have taken to change our practice around student voice, including the introduction of a policy, toolkit, calendar and action plan. We hope that this paper will offer suggestions which other institutions can adopt to address this challenging issue in their own contexts.

### **7f: Embedding Employability in the University of Leicester Undergraduate Biological Sciences Curriculum**

- Idalina Rodrigues, Dr. Alix Blockley, Dr. Sue Shackleton, Rebecca Leeman, James Hill, University of Leicester

## *Workshop*

Within this workshop, we will share learning from the 2023/24 academic year where a range of existing and new careers & employability initiatives have been embedded into the UG Biological Sciences programmes. The interactive workshop will explore how employability sessions have been designed and developed jointly by the central careers service, academic colleagues within the School of Biological Sciences and wider university services. The workshop will reflect on the value of the 'employer voice' that runs through the sessions. We will consider how a bespoke skills portfolio gives students the opportunity to understand and document the skills they are developing in their curriculum (and beyond!) and the value that these skills have in the workplace. Participants in the workshop will have the opportunity to discuss suitable methods of evaluating this work and share ideas for an action plan in their disciplines.

## **7g: Students, Graduates, Mentors: Supporting Current Students Through Interviews with Former Students**

- James Lamont, University of York

### *Presentation*

This project aims to share experiences, knowledge and advice between cohorts of students by creating a series of recorded video interviews between current students and alumni. The overall aim is to create teaching materials for future students which break down barriers of knowledge and experience.

This project will be done in the Department of Education at the University of York. Six current MA/MSc students will act as researchers and interviewers, sourcing key questions and topics from the wider taught postgraduate cohort. They will ask these questions to participating alumni, graduates of the MA/MSc programs, who can share their own advice and ideas. Interviews will be recorded and used as future teaching materials.

This project aims to enable future students, particularly international and other disadvantaged students, to prepare for difficult aspects of study with more confidence and preparation. In this way, this project aims to build a link between past, present and future students.

## **7h: New students on the block: The expectations and realities of transitions into Higher Education block delivery**

- Zoë Allman, De Montfort University

### *Presentation*

Having introduced block delivery from level 4 at De Montfort University in 2022-23, understanding student engagement is central to understanding and enhancing the expectations and realities of lived experiences during students' transitions into Higher Education. As the University transformed from semesterised approaches it reflected on delivery experiences; but what of those students who were new to Higher Education and for whom this was their first experience at this educational level?

Analysing student voices, engagement and attainment data, this project evaluates the experience of students transitioning into block delivery, comparing their expectations with the realities experienced, 'learning from lived experiences'. Aligned closely with sector themes of pre-arrival activity and developing the sense of belonging, and in consideration of the University's identified risks to equality of opportunity aligned with the Access and

Participation Plan, the early phases of study are examined to provide understanding, learning, and enhancement for the sector.

## **7i: Student recognition is missing from co-creative endeavour – a framework to support flourishing**

- Ana Cabral, Louise Younie, Max Addo & Marianne Melsen, Queen Mary University of London

### *Presentation*

Co-creation has many benefits yet there are significant challenges in its promotion at institutional level such as dealing with power dynamics, pressure of time, hierarchical values, neoliberally driven marketisation and consumer style approach to higher education.

In the face of these challenges, we developed a student recognition award for co-creative collaboration as a way of empowering students, demonstrating the value we place on the student voice and action, and inspiring culture change.

Over the last three years, we have successfully implemented and continue to research our recognition scheme (SEED Award - Student Enhanced Engagement and Development). To support the development of recognition schemes locally and beyond, we designed a framework. Our VALUABLE Co-creation Recognition Framework signifies: Values, Application and Reviewing, Leadership, University-wide promotion and partnership, Administration, Build further opportunities, Learning and support and Enabling Quality processes.

We will present the student recognition award drawing upon our research highlighting the enablement of flourishing alongside the VALUABLE framework.

