

RAISE 2026

Authentic Student Engagement in Contemporary Higher Education Annual Conference Programme

Northumbria University

Wednesday 9 – Thursday 10 September 2026

Sponsored by:



LearnSci®



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

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Welcome

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 leaders, policy makers, student affairs practitioners and sector 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

[REVIEW REQUIRED: I sourced this RAISE website photo of portrait of Tom Lowe, is that OK? — B08]



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.

For more information, visit the RAISE website: <http://www.raise-network.com>

Special thanks and organising teams

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 Local Organising Committee

Steph Veuger
Faye Harland
Vicky Blacklock
Tadhg Blommerde

RAISE Conference Support

[REVIEW REQUIRED: supply complete names, preferred spelling, roles and order — A01]

RAISE Committee

Daisy Bao
Emily Bastable
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

Sponsors

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

The RAISE sponsors play an important role in shaping practice across the sector and offer valuable insights into leading solutions that support 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.



TimeEdit

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 by the recent addition of Presto to the TimeEdit Academic Operations Platform, providing enhanced visibility into student attendance and engagement throughout the academic journey, all from a single, integrated platform.

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 for universities of all sizes, including enhanced efficiency, improved student and staff satisfaction, stronger student engagement, increased retention through data-informed interventions, and significant operational savings. 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.

Visit the TimeEdit website: <https://timeedit.com/>



Jisc

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.

Visit the Jisc website: <https://www.jisc.ac.uk/learning-analytics>



Explorance

Founded in Montreal in 2003, Explorance is a global feedback analytics company that helps organisations listen deeply, act confidently, and grow meaningfully.

Explorance supports over 1,000 organisations in more than 50 countries, including 30% of the world's top universities and 25% of the Fortune 500. Explorance offers purpose-built platforms such as Blue, MLY, MTM, and BlueX, along with expert services in change management and analytics consulting.

With over 25 million users and more than 2 billion feedback data points, Explorance empowers institutions to enhance teaching effectiveness, employee engagement, and learning impact. With over two decades of innovation and a 95%+ customer retention rate, Explorance is recognised by Gartner, the QS Reimagine Education Awards, the Brandon Hall Group Excellence Awards, and Great Place to Work®.

Visit the Explorance website: www.explorance.com



LearnSci

Technology-enhanced learning

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, they 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, they support a global network of over 200 academic departments. Their 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. All LearnSci content is built with academic-grade precision and scientific rigour, and places students as active participants in their own learning. They are fully committed to providing the highest levels of support, working with educators every step of the way to make their course a success. Their resources integrate seamlessly with all major VLE platforms, and their dedicated support team provides all the help needed to ensure the resources work for the curriculum year-round.

Visit the LearnSci website: www.learnsci.com/



Evasys

As the leading provider of evaluation and insight solutions for the UK and Irish higher education sector for over 25 years, Evasys works with more than 60 UK and Irish universities to gather meaningful feedback throughout the full student engagement lifecycle. From module and course evaluations to Pre-arrival and Welcome surveys, First Year Experience, Student Satisfaction, Students' Union elections and much more.

Evasys is a fully integrated, end-to-end survey solution that transforms how institutions collect feedback and turn it into actionable insight. Powerful dashboards provide clear, role-relevant analytics, while our partnership with Student Voice AI enables advanced machine-learning analysis of open comments quickly, accurately and at scale.

Our senior team have all worked in universities, collectively representing over 60 years of experience. This deep understanding of institutional culture and processes ensures effective, efficient implementations and ongoing support aligned with institutional priorities.

Let HE experts transform how your institution conducts student surveys and evaluations. We are from the sector, for the sector.

Visit the Evasys website: <https://evasys.co.uk/>



Inspira

Through a suite of products that seamlessly integrate with one another and with your LMS, Inspera empowers institutions and educators to create authentic, equitable, and impactful assessments that drive learning and uphold integrity.

Inspira offers five core products:

1. Inspera Assessment is a secure, scalable end-to-end platform for formative and summative exams or coursework.
2. Inspera Integrity Browser creates purpose-built, secure environments, from strict lockdown environments to allowing limited materials.
3. Inspera Proctoring expands exam locations with flexible remote monitoring using camera, microphone, screen recording, and room scans.
4. Inspera Originality protects academic integrity through student pre-checks, cohort insights, and advanced multi-language similarity checking.
5. Inspera Graide uses classification AI to consistently apply marker judgment, deliver tailored feedback and cut grading time by 90%.

