



University  
of Glasgow

# RAISE

Conference 2025

Researching, Advancing &  
Inspiring Student Engagement

Thu 4 & Fri 5 Sep, University of Glasgow  
James McCune Smith Building

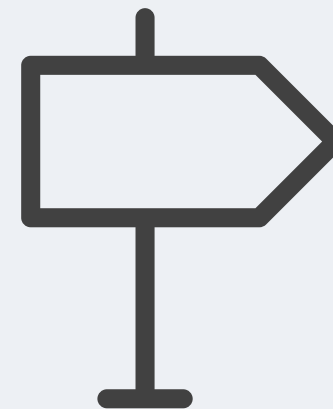
# Student Voice:

Who we engage with

and how we engage them



# Easy navigation



On the move?

Need to find something quickly?

**Use these buttons to jump straight to a section**

A proper set of contents and welcome message is on the next page, but use this list for speed when you're just trying to find your way from one session to the next.

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**Programme  
Day 1**

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**Posters  
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podcasts**

**Abstracts  
Day 1**

**Abstracts  
Day 2**

**RAISE  
2026**

# RAISE 2025

## UofG



Welcome all to the RAISE Network's 2025 Annual Conference where together we will focus a central theme in student engagement – **Student Voice**. It is critical to the success of higher education that our universities prioritise engaging with students, where central to this engagement is the environment where students are empowered to speak freely about their educational experience.

Only when our students are empowered to speak, can we move into more meaningful spaces such as; co-creating curriculum, working with our students as partners on enhancement projects, foregrounding students' experiences in evaluation, and understanding the learners' side of our universities.

We thank the team at the University of Glasgow for hosting this fantastic conference, where we will ask how we engage with students' voices, and who we are engaging with.

Without student voice, we cannot achieve student engagement, where we welcome student and staff delegates to share practice at our annual conference. This conference welcomes students of all disciplines, staff of all roles and levels, to ask questions, share practice and research, and explore together how we can ensure equity in attainment and student success in higher education.

– **Tom Lowe, Chair of RAISE**



# Event Format

Around 230 delegates have registered in-person, and around 90 have registered online.

Applicants this year were invited to select whether to present in-person, online, or in a hybrid fashion.

We have therefore organised the programme to streamline these modes of delivery as much as possible into rooms of similar format.

**Rooms A - D = presenters all in-person**, but with a livestream for the online audience

**Room E** = primarily **hybrid**, i.e. the presenters have designed any discussions or workshop activities with the **characteristics of both audiences in mind** simultaneously; **presenters may be online or in-person**

**Room F** = **presenters all online**; a room on campus is set up as a **viewing room for in-person delegates** who nevertheless wish to hear the content of those talks

If you have any questions, ask the chair in each session, or anyone wearing an orange badge.

# About RAISE

Researching, Advancing and Inspiring Student Engagement (RAISE) is a volunteer led network for all in higher education interested in researching, innovating and leading practice in ensuring our sector remains engaging and students informed.

Running for 16 years, RAISE is a free to join network for students of undergraduate and postgraduate levels, staff whether academic or professional services, and those new or experienced in the topic of student engagement.

**This conference is our flagship activity** drawing together over 200 delegates from across the world, where there will be lots of opportunities to network and forge new collaborations.

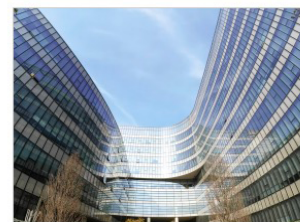
Beyond the conference, RAISE runs a number of **Special Interest Groups** who run free events across the academic year (both online and in person); the **Student Engagement in Higher Education Journal** for new and experienced authors; a monthly online reading group; and a **Bud heme** to support mentorship.

Information on all these activities can be found on our website where we highly recommend joining our **mailing list** to keep up to date.

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

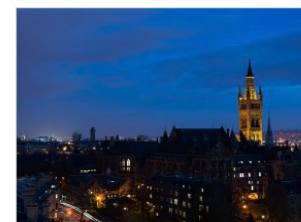


## Latest news



RAISE Network  
Mar 17

RAISE Annual Conference  
2026: Invitation to Tender  
as Host



RAISE Network  
Dec 17, 2024

RAISE Conference 2025:  
Call for papers

Call for Papers: RAISE Annual  
Conference 2025: "Student Voice –



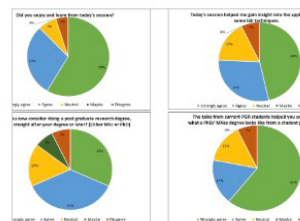
Join us!

Join our Jiscmail list to get news, events  
and more to your inbox. You can also  
connect with us on AdvanceHE!

[Join the RAISE Jiscmail >](#)

[Join us on AdvanceHE >](#)

## Student Blogs



Emma Jelves, Ibemusu Otele, Nee...  
Jul 3

PGR teaching STeP  
(Student Teaching



RAISE Student Blogger  
Dec 18, 2023

How I Conquered  
Confidence in Classroom



Ayoola Johnson  
May 1, 2023

Leveraging the Power of  
Peer Learning to Optimise

## STUDENT LEARNING DEVELOPMENT

## THE SLD TEAM

A team of sector-leading **learning developers, maths advisers, stats advisers, and peer learning advisers.**

We all bring a wealth of **disciplinary research experience, professional higher education experience,** and an active participation in the work of **University strategy and policy** to our work in enhancing student outcomes.

Our team is also **active in the scholarship of teaching and learning**, all regularly publishing [conference presentations, journal articles and textbooks for students.](#)



International  
Effective Learning  
Advisers

→ More information



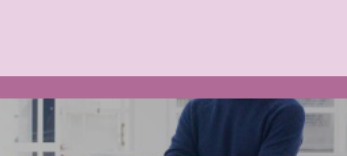
College Effective  
Learning Advisers

→ More information



Maths & Stats

→ More information



Induction &  
Transitions

→ More information



Peer Learning

→ More information



Digital Learning  
Technologist

→ More information



Management

→ More information

# About Glasgow

Your hosts this year are Student Learning Development, a 16-member team of sector-leading **learning developers, maths advisers, stats advisers, and peer learning advisers** from UofG.

We all bring a wealth of disciplinary research experience, professional higher education experience, and an active participation in the work of University strategy and policy to our work in enhancing student outcomes.

Our team is also active in the scholarship of teaching and learning, all regularly publishing conference presentations, journal articles and textbooks for students.

[www.gla.ac.uk/SLD](http://www.gla.ac.uk/SLD)

# Special Thanks

The RAISE 2025 Conference has only been possible through the hard work of both the RAISE Committee and the University of Glasgow 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.

## **2025 Local Organising Group – from the vStudent Learning Development team, University of Glasgow**

Jennifer Boyle, Clare Brown, Robyne Calvert, Lucy McCormick, Scott Ramsay, James Rowe, Andrew Struan, Francesca Vetro and Sally Wills

## **RAISE Conference Support – the broader SLD team at Glasgow, including teaching assistants**

Ana Alonso Curbelo, Jeehan Ashercook, Jenny August, Hana Butorova, Gareth Davis, Caitlin Diver, Madeleine Hayman, Amber Hinde, Robert Imbur, Tanisha Kumari, Katie McClure, Rosalind McKenna, Mona O'Brien, Stuart Purcell, Rohit Rao, Shruti Shukla, Haley Sneed, Kirsten Somerville, Aleix Tura Vecino, George Vazanellis, Alina Zorn

## **RAISE Committee**

Daisy Bao, James Cantwell, Ella Dyer, Rachel Forsyth, Claire Garden, Faye ap Geraint, Amarpeet Kaur, Tom Langston, Tom Lowe, Ellie Mayo-Ward, Cinnomen McGuigan, Kevin McStravock, Conor Naughton, John Parkin, Stuart Sims, Ashley Storer-Smith, Kiu Sum

# Social Events

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# Pre-Conference Social

Wed 3rd Sep 4-8pm  
The Social Hub

## Arriving in Glasgow the night before the conference?

Meet other delegates and the RAISE committee with a **relaxed drink or some food in The Social Hub** – a modern hotel restaurant / bar. We've reserved a space just for us delegates.

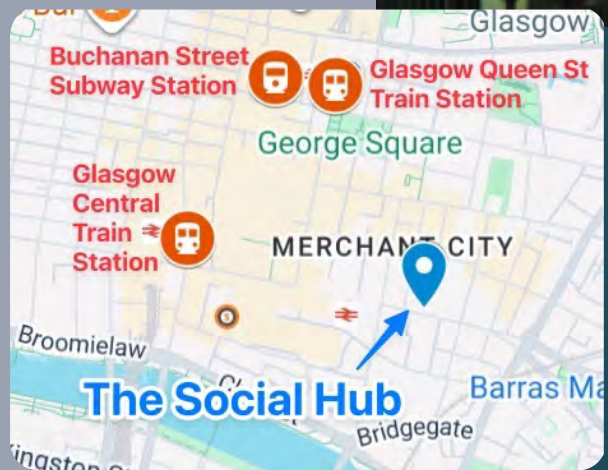
It's in the stylish '**Merchant City**' area of the city centre, so if you want to continue the evening after 8pm, you could either stay at the Social Hub, or move to one of many other bars and restaurants nearby.

## Come join us at:

15 Candleriggs Square  
Glasgow  
G1 1TQ



Open in Google Maps



[www.thesocialhub.co/glasgow/eat-and-drink/](http://www.thesocialhub.co/glasgow/eat-and-drink/)



Canapés, drinks (soft or alcoholic), a photo booth and a ceremonial welcome from the City of Glasgow in the University's Museum

Just a few minutes' walk from our conference building, and under the grandeur of the neo-gothic tower of the University's main building, the Hunterian Museum has a **majestic plesiosaur skeleton** and sections of the **Roman Empire's Antonine Wall**, foundations of which are still standing just outside Glasgow city, as its centrepiece exhibits.

The Glasgow University Trad Music Society will form a musical backdrop - think fiddles! - while a representative of the city will welcome us all with a short speech and a toast.

# Civic Reception

**Thu 4th Sep 6-8pm**  
**Hunterian Museum**

*No fee - drinks and canapés provided by the City of Glasgow and by our Evening Sponsor, Explorance*



## Running order:

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**18:00** – Guests arrive

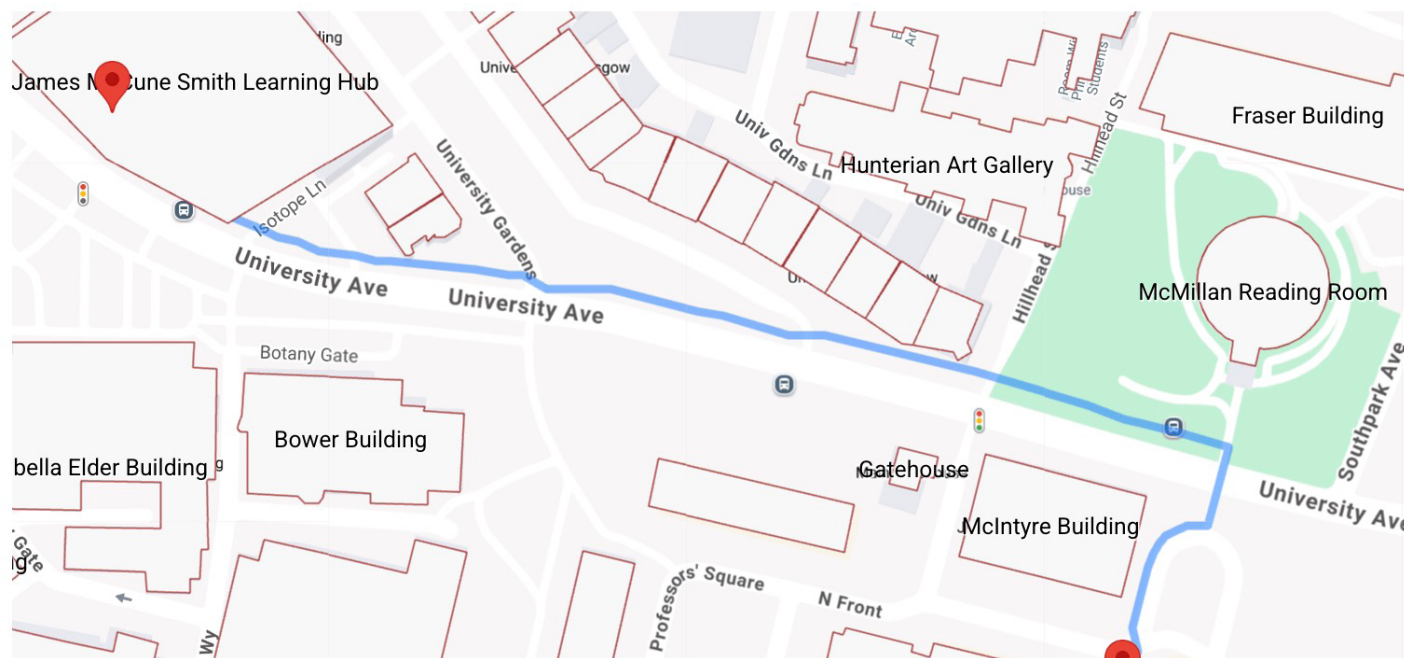
**18:20** – Andrew Struan, Director of Academic Services at UofG, to introduce Bailie Murray for Civic Welcome speech

**18:25** – Reply to Civic Welcome by Tom Lowe, RAISE Chair

**18:30** – Drinks refreshed

**20:00** – Civic Reception close

When you've had your fill of drinks and canapés, you can head to the **many restaurants around the West End** or the **City Centre**. We've put together [a Google Map with some of our favourites.](#)



We're grateful to the City of Glasgow for extending their warm welcome to our delegates, and to them and Explorance for generously supporting our conference and evening reception. Their support has helped us to make this event a memorable experience for all of our participants.



# Sponsors

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# Sponsor Competition

Win free registration to next year's  
**RAISE Conference in Northumbria!**

Visit each sponsor table

Collect a stamp from each sponsor on your conference badge

Drop off your badge at the registration desk when you leave

A winner will be randomly drawn and contacted when the conference is over!



Explorance empowers higher education institutions with next-generation feedback analytics to accelerate the insight-to-action cycle. As a collaborative partner, Explorance aligns with institutions that embrace a feedback culture, where open and courageous conversations are encouraged to drive purpose, impact, and growth.

