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RAISE 2026

Authentic Student Engagement in Contemporary Higher Education

Northumbria University

Wednesday 9th – Thursday 10th September 2026

Sponsored by



Responding to GenAI (including playful &
purposeful learning)

Embedding Employability into
Assessment and the Curriculum

Ensuring Education Remains People
Focused: Balancing Attendance with
Inclusivity

Partnering with Students as Co-Creators
of a Future Higher Education

Evolving Roles and Third-Space Practices
for Authentic Engagement

Welcome to RAISE 2026!

Welcome to the RAISE Network's 2026 Annual Conference. Together, we gather around this year's theme: *Authentic Student Engagement in Contemporary Higher Education*.

It is a critical and evolving moment for student engagement across our sector. Expectations of higher education are shifting rapidly, shaped by external pressures and changing realities for students, staff and institutions alike. Across all roles – from lecturers to professional services, and students to senior leaders – we are being challenged to rethink what meaningful engagement looks and feels like in practice.

This year's conference will explore some of the most pressing questions facing our community, including:

- How the ways we access, create and assess knowledge are changing in an era of generative AI
- How we keep higher education people-focused while supporting increasingly time-poor, commuting and working students
- What we really mean by 'authenticity' in relation to employability, assessment and learning experiences
- How we sustain genuine co-creation with students, ensuring their voices meaningfully shape institutional practice

Our flagship conference brings together over 200 educators, student engagement professionals, institutional leaders, practitioners and partners from across the UK and beyond. Over the coming days, we invite you to share ideas, challenge assumptions, and explore new approaches that enhance the student experience and strengthen learning and success.

We are delighted you are here, and we look forward to the conversations and collaborations that will emerge.

Tom Lowe

Chair of RAISE

About RAISE

The RAISE Network (Researching, Advancing and Inspiring Student Engagement) is an independent, volunteer-led, not-for-profit organisation supporting everyone in higher education with an interest in student engagement. We bring together those researching, innovating and leading practice to ensure our sector remains engaging, inclusive and responsive to students.

Now in our 17th year, RAISE is free to join and open to all - from students and early-career colleagues to experienced practitioners and sector leaders, across academic and professional services roles. Our network connects people through collaboration, shared knowledge and sector-wide leadership. We champion the belief that meaningful student engagement transforms learning, strengthens community, and shapes the future of higher education.

Beyond the Conference, RAISE offers a wide range of opportunities to get involved throughout the year, including:

- Special Interest Groups running free online & in-person events
- The *Student Engagement in Higher Education Journal* (SEHEJ), supporting both new and experienced authors
- A monthly online reading group
- A buddy scheme to support mentoring and connection

Through our work, we aim to:

- Foster powerful scholarly exchange and collaborative projects
- Work in genuine partnership with students
- Promote and share effective, evidence-informed practice
- Influence policy and advocate for investment in student engagement
- Build and openly share sector-leading resources
- Strengthen communication & connection across our community

During the Conference, you can find RAISE committee members at our stall - do come and say hello. We're always happy to chat about our work, share ways to get involved, and highlight the many (mostly free) opportunities available through the network.

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For more information, visit the RAISE website: www.raise-network.com

Special Thanks

The RAISE 2026 Conference has only been possible through the hard work of both the RAISE Committee and the Northumbria University Local Organising Committee. We would like to offer our sincere thanks to all those who made this event happen.

If you have any questions during the event, approach any of the following people who'll be wearing an **orange badge**.

Northumbria University Organising Committee:

Steph Veuger, Faye Harland, Vicky Blacklock, Tadhg Blommerde, **Add names here.....**

RAISE Conference Support:

Add names here....

RAISE Committee:

Emily Bastable, Daisy Bao, James Cantwell, Aimee Cuthbert, Ella Dyer, Faye ap Geraint, Emma Heron, Amarpeet Kaur, Tom Langston, Tom Lowe, Ellie Mayo-Ward, Cinnomen McGuigan, John Parkin, Stuart Sims, Ashley Storer-Smith, Kiu Sum, Steph Veuger

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Sponsors

With special thanks to our sponsors, who have been invited based on their expertise and contributions to the higher education sector.

They play an important role in shaping practice across the sector and offer valuable insights into some of the leading solutions supporting student engagement and institutional development. They are a great group of people to connect with, learn from, and be inspired by throughout the conference.

Their generous support helps to keep the RAISE conference accessible, enabling lower-cost attendance, student-led initiatives, and the sharing of free or low-cost resources across our community. We warmly encourage delegates to visit the sponsors' area during breaks - do take the opportunity to chat with them, explore their work, and find out more.



Time Edit

TimeEdit is a global leader in academic operations, providing the most comprehensive and future-ready Academic Operations Platform for higher education. With over 25 years of experience and more than 220 successful customer implementations worldwide, TimeEdit empowers universities to streamline curriculum planning, resource scheduling, student allocation, workload management, and student engagement, including real-time attendance capture, engagement monitoring, and actionable participation insights. These engagement capabilities have been further strengthened with the recent addition of Presto to the TimeEdit Academic Operations Platform, bringing enhanced visibility into student attendance and engagement across the academic journey, all from a single, integrated platform.