Visit the Inspera website: <https://inspera.com/>

[REVIEW REQUIRED: confirm final sponsor set and display order — A02]

[REVIEW REQUIRED: confirm all sponsor URLs and displayed social accounts — B07]

Social events

Tuesday 8th September - Pre-conference Social

Arriving the night before the conference? Drop in for a drink, pizza and nibbles.

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

Date: Tuesday 8 September 2026

Time: 17:00 – 20:00

Venue: CCE1 Café

Format: In person, with a hybrid quiz

Link to join:

<https://us06web.zoom.us/j/87445008407?pwd=pUWK0yNHT6YX6bqoEYkwfpoB3GG7Fm.1>

Passcode: RAISE2026

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.



[REVIEW REQUIRED: confirm how secure online/hybrid joining information will be distributed — B03]

[REVIEW REQUIRED: confirm the CCE1 café/exterior image, exact credit and alt text — B05]

[REVIEW REQUIRED: supply the approved campus/CCE1 map, accessible entrance and route, transport directions, quiet-space information and on-the-day assistance details — B04]

Wednesday 9th September - Evening Networking Event

The event is just a few minutes' walk from our conference building and is hosted in a beautiful independent art gallery in Newcastle's Ouseburn cultural quarter.

Date: Wednesday 9 September 2026

Time: 18:00 – 20:00

Venue: The Biscuit Factory

Refreshments: Canapés and one complimentary soft or alcoholic drink

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.

[REVIEW REQUIRED: supply the official restaurant map URL, accessible directions, final running order, speakers and music/toast wording; confirm the LearnSci acknowledgement, or confirm that the restaurant-map/suggestion text should be removed — B06]



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.



We're extremely 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.

Keynotes and panel speakers

Keynote speakers

[REVIEW REQUIRED: verify final names, credentials, roles, biographies, portraits and talk information — A13]

[REVIEW REQUIRED: confirm that all speaker, venue and sponsor images are approved for programme use and supply required credit wording and approved alt descriptions — B08]



Dr Alicja Syska

Associate Professor of Humanities and Education at the University of Plymouth

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.



Professor 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

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 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 to improve 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. Roisín is a Principal Fellow of the Higher Education Academy.

[REVIEW REQUIRED: supply Roisín Curran's Day 2 keynote title and abstract, if required — A13]

Panel Speakers



Emily Bastable

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 RAISE committee 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.



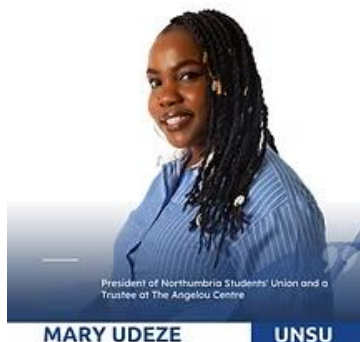
Sue Beckingham

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

Sam Elkington holds both a National Teaching Fellowship and Principal Fellowship of Advance HE. He is Professor of Learning & Teaching at Teesside University and has headed 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, with a focus on transformative assessment, inclusive learning environments, and flexible, student-centred teaching.



Mary Udeze

Mary Udeze is the past President of Northumbria Students' Union and a Trustee at The Angelou Centre. As the first Black female President representing 45,000+ students and the first in her family to attend university, she founded the Be The First mentoring platform to empower future leaders.

Translating her public health background into action, Mary championed systemic inclusion. She delivered a dedicated Muslim prayer facility, fairer payment plans, and Wonkhe-featured initiatives: the SU's largest Black History Month and the now-annual International Students' Week to celebrate Northumbria's diverse student body.

Tackling hardship, she digitised the pantry, secured £30k and a FareShare partnership for Newcastle's food pantry (supporting 800+ unique users), introduced & funded London campus food vouchers. As Co-chair of the Students as Partners forum, Mary collaborated with local universities and the City Council on transport, housing, and nighttime safety. Her International Women's Day 2026 partnership with the Council secured a first-ever official feature for the SU and the "Girls Who Run" society, cementing her human-centred legacy.

Student Panel



Hannah Beedle: I am a first-year Architecture student and have completed my foundation year. In my foundation year I began my work as a student inclusion consultant, working in partnership with Northumbria university to improve accessibility for everyone. As a student inclusion consultant, I gained an in-depth knowledge of what goes on behind the scenes improving Northumbria as a university.