In an AI-driven world where feedback is a critical tool that can lead to improved decision-making, Explorance stands by the philosophy of "Feedback for the brave." Committed to amplifying the voices of students, staff, and faculty, Explorance tailors its solutions for institutions to advance vital initiatives through student and employee feedback: Teaching Effectiveness, Learning Excellence, Student Experience, Staff Engagement.

Founded in 2003, Explorance is headquartered in Montreal, Canada. Working with over 750 organizations around the world, including 30% of the QS-Top 100, some of Explorance's customers include University of Pennsylvania, University of Louisville, University of California, Berkley, University of Toronto, National University of Singapore, University of Manchester, NASA, Kraft Heinz, and Microsoft.



**[www.explorance.com](http://www.explorance.com)**

**Get Better Feedback Insights, See Quick Results**



Evasys is a leading provider of student evaluation and insight solutions for higher education, partnering with over 60 institutions across the UK and Ireland. Offering a fully integrated, end-to-end survey process, evasys transforms student feedback collection with dedicated UK-based support.

Its partnership with Student Voice AI enhances analysis through AI models trained on UK HE data, providing deep categorisation and actionable insights. With seamless integration into BI tools like PowerBI and Tableau, evasys enables data-driven decision-making. Exclusively focused on HE, its expert team brings over 60 years of sector experience, ensuring tailored solutions that drive student engagement and institutional improvement.



# simac



Simac IDS Ltd (UK) empowers universities with innovative data solutions to enhance

student engagement, retention, and success. With over 20 years of experience, we provide real-time insights through our flagship platform, Presto, which automates attendance and engagement monitoring while integrating seamlessly with campus systems. Our eco-friendly PrestoChippo enables effortless attendance tracking, and Presto's advanced analytics and case management tools support proactive student interventions. Trusted by leading universities like Manchester Metropolitan, York, and Southampton Solent, Simac delivers agile, flexible solutions that drive data-informed decision-making and student success.





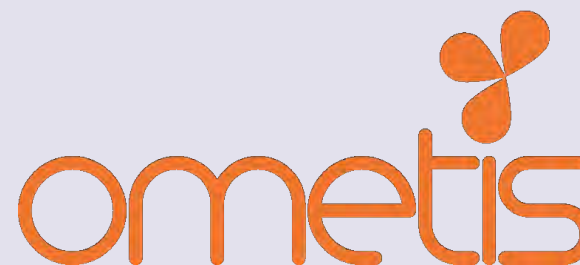
Mare  
Nostrum  
Group

The Mare Nostrum Group represents a number of Education publishers, including Harvard Education Press, Teachers College Press, Myers Education Press, and more! Founded in 2003, the Mare Nostrum Group (MNG) is an experienced, full-service print and digital publishing company providing distribution, sales, marketing, data management, recruitment, and consultancy services to academic, professional, and society publishers in Europe, the Middle East, Africa, Asia-Pacific, and Latin America. Based in the UK with registered offices in Harrogate, London, and Amsterdam, with an in-house team of over 50 employees, we provide a fully collaborative service which complements and extends the work of our client publishers.

Our highly respected university press group sits alongside the Scientific, Technical, and Medical, and Social Science groups in the Academic and Professional Division and our Higher Education Division caters for the print and digital direct sales and marketing requirements of textbook publishers. Mare Nostrum Group now provides its suite of services to over 100 prestigious academic, professional, and society publisher clients and is widely considered to be the pre-eminent academic publishing marketing and sales agency, outside of North America.



[marenostrumgroup.co.uk](http://marenostrumgroup.co.uk)



At Ometis we help universities connect the dots in their student data to improve retention.

By bringing together VLE engagement, attendance, and assessment data from your fragmented systems, we turn scattered information into insights that help spot struggling students early.

We've worked with 25+ universities including Leeds, Edinburgh, Kent, and Oxford Brookes who know the real challenge isn't collecting more data - it's using what you have to actually help students succeed.



[ometis.co.uk](http://ometis.co.uk)

# Keynotes

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# Shaping the Culture of Student Voice in a Changing Sector

## **Professor Rebecca Freeman, Deputy Pro-Vice-Chancellor (Education), Warwick**

Since the first RAISE meeting in 2010, our understanding of student voice—why it matters, what it means, whose voices are heard, and how we engage—has evolved significantly within a rapidly changing higher education landscape. Fifteen years on, I argue that embedding authentic student voice into the fabric of our institutions is not only a moral imperative but also a strategic advantage.

This keynote invites you to reflect on the key themes that continue to shape student voice in the UK and to consider a central question: What should the future of student voice look like? Through a whole-university lens, we'll examine how inclusive and meaningful student engagement can be embedded at every level of an institution. Drawing on diverse examples from practice, this session will offer inspiration, provoke dialogue, and issue a collective call to action: to share, to collaborate, and to co-create the path forward.



## **About Professor Rebecca Freeman**

Beccy is Deputy Pro-Vice-Chancellor (Education) at the University of Warwick leading on student success and experience for Warwick's diverse population of 29000 students. She works with students and staff to drive forward Warwick's commitment to inclusive education and embed student engagement across the University. Beccy has long championed student voice and co-creation within Warwick and beyond working in universities and Students' Unions. Her research focuses on student voice and forms of power in higher education and underpins the significant range of strategic initiatives that she leads. She currently co-chairs the national Russell Group Student Success Network.

# Bath Spa University's Journey to a Stronger Student Voice

**Rachel Garman, Student Experience Manager, Bath Spa University, and Marc Deboeck, Business Development Representative, Explorance**

In this session, Rachel Garman, Student Experience Manager at Bath Spa University, will share their journey: from the challenges they faced before, to the decision to partner with Explorance, and their experiences implementing Blue and MLY. Learn how Bath Spa is building a more connected, data-informed culture of feedback that supports students and staff alike.

# A Sector Audit of Student Representation and Voice

Student engagement in the development of education through student voice activities, is based on often-assumed practice of democratically-elected student volunteers, which previously was cross-sector practice, has evolved at institutions, creating an unknown spread of varied practice across UK HEIs. To respond to these developments and questions posed relating to 'best practice', the RAISE Network has led a sector audit of student engagement in student voice, student survey and student representation activities across UK Higher Education, to temperature-check and share contemporary practice post-COVID-19. Across 2025, a sector survey was launched receiving over 90x responses. This keynote presentation will disseminate the findings of the study for the audience of RAISE Network to establish a foundation for discussions across Day 2.



**Dr Jill LeBihan, University of Westminster**

Until March 2025, Jill LeBihan was Head of Student Engagement at Sheffield Hallam University, where she focused on student voice, co-creation and design, and evaluation of enhancement interventions.



**Ashley Storer-Smith, Student-Staff Partnership Manager, UCL**

Ashley Storer-Smith (They/ Them) has had over a decade long experience within Students' Unions across the UK. They are also a researcher in Student Engagement in HE with specific focuses on Academic Voice Systems, underrepresented student belonging and Students' Unions.



**Simon Varwell, Director of Student Engagement, University of the Highlands and Islands Students' Association**

Simon is Director of Student Engagement and Representation at HISA, the students' association at the University of the Highlands and Islands (UHI), a unique federal and tertiary institution with campuses across half of Scotland.

# Student Voice at UofG

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This keynote explores the dynamic role of student voice at the University of Glasgow, with a special focus on firsthand perspectives. After setting the context for how student voice shapes university policies and services, we spotlight the Student Learning Development (SLD) service as a case study in collaborative engagement.

Central to our session is a vibrant student panel where students – spanning various backgrounds and roles – will share their personal experiences of having their voices recognised and acted upon by the university. Their stories highlight both the impact and ongoing evolution of student involvement within our institution.

The keynote concludes with an interactive discussion, inviting all participants to reflect on what effective student voice looks like, the challenges faced, and how universities can adapt to the sector's changing landscape to ensure authentic student-staff partnership.



**Dr Andrew Struan, Director of Academic Services, UofG.**



**Micaela Levesque, Community Support Officer, UofG**



**Duncan Calvert, President, UofG Students' Representative Council.**



**Ayush Garg, VP Education, UofG Students' Representative Council.**

# Closing Panel of Sector Voices

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**Jim Dickinson, Associate Editor (SUs), Wonkhe**

Jim is an Associate Editor (SUs) at Wonkhe and takes a particular interest in student experience, university governance, and regulation – and leads our work with students' unions, including our Study Tours to Europe. His career background is in support for student leadership. He has held senior roles at the National Union of Students—where he led on SU development, campaigns and political strategy—and was the CEO at the SU at UEA.



**Megan McClellan, Students' Association Co-ordinator, City of Glasgow College**

Megan has spent the past 4½ years championing student and community representation. After serving as an elected representative within the Students' Association at City of Glasgow College, she went on to work as a Policy and Public Affairs Officer for a Care Experienced charity, before returning to the college in her current role as a Student Engagement Officer.



**Rohit Rao, PhD student and Graduate Teaching Assistant with SLD at UofG**

Prior to joining Glasow, Rohit had been a secondary school teacher in England, France, and Australia, recognised for his inclusive approach to pastoral care as a Head of Year at the Sunday Times sixth form school of the year. As a youth worker and careers mentor, his research platforms the voice of students of colour as they navigate structures of 'race' and racism in Scottish secondary schools.



**Dr Zachery Spire, Public Engagement Research Specialist, Oregon State University**

Zach is currently based at Oregon State University, where his research focuses on community and public engagement. He has held roles in research, teaching, training, and service across universities and NGOs in the United States, United Kingdom, and Europe, with a focus on student and staff engagement, student residences, and university learning environments.



**Aimee Cuthbert, Development Manager of the Highlands and Islands Students' Association**

Aimee is the Development Manager (Perth and Moray) within the Highlands and Islands Students' Association (HISA). Her role involves supporting HISA's strategic priorities being implemented across the university partnership through supporting her local teams, encourage student engagement, and improving the student experience.

# Programme

## Day 1

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# Day 1 at a glance

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Tap / click any session for details

| Start        | End   | Length | Item                                                                                                                                    | Location                       |
|--------------|-------|--------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>08:30</b> | 09:30 | 01:00  | <b>Registration</b>                                                                                                                     | <b>Foyer, JMS Building</b>     |
| <b>09:30</b> | 10:45 | 01:15  | <b>Welcome &amp; Opening Keynote</b><br>Prof Rebecca Freeman - 'Shaping the culture of student voice in a changing sector'              | <b>Saltire Lecture Theatre</b> |
| 10:45        | 10:55 | 00:10  | - moving time -                                                                                                                         |                                |
| <b>10:55</b> | 11:40 | 00:45  | <b>Parallel session 1</b>                                                                                                               | <b>Session rooms</b>           |
| 11:40        | 11:45 | 00:05  | - moving time -                                                                                                                         |                                |
| <b>11:45</b> | 12:30 | 00:45  | <b>Parallel session 2</b>                                                                                                               | <b>Session rooms</b>           |
| <b>12:30</b> | 13:30 | 01:00  | <b>Lunch &amp; posters</b>                                                                                                              | <b>Foyer, JMS Building</b>     |
| <b>13:30</b> | 14:15 | 00:45  | <b>Parallel session 3</b>                                                                                                               | <b>Session rooms</b>           |
| 14:15        | 14:20 | 00:05  | - moving time -                                                                                                                         |                                |
| <b>14:20</b> | 15:05 | 00:45  | <b>Parallel session 4</b>                                                                                                               | <b>Session rooms</b>           |
| <b>15:05</b> | 15:30 | 00:25  | <b>Break &amp; Poster Session</b>                                                                                                       | <b>Foyer, JMS Building</b>     |
| <b>15:30</b> | 16:00 | 00:30  | <b>Explorance Keynote</b><br>Rachel Garman and Marc Deboeck - 'Bath Spa University's Journey to a Stronger Student Voice'               | <b>Saltire Lecture Theatre</b> |
| <b>16:00</b> | 17:00 | 01:00  | <b>Afternoon Keynote</b><br>Dr Jill LeBihan, Ashley Storer-Smith & Simon Varwell - 'A Sector Audit of Student Representation and Voice' | <b>Saltire Lecture Theatre</b> |
|              |       |        | (Continued on next page...)                                                                                                             |                                |

|       |       |       |                                                                                                                                                                                                                                     |                                        |
|-------|-------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
|       |       |       | (Continued from previous page...)                                                                                                                                                                                                   |                                        |
| 17:00 | 18:00 | 01:00 | <b>RAISE AGM</b> - all delegates welcome; chocolates provided!<br><b>or...</b>                                                                                                                                                      | <b>Saltire Lecture Theatre</b>         |
|       |       |       | <b>...free time on campus</b><br>We'd recommend taking a <u>self-guided campus tour</u> , walking through <u>Kelvingrove Park</u> , or having one quick drink on <u>Ashton Lane</u> - before coming back for the Civic Reception... |                                        |
| 18:00 | 20:00 | 02:00 | <b>Civic Reception</b><br>With free canapes, drinks (choice of soft & alcoholic), and background music from the Glasgow University Trad Music Society<br><br>For full information, see <u>Civic Reception (page 10)</u>             | <b>Hunterian Museum, Main Building</b> |