## **7j: Decolonising through Reflexive Practice - An Institutional Pilot**

- Sami Safadi, University of Salford

### *Presentation*

The project is an extension of a piece of work that started in Salford Business School around the need to decolonise our practice which ties to ensuring more inclusive pedagogies, epistemological liberation, and addressing manifest outcomes of inequity and injustice - e.g. the ethnicity award gap.

The project has been taken into the wider institution in 2023/24 and includes staff and student aspects across the 4 schools. I have developed an e-course on decolonising through reflexive practice which has 5 workbooks and uses interactive approaches so as click through infographics, student generated art, voiceovers and podcast chats, and animated overlay.

The presentation will seek to outline the background, what the pilot is and why, the challenges faced and how we/others may overcome them, and how we will be evaluating the pilot in terms of engagement, impact, and perception.

## **7k: Planning for a future - an employability skills development road map for students**

- Myles Dempsey & Sue Beckingham, Sheffield Hallam University

### *Presentation*

We have developed a teaching aid to empower university students to strategically plan and enhance their employability skills throughout their academic journey.

Our Career Skill Planner allows students to chart their skill development journey by identifying the key competencies sought by employers in their chosen career and planning the optimal time to acquire those skills during their academic journey. Students create personalised development plans tailored to their career aspirations.

The Career Skill Planner considers the university's scheduled co-curricular employability activities, allowing students to align their skill-building efforts with supportive initiatives offered by the institution. This integration benefits both student experience as well as increasing student engagement with employability activities.

Ultimately, our Career Skill Planner serves as a valuable companion for students navigating the complexities of employability skill development, enabling them to maximise their university experience by cultivating the skills necessary to thrive in today's competitive job market.

## **71: “Tips for Success” – a programme to support and enhance undergraduate students’ academic and study skills**

- Maria Canal & Catherine Millar, University of Leeds

### *Presentation*

To address degree awarding gaps in our School, we developed “Tips for Success” (TfS), an optional programme which set out a suggested weekly programme of online resources to help students review and develop the skills necessary to complete their relevant tutorial assignments (e.g. essay writing, group work) or general course-related work (e.g. literature review, exam revision), in a timely manner. The TfS programme was embedded into the tutorial unit across three years and launched in September 2023. Initial analysis of the data indicates that students from minority ethnic groups generally engaged more with TfS compared to White students. Further analysis of these data, together with student feedback data, will provide us with key information on the skills that students are more concerned about, and will therefore allow for a more targeted delivery of academic and study skills training, with the ultimate goal of narrowing awarding gaps.

## Posters

### **Cultural diversity sharing activities and their potential to contribute to curriculum decolonisation and foster inclusion**

- Alice Damiano, University of Leeds

Context: MSc students of an environmental-social programme with many non-Western students.

Pedagogical activity studied: "cultural diversity sharing activities", i.e. activities in which students are encouraged to share ideas/experiences from their cultural backgrounds and link them to the contents of a class/seminar. For example, sharing some philosophical/religious concept that is linked to environmental/social/economic concepts seen in class.

Project: I am currently studying through a survey, which might be followed by focus groups, how students perceive/would perceive different kinds of "cultural diversity sharing activities" (e.g., ice-breakers during induction week, interactive activities during seminars, assessments that include a "cultural diversity sharing" component).

Impact: the results of this study will help me and my colleagues design "cultural diversity sharing activities" following students' suggestions and concerns. This will hopefully enrich students' experience by increasing the ideas (including non-Western ideas) they are exposed to, while also fostering inclusion.

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### **Exploring impact of self-scheduling for students on medical school placement at a large teaching hospital**

- Harriet Crossland, University Hospitals of Derby and Burton

Introduction: Survey of students in their final year of medical school, on their obstetrics and gynaecology placement, at a large teaching hospital. Survey explores the barriers to attendance and engagement with placement, and the impact of a novel self-scheduling system.