Lucy Ivison: I'm Lucy, a recent Psychology graduate of Northumbria University. Whilst I was studying I also worked as a Senior Student Inclusion Consultant and as a Wellbeing Officer for the Neurodiverse and Inclusive Society. I developed a strong understanding of the challenges faced by many neurodiverse and disabled students and I strived to create supportive and accessible environments that prioritise individual needs and foster a sense of belonging.



Juana Gnanraj: I'm Juana, and I'm currently studying a BSc in Accounting and Finance at Northumbria University. Alongside my studies, I enjoy getting involved in university activities and contributing to the student community. I've had opportunities to represent student perspectives, meet people from different backgrounds and share my experiences in discussions around student life.



Roseann Black: I'm Project Coordinator at the Northeast and Cumbria Centre for Gypsy, Roma and Traveller Communities at Northumbria University. I'm a mature Environmental Science graduate with a range of lived experience. My work in Student Inclusion led me into outreach with Gypsy, Roma and Traveller communities and, alongside an academic colleague, to establishing the GRT Centre. I'm passionate about meaningful co-production, particularly ensuring students are paid and supported to have a genuine voice.



Ethan Siou: I'm Ethan from the town Chester-Le-Street in County Durham. I just finished my History BA and have been at Northumbria for 4 years. In that time I worked a lot with the accessibility team and have worked in partnership as a Student Inclusion Consultant for 1 year.

Podcasts

[REVIEW REQUIRED: supply podcast title(s), contributors, description and destination, or confirm removal — A14]

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.

[REVIEW REQUIRED: confirm final poster titles, author order and affiliations — A18]

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

Authentic Engagement through The Professional Mathematical Scientist (TPMS) Module

Mary Moschou, Emily Walsh,

University of the West of England

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

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

Anjuman Shaheen,

Falmouth University

Plan your conference

How to read a session entry

The first line gives the session format, programme code and delivery mode. The stream header gives the stream letter and room. Streams are labelled A–F.

PRESENTATION OF PRACTICE · 1CA · IN PERSON
 Bartholomew Taxonomy: Futureproofing Students!
 Jane Bartholomew

Session formats

- CAMPFIRE
- STORYTELLING
- PRESENTATION OF PRACTICE
- WORKSHOP
- SIG SESSION
- JOURNAL SESSION

Conference themes

- T1 Responding to GenAI, including playful and purposeful learning
- T2 Embedding Employability into Assessment and the Curriculum
- T3 Ensuring Education Remains People Focused: Balancing Attendance with Inclusivity
- T4 Partnering with Students as Co-Creators of a Future Higher Education
- T5 Evolving Roles and Third-Space Practices for Authentic Engagement

[REVIEW REQUIRED: supply or decline the entry-level session-to-theme mapping, and confirm if abstracts will be appended, linked or omitted - A16, A15]

[REVIEW REQUIRED: confirm how online/hybrid joining information will be distributed — B03]

[REVIEW REQUIRED: confirm the public contact mailbox and on-the-day assistance details — B09]

[REVIEW REQUIRED: confirm approved session-format and delivery-mode terminology and definitions, including HYBRID for 6AD and 8ED — A17]

Day 1 · Wednesday 9 September 2026

At a glance

Time	Programme	Location
08:30 - 09:15	Registration	Break area
09:15 - 10:30	Welcome and opening keynote – Dr Alicja Syska	Lecture Theatre
10:30 - 11:30	Parallel Session 1	Session rooms
11:30 - 11:50	Refreshment break	Break area
11:50 - 12:50	Parallel Session 2	Session rooms
12:50 - 13:45	Lunch and posters	Break area
13:45 - 14:30	Parallel Session 3	Session rooms
14:30 – 15:30	Parallel Session 4	Session rooms
15:30 – 15:50	Break and poster session	Break area
15:50 – 16:50	Student panel – title pending A11	Lecture Theatre
16:50 – 17:00	Closing remarks	Lecture Theatre
17:00 – 18:00	RAISE AGM - all welcome	Lecture Theatre
18:00 – 20:00	Evening networking event	The Biscuit Factory

[REVIEW REQUIRED: confirm Day 1 plenary/panel title, closing remarks, AGM wording and drinks-token decision — A11]

(REVIEW REQUIRED: supply final room/venue names and Stream A–F mapping — B01]

[REVIEW REQUIRED: provide one final controlled list of cancellations, replacements, room changes and delivery-mode changes — B10]