## Day 1 at a glance (continued)

|                                                    | 10:55 – 11:10                                                                                                                                                                                                                                     | 11:10 – 11:25                                                                                                                                                                  | 11:25 – 11:40                                                                                                                                                                                           |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A1</b><br>Room 743<br>Presentations             | <b>Peer Led Interventions</b><br>Ian Harvey and Nick Sutton, MMU<br><i>Pres01 / 2025-030</i>                                                                                                                                                      | <b>Evaluating the impact of a partnership culture at the Glasgow School of Art</b><br>Mark Charters, Ingrid Bols and Choterina Freer, GSA<br><i>Pres03 / 2025-074</i>          | <b>Collaborative approaches to enhancing student confidence and assessment literacy</b><br>Fleur Corbett, Audrey Zhang, Emma Hance, Charlotte Patient and Katie Fisher, UCL<br><i>Pres05 / 2025-068</i> |
| <b>B1</b><br>Room 745<br>Presentations             | <b>Celebrating ten years of UCL ChangeMakers</b><br>Fiona Wilkie and Tom Langston, UCL<br><i>Pres02 / 2025-103</i>                                                                                                                                | <b>University level co-creation project to enhance student engagement and agency with feedback and critical reflection</b><br>Mia Stevens, Bristol<br><i>Pres04 / 2025-106</i> | <b>Co-creating a Lasting Culture of Belonging at Manchester Metropolitan University</b><br>Ffion Evans, MMU<br><i>Pres06 / 2025-112</i>                                                                 |
| <b>C1</b><br>Room 630<br>Campfire<br>Conversations | <b>Critical conversations with students studying English for Academic Purposes: issues and reflections</b><br>Michelle Evans and Kimika Lijima, Leeds<br><i>CF1 / 2025-037</i>                                                                    | <b>Embedding authentic student-staff partnerships for lasting change</b><br>Harriet Thew and Susanne Lorenz, Leeds<br><i>CF2 / 2025-144</i>                                    | <b>Tracking the self-efficacy of student representatives</b><br>Ellie Ansher and Tim Hinchcliffe, BPP University<br><i>CF3 / 2025-085</i>                                                               |
| <b>D1</b><br>Room 639<br>Workshop                  | <b>Scotland's Ambition for Student Partnership: evaluating and enhancing student partnership</b><br>Megan Brown, sparqs (student partnerships in quality Scotland)<br><i>W1 / 2025-039</i>                                                        |                                                                                                                                                                                |                                                                                                                                                                                                         |
| <b>E1</b><br>Room 734<br>Hybrid                    | Room not in use for this session                                                                                                                                                                                                                  |                                                                                                                                                                                |                                                                                                                                                                                                         |
| <b>F1</b><br>Room 629<br>Online Pres.              | <b>Co-Creating and Co-Delivering Holistic Student Support Provision through Harnessing Collaborative Advantage: The 'Nothing About Us, Without Us' Project</b><br>Gemma Lace, Will Steele and Rachael Davies, Salford<br><i>OPres1 / 2025-131</i> | <b>Student Voice and Wellbeing: a recipe for success</b><br>Sarah Mander, Open University<br><i>OPres2 / 2025-048</i>                                                          | <b>Transformative Co-Creation: The Success of the Student Futures Manifesto</b><br>Kate Strudwick and Clare Cotton, Lincoln<br><i>OPres3 / 2025-151</i>                                                 |

|                                                 | 11:45 - 12:00                                                                                                                                                                                                              | 12:00 - 12:15                                                                                                                                                                                                                                                                      | 12:15 - 12:30                                                                                                                                                                                       |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A2</b><br>Room 743<br>Presentations          | <b>Using Listening Rooms to co-create a Theory of Change with students</b><br>George Cox and Eleanor Turpin, Nottingham Trent <i>Pres07 / 2025-032</i>                                                                     | <b>The Convivialities of Tribal Agency: Understanding how young people in northeast Indian tribal associations create a sense of 'ethnic self' in Bengaluru</b><br>Annisha Debbarman, Sussex <i>Pres09 / 2025-057</i>                                                              | <b>Becoming Future Ready: Co-creating an interdisciplinary module to enhance employability</b><br>Jo Elliott and Alexander Shobottom, QMUL <i>Pres11 / 2025-130</i>                                 |
| <b>B2</b><br>Room 745<br>Presentations          | <b>The Outcomes of a Student-Staff Collaborative Project to Hear the Student Voice. An insight into student views at the School of Management in Swansea University</b><br>Ellen Spender, Swansea <i>Pres08 / 2025-098</i> | <b>From Digital Tools to Digital Trust: Understanding Student Experiences with Online Assessment Platforms [online]</b><br>Shaktheeswari Ravi, Abbie King and Kaynath Rahman, KCL <i>Pres10 / 2025-123</i>                                                                         | <b>Student feedback as a catalyst for improving a veterinary clinical learning environment</b><br>Luiz Santos, Katie MacNaught, Catherine Stalin and Sam Fontaine, Glasgow <i>Pres12 / 2025-164</i> |
| <b>C2</b><br>Room 630<br>Storytelling           | <b>Co-Designing Graduates - Optimising the Employability of Graduates Through Co-Design</b><br>Michelle Evans and Lauren Moriarty, Leeds Beckett <i>Story1 / 2025-109</i>                                                  | <b>Better designs for peer-to-peer interdisciplinary learning: an authentic staff-student partnership to create a place-based course combining linguistics, ecology and geography for final-year undergraduates</b><br>Anna McGregor et al (see abstract) <i>Story2 / 2025-117</i> | <b>Empowering Student Advocacy and Leadership with Researcher Training: A formula for Policy Impact and Democratic Innovation</b><br>James Cantwell, Cambridge <i>HyPres3 / 2025-026</i>            |
| <b>D2</b><br>Room 639<br>Workshop               | <b>How does it work?: Using the UK Quality Code to engage students as partners</b><br>Amy Eberlin, QAA <i>W2 / 2025-140</i>                                                                                                |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                     |
| <b>E2</b><br>Room 734<br>Hybrid<br>Storytelling | <b>Fostering Inclusivity and Belonging in the Psychology Classroom: Working in Partnership with students to Enhance Engagement and Success</b><br>Vicki McDermott and Jen Coleman, UEA <i>HyStory1 / 2025-116</i>          | <b>Navigating (with / by) Student Voice in Choppy Waters</b><br>Sara Pearman and Tim Herrick, Sheffield <i>HyStory2 / 2025-020</i>                                                                                                                                                 | <b>Student-Led Exploration of AI Ethics and Applications</b><br>Tadhg Blommerde, Stephany Veuger, Henry Richards and Kerry Gibbins, Northumbria <i>HyCF1 / 2025-054</i>                             |
| <b>F2</b><br>Room 629<br>Online Pres.           | <b>Through Their Eyes, In Their Words: Mapping Transition with Student Voice</b><br>Ritika Arora, Jonathan Schulte and Linh Hoang, LSE <i>OPres4 / 2025-111</i>                                                            | <b>Creative changemakers – recognising and rewarding the agency, power &amp; impact of students</b><br>Natalie Brown and Zena Rashid, Nottingham Trent <i>OPres5 / 2025-137</i>                                                                                                    | <b>From Learners to Leaders: Students as Co-Creators of the Social Justice Jam</b><br>Vasiliki Kioupi et al (see abstract) <i>OPres6 / 2025-155</i>                                                 |

|                                                 | 13:30 - 13:45                                                                                                                                                                                                                        | 13:45 - 14:00                                                                                                                                                                           | 14:00 - 14:15                                                                                                                                                                                  |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A3</b><br>Room 743<br>Presentations          | <b>Authentic Learning in a Staff/Student Co-Created Workshop : A historic feminist collection meets students' lived experience</b><br>Ursula Ackrill and Chiara Rebora, Nottingham<br><i>Pres13 / 2025-064</i>                       | <b>The impact of Assessment Interns to enhance assessment and feedback practices at The University of Southampton</b><br>Claire Hughes et al (see abstract)<br><i>Pres15 / 2025-110</i> | <b>Co-designing 'brain safe' campuses</b><br>Ann Kaegi and Oryx Fowler, Hull<br><i>Pres17 / 2025-170</i>                                                                                       |
| <b>B3</b><br>Room 745<br>Presentations          | <b>Neurodivergent thinkers and critical thinking; A student-led project to provide a platform for student feedback leading to co-created action</b><br>Liz Staples, Plymouth Marjon University<br><i>Pres14 / 2025-034</i>           | <b>From Feedback to Impact: Evaluating Academic Support Through Kirkpatrick's Model</b><br>Agnieszka Marciszewska and Richard Knott, City St. George's, UCL<br><i>Pres16 / 2025-094</i> | <b>Enhancing Student Feedback Literacy through Peerv Review</b><br>Alexandra Moores, Kent<br><i>Pres18 / 2025-001</i>                                                                          |
| <b>C3</b><br>Room 630<br>Campfire Conversations | <b>5 years and back to the roots: evaluating the institutionalisation of a black student initiative through black student feedback</b><br>Sohane Inès Mousseid Yaya, Ruth Walker and Darold Cuba, Cambridge<br><i>CF6 / 2025-171</i> | <b>Northumbria University Student Law Office: embedding experiential learning and Universal Design for Learning</b><br>John Booth-Carey, Northumbria<br><i>CF5 / 2025-154</i>           |                                                                                                                                                                                                |
| <b>D3</b><br>Room 639<br>Workshop               | Room not in use for this session                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                                                                                |
| <b>E3</b><br>Room 734<br>Hybrid Workshop        | <b>Authentic Belonging in Higher Education - A Grass Roots Approach</b><br>Zak Evans and Faiza Inamdar, KCL<br><i>HW1 / 2025-023</i>                                                                                                 |                                                                                                                                                                                         |                                                                                                                                                                                                |
| <b>F3</b><br>Room 629<br>Online                 | <b>Amplifying Student Voices in Curriculum Decolonisation: A Collaborative Journey in Higher Education Chemistry</b><br>Julieta Litka Milian, Billie Shearman and Alex Harvey-Reid, Durham<br><i>OPres7 / 2025-016</i>               | <b>Driving change through Student as Partners</b><br>Ellie Ansher and Ellie Wilson, BPP University<br><i>OPres8 / 2025-084</i>                                                          | <b>A student-staff partnership as a catalyst for change: co-creating support for international students</b><br>Mirjana Sokolovic-Perovic and Jamielyn Low, Reading<br><i>OPres9 / 2025-125</i> |

|                                                | 14:20 – 14:35                                                                                                                                                                                                                             | 14:35 – 14:50                                                                                                                                                                                                                                              | 14:50 – 15:05                                                                                                                                                                              |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A4</b><br>Room 743<br>Presentations         | <b>Co-Creation or Consent: Consumer Protection and Enhancing Curricula</b><br>Mark McGahon, Ulster<br><i>Pres19 / 2025-076</i>                                                                                                            | <b>Empowering student agency in assessment and feedback in Biological Sciences</b><br>Rose Murray and Reinart Jemsema, Bristol<br><i>Pres21 / 2025-072</i>                                                                                                 | <b>Voices Unheard: Bridging staff perceptions and student input for a stronger school community</b><br>Joshua Tandy, Alyssa Davies and Larissa Nelson, Cardiff<br><i>Pres23 / 2025-097</i> |
| <b>B4</b><br>Room 745<br>Presentations         | <b>Developing leaders on campus and beyond: the Black Leadership Programme 18 months in...</b><br>Maria Gallego-Gonzalez and Charlotte Stringfellow, Manchester<br><i>Pres20 / 2025-031</i>                                               | <b>Shaping our Story: Student Quality Consultants at Edinburgh Napier University</b><br>Pamela Calabrese, Danya Nenova and Dominik Zurawicz, Edinburgh Napier<br><i>Pres22 / 2025-147</i>                                                                  | <b>Transforming Learning: The Impact of Lecture Capture Technologies Post-COVID-19</b><br>Tadhg Blommerde and Andrew Coulson, Northumbria<br><i>Pres24 / 2025-119</i>                      |
| <b>C4</b><br>Room 630<br>Storytelling Sessions | <b>Authentic Student-Staff Partnerships in the design, development and delivery of Biomedical Science Education</b><br>Margaret Cunningham, Liam Rooney and Nikki Monachan, Strathclyde<br><i>Story4 / 2025-142</i>                       | <b>When the only thing that is familiar is the moon – a photovoice study to understand the experiences of Indian, Pakistani and Nigerian students' initial transitions into UK HE</b><br>Judith Cork, Anglia Ruskin University<br><i>Story5 / 2025-159</i> |                                                                                                                                                                                            |
| <b>D4</b><br>Room 639<br>RAISE Info Session    | <b>RAISE Special Interest Groups – Info Session</b>                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                            |
| <b>E4</b><br>Room 734<br>Hybrid Pres.          | <b>Students as partners: Lessons from participatory evaluation</b><br>Wendy Fowle and Tamara McNeill, Oxford Brookes<br><i>HyPres1 / 2025-150</i>                                                                                         | <b>Creative ways to disseminate co-designed action plans arising from periodic course monitoring</b><br>Emily Chapman-Waterhouse, Harper Adams University<br><i>HyPres2 / 2025-006</i>                                                                     |                                                                                                                                                                                            |
| <b>F4</b><br>Room 629<br>Online Pres.          | <b>Student Voices Amplified: Innovative Technological Tools for Advocacy</b><br>Christie Nebedum and Semline Singleton, Open University <sup>(1)</sup> and Kennesaw State University, Georgia <sup>(2)</sup><br><i>OPres10 / 2025-090</i> | <b>Can Microsoft Teams be used as a digital space to build a community, foster a sense of belonging and promote a positive student experience?</b><br>Reimala Sivalingam et al (see abstract)<br><i>OPres11 / 2025-133</i>                                 | <b>Creating Meaningful Educational Experiences Through Authentic Staff-Student Partnership</b><br>Gitit Kadar-Satat and Olivia Gunn, Warwick<br><i>OPres12 / 2025-113</i>                  |

# Programme

## Day 2

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# Day 2 at a glance

Tap / click any session for details

| Start        | End   | Length | Item                                                                                                                                                                    | Location                                                                                                                                                  |
|--------------|-------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>08:30</b> | 09:30 | 01:00  | <b>Registration</b>                                                                                                                                                     | <b>Foyer, JMS Building</b>                                                                                                                                |
| <b>09:30</b> | 10:45 | 01:15  | <b>Welcome &amp; Opening Keynote</b><br>Dr Andrew Struan, Dr Jennifer Boyle, Micaela Levesque, Duncan Calvert, Ayush Garg and Aizhan Token - 'Student Voice at Glasgow' | <b>Saltire Lecture Theatre</b>                                                                                                                            |
| 10:45        | 10:55 | 00:10  | - moving time -                                                                                                                                                         |                                                                                                                                                           |
| <b>10:55</b> | 11:40 | 00:45  | <b>Parallel session 1</b>                                                                                                                                               | <b>Session rooms</b>                                                                                                                                      |
| 11:40        | 11:45 | 00:05  | - moving time -                                                                                                                                                         |                                                                                                                                                           |
| <b>11:45</b> | 12:30 | 00:45  | <b>Parallel session 2</b>                                                                                                                                               | <b>Session rooms</b>                                                                                                                                      |
| <b>12:30</b> | 13:30 | 01:00  | <b>Lunch &amp; posters</b>                                                                                                                                              | <b>Foyer, JMS Building</b>                                                                                                                                |
| <b>13:30</b> | 14:15 | 00:45  | <b>Parallel session 3</b>                                                                                                                                               | <b>Session rooms</b>                                                                                                                                      |
| 14:15        | 14:20 | 00:05  | - moving time -                                                                                                                                                         |                                                                                                                                                           |
| <b>14:20</b> | 15:20 | 01:00  | <b>Plenary Panel of Sector Speakers</b><br>Dr Zachary Spire, Megan McLellan, Rohit Rao, Jim Dickinson, Aimee Cuthbert                                                   | <b>Saltire Lecture Theatre*</b><br><br><i>*May change to room used for Strand B - 745</i><br><br><i>Will announce at lunch and clearly signpost if so</i> |
| <b>15:20</b> | 15:30 | 00:10  | <b>Wrap-up, prizes, and next year's event</b><br>With tea and coffee available on departure                                                                             |                                                                                                                                                           |