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TimeEdit stands apart through its robust, API-first architecture and deep focus on customer-led innovation. Trusted by top institutions across the UK, Europe, Australia, and beyond, TimeEdit delivers measurable outcomes, including enhanced efficiency, improved student and staff satisfaction, stronger student engagement, increased retention through data-informed interventions, and significant operational savings, for universities of all sizes. With a mission to enable smarter, more student-centric operations, TimeEdit works in true partnership with institutions to meet the evolving demands of higher education.



Learning Analytics and Building Digital Capability

Jisc is the UK's not for profit organisation for digital services, data and expertise in tertiary education and research. We work with universities and colleges at national scale to help them use technology and insight more effectively, reduce cost and risk, and improve outcomes for students and staff.

Jisc learning analytics is a sector-led service used across UK higher education to provide a trusted, institution-wide view of student engagement and attendance. It brings together data from virtual learning environments, attendance systems and other sources into a single, integrated learning analytics ecosystem.

The service supports earlier, more joined up identification of students who may need academic, wellbeing or practical support, while also strengthening attendance monitoring and assurance, including UKVI requirements. Dashboards, alerts and reporting are designed for use across teaching teams, professional services, senior leaders and students, enabling consistent, timely action.

Alongside learning analytics, Jisc supports student success through its **building digital capability** service, helping institutions develop the digital skills and confidence of both staff and students. By strengthening digital capability, institutions are better equipped to use insight effectively, support learning and teaching, and help students succeed in an increasingly digital environment.



LearnSci creates award-winning digital solutions that support the development of practical and analytical skills in science education. Winners of the King's Award for Enterprise: Innovation, we create interactive, problem-solving lab simulations and advanced digital worksheets that bridge the gap between foundational skills and higher-order scientific thinking.

With a world-class team of scientists, web developers, designers and learning specialists, we support a global network of over 200 academic departments. Our interactive LabSim libraries contain over 150 simulations that enhance lab experiences, providing students the opportunity to interactively explore and practise common lab techniques and procedures in a safe virtual environment. Focused on isolated core skills rather than long, story-driven scenarios, LabSims are designed for flexible and repeatable use. Smart Worksheets are dynamic digital worksheets aimed at building core scientific data analysis and calculation skills. They facilitate active, self-directed learning, with realistic data-focused scenarios and real-time feedback that builds student confidence and competence, while reducing educator marking burdens.

All LearnSci content is built with academic-grade precision and scientific rigour, and places students as active participants in their own learning. We are fully committed to providing the highest levels of support, working with educators every step of the way to make their course a success. Our resources embed seamlessly into all major VLE platforms, and our dedicated support team provides all the help needed to ensure that the resources work for the curriculum, year-round.

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Conference Socials

Tuesday 8th September - Pre-conference Social

Arriving the night before the conference? Join us for a relaxed pre-conference social and the chance to connect with fellow delegates and the RAISE Committee.

We'll be gathering in the **CCE1 Café**, with space reserved from **16:00–20:00**, so feel free to drop in for a drink, some food, and informal conversation.

There will also be a **fun quiz (with prizes!)**, hosted by our very own Ashley Storer-Smith and Aimee Cuthbert - a great way to get to know others and start the conference on a friendly note.

As the café is located within the conference venue, it's the perfect opportunity to get your bearings ahead of the main event.

Joining RAISE online? You're very welcome to take part - the quiz will be run in a hybrid format, so do join in **using the link below.**

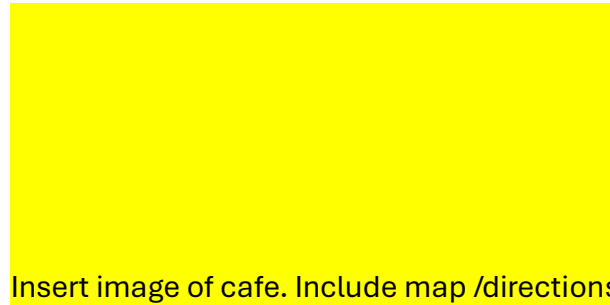
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Wednesday 9th September - Evening Networking Event

We're delighted to invite you to our evening networking event at [The Biscuit Factory](#) taking place from 18:00–20:00.

Join us for relaxed networking in a unique gallery setting, with **canapés and a complimentary drink** (soft or alcoholic) provided. Just a few minutes' walk from our conference building, and hosted in a beautiful independent art gallery located in Newcastle's cultural quarter of Ouseburn. It's a fantastic opportunity to unwind after the first day, continue conversations, and connect with colleagues from across the RAISE community.

Whether you're meeting new people or catching up with familiar faces, we hope you'll join us for an enjoyable and informal evening together. When you're ready, you can head to the **many restaurants** around the Ouseburn or the City Centre – [we've put together a Google Map with some of our favourites.](#)

Only attending the conference on Thursday? You are very welcome to join this event the evening before - just email admin@raise-network.com to reserve your space.



[Include map /directions/live background music/speech/toast](#)



We're grateful to LearnSci for generously sponsoring our conference evening reception. Their warm welcome and support will help make this event a memorable experience for all our delegates.

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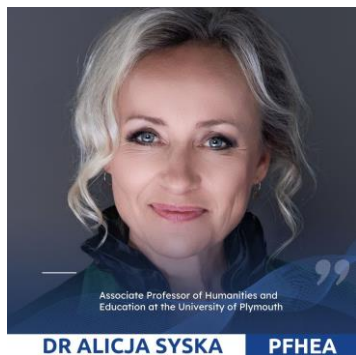
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Keynotes



Dr Alicja Syska is an Associate Professor of Humanities and Education at the University of Plymouth, where she previously held a decade-long role in Learning Development. She holds a PhD in American Studies from Saint Louis University, USA, and is a Principal Fellow of Advance HE (PFHEA) and an ALDinHE Senior Fellow.