[REVIEW REQUIRED: verify all presenter-name, spelling, order, punctuation and affiliation items N01–N18 against one authoritative accepted-abstract/registration export; editorial clean-up in this draft is not confirmation — N01–N18]

Day 1 detailed programme

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 1 · 10:30–11:30 · STREAMS A – C · ROOMS TBC

STREAM A	STREAM B	STREAM C
CAMPFIRE SESSION · 1AA · IN PERSON <i>Student Voice in Distance Education</i> Paul Blacklock	STORYTELLING SESSION · 1BA · ONLINE <i>Embedding The Pillars of Employability At UCL</i> Wendy Browne	PRESENTATION OF PRACTICE · 1CA · IN PERSON <i>Bartholomew Taxonomy: Futureproofing Students! How Can Pedagogic Choices and Curriculum Design Support Skills and Competency Acquisition?</i> Jane Bartholomew
CAMPFIRE SESSION · 1AB · IN PERSON <i>How A Student-Staff Partnership In Mental Health Research Helped Me in My Mental Health Journey</i> James Cantwell	STORYTELLING SESSION · 1BB · IN PERSON <i>Creating 'The Nook' - A Campus Space Students Say 'Feels Like Home'</i> Adele Browne, Kieron Carroll	PRESENTATION OF PRACTICE · 1CB · ONLINE <i>Helping Students Manage the Transition Throughout A New Postgraduate Course</i> Farzana Bashir, Peter Puxon, Egle Lorenzini, Maya Selvadurai
CAMPFIRE SESSION · 1AC · IN PERSON <i>Representation Matters: Partnering With Students as Co-Creators of Representative Assessment Practices</i> Amber Ruigrok and Stefan Perryman	[REVIEW REQUIRED: confirm whether 1BC is an unused or miscoded slot — A06] Keep STORYTELLING · 1BD · IN PERSON, then [REVIEW REQUIRED: supply title and presenter or confirm removal — A05]	PRESENTATION OF PRACTICE · 1CC · IN PERSON <i>How To Build An SKE Module: Embedding Employability Through Live-Brief Projects</i> Emily Bastable
		PRESENTATION OF PRACTICE · 1CC · IN PERSON <i>Understanding Academic Discourse Of AI In Podcasts to Address Social Justice In Higher Education</i> Daisy Bao
		[REVIEW REQUIRED: two presentations use code 1CC; confirm corrected code — A04]

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 1 · 10:30 – 11:30 · STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
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 Veuger, Dr Jonny Hall, Christopher Simmonds, Adam Greenway, Chloe Peeters, Idanai Dube PRESENTATION OF PRACTICE · 1DD · IN PERSON Fostering Creative Resilience Through Collaborative Writing Practices Petra Palkovacsova	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 · ONLINE 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 Positionality in Student and Community Engagement George Cox, Melanie Wellsley	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, Sofii Ruda. PRESENTATION OF PRACTICE · 1FD · ONLINE Making Skills Visible at Scale: creating ‘The Complete Graduate™’ to Embed Employability in the Life Sciences Curriculum Laura McCaughey, Anna McGregor, Lesley Hamilton [REVIEW REQUIRED: verify presenter names and punctuation — N13]

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 2 · 11:50 – 12:50 · STREAMS A - C · ROOMS TBC

STREAM A	STREAM B	STREAM C
CAMPFIRE SESSION · 2AA · IN PERSON Rewarding Reflection: A Scheme To Transform STEMM+B Students' Perception Of Holistic Self-Awareness Paulina Kristiansson, Martyn, Kingsbury, Roisín Gwyon	STORYTELLING SESSION · 2BA · IN PERSON Developing Non-Cognitive Skills for Improved Wellbeing In Foundation Year Psychology Students Amuda Agneswaran, Jennifer McGahan	PRESENTATION OF PRACTICE · 2CA · IN PERSON Success for All? Rethinking Awarding Gaps for Inclusivity Fleur Corbett, Ursule Taujanskaite, Sayaka Saito, Katie Fisher
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	PRESENTATION OF PRACTICE · 2BB · ONLINE Students As Partners in Institution-Wide Digital Change Sam Crowley	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.
CAMPFIRE SESSION · 2AC · IN PERSON Humanising STEM: Reframing Teaching Through Affective and Learner-Centred Practice Manesha Peiris, Mahesha Samaratunga,	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 · 2CC · IN PERSON Reimagining Staff-Student Liaison Committees (SSLCs) as Student Voice Feedback Forums (SVFFs): adoption and adaptation across campuses and delivery modes Dr Adam Dawkins, Tanya Dunne
	PRESENTATION OF PRACTICE · 2BD · IN PERSON Support Systems to Promote Success for Students Repeating an Academic Year Frances Docherty, Mia Quinn.	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