10:55 – 11:10

11:10 – 11:25

11:25 – 11:40

**A5**Room 743  
Presentations**The Budding Economists' Symposium: A Student-Staff Collaborative Experiential Learning Initiative**

Ravshonbek Ootojanov, QMUL

Pres25 / 2025-047

**Creating a Student & Staff Collaborative Team**

Eleanor Roe, Health Sciences University

Pres27 / 2025-002

**Near-Peer Mentoring as an Effective Intervention in Supporting First-Year Medical Students' Transition to University**

Amber Pollock, Brandon MacIntyre and Natalia Barclay, Edinburgh

Pres29 / 2025-056

**B5**Room 745  
Presentations**Leveraging student voices from their homes: student representation for distanced learners**

Jazz Simpson, Open University

Pres26 / 2025-104

**Student success framework in widening access**

Besty Jose, John Deane, Mark Gallagher-Read, and Stephanie Ng, University of Wales Trinity St. David

Pres28 / 2025-138

**'[T]here were actually some individuals speaking within those groups [...] who have never, ever put their hand up in class before': Unpacking NTU's Team-Based Learning pilot project**

Anita Love, Nottingham Trent

Pres30 / 2025-107

**C5**Room 630  
Campfire  
Conversations**Around the campfire: Exploring the poetry of partnership with Edinburgh Napier University**

Pamela Calabrese and Catriona Cunningham, Edinburgh Napier

CF7 / 2025-120

**Strengthening Student Leadership: NStEP's Governance Training and Toolkit for Effective Representation**

Niamh Kennedy and Rachael Sarsfield Ryan, National Student Engagement Programme, Union of Students in Ireland

CF8 / 2025-134

**From Representation to Leadership: Strengthening Student Engagement through Training and Partnership**

Niamh Kennedy and Rachael Sarsfield Ryan, National Student Engagement Programme, Union of Students in Ireland

CF9 / 2025-069

**D5**Room 639  
Workshop**Finding balance: Exploring 'power' in student-staff co-production**Samantha Wilson-Thain, Tom Baines, Tom Ritchie and Inca Hide-Wright, Warwick <sup>(1, 3 & 4)</sup> and Social Origin

W5 / 2025-082

**E5**Room 734  
RAISE Info  
Session**RAISE Journal – Info Session****F5**Room 629  
Online Campfire  
Conversations**Co-creation in a safe space: Listening to the international student voice**

Ben Chong, Richard de Blacquièrre-Clarkson and Manoi Ravi, Leeds

OCF1 / 2025-092

**Reframing the Cinderella Story: Recognising and Valuing Working-Class Experiences in HE**

Hannah Reilly, Medr (Y Comisiwn Addysg Drydyddol ac Ymchwil / Commission for Tertiary Education and Research)

OCF2 / 2025-058

**Meeting students where they are – modelling new forms of student communities**

Rosie Hunnam, Organised Fun

OCF3 / 2025-052

11:45 - 12:00

12:00 - 12:15

12:15 - 12:30

**A6**Room 743  
Presentations**Building Student Success: The Role of Student Mentors and Employability Coordinators in Curriculum Co-Design, Co-Delivery, and Student Engagement**

Marloes Spreeuw, Westminster

Pres31 / 2025-045

**Co-creating Interactive OERs for Enhanced Engagement**

Veronique Van Lierde and Yasser Lemghari, Al Akhawayn University in Ifrane – Morocco

Pres33 / 2025-168

**A Collective Approach to Reverse Mentoring**

Camilla Ventre, Ffion Evans and Zinnia Mitchell-Smith, Manchester Met

Pres35 / 2025-149

**B6**Room 745  
Presentations**Student Engagement in Veterinary Medicine through the Reach Widening Participation Programme**

Karen MacEachern and Alison Browitt, Glasgow

Pres32 / 2025-158

**From Awareness to Action: Understanding the student perception of the Student Voice**

Larissa Nelson and Alyssa Davies, Cardiff

Pres34 / 2025-096

**Mentorship, Collaboration, and Identity: Reflections on the RAISE Network Buddy Scheme**Kiu Sum, Tamara Reid and Ana Souto, London Metropolitan<sup>(1)</sup>, Kingston University<sup>(2)</sup> and Nottingham Trent<sup>(3)</sup>

Pres36 / 2025-075

**C6**Room 630  
Storytelling  
Sessions**Building Bridges: Enhancing Education Through Bespoke Student-Staff Partnerships**

Lucy Mason and Libby Johnstone, Leeds

Story7 / 2025-108

**Poetry and partnership: piloting subject-based engagement in learning in a multi-campus institution**

Charlotte. Usher and Simon Varwell, University of the Highlands and Islands

Story8 / 2025-087

**'The PhD Superhero': Telling the story of PhD students' development at the University of Cambridge**

Amy Smail, Jess Scott and Annette Mahon, Cambridge

Story9 / 2025-041

**D6**Room 639  
Workshop**Co-Creating a Manifesto for Co-Creation**

Callum Paterson, Celine Caquineau and Rea Michalopoulou, Edinburgh

W4 / 2025-038

**E6**Room 734  
Online  
Workshop**Empowering Black student leaders**

Amira Asantewa, Grit.org.uk

OW2 / 2025-102

**F6**Room 629  
Online  
Storytelling  
Sessions**Empowering students' communication: Creating an inclusive dialogic space**

Vienne Lin, Bath University

OStory1 / 2025-013

**Reimagining student voice**

Irfan Rashid, Katie St Quinton, Georgina Blakeley, Heather Wade and Freya Asquith Martin, Huddersfield

OStory2 / 2025-156

13:30 – 13:45

13:45 – 14:00

14:00 – 14:15

**A7**Room 743  
Presentations

**Engaging with the Student Voice: Refreshing Practice and Theory – a reboot for 2025 and beyond. A summary of the special issue of the RAISE network journal**  
Megan Bruce, John Parkin and Conor Naughton, Durham <sup>(1)</sup>, Anglia Ruskin <sup>(2)</sup>, and Nottingham  
*Pres37 / 2025-019*

**100 Days 100 Voices – A longitudinal student voice campaign**  
Paul Grattrick, Liverpool  
*Pres39 / 2025-010*

**What works to increase student attendance and engagement in timetabled sessions – An exploratory study of student engagement in Finance and Accounting education**  
Tom Lowe, Emma Elkington and Irene Brew-Riverson, Westminster  
*Pres41 / 2025-018*

**B7**Room 745  
Presentations

**Student Cost of Learning**  
Ryan Davidson and Sara Akram, Derby  
*Pres38 / 2025-163*

**Co-Creators Assemble! Rethinking Education, One Partnership at a Time within the PgCAP**  
Caroline Fleeting, Cumbria  
*Pres40 / 2025-066*

**C7**Room 630  
Campfire*Room not in use for this session***D7**Room 639  
Workshops**RAISE Buddy Scheme – Info Session****E7**Room 734  
Hybrid  
Workshop

**Ready to hear, supported to speak: a model for conversation to empower the student voice**  
Jennie Blake, Manchester  
*HW7 / 2025-043*

**F7**Room 629  
Online

**Empowering all voices through the peer learning model SI-PASS (Supplemental Instruction-Peer Assisted Study Sessions)**  
Linda Wennborg and Joakim Malm, European Centre for SI-PASS  
*OW1 / 2025-157*

# Posters and podcasts

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# Poster Competition

Winner receives a quaich  
from the University of  
Glasgow

**Vote for your favourite poster:**

Scan the conference QR code

Look for the voting option

The poster with the most votes will be  
announced during closing remarks on day 2

*"...a traditional Scottish shallow, two-handled drinking cup, often called the "cup of friendship" or "loving cup". Derived from the Gaelic word for cup (cuach), it symbolizes hospitality, trust, and peace. Historically used for welcoming guests and in ceremonies, quaichs are still a significant part of Scottish weddings and other celebrations, representing the union of two people or the strength of friendship."*

# Online Posters

Scan the QR code on your badge to see the gallery. Each presenter has recorded a short video introduction.

Online poster presenters are welcome to make themselves available in the plenary online space during the breaks.

## **Prioritising conversations with and between students to build community & belonging in a large undergraduate cohort: A collaborative podcast initiative**

Jen Coleman and Alice Bush, East Anglia University

## **Improving Student Academic Representation through Partnership**

Catherine Hindson and Janine Fox, Bristol Students' Union

## **Enhancing Students' Social Experience and Belonging at University**

Faiza Inamdar, King's College London

## **Bridging the Gap: Engaging Remote Students in Sustainability**

Ciara Linehan and Jethro Tieman, Open University

## **Making the most of lecture capture: a student-staff partnership project**

Mirjana Sokolovic-Perovic and George Pontikas, University of Reading

## **"People are different; you've got to embrace that and make everyone feel at home": Student perspectives on compassion in Higher Education**

Amy Thomlinson, University of Hull

## **Amplifying International Student Voices: Who They Are and How to Engage Them**

Lei Zeng, University of Manchester

## **An investigation into social support and use of social space by autistic university students**

Sharron Sturgess, London South Bank University

Visit these posters during the breaks, particularly on Day 1 during lunch when authors are invited to stand by them to discuss their contents with you.

# In-Person Posters

## **PGR-PGR Peer Mentoring: A student-provoked, student-centred, and student-led approach to building belonging**

Emma Norman, University of Exeter

## **Exploring the impact of Generative AI use in undergraduate teaching and learning for the development of 'critical being/s', in UK higher education**

Callum Perry, East Anglia University

## **University staff's role in student well-being: A focus group study**

Afsane Riazi and Theano Lianidou, Richmond American University

## **Collecting Insights via an Alerts-based Calling Intervention**

Eleanor Turpin and George Cox, Nottingham Trent University

# Podcasts

The RAISE 2025 conference will be supplemented with a collection of exciting and insightful podcast episodes covering a range of topics related to Student Engagement. These podcasts will be recorded before, during, and after the conference and will be hosted online.

Follow RAISE on social media or join the JISC Mail list to follow the news on when they're released!

## **Empowering Hidden Voices: Inclusivity and Diversity in Education**

Pinky Bazaz and Zena Rashid, Nottingham Trent

## **Navigating University Life: A Longitudinal Study on Student Voices and Transitions**

Fiona Harley and Amy Palmer, Bristol

## **Evaluating student observation of teaching schemes: understanding the impact on students and staff**

Tim Herrick and Ana Souto Galvan, Nottingham Trent

## **Displaced but Not Replaced: Student Agency and Resilient Learning in Gaza's Online EFL Classrooms**

Ahmed Kamal Junina, Al-Aqsa University, Palestine

## **NStEP at 10: Reflections, Strategy, and the Future of Student Engagement**

Niamh Kennedy and Rachael Sarsfield Ryan, National Student Engagement Programme

## **Authentic Student Storytelling and Co-Creation to Improve Staff-Student Communication**

Gemma Lace and Zaki Kaf Al-Ghazal, Salford Students' Union

## **Searching for Romanian Heritage in London Museums**

Maria Popa, Rares Muscar and Ramona Gonczol, University College London

## **What can we learn from the experiences of rural students in HE chemistry at the UofG**

Linnea Soler, Josh Hylands and Smita Odedra, Glasgow

# Abstracts

Day 1

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# Abstracts - Sessions A1-F1



[Click here to see in programme](#)

## Day 1 - Thu - Parallel Session 1 - 10:55 - 11:40

A1 Presentations

Peer Led Interventions

Ian Harvey and Nick Sutton, Manchester Metropolitan University Pres01 / 2025-030

Our innovative Peer Guides community project, focuses on four key areas: student wellbeing, harm reduction, Outduction, and Peer Guides development. Peer Guides complete a ""train the trainer"" program, enhancing their skills in facilitation, wellbeing, and harm reduction.

Harm Reduction Initiatives:

- Developed a harm reduction video for Halls and PBSA's, and a short video for sports teams, streamed at half-time.
- Delivered harm reduction sessions to sports clubs and Student Union societies.
- Created harm reduction podcasts and weekly drop-in sessions in halls.
- Wellbeing Support:
- Produced a video and RISE study pack on living with neurodivergent students.
- Developed resilience and assessment preparation podcasts.
- Created a ""Looking After Your Mate"" video and conducted in-person sessions for Social Care students.
- Res Life to Residential Program:
- Part 1: Guidance on finding housing, understanding HMO's and PBSA's, contract types, and living areas.
- Part 2: Tips on moving out of halls, settling into a new house, community responsibilities, fire and general safety, and landlord communication.
- Both parts are available are video based on the RISE platform, aligned with hall events.
- Peer Guides Development:
- Peer Guides complete a self-appraisal questionnaire in August and May, evaluating personal and role-based skills and career planning.
- Results are compared, and one-on-one sessions are held to discuss their development.

Evaluating the impact of a partnership culture at the Glasgow School of Art

Mark Charters, Ingrid Bols and Choterina Freer, Glasgow Students' Association Pres03 / 2025/074

At the centre of the Glasgow School of Art's approach to enhancement is the need to work with our students in partnership. Since implementing our first Student Partnership Agreement in 2022/23, we have set a strategic ambition towards a culture of authentic partnership and co-creation. But what does this mean in practice, and how do we know we have met this ambition through?

In this presentation, we aim to explore how we have worked to evaluate our student partnership work, how we have begun to shape a culture of partnership within our institutional context, and how looking to the future we will use this to stretch our ambitions for working with students.

Collaborative approaches to enhancing student confidence and assessment literacy

Fleur Corbett, Audrey Zhang, Emma Hance, Charlotte Patient and Katie Fisher, UCL Pres05 / 2025/068

Students often experience assessment anxiety and encouraging students to independently evaluate their work is key to enhancing assessment literacy. Providing

# (Sessions A1-F1 continued)

Day 1 - Thu - Parallel Session 1 - 10:55 - 11:40



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past indicative answers is not enough if students cannot apply these answers to their own work, and individual formative feedback is not feasible in large modules. We explored how undergraduate Psychology students use marking criteria and feedback to feedforward in a staff-student ChangeMakers partnership. Student voice was integral to the project success, with partnership students co-creating semi-structured interviews with staff and running student focus groups. Students reported struggling to understand marking criteria, feedback and how to succeed.