Her work focuses on authentic student engagement through academic writing, the cultivation of attention, community building, interdisciplinary approaches, and Third Space identities, with a particular interest in people-centred and inclusive practices in contemporary higher education. She serves as Editor in Chief of the Journal of Learning Development in Higher Education, Lead Editor of the Plymouth Interdisciplinary Education Open Journal, and co-hosts the Learning Development Project podcast.

Student Engagement in Higher Education: Authentic, Actually

Authenticity was theorised in ruins. So was attention. Add to this a certain angel – frozen between a past he cannot leave and a future he cannot see – and you have something to say about where we find ourselves in higher education right now. This keynote lets all three loose on the question of authentic student engagement, drawing on philosophy, on history, and on the messy and humbling reality of teaching at the contemporary university. Structured not as a hero's journey but as something less tidy (descent included), it asks what genuine student engagement actually requires of us, and whether we are prepared to give it.

Roisín is Professor of Curriculum Design and Pedagogy and Head of the Centre for Curriculum Enhancement and Approval within the Learning Enhancement Directorate at Ulster University. Roisín started her teaching career in Further Education in 1997 having previously worked in the financial services industry in London for nine years. Since 2004 she has worked as a staff and educational developer at Ulster University, was Interim Head of the Centre for HE Research and Practice (2020-23), and in June 2023 took up her current position as Head of the Centre for Curriculum Enhancement

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and Approval.

Roisín led a cross-disciplinary project team at Ulster as part of the national 'What works? Student Retention and Success Change Programme (2013-16) involving 13 institutions across the UK. This collaborative action research has further extended our knowledge of what works in relation to improving student engagement, continuation and success. Roisín has a particular interest in staff and student co-creation and has published papers on the impact of a 'students as partners' approach on staff-student engagement.

In 2018, Roisín co-developed Ulster's Integrated Curriculum Design Framework (ICDF). Underpinned by the dimensions of curriculum design of Knowing, Doing and Being (Barnett and Coate, 2005), ICDF provides targeted support across the lifecycle of curriculum design, approval, and delivery. Roisin is a Principal Fellow of the Higher Education Academy.

Panel Speakers

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Emily Bastable has been working in HE staff and student development for the past five years, mainly in the core areas of student engagement, authentic assessment, knowledge exchange and research impact. She has served two years on the QAA's advisory board, as well as supporting the writing of the QAA quality code where she was able to develop her knowledge of quality and standards in HE across the four UK nations. She currently serves on the committee for RAISE as a student member, and is the Co-Head of Programmes for the international education charity Professors without Borders. Emily's PhD research at the University of Southampton looks at integrating knowledge exchange into undergraduate and postgraduate taught programmes, and has thus become a university champion for student knowledge exchange, as well as being a founding member of the Student Voice Network, a staff professional development community.



Sue Beckingham is an Associate Professor in Learning and Teaching (NTF, PFHEA, SFSEDA, CMBE), the Learning and Teaching Lead in Computing and Digital Technologies at Sheffield Hallam University and one of the university's SoTL Leads. She is also a Visiting Professor at Arden University and a Visiting Fellow at Edge Hill University. Her research interests include social media for learning and the use of technology to enhance active learning. She is the co-founder and current lead of the international #LTHechat 'Learning and Teaching in Higher Education Chat'. Recent publications include Creative Approaches to Academic Advising and Personal Tutoring: A Practical Guide of Methods, Activities and Curriculum Design, Routledge; Using Generative AI Effectively on Higher Education: Sustainable and Ethical Practices for Learning Teaching and Assessment, Routledge; and two chapters in The Lecturers Toolkit 6th edition, Routledge.



Sam Elkington holds both a National Teaching Fellowship and Principal Fellowship of Advance HE, Sam is Professor of Learning & Teaching at Teesside University, heading the university-wide Learning & Teaching Enhancement portfolio since September 2018. Professor Elkington has over 15 years of experience in higher education across teaching, research, academic leadership, and policy. Having previously worked as the national lead for assessment & feedback and flexible learning at Advance HE, he is a prominent voice in UK higher education pedagogy and research, focused on transformative assessment, inclusive learning environments, and flexible, student-centred teaching.

Podcasts [Add info about podcasts](#)

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Posters

We warmly encourage you to visit the poster area (next to the sponsors' space) during the breaks. Poster sessions are a brilliant opportunity to discover new ideas, engage with authors, and have informal conversations about practice and research across the sector.