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 2 · 11:50 –12:50· STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
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 · 2CD · ONLINE Voices of Belonging: Students Hosting the Conversation on Inclusive Higher Education Lauren Flannery	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 · IN PERSON From Agenda Item to Impact: Embedding Authentic Staff Student and Peer Engagement Across a Faculty Alex Candon PRESENTATION OF PRACTICE · 2EC · IN PERSON Mature Student User Experience Project Kieron Carroll, Georgie Pilling 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	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, Angelica 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

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026**PARALLEL SESSION 3 · 13:45 – 14:30 · STREAMS A - C · ROOMS TBC**

STREAM A	STREAM B	STREAM C
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

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026**PARALLEL SESSION 3 · 13:45 – 14:30 · STREAMS D – F · CONTINUED · ROOMS TBC**

STREAM D	STREAM E	STREAM F
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

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 4 · 14:30–15:30 · STREAMS A - C · ROOMS TBC

STREAM A	STREAM B	STREAM C
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 · 4AB · IN PERSON A data-driven approach to supporting students through key transition points, from conversion to early outcomes. Alina Tasadaq, Jim Kean (Jisc). PRESENTATION OF PRACTICE · 4AC · ONLINE Student-Led Conference Celebrating Diversity in Birth Zaheera Essat, Grace Dawson. [REVIEW REQUIRED: confirm final SIG, journal and sponsor-session line-up — A03]	PRESENTATION OF PRACTICE · 4BA · IN PERSON Alcohol-Free Evening Events Supporting International Student Wellbeing Ramitha Nittore Ramnath [REVIEW REQUIRED: verify presenter names and punctuation – N08] 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 Alice Graeupl PRESENTATION OF PRACTICE · 4BD · IN PERSON More Than a Meeting: Students Perceptions of Personal Tutoring Quinn Cassidy and Larissa Nelson	PRESENTATION OF PRACTICE · 4CA · IN PERSON Understanding the Postgraduate Research Experience Chase Greenfield, Sandro Eich 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 · ONLINE 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, Sarika Riffert PRESENTATION OF PRACTICE · 4CD · IN PERSON Beyond recruitment: Understanding and Acting on Engagement Patterns and the Expectation-Reality Gap in Student Mentoring Sarah Hadlow

DAY 1 · WEDNESDAY 9 SEPTEMBER 2026

PARALLEL SESSION 4 · 14:30 – 15:30 · STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
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
PRESENTATION OF PRACTICE · 4DB · ONLINE The VIBE Project, Evaluating the Student - Voice, Inclusion, Belonging and Experience at University Holly Hancock	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 · 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 · 4DC · ONLINE Co-Creating Evaluation for Future Pedagogies Frانيا Hall	PRESENTATION OF PRACTICE · 4EC · IN PERSON Capacity-Building for Sustainable Cultures of Co-Creation Libby Johnstone	PRESENTATION OF PRACTICE · 4FC · ONLINE Towards Inclusive Verbal Assessments: An Anti-Ableist Approach Carys Kennedy
PRESENTATION OF PRACTICE · 4DD · IN PERSON From Attendance Data to Context, Conversation and Support, Angelique Bueler (Time Edit) Name TBC Univeristy of Kent, Time Edit	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 · 4FD · IN PERSON Synoptic Meaning Making in Multi- and Inter-Disciplinary Study Sadek Kessous, Alice Fitzmaurice

Day 2 - Thursday 10th September 2026

At a glance

[REVIEW REQUIRED: confirm the Day 2 student-panel title, chair/panellists and closing wording — A12]

Time	Programme	Location
08:30 – 09:15	Registration	Break area
09:15 – 10:30	Welcome and opening keynote – Roisín Curran	Lecture Theatre
10:30 – 11:30	Parallel Session 5	Session rooms
11:30 – 11:50	Refreshment break	Break area
11:50 – 12:50	Parallel Session 6	Session rooms
12:50 – 13:45	Lunch and posters	Break area
13:45 – 14:30	Parallel Session 7	Session rooms
14:30 – 15:30	Parallel Session 8	Session rooms
15:30 – 15:50	Break and poster session	Break area
15:50 – 16:50	Plenary panel – details pending A12	Lecture Theatre
16:50 – 17:00	Closing remarks	Lecture Theatre