Following the exploration phase, we co-created a formative activity to improve assessment and feedback literacy. In a core undergraduate module with ~200 students, we developed a simple to implement activity to guide students through writing and marking their own answers using expanded marking criteria, indicative answers and past example answers. The pre-recorded video required minimal staff effort and allowed students to engage at their own pace. Student confidence in answering short answer questions and understanding the marking process increased significantly after completion, by 20%. This activity has been adopted across modules and we discuss the benefits of collaborative approaches to improve both the student and staff experience of assessments.

## B1 Presentations

Celebrating ten years of UCL ChangeMakers

Fiona Wilkie and Tom Langston, UCL Pres02 / 2025-103

This presentation will share the work so far of the UCL ChangeMakers programme and ChangeMakers Student Fellows, two schemes that have institutional impact and further the culture of student-staff partnership at UCL.

UCL ChangeMakers was set up in 2014/15 and is one of the longest running programmes of its type in the sector. From small beginnings with ten student-led projects, now an average of 50 student-staff partnership educational enhancement and change projects are supported each year. ChangeMakers has also enabled institutional level projects, addressing the needs of emerging issues such as setting up internal internships during the pandemic, and partnership projects to examine the impact of genAI on HE teaching and learning on the release of Chat-GPT.

Student Fellows are recruited every year to work closely with the ChangeMakers team, and through this presentation we will share the experiences of our most recent cohort, which includes ChangeMakers project proposal reviewing, collaborating with senior leaders on quality assurance processes (Internal Quality Reviews, Programme and Module Approval Panels), programme and assessment design workshops, and supporting a national conference.

Working with Student Fellows each year also enables our wider team to draw on their expertise and work with them to enhance and celebrate teaching and learning at UCL.

University level co-creation project to enhance student engagement and agency with feedback and critical reflection

Mia Stevens, University of Bristol Pres04 / 2025-106

The aim of this project is to demonstrate the value of co-creation between academic staff, SU officers, and students in improving feedback literacy and valuing it as a graduate attribute. We promote student-led reflective activities to engage with assessment feedback and the Bristol Skills Profile (BSP) (Love 2024).

We will share our experiences, successes, and challenges in running a university-wide partnership project to facilitate student engagement with feedback and critical reflection. We have established a formal collaboration between the Bristol Institute of Learning and Teaching (BILT) and Bristol Students' Union. Our team comprises SU Officers, Professional Services Staff, Academics, and nine paid Student Feedback Fellows. Together, we have co-designed activities to promote student engagement with feedback and skills development, and contextualized resources for each of our three faculties at the University of Bristol. Our Student Fellows

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engage with peers across the university, supporting them to use feedback activities to reflect on their skills development using the BSP, which takes a holistic view of skills using Barnett and Coate's 'Knowing, Acting, and Being' framework (Barnett and Coate, 2005).

Our initiative aims to:

- Increase student agency by promoting peer- and self-assessment dialogue and action-planning to develop self-regulation.
- Improve consistency of feedback activity across faculties.
- Support students to recognize the value of feedback literacy.

Co-creating a Lasting Culture of Belonging at Manchester Metropolitan University

Ffion Evans, Manchester Metropolitan University Pres06 / 2025-112

This presentation reflects on a two-year 'lead innovation' scholarship role in Belonging, Mattering, and Community at Manchester Metropolitan University. It focuses on co-creating a framework for belonging that centres student voice, experience, and partnership. The presentation explores the establishment of a thematic Community of Practice (CoP) and an interconnected student forum, fostering a sustainable culture of 'belonging-minded' practice across the university.

Illustrating relational practice principles, the presentation reflects on conversations with students, professional services, and academic staff, engaged in efforts to create conditions for student acceptance, well-being, and inclusion. It outlines the Manchester Met 'Ingredients for Belonging' framework, co-created through this community and the lead scholar role. This framework aligns with institutional initiatives, enabling practitioners to facilitate student belonging and mattering, ensuring it is central to curriculum, assessment, and service design. Additionally, the framework supports inclusive pedagogies and core institutional strategies such as the Student Futures Commitment and wider student well-being and student voice initiatives.

Finally, I will share key points from ongoing dialogue with students and the student union, captured through a CoP Student Union take-over and podcast discussions, which have helped to enliven the institutional commitment and support the cultural integration of the framework.

C1 Campfire Conversations

Critical conversations with students studying English for Academic Purposes: issues and reflections

Michelle Evans and Kimika Lijima, University of Leeds CF1 / 2025-037

In this campfire conversation, we would like to have a discussion with the audience about our book project called, 'Critical Conversations with students of English for Academic purposes (EAP): issues and reflections'. The aim of the project is to provide students with opportunities to critically engage with some of the recurring themes and issues that have emerged when EAP practitioners and researchers have tried to represent students in various ways. Some of these themes relate to how students' language use is researched or portrayed, as well issues around power and decision-making in curriculum design and the classroom. The student authors of the volume have organised a series of critical conversations with other students and members of the academic community to discuss aspects of EAP research and scholarship that has generally been done on them or about them. The aim is to offer a rare opportunity to read students' first-hand critical engagement with the ways they have been portrayed or represented in the field of English for Academic Purposes. The volume editors and student authors will share what we have done, and we hope to have some engaging discussion about it.

Embedding authentic student-staff partnerships for lasting change

Harriet Thew and Susanne Lorenz, University of Leeds CF2 / 2025-144

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Having launched a new MSc (Climate Futures: Science, Society and Politics) in 2023, we aimed to engage students as active partners and pioneers in co-creating transdisciplinary climate change education. This included creating space for student voice, reframing their role beyond that of passive course consumers to empowered lifelong learners. Co-creation is central to the ethos of the MSc and our desire to foster collaborative, inclusive climate action more broadly. Striving to create a community of practice, we trialled a new method to capture and respond to student voice using 'Listening Rooms' (Heron 2019). Key questions driving this work were: 1) how do we centre students in the co-creation of their learning within the time constraints of a one-year course? 2) Can fostering a sense of belonging encourage inclusive, equitable collaboration in group work? and 3) How can we centre student voice to develop authentic student-staff partnerships? Reflecting on our findings, we would like to hold a Campfire Discussion on a) whether a research methodology such as Listening Rooms which aims to understand student perspectives on belonging can actually contribute to belonging in its own right? And b) how do we embed partnership as a cultural practice which students and staff invest in and benefit from year on year?

Heron, E. 2019. Friendship as method: reflections on a new approach to understanding student experiences in Higher Education. *Journal of Further & Higher Education*. 44:3.

Tracking the self-efficacy of student representatives

Ellie Ansher and Tim Hinchcliffe, BPP University CF3 / 2025-085

Students exhibit diverse motivations and interpretations regarding their roles as representatives. It has been suggested that universities should adopt a more proactive approach to developing and supporting student leaders and representatives (Lizzio & Wilson, 2009). Self-efficacy, defined by Bandura (1997) as the belief in one's capability to plan and execute actions to achieve specific outcomes, is crucial in this context. For student representatives at BPP University, self-efficacy refers to their confidence in their ability to succeed in their roles.

We – the Student's Association, and the University Learning and Teaching Enhancement team – worked in partnership to develop four dimensions of self-efficacy in student representation and created a series of questions to evaluate our student representatives' efficacies in relation to their role. Throughout their time as student representatives, we tracked these efficacies and sought to understand the impact that both formal training and lived experiences had on the development of student representatives' attitudes, values and beliefs in relation to the four dimensions.

D1 Workshop

Scotland's Ambition for Student Partnership: evaluating and enhancing student partnership

Megan Brown, sparqs (student partnerships in quality Scotland) W1 / 2025-039

Scotland's Ambition for Student Partnership was published by sparqs (Student Partnerships in Quality Scotland) in October 2024. It is comprised of an aspirational statement for the tertiary sector in Scotland to work towards; 8 underpinning features of student partnership; and a set of indicators which explore how each feature can be embedded in practice. The ambition statement, features and indicators of practice are designed to be a practical tool for institutions to embed effective student partnership working across their activities and processes. The tool can be used to carry out a high-level evaluation of an institution's student partnership activities or an institution might choose a specific feature to explore in more detail.

The Scottish Funding Council (SFC) commissioned sparqs to develop the resource as part of the work developing Scotland's Tertiary Quality Enhancement Framework (TQEF). 'Student Engagement and Partnership' is embedded in the TQEF as one of six principles and the Partnership Ambition underpins this principle. It

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is recognised that, whilst there is significant good practice across Scotland, to achieve the ambition will require continued enhancement activity.

This workshop will introduce attendees to the resource and provide an opportunity to use the features and indicators of student partnership in practice, in order to begin to evaluate and enhance student partnership within your own institution, students' union or sector agency.

## F1 Online Presentations

Co-Creating and Co-Delivering Holistic Student Support Provision through Harnessing Collaborative Advantage: The 'Nothing About Us, Without Us' Project  
Gemma Lace, Will Steele and Rachael Davies, University of Salford OPres1 / 2025-131 

The current generation of Students are faced with increasingly complex socioeconomic challenges including the cost-of-living crisis, adverse global events and increased prevalence of mental health issues. With increasing reports of declining student engagement, it is increasingly important to ensure provision of an inclusive and holistic student support offering that spans academic, pastoral, financial, careers and campus living support. The School of Science, Engineering and Environment (SEE) at the University of Salford is home to ~7000 students studying a range of disciplines including Computer Science, Engineering, Built Environment and Sciences. The 'Nothing About Us, Without Us' Project was piloted in the 23/24 academic year and fully implemented in 24/25, and aimed to collaboratively co-create and co-deliver a suite of holistic support activity mapped to the Student journey. Through working in partnership with Students, the Students' Union, the Faith Centre, the Library, Careers and Enterprise Team and other Central Support Teams, SEE have been able to harness our Collaborative Advantage to co-create and co-deliver an impactful support package that aligns Institutional and Salford Students' Union Vision. The project will demonstrate how co-creation and co-delivery with students can help tackle principle issues such as loneliness, belonging and mental health issues and we will evidence the impact on Institutional key performance indicators.

Student Voice and Wellbeing: a recipe for success  
Sarah Mander, Open University OPres2 / 2025-048 

Students are positioned as co-creators in all activities undertaken by The Open University Student Voice and Wellbeing group. This presentation recounts the inception of the group and shares the whys and hows of its strategic approach and leadership. The session communicates the message student voice and wellbeing are inextricably connected, and explains how co-creation activities, where students are equal partners, can promote good wellbeing. It introduces the co-created student wellbeing handbook; a thought-provoking collection of artwork, poetry, stories and activities. The presentation is a platform to challenge, stimulate and diversify traditional student voice practice to improve student engagement.

Transformative Co-Creation: The Success of the Student Futures Manifesto  
Kate Strudwick and Clare Cotton, University of Lincoln OPres3 / 2025-151 

In 2022 the University of Lincoln and Lincoln SU developed the Student Futures Manifesto (SFM) project in response to the UPP Foundation Student Futures Commission's call for joint action between universities and students to tackle problems caused by the pandemic. The UoL approach to the SFM project centred around Student as Producer (SaP) 2.0, an evolution of SaP which aligns with HE in a post-pandemic world. The SaP 2.0 model enhances student experiences through active participation, collaboration, empowerment, and partnership between staff and students. The SFM project recruited Student Consultants to research six key themes: pre-university support, induction, mental health and wellbeing, teaching clarity, skill-building activities, and graduate outcomes. Student Consultants, mentored by UoL staff, provided recommendations and actions to address these challenges. In 2024, new Student Consultants were recruited to lead and develop the project into a second phase, ensuring the implementation of initial recommendations. The partnership with Student Consultants improved student experiences and increased a sense of belonging, embodying the principles of SaP 2.0. As the SFM project has concluded, its principles are being integrated into a permanent

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scheme aligned with existing student research opportunities at UoL. This presentation will provide an overview the project, how it embodies SaP 2.0, the benefits, and future plans to embed SFM into a scheme to sustain its legacy.

# Abstracts - Sessions A2-F2



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### A2 Presentations

Using Listening Rooms to co-create a Theory of Change with students

George Cox and Eleanor Turpin, Nottingham Trent University Pres07 / 2025-032 ✕

This paper will share how a recent project revising the Theory of Change for NTU's Contact and Engagement Service (CES) used the Listening Rooms method to collect extensive student voice data.

The CES is a telephone-based intervention for non-engaged students. In 2024/25, we revised the CES' Theory of Change, incorporating both student voice and student co-creation. We decided upon the Listening Rooms method, developed by colleagues at Sheffield Hallam University.

Student participants were recruited as friendship pairs, with strong pre-existing relationships. These pairs had unfacilitated natural conversations, prompted by six discussion topics on cards abstracted from sections of the pre-existing Theory of Change. These hour-long sessions were organised by student co-researchers hired from the CenSCE Student Panel and were recorded. These students also took part in a Round Table Analysis session, shaping the thematic analysis and how results were presented.

Overall, eleven Listening Rooms were held to produce a rich data set to be leveraged for the Theory of Change project and potentially others in the future. The paper will briefly outline these findings. We will also present two sets of reflective student data: one from student participants, who described the benefits of authentic, unfacilitated discussion for senses of mattering and empowerment; and another from the co-researchers, on the benefits of their involvement in the project for study and professional development.

The Convivialities of Tribal Agency: Understanding how young people in northeast Indian tribal associations create a sense of 'ethnic self' in Bengaluru  
Annisha Debbarman, University of Sussex Pres09 / 2025-057 ✕

This research intends to explore the idea of collaborations within adjacent ethnic identities (McDuie-Ra 2015). Adjacent identities are complex regional identities which are situated between geographical and ethno-cultural boundaries. It seeks to expand on the dynamic and well-researched idea of ethnic solidarity, especially that of shared solidarities witnessed and emulated through the visions of erstwhile leaders and young tribal people belonging various ethnic identities from northeast India. These identities can be perceived as complex due to historical, geographical and religious tribulations, which often translate into regional conflicts and perceived tensions in mainstream Indian media. But for young people actively engaging with their ethnicities, it can be a challenge to situate themselves within this complex regional identity. Being adjacent regional identities often suggest carrying several shared ethnic and cultural markers—linguistically, gastronomically, totemically, and materially. However, in lieu of similarities in traditional ethnic identity, this research will attempt to understand adjacent identities in terms of relations. Especially through the febrile ambitions of young people, who constantly navigate challenges in their workplace and education. Their journeys can be emblematic of the numerous connections, solidarities, and friendships, who make migrating to a metropolitan city possible.