I don't have the time!: A considered approach to co-creation with students in the current climate

Levi Croom, *Newcastle University*

Student Voice on the Go

Samuel Farag, *Hertfordshire Business School*

Not Just a Room: How Student-led Third Spaces Transform Student Engagement

Keira Higgins, Olivia Shaw, *University of Manchester*

From Participants to Co-Creators: A Decade of Staff-Student Partnerships

Keira Higgins, Fariha Agha, *University of Manchester*

Enhancing Learning in the Basic Foundational Modules at ICB Through Accessible and Inclusive Teaching

Paula Lopes, Olivia Shaw, *Federal University of Minas Gerais*

Authentic Engagement through The Professional Mathematical Scientist (TPMS) module

Mary Moschou, Emily Walsh, *University of the West of England*

FMS Mentality: Mental health support - always evolving

Avra Papathanasopoulou Kavalari, *University College London*, Michelle, Stainbrook, *University of Bern*

Neuroplastic Reflective Game Design: Partnering with Students as Co-Creators of Adaptive Learning Through Neuroscience of Learning

Anjuman Shaheen, *Falmouth University*

At a glance: Day 1 – Wednesday 9th September

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Item	Time		Location
Registration	08:30	09:15	Break area
Welcome & Opening Keynote Dr Alicja Syska, Associate Professor of Humanities and Education, University of Plymouth.	09:15	10:30	Lecture Theatre
			-
Parallel session 1	10:30	11:30	Session rooms
- refreshment break -	11:30	11:50	Break area
Parallel session 2	11:50	12:50	Session rooms
Lunch & posters	12:50	13:45	Break area
Parallel session 3	13:45	14:30	Session rooms
			-
Parallel session 4	14:30	15:30	Session rooms
Break & Poster Session	15:30	15:50	Break area
Plenary 2	15:50	16:50	Lecture Theatre
Closing remarks	16:50	17:00	Lecture Theatre
RAISE AGM - all welcome and encouraged to attend	17:00	18:00	Lecture Theatre
Evening Network Event	18:00	20:00	The Biscuit Factory

Day 1, Wednesday 9th September 2026

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08:30 - 09:15	Arrival and Refreshments + posters					
09:15 - 10:30	Plenary Session 1					
10:30 - 11:30	Parallel Session 1 Campfire Session 1AA (In Person) Student voice in distance education Paul Blacklock Campfire Session 1AB (In Person) How a student-staff partnership in mental health research helped me in my mental health journey James Cantwell Campfire Session 1AC (In Person) Representation Matters: Partnering with students as co-creators of representative assessment practices. Gabrielle Finn, Laura Shobiye, Hannah Cobb, Raluca-Elena Valcescu	Storytelling Session 1BA (Online) Embedding the Pillars of Employability at UCL Wendy Browne Storytelling Session 1BB (In Person) Creating 'The Nook' - a campus space students say 'feels like home' Adele Browne Kieron Carroll Storytelling Session 1BD (In Person)	Presentation of Practice 1CA (In Person) Bartholomew Taxonomy: Futureproofing Students! How can pedagogic choices and curriculum design support skills and competency acquisition? Jane Bartholomew Presentation of Practice 1CB (Online) Helping students manage the transition throughout a new postgraduate course Farzana Bashir, Peter Puxon, Egle Lorenzini, Maya Selvadurai Presentation of Practice 1CC (In Person) How to build an SKE module: Embedding employability through live-brief projects Emily Bastable Presentation of Practice 1CC (In Person)	Presentation of Practice 1DA (In Person) Building Inclusive Employability Through an Authentic and Scaffolded Pathway Yan Birch, Carla Chivers, Alison Lane Presentation of Practice 1DB (In Person) Vertically Aligned Authentic Industry Practice to Build Student Confidence Matthew Blacklock Chris, Connor, Roger Penlington Presentation of Practice 1DC (In Person) Leveraging Student-Led Research to Drive AI Engagement and Career Readiness Tadhg Blommerde, Dr Stephany Verger, Dr Jonny Hall, Christopher Simmonds, Adam Greenway, Chloe Peeters, Idanai Dube Presentation of Practice 1DD (In Person)	Presentation of Practice 1EA (In Person) Making Effective Student Collaboration Matter: Facilitating student engagement in a cross-institutional collaborative model Charlotte Boulton, Ashley Reilly-Thornton. Presentation of Practice 1EB (In Person) Scaling-up work-integrated learning: Enhancing student engagement with employability across a UK university Marina Boz, John Parkin, Zoe Mogridge. Presentation of Practice 1EC (Online) Rehumanising the Capstone Experience: A Compassionate Framework for Supervision in Engineering and Computer Science Education Mahesha Samaratunga Presentation of Practice 1ED (In Person)	Presentation of Practice 1FA (In Person) Increasing Student Engagement in Large-Cohort Modules Jachym Burger, Suzanne, Ruddy, Renee Vancraenenbroeck, Alex Fokin, Bex Feng, Rana Khalifa. Presentation of Practice 1FB (Online) Co-Flourishing Toolkit: enabling co-creative and relational teaching and learning in Higher Education Ana Cabral, Louise Younie, Steph Fuller, Max Addo, Emily Salines, Alastair Robertson Presentation of Practice 1FC (Online) Embedding Skills for the Future: co-creating the Student Development Pathway at Edinburgh Napier University Pamela Calabrese, Tanya Lubicz-Nawrocka, Euan Hickman, Sofiia Ruda.