Day 2 detailed programme

DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 5· 10:30 – 11:30 · STREAMS A - C · ROOMS TBC

STREAM A	STREAM B	STREAM C
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, Izzy Gatward
CAMPFIRE SESSION · 5AB · IN PERSON Belonging and Identity in Modules Shared Across Programmes Stuart Sims	STORYTELLING SESSION · 5BB · IN PERSON Feedback as Contamination: A Framework for AI-Resilient Assessment Petra Palkovacsova	PRESENTATION OF PRACTICE · 5CB · IN PERSON Creating Opportunities for Authentic Student Engagement in Scotland Sinead McKenna-
CAMPFIRE SESSION · 5AC · IN PERSON Informing future cross disciplinary module collaboration: Art & Design meets Community & Youth Work Helen Smith, Wendy Gill	STORYTELLING SESSION · 5BC · IN PERSON Authentic Learning and Assessment to Improve Engagement and Motivation for Level 4 Financial Accounting Students Sarah Watson	PRESENTATION OF PRACTICE · 5CC · ONLINE Motivational Interviewing as a Third-Space Strategy for Student Engagement: A Qualitative Study of Staff Perspectives Abdul Hye Miah
		PRESENTATION OF PRACTICE · 5CD · IN PERSON "But aren't I getting a grade?" Engaging First-Year Students in Meaningful Peer Review Helen Costello, Julieta Litka Milian

DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 5· 10:30 – 11:30 · STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
PRESENTATION OF PRACTICE · 5DA · IN PERSON Student Life Content Creators: Creating Content, Confidence and Career Pathways Rosanna McNamara, Shanika Flanore, D.A. Nguyen	PRESENTATION OF PRACTICE · 5EA · IN PERSON Janita's Journey: Purposeful GenAI Partnership in Applied and Authentic Leadership Case Study Design Nathan Loynes	PRESENTATION OF PRACTICE · 5FA · IN PERSON Embedding Employability in International Excursions: A Case Study from Westminster Business School Natalia Krasnikova, Tom Lowe
PRESENTATION OF PRACTICE · 5DC · IN PERSON Transformational Change: But Where Are the Gender Marginalised Students? From Feedback to Action Lesley Graham, Susan Lindsay, Alex Krupp, Bonnie Mokri Moayed, Maria Eshun	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
	PRESENTATION OF PRACTICE · 5EC · IN PERSON Brewing Belonging: Co-Creating Inclusive Wellbeing Spaces Through Themed Tea Parties in Higher Education Ramitha Nittore Ramnath	PRESENTATION OF PRACTICE 5FC IN PERSON Gen AI And Authentic Student Engagement in a Mixed Dissertation and Pre-Production Design Module Mary Loveday, Nick Lewis, Nora Nadvegi.

DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 6· 11:50 – 12:50 · STREAMS A - C · ROOMS TBC

STREAM A	STREAM B	STREAM C
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CAMPFIRE SESSION · 6AA · IN PERSON From Belonging to Mattering: Rethinking Student Engagement for Home-Based Learners Jacqui Thijm [REVIEW REQUIRED: confirm whether 6AB is an unused or miscoded slot — A06] PRESENTATION OF PRACTICE · 6AC · IN PERSON Centre for Belonging in Education: Building Sector-Wide Capacity for Student Belonging Interventions Tom Ritchie PRESENTATION OF PRACTICE · 6AD · HYBRID Understanding student non-engagement and the Student Calling Insight Process George Cox	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 [REVIEW REQUIRED: confirm consecutive presentation periods are feasible — A10]	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 Ellie Devenish-Nelso, Andre Phillips, Harriet Thatcher, Kirstin James [REVIEW REQUIRED: verify the spelling of “Ellie Devenish-Nelso” in 6CB — N15] 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 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.
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DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 6· 11:50 – 12:50 · STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
PRESENTATION OF PRACTICE 6DA IN PERSON Drawing the Line: Why Students Reject AI-Automated Marking in UK Higher Education. Tadhg Blommerde, Dr Stephany Veuger, Nurun Nahar, Kerry Gibbins, Henry Richards, Adam Greenway, Chloe Peeters, Idanai Dube	PRESENTATION OF PRACTICE 6EA IN PERSON Building Together: Co-creating Peer Support with Students as Partners Ailsa Riddell, Jaden Allan, Lewis Smith.	WORKSHOP 6EF IN PERSON Unboxing The Collection: A Creative Archaeological Learning Experience Laura Thompson
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 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 6DC IN PERSON Generalised Language: A Hidden Barrier to Authentic Engagement and Partnership Lisa Nowak	PRESENTATION OF PRACTICE 6EC IN PERSON Revitalising Curriculum Co-Design: Partnering with Students as Co-Creators Emilee Morrallis	
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	