Becoming Future Ready: Co-creating an interdisciplinary module to enhance employability  
Jo Elliott and Alexander Shoebottom, Queen Mary Univeristy London Pres11 / 2025-130 ✕

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The challenges facing the world today are increasingly complex, requiring collaboration, creativity, and interdisciplinary and critical thinking to find solutions. Additionally, employers increasingly demand entrepreneurial and problem-solving skills, as well as AI literacy, to drive innovation and remain competitive. This creates an urgent need for universities to incorporate such skills into the curriculum, so that students can develop and practice these skills.

The Future Ready project aimed to co-create an interdisciplinary, project-based module in which students collaboratively develop and apply problem-solving, critical thinking, entrepreneurial and AI skills to address the UN Sustainable Development Goals. The project itself is a collaborative two-stage endeavour, bringing together staff and students from across the University's three faculties. In the first stage, students identified key industries and employers of interest for their discipline and facilitated world-café discussions with employers, staff and peers to identify and explore the skills students need to be 'future ready' and how universities and industry might help students develop these skills. In the second stage, staff and students co-created an interdisciplinary module designed to help them develop such skills.

In this presentation, co-presented with a student partner, we will share our approach to partnership, key themes from the world-café discussions, and the design of the co-created module.

## B2 Presentations

The Outcomes of a Student-Staff Collaborative Project to Hear the Student Voice. An insight into student views at the School of Management in Swansea University  
Ellen Spender, University of Swansea Pres08 / 2025-098 

This study explores the potential benefits of building authentic student-staff partnerships in the School of Management in Swansea University. Using the results of National Student Survey (NSS) outcomes, as a starting point, a partnership was developed with our student representatives to gather and respond to student feedback to help ensure that the student experience is a positive experience. To achieve this, various student engagement strategies were used with student engagement being defined as "participation in educationally effective practices, both inside and outside the classroom" (Kuh et al., 2007).

In 2023/2024 an action-planning approach was adopted with student representatives and a programme of student engagement activities was implemented to gather the student voice. The 2024 NSS results suggested that these engagement activities led by the students in conjunction with the School Student Engagement Partner and academics were effective in improving student satisfaction in several areas.

This presentation will discuss strategies adopted and the findings from the student led surveys and focus groups in 3 key areas: the positives, the room for improvements, and student recommendations.

Kuh, G.D., Kinzie, J., Buckley, J.A., Bridges, B.K. and Hayek, J.C. (2007) Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations. ASHE Higher Education Report, Vol 32, No 5. San Francisco: Jossey-Bass

From Digital Tools to Digital Trust: Understanding Student Experiences with Online Assessment Platforms  
Shaktheeswari Ravi, Abbie King and Kaynath Rahman, Kings College London Pres10 / 2025-123  , ,

This study explores student experiences with a new digital assessment platform at King's College London, revealing a critical disconnect between institutional

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implementation and student needs. Our practice involved qualitative research through focus groups and interviews across six disciplines, capturing authentic student voices during this transition. We identified four key themes: polarized user experiences, reliability concerns, implementation gaps, and cognitive-emotional impacts. While some students valued the structured features, many encountered technical barriers, unclear communication, and restricted autonomy, undermining their trust in the platform and assessment process. The impact was most profound for neurodivergent students, whose performance and wellbeing were compromised by inadequate accessibility considerations. Based on these findings, we developed an implementation strategy built on five pillars: technical reliability, transparent communication, student agency, comprehensive support, and authentic partnership. This framework represents a shift from technology-centered to student-centered implementation. Our research establishes a practical roadmap for inclusive digital assessment that recognizes diverse student needs. Successful digital transformation requires not just robust tools but a commitment to building trust through co-creation. Institutions must prioritize this trust alongside innovation to create assessment environments that enhance learning equitably.

Student feedback as a catalyst for improving a veterinary clinical learning environment

Luiz Santos, Katie MacNaught, Catherine Stalin and Sam Fontaine, University of Glasgow Pres12 / 2025-164 ✕

Clinical learning environments (CLEs) can be challenging due to the competing demands of care delivery and teaching. Negative experiences in CLEs can harm students' psychological safety, which is crucial for effective learning. Although students can identify areas for improvement, hierarchies and rigid course structures often limit their influence.

End-of-year feedback from final-year veterinary students revealed dissatisfaction with the CLE at a small animal teaching hospital, leading to pre-rotation anxiety and disillusionment. To address this, the Learning Environment Champions (LEC) initiative was established, involving clinical and teaching staff working with hospital staff, students, and industry experts. The goal was to improve the learning experience while maintaining high clinical standards.

Key aspects of the LEC initiative included a social contract for behavioural expectations, adapting the Healthcare Education Micro Learning Environment Measure (HEMLEM; Isba, et al., 2020) to evaluate teaching quality and staff attitudes and behaviours, monthly debrief sessions, pathways for raising concerns, and quarterly feedback analysis. Preliminary HEMLEM data showed positive student perceptions and the dialogic debrief sessions were most valuable in identifying factors affecting the CLE. These sessions provided a safe space for feedback, empowering students to take ownership of their experiences and navigate challenges, leading to a positive shift in the hospital's culture.

C2 Storytelling Sessions

Co-Designing Graduates - Optimising the Employability of Graduates through Co-Design

Michelle Evans and Lauren Moriarty, Leeds Beckett University Story1 / 2025-109 ✕ ,

Optimising graduate employability is a key challenge for UK Higher Education Institutions (HEIs), with government initiatives driving efforts to close skills gaps and improve employment outcomes. While students enter higher education seeking enhanced career prospects, industry feedback highlights a lack of workplace readiness among product design graduates. This study investigates how HE teaching and learning materials can evolve to better support employability, focusing on a co-designed digital toolkit, The Design Graduate app, for product design courses.

Spanning five years, the research integrates insights from 97 students, 8 product design graduates, 11 academics, 17 employers, and career professionals across

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multiple UK HEIs. The study employs a qualitative methodology, leveraging co-design and design thinking alongside phenomenographic interviews. Co-design, an increasingly recognised approach in higher education, ensures that employability support is developed with students, rather than for them, fostering individual agency and confidence in career development.

This storytelling session will bring the research to life through a visually immersive narrative, using printed images, drawings, and physical card models generated by students. By engaging the audience in a tangible experience, the session will illustrate how co-designing employability resources can bridge the gap between academia and industry.

Better designs for peer-to-peer interdisciplinary learning: an authentic staff-student partnership to create a place-based course combining linguistics, ecology and geography for final-year undergraduates

Anna McGregor, Hannah Mathers, Millie Bompard, Duncan Shaw, Evie Ball, Malachy Duffin, Alasdair Whyte, Ailsa Dowd, James Keenan, Kirsten Somerville and Ewan McGurk, Glasgow (1- 2 & 4-11) and SUERC (3) Story2 / 2025-117  , ,

The ability to work in interdisciplinary teams is becoming increasingly important, both in academic environments and the workplace. However few university programmes deliver course content in this way. Project aims were: 1) include student partners in designing an interdisciplinary, experiential course where content was structured around a shared physical place rather than disciplinary boundaries, and 2) embed authentic interactions with external stakeholders to enhance learning through an enquiry-based approach.

During spring 2024, a staff-student team representing the Schools of Geography & Earth Science, Biodiversity, One Health and Veterinary Medicine and Celtic & Gaelic Studies worked together to structure, deliver and evaluate lecture- and practical-based course content centred on the cultural heritage, language, landscape and species conservation of the Isle of Lewis, Outer Hebrides. Combining a series of supervised meetings where students redesigned prior coursework for peer-teaching with practical work delivered in a 1-week field-based course, students were actively involved in both preparation and delivery, alongside staff organisation of stakeholder meetings.

Overall, students reported increased confidence in their own disciplines and also improved understanding of real-world perspectives on their discipline through the arranged stakeholder meetings. This approach was highly successful in effective student voice involvement and applied enhanced student learning.

Empowering Student Advocacy and Leadership with Researcher Training: A formula for Policy Impact and Democratic Innovation

James Cantwell, University of Cambridge HyPres3 / 2025-026 

This paper reports on a novel democratic innovation which combined student voice, capacity building and health researcher training among young people aged 16-19 in the UK. These novel innovations fostered young people's expertise and involved policymakers in a process of drafting health recommendations based on young people's research. 15 students were recruited, trained and supported by University staff over the course of a 6-month programme.

The intervention was based on the Lifelab Young Researcher Training programme, designed by young people for young people to develop their skills in generating evidence-based policy ideas, to understand the science behind the health messages, collect data from peers, and have confidence to advocate for change.

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The second innovation used an adapted youth jury engagement model to connect policymakers with the young researchers, enabling cross-examination, collective learning, and support for drafting health recommendations.

A Young People's Manifesto for Change, containing twelve evidence-based policy recommendations to improve young people's health and wellbeing was agreed and endorsed by health leaders for the Integrated Care Partnership with responsibility for health and social care policy and implementation in the UK. The successful programme is being rolled out to other underrepresented groups in urban and rural settings.

The paper reports on an evaluation of the programme's impact on young people and policymakers.

## D2 Workshop

How does it work?: Using the UK Quality Code to engage students as partners

Amy Eberlin, Quality Assurance Agency for Higher Education W2 / 2025-140 

This interactive workshop offers participants the opportunity to learn about the UK Quality Code with a specific focus on 'Principle 2: Engaging Students as Partners' and the Advice and Guidance that underpins it. The UK Quality Code sets out a shared expression of the key features of provision that are fundamental to a high quality learning experience and is designed to be used by colleagues across an institution and by Students' Unions/associations or representative bodies as a sector-led UK reference point to manage the approach to quality enhancement and maintain standards. The Advice and Guidance that underpins the Code unpacks the individual principles enabling providers to discuss their own approaches. This session will explore the newly published Advice and Guidance for 'Principle 2: Engaging Students as Partners' and will offer the opportunity participants to share their practice utilising some of the scenarios and reflective questions found within it.

## E2 Storytelling Sessions (Hybrid room)

Fostering Inclusivity and Belonging in the Psychology Classroom: Working in Partnership with students to Enhance Engagement and Success

Vicki McDermott and Jen Coleman, University of East Anglia HyStory1 / 2025-116  , ,

Psychology cohorts are predominantly female, with UEA's undergraduate psychology programme reflecting sector norms (80% female, 20% male). As a result, male students often experience a sense of minority status in the classroom, which can impact their engagement, attendance, and overall academic experience. However, gender is just one aspect of identity that shapes students' classroom experiences, with intersecting minority identities also influencing participation and feelings of belonging. This presentation explores a UEA Fellowship for Inclusive Teaching (U-FIT) research project which seeks to better understand how, collectively, psychology students describe their classroom experience. Working in partnership with students we established a Student Advisory Group (SAG), made up of five student interns who bring 'expert-by-experience' perspectives to the research design, data collection, analysis and dissemination, ensuring that lived experience informs every step of the process, embodying authentic student-staff collaboration to drive lasting change. By focusing on student perspectives, we can take meaningful action and develop student-informed strategies that foster inclusivity, enhance engagement, and promote academic success for all. Through this collaborative approach, we demonstrate how student-led initiatives can create a more inclusive and impactful learning environment, providing insights applicable to other disciplines seeking to enhance student success.

## Navigating (with / by) Student Voice in Choppy Waters

Sara Pearman and Tim Herrick, University of Sheffield HyStory2 / 2025-020  ,

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"Rough waters are truer tests of leadership. In calm water, every ship has a good captain". This is a Swedish proverb, one which provides an underpinning structure for our story. We have been sailing our ship of "Student Voice" through rough waters and storms, and sometimes against the prevailing wind. How have we captained the ship?

The focus of our student voice leadership has been to get everyone on board, by keeping student voice channels open, flowing, and at the heart of our work. We have aimed to support schools across our faculty by helping them embrace the ebb and flow of institutional tides and use student voice as a compass to navigate new horizons.

From our adventures, we have a few tales of the sea to share:

On the port side and starboard, ensuring the whole crew can work together by sharing information and encouraging conversations;

- At the stern, our student partners provide us with our adventure map and the agility to navigate new directions;
- Using every bit of wind we can, to fill the sails with initiative;
- At the bow of the boat taking time to admire the view, reflecting on our journey together; and
- The rum (or should we say hot tea) that helped us survive the journey and remain motivated.

Join us on deck, as we tell the tale of two sailors, navigating choppy waters and find out if we discovered new shores or an empty treasure chest.

## F2 Online Presentations

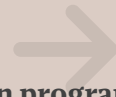
Through Their Eyes, In Their Words: Mapping Transition with Student Voice Ritika Arora  
Jonathan Schulte and Linh Hoang, London School of Economics OPres4 / 2025-111 

This project centres the voices of Contextual Offer Holders (COH) to better understand and improve how LSE supports students from diverse educational and social backgrounds as they transition into university life. Through a participatory, co-creative approach, COH students took part in a six-week programme of reflective dialogue, creative methods, and collaborative problem-solving - creating intentional spaces where their voices were heard, valued, and used to shape future provision. Students mapped their personal transitions, identified key enablers and barriers, and worked together to design practical solutions for future cohorts. The project used Photovoice techniques, reflective digital diaries, and facilitated panel discussions, culminating in a student-led dialogue with senior decision-makers. Students were not only encouraged to share experiences but actively shaped a Theory of Change for the COH programme and contributed to an emerging evidence base for institutional learning. A validation workshop invited students to review, expand, and critique the Theory of Change, ensuring their lived experiences, concerns, and aspirations were authentically embedded before presenting the final framework to senior leaders. This process highlights how creative and collaborative methods can empower students to move beyond consultation towards student-staff partnerships that foster authentic, action-oriented change and help institutions build more inclusive, responsive environments.

Creative changemakers – recognising and rewarding the agency, power & impact of students  
Natalie Brown and Zena Rashid, Nottingham Trent University OPres5 / 2025-137 

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Nottingham School of Art & Design's Creative Changemakers competition celebrates students' agency, power, and impact. It promotes equity and diversity, encouraging students to explore their heritage through their lens. Running for the last 4 years, it has grown from significantly. It aims to celebrate work that generates an equitable creative community. The awards inspire students to celebrate their heritage, explore diverse perspectives, and encourage others to view their world through their lenses. The competition fosters a culture that celebrates diversity in the School.