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			Understanding Academic Discourse of AI in Podcasts to Address Social Justice in Higher Education Daisy Bao	Fostering Creative Resilience Through Collaborative Writing Practices Petra Palkovacsova	Positionality in Student and Community Engagement George Cox, Melanie Wellsley	
11:30-11:50	Coffee Refreshments + posters					
11:50 - 12:50 Parallel Session 2	Campfire Session 2AA (In Person) Rewarding reflection: a scheme to transform STEM+B students perception of holistic self-awareness. Paulina Kristiansson, Martyn, Kingsbury, Roisin Gwyon Campfire Session 2AB (In Person) Higher education post-2020. How Blended Learning factors into the future of learning and teaching. A comparison of staff and student experiences Tom Langston	Storytelling Session 2BA (in person) Developing non-cognitive skills for improved wellbeing in Foundation Year Psychology students Amuda Agneswaran Jennifer McGahan Presentation of Practice 2BB (Online) Students as partners in institution-wide digital change Sam Crowley Presentation of Practice 2BC (Online) Can providing more informal opportunities to access Learning Development support help overcome barriers to accessing support? Joanna Davidson	Presentation of Practice 2CA (In Person) Success for All? Rethinking Awarding Gaps for Inclusivity Fleur Corbett, Ursule Taujanskaite, Sayaka Saito, Katie Fisher. Presentation of Practice 2CB (Online) Student-staff collaboration and support for BTEC-qualified students transitioning to Higher Education Silvia Colaiacomo, Hilary Orpin, Ashlame A Abimiku. Presentation of Practice 2CC (In Person) Reimagining Staff-Student Liaison Committees (SSLCs) as Student Voice Feedback Forums	Presentation of Practice 2DA (In Person) Co-Creating Authentic Student Voice in a new UK-India TNE Campus through Participatory Evaluation Damien Corridan Presentation of Practice 2DB (Online) Evaluating Widening Participation from Within: How Student-Led Research Offers Insight Beyond Conventional Methods Jen Coleman, Kayleigh Lampard, Siobhan Thompson Presentation of Practice 2DC (Online) Beyond Attendance: Designing Student Engagement for Real Lives and Flexible Pathways Harriet Dunbar-Morris	Presentation of Practice 2EA (In Person) Improving academic support and student experience “ a co-creation project Helen Boardman, Ewura-Adjoa Yamoah, Hannah Fagioli-Kahky, Christopher Merrett, Kathy Wilson Presentation of Practice 2EB (Online) From Agenda Item to Impact: Embedding Authentic Staff “Student and Peer Engagement Across a Faculty Alex Candon, Alex Candon. Presentation of Practice 2EC (In Person) Mature Student User Experience Project Kieron Carroll, Georgie Pilling	Presentation of Practice 2FA (In Person) Co-Designing Assessment Rubrics: Enhancing Clarity and Student Engagement through Partnership Nina Fisher, Lindsey Carruthers. Presentation of Practice 2FB (Online) Conversations: evaluating chat platform efficacy in fostering collective engagement among on campus and online postgraduates. Jenny Crow, Stuart Gray, Gemma Ryde, Angelinca Yin, Kirstin Stuart James. Presentation of Practice 2FC (Online) Staying Afloat in PALS: Supporting students transition into and through university Amy Fancourt, Caroline Newton, Maisie Greening, Anuschka Socher.

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	Campfire Session 2AC (In Person) Humanising STEM: Reframing Teaching through Affective and Learner-Centred Practice Manesha Peiris, Mahesha Samaratunga, Presentation of Practice 2AD (Online) Voices of Belonging: Students Hosting the Conversation on Inclusive Higher Education Lauren Flannery	Presentation of Practice 2BD (In Person) Support Systems to Promote Success for Students Repeating an Academic Year Frances Docherty Mia Quinn.	(SVFFs): adoption and adaptation across campuses and delivery modes Dr Adam Dawkins, Tanya Dunne. Presentation of Practice 2CD (In Person) A Recipe for Relating: Recipe for Relating: Authentic Teaching Approaches to Engage Learners Who Appear Reluctant in Higher Education Chrissi Draper		Presentation of Practice 2ED (Online) The Learning Well Project: A proactive approach to agency and wellbeing through student-staff partnership Tiffany Chiu Sue, Sing, Vicky Sham.	
12:50 - 13:45	Lunch + posters					
13:45 - 14:30 Parallel Session 3	Workshop 3A (In Person) What We Carry, What We Share: A Collaborative Toolkit Monika Gravagno, Jiaqi Zheng, Runxin Zheng.	Workshop 3B (In Person) Next Level Playful Co-Creation for an AI Responsive Interactive Learning Floor Leanne Graham	Workshop 3C (In Person) I would die on this hill: An interactive democratic workshop Emily Bastable, James Cantwell	Workshop 3D (In Person) How two decades of evolving analogue-based active learning approaches can provide essential counterweights to the limitations of digital-heavy methods such as Generative AI Clive Holtham, Martin Rich.	Workshop 3E (In Person) Overcoming barriers to participation in full time work placement (year in industry) for undergraduate students Jake Barber, Emily Whinnett	Workshop 3F (In Person) Teaching AI Ethics When Your Students Are Already Using It: Moving Beyond Policy to Partnership Tom Ritchie,