DAY 2 · THURSDAY 10 SEPTEMBER 2026**PARALLEL SESSION 7· 13:45 – 14:30 · STREAMS A - C · ROOMS TBC**

STREAM A	STREAM B	STREAM C
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

DAY 2 · THURSDAY 10 SEPTEMBER 2026**PARALLEL SESSION 7· 13:45 - 14:30 · STREAMS D – F · CONTINUED · ROOMS TBC**

STREAM D	STREAM E	STREAM F
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	

DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 8· 14:30 – 15:30 · STREAMS A - C · ROOMS TBC

STREAM A	STREAM B	STREAM C
[REVIEW REQUIRED: confirm final SIG, journal and sponsor-session line-up — A03] PRESENTATION OF PRACTICE · 4AB · IN PERSON A data-driven approach to supporting students through key transition points, from conversion to early outcomes. Alina Tasadaq, Jim Kean (Jisc).	PRESENTATION OF PRACTICE · 8BA · DELIVERY MODE TBC EmPLAYability: Embedding a Playful Approach to Career Conversations into an Undergraduate Degree John Parkin REVIEW REQUIRED: supply the delivery mode for 8BA — A08] PRESENTATION OF PRACTICE · 8BB · IN PERSON Thinking with Bricks: A Constructivist LEGO® Serious Play® Approach to Understanding AI-Related Strategic Risk Nagiet Shaheen. PRESENTATION OF PRACTICE · 8BC · IN PERSON Co-Creating and Evaluating Student-Staff Behavioural Charters: A case study from Law Amy Richards, Hamida Al Khoder, Victor Rauber	PRESENTATION OF PRACTICE · 8CA · IN PERSON A Faculty-Based Approach to Student Community And Voice Kara-Jane Senior 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 · 8CC · IN PERSON Engagement as a Leadership Responsibility in Group Activities John Speakman, Kalina Nenova PRESENTATION OF PRACTICE · 8CD · IN PERSON Co-Producing a BSc Psychology unit on Autism Amber Ruigrok, Stefan Perryman, Lorna Brown, Emma Gowen

DAY 2 · THURSDAY 10 SEPTEMBER 2026

PARALLEL SESSION 8· 14:30 – 15:30 · STREAMS D – F · CONTINUED · ROOMS TBC

STREAM D	STREAM E	STREAM F
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,
PRESENTATION OF PRACTICE · 8DB · IN PERSON Co-creating a Decolonised Bioscience Curriculum Anastasios Stavrou, Faiza Ahmad, Mohamad Jomaa.	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 Ciorsdaidh Watts, Frances Docherty.
PRESENTATION OF PRACTICE · 8DC · 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 · 8EC · IN PERSON The Impact of Authentic Assessments on Student Outcomes in Accounting and Finance Aigerim Umbetbayeva, Natalia Krasnikova, Obby Phiri, Nataliia Miedviedkova, Masar Hadla, Sonila Malko, Irene Brew-Riverson, Julie Ayton.	PRESENTATION OF PRACTICE · 8FC · TBC From Co-Creation To Co-Production: Collaboration In Designing And Implementing A Student Experience Strategy Alice Wilby, Roger Weston.
	PRESENTATION OF PRACTICE · 8ED · HYBRID Is everything OK? Success in Using Compassionate Communications in Nudge Emails George Cox	[REVIEW REQUIRED: confirm whether 8FC is IN PERSON or ONLINE - A07]
		PRESENTATION OF PRACTICE · 8DF · IN PERSON From Reflection to Readiness: Structured Conversations for Future-Ready Graduates Samantha Wilson-Thain, Chris Rodrigues, Bruno Martins, George Haughie
		[REVIEW REQUIRED: confirm code 8DF and its position after 8FC in Stream F - A09]