We will share insights into how the competition led to a greater sense of belonging among students who submitted their work. The presentation will share thoughts and ideas from the project's development and the experiences of students and staff. The session will introduce the competition, including its objectives, rationale, and impact. Attendees will learn about strategies used to inspire and motivate students to participate, leading to an increase in submissions. We will explore best practices for fostering a sense of belonging in the student community and creating an inclusive environment where students feel valued and supported.

We will focus on celebrating diverse perspectives and experiences, sharing our journey to promote diversity and inclusivity in teaching practice, and how staff encouraged students to explore and express their unique perspectives through their creative work.

From Learners to Leaders: Students as Co-Creators of the Social Justice Jam

Vasiliki Kioupi, Charlotte Webb, Faith Castle, Annalisa Mack, Rishabh Bezbaruah, Fridah Okomo, Chrissi Nerantzi and Cathy Malone, Rishabh Bezbaruah and Fridah Okomo, University of Leeds OPres6 / 2025-155 ✉

This presentation explores the role of students as co-creators and co-facilitators within the Social Justice Jam: Spaces for Change, an online collaborative learning programme held in June 2024. The Jam was developed by staff and students from the University of Leeds in collaboration with the University of Pretoria, and alongside two Community-Based Organisations, LS14 trust in Seacroft (Leeds, UK) and Mothong African Heritage in Mamelodi (Pretoria, South Africa). It was designed to address real-world challenges faced by these communities. The project initiative was formed as part of the broader activities of the Discovery Delivery Group of the University of Leeds, which includes a diverse team of staff and students co-creating the university's new Broadening offer and funded by the Horizons Institute at Leeds.

Grounded in Freirean pedagogical principles of problem-posing and dialogue, the Jam embraced a participatory design, centered around the lived experiences and associated challenges identified by the respective communities. Five students from the organising and facilitation teams will provide their insights into the transformative learning features of the Jam. These features were designed using an authentic scenario based on real challenges faced by the two communities. They will explore the outcomes arising from the meaningful interactions between students, staff, and community members, highlighting how these collaborative interactions facilitated mutual learning.

# Abstracts - Sessions A3-F3



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## Day 1 - Thu - Parallel Session 3 - 13:30 - 14:15

### A3 Presentations

Authentic Learning in a Staff/Student Co-Created Workshop : A historic feminist collection meets students' lived experience

Ursula Ackrill and Chiara Rebora, University of Nottingham Pres13 / 2025-064

This paper discusses an authentic learning workshop designed by a student on placement, in collaboration with the librarian who supervised her. The workshop was subsequently delivered as part of a module in which the student was enrolled, making her a participant in, as well as observer of, her own creation. The paper draws on the concept of authentic learning (Nachtigall et al., 2022) aligning such design elements as real-life materials, inquiry and collaboration, to correspond with intentions of authenticity such as creating personally meaningful learning activities.

The placement set out to create learning activities that serve as entry points into 2nd wave feminism. This culture is preserved time-capsule-like in a special collection curated by the librarian. Her objective was to offer students an authentic learning experience rooted in the material. Long term, participants will have an affinity towards using primary historic sources that impacts study plans and ambitions. To narrow the gap between the lived experience of today's students and the feminist activists', the presenters turned to Vygotsky's ZPD. The paper analyses the elements of authentic learning that resonated most and discusses how their ZPD was scaffolded using input from both the student and the librarian: each instance of scaffolding is examined for balancing "structuring" and "problematising" (Wass and Golding, 2014): students completed their task without reducing the inquiry's real-world complexity.

The impact of Assessment Interns to enhance assessment and feedback practices at The University of Southampton

Claire Hughes, Simon Walker, Amy Wallington, Suzanne Albary, Louise Squire, Declan Doyle, Helena Pugsley, Bobbi Moore, Rameen Mustafa, Chloe Lam, Lucy Millidge, Anastasia Kontogianni, Ashna Kondkari and Shuzeda Chowdhury, University of Southampton Pres15 / 2025-110

Students' needs have changed over recent years due to the complexity of the higher education landscape within which they are learning and the pressures on their time and wellbeing (Hughes 2023; Neves et al 2024). Students want to feel connected to their institution and community, with this sense of belonging being a powerful driver which is connected to being empowered to act (McIntosh and May 2024). The University of Southampton is running a 5-year strategic project to enhance assessment. Central to this project is an ethos of student co-design and partnership (CHEP 2025). This includes working in partnership with students from specific programmes to enhance assessment locally, but also directly with a group of student interns who have been recruited from diverse disciplines as a core element of the project team. They work in partnership with academic staff as co-designers of assessment, but also as change agents across programmes.

The co-design work with the interns is forging a strong student voice with resulting impact on the project's direction. The interns' input has provided immense value and has included building assessment visualisations maps, working to promote surveys, running focus groups, analysis and writing of evaluation reports and supporting student programme panels. This session will enable the interns to share their experiences of the work they have undertaken and insights on how to ensure that co-design and student voice are forged effectively.

Co-designing 'brain safe' campuses

Ann Kaegi and Oryx Fowler, University of Hull Pres17 / 2025-170

We all want our campuses to be safe, but have we considered whether they are 'brain safe'? The design of many campus spaces can make it challenging for some students – particularly neurodivergent students – to be on campus and fully engage with the wider resources and opportunities available. Without tangible

# (Sessions A3-F3 continued)

## Day 1 - Thu - Parallel Session 3 - 13:30 - 14:15



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inclusion, belonging is undermined and retention drops. Non-completion rates are notably higher for autistic students studying in person on campus than any other group (Gurbuz et al., 2019). Providing quiet spaces to restore a sense of calm and safety is one of the most highly recommended steps to create a more inclusive environment (Dashwood, 2023; UCU, 2022). Sensory-friendly rooms can alleviate anxiety and depression, support well-being, and foster a greater sense of belonging (Dwyer, 2023).

Design thinking is gaining traction as a method of working with diverse stakeholders to develop innovative solutions to complex challenges. However, many of the techniques used in design sprints inadvertently hinder neurodivergent individuals from participating, resulting in valuable insights being lost. Unless our methods are inclusive, power will not shift and those already marginalised will remain at the margins. This paper reports on an innovative equity-centered co-design project undertaken by a neurodiverse team of students and staff at the University of Hull that developed inclusive methods of co-designing inclusive spaces by thinking and working differently together.

### B3 Presentations

Neurodivergent thinkers and critical thinking; A student-led project to provide a platform for student feedback leading to co-created action.

Liz Staples, Plymouth Marjon University Pres14 / 2025-034 

This student-colleague would like to talk you through her self-designed Change Maker project working with neurodivergent students and the Study Skills Mentors to develop impactful study skills guides for critical thinking, reading, and writing skills. The Change Maker project champions student voice and the development of essential transferable employment skills. This is achieved by providing space for a student who has identified an area of need within student life which can be developed and create positive and lasting impact.

The student is neurodivergent herself and, as an experienced peer mentor, recognised many neurodivergent students do not fully engage with the available study skills guides. Therefore, the student developed a project to facilitate neurodivergent students to form a working group, providing essential feedback about the critical thinking guide to the Study Skills Mentors. Over three focus group sessions in an un-hierarchical environment, students discussed what was needed and missing from current study guides and support with Study Skills Mentors. This led to the exciting co-creation of new critical thinking study guides and, crucially, a heightened sense of student belonging and engagement.

### From Feedback to Impact: Evaluating Academic Support Through Kirkpatrick's Model

Agnieszka Marciszewska and Richard Knott, City St. George's, UCL Pres16 / 2025-094 

The Academic Skills Team at City St George's is a robust unit working with students in individual tutorials and group webinars and seminars. Until 2023/2024, the only means of collecting feedback was a short post-session survey which did not allow the team to measure their impact and fully understand or analyse the issues students were facing. A detailed feedback project was planned out for tutorial provision for 2023/24 and consisted of three core stages: 1. student consent to collect more data, 2. design of a detailed questionnaire and 3. project pilot. Kirkpatrick's Model of Learning Evaluation (1993) was used to measure four levels of impact with both qualitative and quantitative data collected for a holistic view. The data collated allows the team to monitor the effectiveness of their teaching provision and, crucially, to gain valuable feedback from students not only on the strategies that worked for them but also on the application of those in their studies. A possible next stage of student focus groups is under review. Since the autumn term of 2024/25, the questionnaire has been successfully rolled out in all AST tutorials and is currently being expanded onto AST group provision.

### Enhancing Student Feedback Literacy through Peer Review

# (Sessions A3-F3 continued)

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Alexandra Moores, University of Kent Pres18 / 2025-001 ✕

Developing students' ability to interpret and act on feedback is essential for meaningful engagement with the student voice. At the University of Kent, we implemented a structured peer review exercise within Stage 1 modules to empower students in developing feedback literacy and taking ownership of their learning. Using Turnitin® PeerMark, students engaged in a four-part process: submitting an initial short essay or data analysis, providing and receiving anonymous peer feedback, reflecting on the comments received, and revising their work before submitting it to their academic adviser for further discussion.

This initiative was embedded within the academic advising framework, ensuring students were supported in translating feedback into actionable improvements. With an average participation rate of 83% over three years, the exercise has demonstrated a significant impact on student outcomes. Students who engaged with the peer review process consistently achieved higher marks in their first summative assessment compared to those who did not complete the exercise. Additionally, students reported increased confidence in understanding and applying feedback.

This presentation will outline the implementation, student engagement strategies, and key outcomes, providing insights into how structured peer review can transform student voice into meaningful action and directly enhance academic performance.

### C3 Campfire Conversations

Living the work: reflections from within Cambridge's BAH

Sohane Inès Mousseid Yaya, Eireann Attridge, Melissa Anoble, Ruth Walker and Darold Cuba, University of Cambridge

CF6 / 2025-171 ✕

The Black Advisory Hub was established in 2021 as an outcome of an institutional commitment to improve Black student outcomes at the University of Cambridge. It was envisaged as a 'hub' that would crosscut across Cambridge's peculiarly devolved ecosystem, where Black students have previously reported feeling isolated or silo-ed in their colleges or departments. The BAH/hub is coordinated by a Steering Group made up of staff and students from across the collegiate university and is currently – and somewhat uneasily – located in Educational Services. There is also a teams of students working on different project strands; these students occupy a liminal space as both beneficiaries of the hub and workers on it.

In this campfire conversation, the student team will be sharing some of the insights, tensions, and unexpected revelations that have emerged through our introspective evaluation project. Grounded in Gillian Hart's idea of relational comparison, we'll explore how our specific experiences intersect with larger structures of the collegial university and how we've used a web of accountabilities to map this complexity. We seek to collectively explore how we can honestly reflect on the work that we are shaping as much as it is shaping us. This is an invitation to think with us about:

1. What it means to work within a project you are also personally impacted by,
2. What the invisible lines of labour and emotional weight of advocacy work are and
3. How to develop practices for navigating institutional complexities.

Northumbria University Student Law Office: embedding experiential learning and Universal Design for Learning

John Booth-Carey, University of Northumbria CF5 / 2025-154 ✕ ,

The Student Law Office (SLO) review aims to have tangible outputs by the beginning of September this year that can be used to inform discussions surrounding experiential learning and Universal Design for Learning within Northumbria. We aim to use these outputs to strive for improved inclusive practice that creates an environment that leads to successful graduate outcomes for all students. This review has two distinct aims: to explore how the experiential learning practices

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embedded in the SLO can be enhanced from an inclusion and accessibility perspective using Universal Design for Learning (UDL) principles; and to understand how the successful experiential practices within the SLO can be used as a framework to be followed by other subject areas within the University. Utilising and developing student-staff partnerships allows Northumbria to foster an inclusive environment that develops and informs our strategic ambitions. The SLO review demonstrates how effective co-creation and partnerships between staff and students can be the key to successful and meaningful change in higher education.

### D3 Workshop

Co-creating through design thinking: introducing the 'Designing Together' cards

Bo Kelestyn and Jess Humphreys, University of Warwick W3 / 2025-063 ☒ , ,

Design thinking offers an interdisciplinary structured approach to fostering creativity and problem-solving within Higher Education (Chon and Sim, 2019). This methodology presents exciting opportunities to amplify student voice, influence decision-making processes and develop new educational initiatives (Dunne, 2016), addressing the critical challenge of enhancing learning experience

This session introduces a design thinking-based toolkit aimed at facilitating conversations in teaching and learning. Utilising cards created collaboratively by staff and students, we will demonstrate the potential of this resource to engage learners in the authentic co-creation of their learning environments and experiences (Fielding, 2001). Research indicates that this practice increases students' sense of belonging and their interest in university decision-making and co-creation.

We will discuss how the 'Designing Together' cards and methodology can be applied in teaching and learning contexts to enhance student voice, engagement and co-creation. This approach aims to improve education through more inclusive and participatory methods. Participants will have the opportunity to explore and take away a deck of cards as a tool for implementing design-led co-creation in their work and contexts.

### E3 Workshop (Hybrid room)

Authentic Belonging in Higher Education - A Grass Roots Approach

Zak Evans and Faiza Inamdar, King's College London HW1 / 2025-023 ☒ , ,

Sense of belonging is pivotal for students' academic and personal success, yet many face challenges in cultivating this essential connection to their institution. This interactive workshop provides a collaborative and engaging platform for educators, administrators, and practitioners to tackle this issue head-on. Grounded in real-world examples, such as the BE At King's initiative and King's Experience program, the session showcases the power of student-led solutions and experiential learning to bridge the gap between institutional efforts and student needs.

Participants will explore challenges in cultivating belonging, using data-driven insights and real-life scenarios to develop tailored strategies for their institutional contexts. Breakout groups will brainstorm practical solutions informed by research and best practices. Hands-on activities will guide participants in designing and evaluating belonging-focused initiatives. Tools such as surveys, focus groups, and data benchmarks will be introduced to support evidence-based decision-making and measure program impact effectively.

Attendees will leave with an actionable plan to foster belonging, creating environments where student voices are not only heard but drive lasting, impactful change in higher education. Aligned with the theme From Feedback to Action: Making Student Voice Meaningful and Impactful, this workshop equips participants with the knowledge and confidence to turn feedback into tangible outcomes.