14:30 - 15:30 Parallel Session 4	SIG Session 1 (30 minutes)	Presentation of Practice 4BA (In Person) Co-Creating Career Futures: A Multi-Dimensional Student Partnership Model for Peer Career Support Joyce Lok Hang Fung, So Lin Elsa Lam, Bianca Katelyn, Calimbas Warren.	Presentation of Practice 4CA (In Person) Understanding the Postgraduate Research Experience Chase Greenfield, Sandro Eich.	Presentation of Practice 4DA (In Person) Belonging Beyond Entry Point: Supporting Direct Entrant Students in Contemporary HE Eloise, Heathcote, Aimee Barnes,	Presentation of Practice 4EA (In Person) Co-creation for inclusive lab-based higher education through staff-student partnership Isabelle Ho, Raya Kamleh, Georgios Nikiforidis,	Presentation of Practice 4FA (In Person) Lab Club - How we are trying to reduce laboratory anxiety and develop practical skills. Jess Johnson
	SIG Session 2 (30 minutes)					
	OR					
	Journal Session					
	Presentation of Practice 4AA (In Person) Student Co-Design in Action: Partnering with Students to Reimagine Personal Academic Tutoring Jo Holmes, Sarah, Chapman	Presentation of Practice 4BB (Online) Empathy Mapping as SoTL: Embedding Employability through Customer Experience Led Assessment in Marketing Education Eman Gadalla Presentation of Practice 4BC (In Person) The Clarity Gap: How Ambiguity in AI-Enhanced Assessments Impacts Student Engagement Presentation of Practice Alice Graeupl	Presentation of Practice 4CB (In Person) Recognising Learning Beyond the Classroom: SOUL as a Framework for Authentic Student Engagement Vivienne Griggs, Simon Glaze, Presentation of Practice 4CC (In Person) Partnering with Students as Co-Creators: Building Inclusive, Ethical, and Sustainable Student Representation for the Future of Higher Education Sannah, Gulamani, Manjula Patrick, Farhiya Hassan, Presentation of Practice 4CD (In Person) Beyond recruitment: Understanding and acting on engagement patterns and the	Presentation of Practice 4DB (Online) The VIBE Project, Evaluating the student - Voice, Inclusion, Belonging and Experience at University Holly Hancock Presentation of Practice 4DC (Online) Co-creating evaluation for future pedagogies Frania Hall Presentation of Practice 4DD (Online) Student Led Conference Celebrating Diversity in Birth Zaheera Essat, Grace Dawson.	Presentation of Practice 4EB (Online) Bridging Two Academic Worlds: Third-Space Supports for Returning Doctoral Graduates Natella Isazada, Fuat Ramazanov, Dr. Aliya Kuzhabekova Presentation of Practice 4EC (In Person) Capacity-building for sustainable cultures of co-creation Libby Johnstone Presentation of Practice 4ED (In Person) From Student Voice to Collaborative AI Policy: A Sustainable Multi-Level Partnership Model for Co-Creation Faustina Jayaprakash, Huong Anh Trinh et al.	Presentation of Practice 4FB (Online) Co-creating AI podcasts to engage lecturers with ethnicity awarding gap research Sibel Kaya, Kathryn Sidaway, Rukayat Abdulsalam Mariam Abbas Presentation of Practice 4FC (Online) Towards Inclusive Verbal Assessments: an anti-ableist approach Carys Kennedy Presentation of Practice 4FD (In Person) Synoptic Meaning Making in Multi- and Inter-Disciplinary Study Sadek Kessous, Alice Fitzmaurice

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		Presentation of Practice 4BD (In Person) More Than a Meeting: Students Perceptions of Personal Tutoring Quinn Cassidy and Larissa Nelson	expectation-reality gap in Student Mentoring Sarah Hadlow			
15:30 - 15:50	Coffee Refreshments + posters					
15:50 - 16:50	Plenary Session 2 + highlight social					
17:00- 18:00	RAISE AGM + free drinks token?					
18:00- 20:00	Networking event at the Biscuit Factory					

At a glance: Day 2 - Thursday 10th September 2026

Item	Time		Location
Registration	08:30	09:15	Break area
Welcome & Opening Keynote Roisín Curran, Professor of Curriculum Design and Pedagogy and Head of the Centre for Curriculum Enhancement and Approval within the Learning Enhancement Directorate at Ulster University	09:15	10:30	Lecture Theatre
			-
Parallel session 1	10:30	11:30	Session rooms
- refreshment break -	11:30	11:50	Break area
Parallel session 2	11:50	12:50	Session rooms
Lunch & posters	12:50	13:45	Break area
Parallel session 3	13:45	14:30	Session rooms
			-
Parallel session 4	14:30	15:30	Session rooms
Break & Poster Session	15:30	15:50	Break area
Plenary Panel	15:50	16:50	Lecture Theatre
Closing remarks	16:50	17:00	Lecture Theatre

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Day 2 - Thursday 10th September 2026