Method: Pre-placement questionnaires exploring views of placement timetables and the barriers to them attending placement.

Introduction of a novel self-scheduling system for the students to self-schedule clinics/theatre opportunities to create flexibility and suit their interests.

Post-placement questionnaire assessing the impact the self-scheduling system has had on engagement with the placement and work-life balance.

Results (incomplete): Initial pre-placement survey results show that >80% students wish to have more flexibility with their timetable and 60% wish to have more involvement in scheduling their timetable.

34% of students believe their timetable allows a good work-life balance.

Impact (incomplete): currently collecting post-placement data.

Current n = 36. By conference n>100.

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## **Developing graduate attributes through the lived experience of co-creating a scientific conference for the Medical Science profession**

- Lesley Cotter, Munster Technological University, Cork, Ireland

The TIPToP (Transition in Progress to Professionalism) conference for medical scientists was organised by fourth year Biomedical Science students at Munster Technological University, Cork, Ireland. The rationale for a student-led conference was to develop valuable, transferable skills through the real-life experience of providing a high-quality medical science conference.

Four working committees were agreed (communications, promotions, posters, and logistics). The teams were guided in their tasks by experienced student mentors and staff to develop their organising, time management, communication, and problem-solving skills. A teambuilding event and frequent meetings were fundamental to the success of the project.

An acclaimed professional conference was delivered to >100 attendees that included medical scientists from hospitals across Ireland, MTU staff and other students. The conference helped to develop soft-skill attributes in both the student mentors and student committees, provided a valuable CPD opportunity.

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## **Understanding how the lived experiences of apprentices studying on the Chartered Manager Degree Apprenticeship influences their organisational commitment and ethical leadership practices**

- Natalie Read, Nottingham Trent University

Doctoral research considering the influences that studying on the Chartered Manager Degree Apprenticeship has upon apprentices' ethical leadership understanding, how this has developed their ethical leadership practices and subsequently to identify if there is any relationship between ethical leadership development and organisational commitment. Utilising a narrative enquiry research method to understand the lived experiences of the apprentices, this research aims to offer an understanding of how apprentices' ethical identities develop to better inform organisations on how to retain apprentices post-apprenticeship. Further to this, this understanding of apprentices ethical development will all for training providers to support apprentices with their personal career progression.

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## **Power Hour of Progress: a rollercoaster journey of thrills, spills, and skills!**

- Amanda Simpson, University of the West of Scotland

'Power Hour' is an academic practice that offers individuals a dedicated space and time to make progress towards their goals in a social, collaborative space. Research identifies multiple 'Power Hour' benefits, including feelings of belonging and legitimacy, opportunities to support and celebrate successes, and normalise writing challenges (Zihms & Mackie, 2023). This poster explores student and staff perspectives on the highs and lows of the two-year student-staff partnership journey to embed 'Power Hour' practices within the undergraduate community. Reflecting on the initiative, the poster provides an insight to the challenges, successes, and emotions associated with our attempts to innovate student writing practices. You are also invited to attend our Power Hour storytelling session "The story of a partnership model for powering up student progress" and "Power Hour Workshop: Try it before you buy it!".

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## **Experiences and perceptions of employability support amongst silent learners in distance-learning, higher education studies**

- Ella Hatton and Holly Stokes, Arden University

The employability needs of silent learners in higher education are often overlooked (Sedova & Navratilova, 2020), resulting in the focus being on those more active. The aim of this project is to enhance understanding of the perceived employability support required by 'silent learners', in other words, those who do not actively contribute to discussions, engage in visible initiatives or attend live teaching sessions, but who complete their studies asynchronously. This may be due to competing commitments that restrict synchronous attendance, such as work, childcare, or health needs.

Semi-structured interviews will be conducted with students currently enrolled on a distance-learning Psychology higher education course, who identify as silent learners. Thematic analysis will be employed to understand the experiences and perceptions of employability support for silent learners, to inform on a specific gap of understanding within literature, as well as practical implications concerning embedding employability into the curriculum, and inclusive employability support.