08:30 - 09:15	Arrival and Refreshments + Posters					
09:15 - 10:30	Plenary Session 3					
10:30 - 11:30 Parallel Session 5	Campfire Session 5AA (In Person) Using Generative AI to create authentic assessments for final year Life Sciences students: A case study. Emma Reid	Storytelling Session 5BA (In Person) Inclusion as Practice: Working Across Boundaries to Shape Learning Journeys Fiona Hartley, Amy Palmer, Elliot Green	Presentation of Practice 5CA (In Person) From consultation to co-creation: Building a student-led academic skills resource Siobhan McHugh, Megan Caulfield	Presentation of Practice 5DA (In Person) Student perceptions of the environmental impact of GenAI Kian, McDonald, HISA, 1	Presentation of Practice 5EA (In Person) Putting the boot in: The value of intensive learning experiences to International Postgraduate Business & Management students Ed Little, Jacqueline, Barker, Moya Lerigo-Sampson, Susan Barnard.	Presentation of Practice 5FA (In Person) Embedding Employability in International Excursions: A Case Study from Westminster Business School Natalia Krasnikova, Tom Lowe
	Campfire Session 5AB (In Person) Belonging and identity in modules shared across programmes. Stuart Sims	Storytelling Session 5BB (In Person) Un-grading: What can fungi teach us about feedback in Higher Education? Petra Palkovacsova	Presentation of Practice 5CB (In Person) Creating Opportunities for authentic Student Engagement in Scotland Sinead McKenna.	Presentation of Practice 5DB (Online) Online and in-person learning: a faculty research project into student views Jamie, Thomson.	Presentation of Practice 5EB (Online) Employability Through Collaboration: Rethinking Assessment for Early Year Success Aurelie Le Normand, Barbara Waters	Presentation of Practice 5FB (In Person) Designing for Engagement: The Impact of Collaborative Assessment on First-Year Student Success in a Mega Module Zhonglin Liu
	Campfire Session 5AC (In Person) Informing future cross disciplinary module collaboration:	Authentic Learning and Assessment to Improve Engagement and Motivation for Level 4 Financial	Presentation of Practice 5CC (Online) Motivational Interviewing as a Third-Space Strategy for Student Engagement: A Qualitative Study of Staff Perspectives Abdul Hye Miah, Ginny Field	Presentation of Practice 5DC (Online) Making Skills Visible at Scale: 'creating The Complete Graduate™' to Embed Employability in the Life Sciences Curriculum Laura McCaughey, Anna McGregor, Lesley Hamilton.	Presentation of Practice 5EC (In Person) Janita's Journey: Purposeful GenAI Partnership in Applied and Authentic Leadership Case Study Design. Nathan Loynes	Presentation of Practice 5FC (In Person) Gen AI and authentic student engagement
			Presentation of Practice 5CD (In Person) "But aren't I getting a grade?" Engaging First-Year Students	Presentation of Practice 5DD (In person) Student Life Content Creators: creating content,	Presentation of Practice 5ED (In Person) Brewing Belonging: Co-Creating Inclusive Wellbeing Spaces Through	

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	Art & Design meets Community & Youth Work. Helen Smith, Wendy Gill.	Accounting Students. Sarah Watson	in Meaningful Peer Review Helen Costello, Julieta Litka Milian	confidence and career pathways Rosanna McNamara, Shanika Flanore, D.A. Nguyen	Themed Tea Parties in Higher Education Ramitha Nittore Ramnath	in a mixed dissertation and pre-production design module Mary Loveday, Nick Lewis, Nora Nadvegi.
11:30-11:50	Coffee Refreshments + Posters					
11:50 - 12:50 Parallel Session 6	Campfire Session 6AA (In Person) From Belonging to Mattering: Rethinking Student Engagement for Home-Based Learners Jacqui Thijm Presentation of Practice 6AC Centre for Belonging in Education: Building Sector-Wide Capacity for Student Belonging Interventions Tom Ritchie, Presentation of Practice 6AD Understanding student non-engagement and	Storytelling Session 6BA (Online) SPARK: A Third-Space Community of Practice Connecting Advanced Practice, Education and Research Lauren Flannery Storytelling Session 6BB (Online) Encouraging employability skill development through collaboration with industry experts Ellie Fowler Storytelling Session 6BC (Online) Exploring the effect of inequality-themed artworks on creative students' learning of analysis Sidney Hope	Presentation of Practice 6CA (In Person) Monitoring to Meaning: Using SEL Coaching to Rethink Attendance Laura Massey, Toni Phillips Presentation of Practice 6CB (In Person) Beyond the dissertation: Best practice guidance for diversified, non-dissertation track masters programmes Susan Morrow, Ellie Devenish-Nelso, Andre Phillips, Harriet Thatcher, Kirstin James Presentation of Practice 6CC (Online) The Evolving Role of the Student Partners at the University of Manchester Samhita Mukherjee, Kai Prince, Katie Jackson, Rachel Cox Presentation of Practice 6CD (In Person)	Presentation of Practice 6DA (In Person) Drawing the Line: Why Students Reject AI-Automated Marking in UK Higher Education. Tadhg Blommerde, Dr Stephany Verger, Nurun Nahar, Kerry Gibbins, Henry Richards, Adam Greenway, Chloe Peeters, Idanai Dube Presentation of Practice 6DB (In Person) Creating Campus Life: A Journey From Participation to Authentic Student Partnership Laura Montgomerie, Jeanna Davies, Amy McFarlane, Ieuan Owen, Priya Meesala, Janey-Rose Bain Presentation of Practice 6DC (In Person) Generalised Language: A Hidden Barrier to Authentic Engagement and Partnership	Presentation of Practice 6EA (In Person) Building Together: Co-creating Peer Support with Students as Partners Ailsa Riddell, Jaden Allan, Lewis Smith. Presentation of Practice 6EB (In Person) What it really feels like: Disabled chemistry students on belonging, barriers, and change Julieta Litka Milian, Alger Wang, Aida Chang. Presentation of Practice 6EC (In Person) Revitalising Curriculum Co-Design: Partnering with Students as Co-Creators Emilee Morrallis	Workshop 6EF (In Person) Unboxing the Collection: a creative archaeological learning experience Laura Thompson

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	the Student Calling Insight Process George Cox, Eleanor Turpin	Presentation of Practice 6BD (In Person) Co-Creating Belonging: A Student-Led Model for Inclusive, People-Focused Engagement in Higher Education Ramitha Nittore Ramnath	Engaging Students in Placement Preparation through Embedded Employability Tom Lowe, Emily Whinnett, Irene Brew-Riverson, Emma Elkington, Abdelhafid Benamraoui, Pythagoras Petratos, Samuel Ze-To, Tadej Vindis, David Scott.	Lisa Nowak Presentation of Practice 6DD (In Person) The Quiet Erosion: Developmental Consequences of Disengagement in Higher Education Kalina Nenova, John Speakman	Presentation of Practice 6ED (In Person) Proximity and Perception: How Engagement with Student Voice Mechanisms Shapes Participation Kian Berry, Larissa Nelson	
12:50 - 13:45	Lunch + Posters					
13:45 - 14:30 Parallel Session 7	Workshop 7A (In Person) What Are We Missing? Uncovering Structural and Relational Barriers in Student Partnership for Social Justice Daisy Bao	Workshop 7B (In Person) Supporting international PGT students to thrive: co-creation of a future higher education. Alison Leslie	Workshop 7C (In Person) Understanding the Changing Roles of Engagement Through the Eyes of Students, Lecturers and Professional Staff Alison Loddick	Workshop 7D (In Person) Equity-Driven Pastoral Interventions for Students Managing Complex Circumstances Simon Massey	Workshop 7E (In Person) Who's in Control? Values-based Critical Engagement with GenAI Ruth Powell, Helen Boulton, Phoebe Troup	Workshop 7F (In Person) From Cameras Off to Avatars On: Designing Interactive Teaching in the Metaverse Sarune Savickaite

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14:30 - 15:30 Parallel Session 8	SIG Session 3 (30 minutes)	Presentation of Practice 8BA EmPLAYability: embedding a playful approach to career conversations into an undergraduate degree John Parkin	Presentation of Practice 8CA (In Person) A faculty-based approach to student community and voice Kara-Jane Senior	Presentation of Practice 8DA (In Person) SEED-AI: Designing Social Enterprise Education through AI-Enabled Student "Community Partnerships" Rehan Shah, Anne Preston, Sara Hamandi, Craig Martin	Presentation of Practice 8EA (Online) Working with Students to Build Project Archive for Redesign and Knowledge Li Wang, Yousef Zawahreh, Zaynah Syed, Zhijie Zhao, Khadeeja Ahmed-Razzak, Tianrui Zhao.	Presentation of Practice 8FA (In Person) Beyond Individual Projects: Rethinking Student Engagement Across the Institution. Michelle Watson, Sara Wysoka,
	SIG Session 4 (30 minutes)	Presentation of Practice 8BB (Online) Playful Pathways to AI Literacy: Bringing GenAI to Life in Higher Education Graeme, Prescott, David Howard, Nurun Nahar	Presentation of Practice 8CB (Online) The Impact of Institutional Support on Wellbeing and Sense of Belonging in Neurodivergent University Students: a mixed-methods study Christina Sotiropoulou, Drosopoulou, Chloe Russo, Mary Metcalfe, Amy Leslie.	Presentation of Practice 8DB (In Person) Co-creating belonging, decolonial praxis and authentic engagement in a Post-92 University Reece Sohdi	Presentation of Practice 8EB (Online) Co-developing scholarly informed teaching activities with a student partner Louise Walker, Sarah-Sonia, Balan.	Presentation of Practice 8FB (In Person) AI Ethics, Inclusion & Society MOOC: Flexible, Inclusive Pathways for Digital Literacy and Ethical Learning Ciordsaidh Watts, Frances Docherty.
	OR	Presentation of Practice 8BC (In Person) Thinking with Bricks: A Constructivist LEGO® Serious Play® Approach to Understanding AI-Related Strategic Risk Divya Sandeep Patel, Nagiet Shaheen.	Presentation of Practice 8CC (In Person) Engagement as a Leadership Responsibility in Group Activities John Speakman, Kalina Nenova,	Presentation of Practice 8DC (In Person) Co-creating a Decolonised Bioscience Curriculum Anastasios Stavrou, Faiza Ahmad, Mohamad Jomaa.	Presentation of Practice 8EC (In Person) The Impact of Authentic Assessments on Student Outcomes in Accounting and Finance Aigerim Umbetbayeva, Natalia Krasnikova, Obby Phiri, Natalia Miedviedkova, Masar Hadla, Sonila Malko, Irene Brew-Riverson, Julie Ayton.	Presentation of Practice 8FC (In Person) From co-creation to co-production: collaboration in designing and implementing a student experience strategy Alice Wilby, Roger Weston.
	Journal Session	Presentation of Practice 8BD (In Person)	Presentation of Practice 8CD (In Person) Co-Producing a BSc Psychology unit on Autism Amber Ruigrok, Stefan Perryman, Lorna Brown, Emma, Gowen	Presentation of Practice 8DD (In Person) A Decade of Student Partnership: How the learnings of UCL ChangeMakers can improve student partnership working within your institution Ashley Storer-Smith	Presentation of Practice 8ED (In Person) Is everything OK? Success in using Compassionate Communications in nudge emails Eleanor Turpin, George Cox	Presentation of Practice 8DF (In Person)

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		Co-Creating and Evaluating Student-Staff Behavioural Charters: A case study from Law Amy Richards, Hamida Al Khoder, Victor Rauber				From Reflection to Readiness: Structured Conversations for Future-Ready Graduates Samantha Wilson-Thain, Chris Rodrigues, Bruno Martins, George Haughie
15:30 - 15:50	Coffee Refreshments + Posters					
15:50 - 16:50	Plenary Session 4					

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