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## **English Language for Academic Study (ELAS) Connector Project: Facilitating Equal Participation in the Classroom Amongst All Student Groups**

- Jo Osborne, University of Sussex

Following frequent feedback from both students and staff around difficulties with equal participation in class, ELAS commissioned a project to identify the barriers to participation and suggest strategies to overcome them. Four student connectors were recruited with collective experiences of living, studying, and working in different countries. During the Summer term of 2022, the connectors conducted focus groups and semi-structured interviews with staff and students from five schools of study. They then conducted a thematic analysis to identify the strengths and barriers in current practice and used these insights to develop a booklet aimed at providing staff with guidance and support to implement strategies that better facilitate equal participation in the classroom. The feedback from staff has been extremely positive and the booklet is used by schools throughout the university and is accessible online through their academic skills departments as well as through the ELAS site and Skills Hub.

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## **Why don't we talk about trauma-informed pedagogy in Forensic Sciences Education? A Scoping Review of (Very Limited) Available Evidence**

- Ann-Sophie Korb, University of West Scotland

**BACKGROUND:** Forensic science often refers to subjects of a sensitive nature, potentially compromising teaching in terms of equality and inclusivity for learners with prior traumas.

**AIM:** To assess educational research conducted on trauma-informed teaching approaches (TITA) to teaching forensics.

**METHOD:** A scoping review was conducted on Pubmed, Embase, ERIC, CINAHL, Scopus, WoK Core Collection, AEI, and BEI. Quantitative and qualitative experimental or non-experimental studies were included. Terms related to the population (undergraduate/post-graduate students in forensic science-related courses) and to the intervention (TITA) were adopted.

**RESULTS:** 1,293 publications were found after duplicate removal but no relevant study remained after full screening/analysis.

IMPACT: Research has been conducted on TITA, however, none that is specific to forensic teaching. The question that arises is whether we are doing enough, and why is there no standardised approach to TITA within forensic sciences. Future research can avoid re-traumatisation or secondary traumatic stress in forensic learners.

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## **Enhancing Assessment and Feedback Practices for Students with Students: A Partnership Approach to Inclusive Pedagogy**

- Joanna Wilson-Scott, University of Arden

The poster is produced by student interns and their staff colleagues who worked together on the Transforming the Experience of Students Through Assessment (TESTA) method at the University of Aberdeen. The aim of the project was to enhance assessment and feedback practices at the programmatic level. Key areas of focus were inclusive practice and pedagogy, assessment diversity for enhanced equity of attainment, and student engagement. We worked with teaching staff to embed authentic assessment and employability in the curricula.

We evaluate the key findings from our collective experience and partnership, and offer suggestions on the ways in which students can contribute to reviews of assessment and feedback practices as co-creators. The interns' voice and opinions were recognised throughout the process, and they worked with their peers to amplify student voice and engagement. As an additional impact, the project also enabled the interns to develop their transferable skillset and employability.

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## **Transformative Learning: Empowering Students through Authentic Assessment for Real-World impact**

- Gosia Plotka, University of Northampton

Our students assert that they dedicate significantly more time to a task we give them compared to others, and they stand by their commitment. Moreover, a substantial part of the last cohort emphasised that it was not a grade that they kept their eyes on. Furthermore, some expressed intentions to continue their project even after completing their assignment. What differentiates us apart? Collaborating with our Changemaker team, we aligned the task with their certification, making our assessment authentic - open-ended and set up in a real-life context. This way we not only provide experiential learning opportunities but also foster students' confidence in navigating the challenges ahead. Crucially, we have eschewed individual adjustments in favour of dismantling systemic barriers, ensuring that everyone's ability to complete the task is evaluated on equal footing. Through our poster presentation, we aim to showcase our innovative approach and its profound impact on our diverse student community.

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