### F3 Online Presentations

# (Sessions A3-F3 continued)

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Amplifying Student Voices in Curriculum Decolonisation: A Collaborative Journey in Higher Education Chemistry  
Julieta Litka Milian, Billie Shearman and Alex Harvey-Reid, University of Durham OPres7 / 2025-016 

This practice-based case study explores a collaborative approach to decolonising the chemistry curriculum at Durham University. The initiative, driven by student-staff partnerships, aims to create a more inclusive and equitable learning environment. A joint committee was formed to create a space where students and staff could voice their opinions and ideas openly while collaborating to actively enforce changes. This led to the development of a "History of Chemistry" course by student interns, which broadens perspectives and acknowledges underrepresented scientists. The project also includes an online communication hub with a blog amplifying diverse voices, guest lectures featuring speakers from underrepresented groups, and educational resources like posters highlighting diverse chemists. Regular drop-in sessions facilitate open discussions on equity, diversity, and inclusion. The study demonstrates how involving students as active partners can integrate fresh perspectives and ensure decolonisation efforts resonate with the student body. However, some challenges faced included the initial low participation rates and the need to embed principles within the formal curriculum. This collaborative model offers valuable lessons for other institutions, emphasizing partnership-driven change, the importance of reflection, creating inclusive environments with representation from historically underrepresented communities, and continuous adaptation in diversifying the curriculum.

Driving change through Student as Partners  
Ellie Ansher and Ellie Wilson, BPP University OPres8 / 2025-084 

This presentation will showcase how our Annual Student Written Submission (SWS) has been instrumental in identifying key themes and guiding targeted focus groups to create actionable outcomes. Through a strong co-production approach, we have empowered students in shaping their experience.

Our methodology integrates Student Staff Liaison Committee minutes and action logs, National Student Survey results, and insights from an Away Day with Student Voice Representatives.

This has enabled the Students' Association and Students, to highlight best practice, quick wins, and develop key recommendations that address student concerns effectively. By using thematic analysis, we ensure that student feedback is not just collected but transformed into meaningful institutional improvements.

As a result of this work, we have seen several changes:

1) Access to student timetables at least two weeks prior to teaching, and earlier access to resources on our student VLE (The BPP Hub). 2) New processes and a clear minimum service level agreement to respond to student queries, through the central support service, within 48 hours. 3) Improvements to the Help Centre, embedding additional video guides to access the right help quickly.

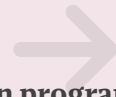
This presentation will explore how to embed a culture of continuous feedback and action, share best practice for student-led change, and demonstrate how structured feedback mechanisms can drive tangible results.

A student-staff partnership as a catalyst for change: co-creating support for international students  
Mirjana Sokolovic-Perovic and Jamielyn Low, University of Reading OPres9 / 2025-125 

We were excited to run a university-funded student-staff partnership project that aimed to investigate the challenges international speech and language therapy

# (Sessions A3-F3 continued)

Day 1 - Thu - **Parallel Session 3** - 13:30 - 14:15



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(SLT) students face when they join the programme, and to develop departmental support strategies for international students.

International students often report difficulties with the practical aspects of moving to another country and adjusting to a new culture and a different educational system. In addition to this, speech and language therapy is an Allied Health profession, and our international students face some programme- and profession-specific challenges, such as understanding the UK health and care system, the British National Curriculum, and the SLT profession in the UK.

We used focus group discussions with international students as a starting point to develop additional support strategies, foster their sense of belonging and enhance student experience. The focus was on supporting international students during the pre-arrival period and on joining the university.

In this poster, we will present a summary of findings from the focus group discussions about student experiences, the strategies introduced as a result of the project, and their impact. A student partner will share their reflections on the partnership and the importance of student voice and collaborative work for introducing meaningful change.

# Abstracts - Sessions A4-F4



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## Day 1 - Thu - Parallel Session 4 - 14:20 - 15:05

### A4 Presentations

Co-Creation or Consent: Consumer Protection and Enhancing Curricula

Mark McGahon, University of Ulster Pres19 / 2025-076 

Consumer Protection legislation can have far-reaching consequences for Higher Education Institutions (HEI) across the UK, impacting academic and non-academic departments alike. Simultaneously, the CMA's Guidance for HEIs on complying with their consumer protection obligations implies students' co-creation of curricula is insufficiently robust in the eyes of the law; instead the express consent of all current students and offer-holders is required if certain material changes to curricula are proposed. At its heart, this regulatory arena presents a challenge around how to reconcile universities' ambition to innovate with the imperative to permit applicants foreseeability about their likely programme of study. The added regulation of CMA compliance seems ill-fitting for a sector under increasing financial strain. Indeed, the premise of the university sector as a market has recently been called into question, with the Behan Review describing the sector as a "quasi-market". While such suggestions imply its lack of applicability to the UK HE sector, to disregard entirely the applicability of consumer law could risk universities minimising the student voice. This presentation will provide a case study of the approach taken at Ulster University, an approach which seeks to ensure enhancement and innovation remains at the heart of the university's curriculum modifications processes whilst ensuring mitigations for the risk of non-compliance with consumer protection legislation.

Empowering student agency in assessment and feedback in Biological Sciences

Rose Murray and Reinart Jemsema, University of Bristol Pres21 / 2025-072 

Engaging our students and supporting them to develop agency in assessment and feedback is important for driving effective self-regulation. It is well documented that assessment is one of the key drivers of student learning. However, assessment and feedback continue to burden the HE sector with low opinion from the student body. We will showcase novel initiatives we have introduced in the School of Biological Sciences at the University of Bristol to improve student assessment literacy and engagement with feedback. We will introduce our 'Assessment and Feedback Portfolio' (AFP), an online set of tools to support student understanding and engagement with assessment and feedback. The AFP is supported by the 'Feedback Café', a regular drop-in stall run by lecturers and student partners. The Feedback Café provides students with an opportunity to discuss their feedback which enables better insight and understanding. Students can also discuss upcoming assessments with signposting to existing resources to support their development and allow implementation of lessons learned. Each initiative has been co-designed and evaluated by staff and student partners. We will present how we have embedded these initiatives within our programme and our findings from our evaluation into the student experience of these schemes. We will also share key steps on how you might include such initiatives into your own programmes, and any lessons learned from our own experience.

Voices Unheard: Bridging staff perceptions and student input for a stronger school community

Joshua Tandy, Alyssa Davies and Larissa Nelson, University of Cardiff Pres23 / 2025-097 

Student voice is an important part of any educational institution, it ensures students are provided with a route to make their student experience more enjoyable. This process can only be effective if both staff and students trust and respect each other to work together to solve issues. Student views on student voice and their experience with it are well explored, however staff are often left out of conversations regarding student voice.

This study aims to uncover staff perceptions of the student voice, and what future recommendations they suggest to better the perception of it. Following ethical

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guidelines, this was performed by a series of interviews and a survey that was sent to staff to collect views. Data was analysed through a mix of constructive grounded theory and coding as well as numerical data interpretation.

It was found that generally staff have a positive perception of student voice and find it important. Some staff had negative experiences such as inappropriate comments or demanding attitude from students. The main factors that affected staff perceptions were age; student experience background and natural tendencies of a staff member.

Recommendations included improving students understanding of staff viewpoints, treating them with respect, and being mindful of their situation. This study showing staff perceptions of student voice aims to bring students and staff together for a more harmonious and efficient student voice experience.

## B4 Presentations

Developing leaders on campus and beyond: the Black Leadership Programme 18 months in...

Emma Britain and Charlotte Stringfellow, University of Manchester Pres20 / 2025-031

We founded our Black Leadership Programme (BLP) with a view to creating a sustained, high quality leadership development for Black students to help them enhance and confidently use their skills on campus and beyond. The scheme is designed to improve student belonging, soft skill development and academic self-efficacy. First launched in January 2024 and running over a calendar year, participating students are challenged to assess their own points of strength and areas of development, to seek out opportunities to lead on and off campus, and to be a visible part of the Black student voice on campus. The programme evolved from our open attendance community and belonging scheme for all Black students at UoM, called Manchester 10/10, and the BLP demonstrates an innovative response to 10/10 community feedback and appetite for a scheme to foster Black leadership and visibility on campus. BLP is built on cross institutional delivery, led by our Access and Student Success team, and supported by our careers and library teams, alumni and many others. A key tenant of the programme is leadership readiness facilitated in workshops provided by our external partner GRIT. In our presentation, we will share the experiences of our first cohort, our programme and evaluation informed enhancements for our January 2025 cohort. We will also talk about how BLP and 10/10 benefit from strong branding and paid Black student partner engagement to generate a project students trust.

Shaping our Story: Student Quality Consultants at Edinburgh Napier University

Pamela Calabrese and Deborah Callister, Edinburgh Napier University Pres22 / 2025-147

This session, co-presented with Student Quality Consultants, tells the story of a student partnership approach at Edinburgh Napier University. Foregrounding students' experiences, we will demonstrate how our approach has evolved to create authentic partnership roles for students, and share what drives us to be more ambitious.

We draw on commonly held partnership principles and situate our approach within our institutional context. We will outline specific examples of changes we have brought in, influenced by our students, and by external and strategic drivers. The result has been more attractive and professional roles for students which are developmental, offer recognition and reward, and membership of a practitioner community. Responding to barriers to participation, we have modified our recruitment process (Garden et al., 2024), making a more concerted effort to reach the 'not yet reached' (Goddard, 2017), and we have taken practical steps to evaluate the inclusivity of our approach, which we will share. These steps, together with students' reflections, will show how we believe this small-scale partnership initiative is empowering students and contributing to sustained culture change.

Our presentation ends with future plans, including our engagement with new resources for the Scottish tertiary education sector.

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We hope this session helps others to identify opportunities to recognise and reward student contributions and inspires them to share their own experiences.

Transforming Learning: The Impact of Lecture Capture Technologies Post-COVID-19  
Tadhg Blommerde and Andrew Coulson, University of Northumbria Pres24 / 2025-119 

The COVID-19 pandemic significantly impacted educational practices, leading to an increased reliance on online and hybrid learning models. Lecture capture technologies, previously valued for their flexibility and support of diverse learning needs, became essential tools during the pandemic to ensure the continuity of teaching. This study explores the evolution of students' perceptions and usage patterns of lecture capture technologies from pre- to post-COVID-19. Drawing on 314 survey responses from higher education students, our findings reveal that post-COVID students access lecture recordings more frequently, believe more strongly in their positive impact on learning, and use them more extensively for note verification and self-paced learning. These shifts highlight the increased dependence on digital tools and the need for educational institutions to integrate these technologies effectively into traditional learning environments. The study underscores the importance of robust lecture capture systems and the necessity of training educators to optimise their use, ensuring that these technologies continue to support diverse student needs and enhance learning outcomes in the evolving educational landscape.

C4 Storytelling Sessions  
Authentic Student-Staff Partnerships in the design, development and delivery of Biomedical Science Education  
Margaret Cunningham, Liam Rooney and Nikki Monachan, Univeristy of Strathclyde Story4 / 2025-142 

This storytelling session explores an authentic student-staff partnership that transformed undergraduate biomedical science education through the co-creation of a new biomedical science laboratory (pharmacology). Developed as part of a Year 4 capstone project, this initiative integrated cutting-edge 3D-printed microfluidic devices into practical teaching, bridging biomedical and materials sciences to introduce new advanced concepts that are aligned to real-world workplace graduate skill needs. Through student-led focus groups, alongside postgraduate (PGR) and student alumni input, the laboratory was designed to enhance engagement, critical thinking, and hands-on experience in modelling multi-organ interactions and drug responses. Students actively participated in testing bespoke microfluidic chips, applying them to pre-designed experimental patient scenarios based on their unique scientific interests. Students were given the opportunity to design their own device and were then invited to 3D print their own device to test the feasibility of their own design. This collaboration empowered student voices, demonstrating the value of co-creation in shaping innovative, research-led curricula while creating a forum to introduce more sustainable, ethical alternatives to traditional laboratory models.

When the only thing that is familiar is the moon – a photovoice study to understand the experiences of Indian, Pakistani and Nigerian students' initial transitions into UK HE  
Judith Cork, Anglia Ruskin University Story5 / 2025-159  , ,

This research project provided an opportunity for students from Nigeria, India and Pakistan to explore their experiences and share them with others. The participative methodology, photovoice, was utilised, and the project focussed on the earliest weeks of the students' transitions into UK HE, and sought to challenge deficit models often applied to international students. Participants took photographs of what was important to them in the first 10 weeks of the trimester and shared their pictures to spark discussion in focus groups. Themes identified by the researcher and reviewed by the participants were:

- Recognising diversity in the international student population
- Shared sense of loss/actual loss
- "You just start from the bottom up" – What's important in the first weeks of university

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- Developing independence
- The challenges of being a January starter.

Developing pre-welcome and welcome processes which recognise that international students are not a homogenous group, and prioritise helping students meet their own basic needs will help students as they transition. Students were found to experience multiple transitions rather than a singular one, and there were periods where students felt that they no longer belonged at home, but did not yet belong at university yet, either.

This project offers insight into the experiences of some international students alongside details of a creative, participative method for research, teaching practice and student voice work.

Transforming Learning through Co-Creation: Enhancing Digital Resourcefulness with Adobe Creative Cloud  
Rose Hiron-Grimes, Bath Spa University Story6 / 2025-167

As with all universities, our goal is to cultivate digital skills and resourcefulness in students. It's essential to recognize that each student brings a unique set of digital experiences to every seminar. Despite being 'digitally native,' their ability and confidence levels vary significantly. To foster behavioral and cognitive engagement (Fredricks, 2004), it's crucial that digital activities offer an appropriate level of challenge that builds on their existing skill levels.

As an Adobe Creative Campus, our students have access to the full suite of Adobe tools. These are invaluable for developing transferable digital skills and introducing innovative pedagogies that enhance student engagement and learning. The aim of this project was to co-create resources for use in lectures, seminars, and assessments, aiming to develop skills while making learning more creative, interactive, and engaging.

Throughout the academic year, we conducted a series of focus groups, surveys, and creative brainstorming sessions to develop a progression of teaching and learning activities. The outcome is an interactive SharePoint page for colleagues and a virtual learning environment page for students. These include case studies, template activities and assessments, sources, and guides. The resources offer help and ideas for adapting activities to match varying skill levels. While awaiting detailed evaluation of the full impact of these resources, the initial response has been very positive.

D4 Presentations (Hybrid room) ,  
Students as partners: Lessons from participatory evaluation  
Wendy Fowle and Tamara McNeill, Oxford Brookes University HyPres1 / 2025-150

At Oxford Brookes University (OBU) student voice is pivotal to the delivery of initiatives that seek to reduce inequalities across the student lifecycle. We currently work with 20 paid student partners within the Oxford Centre for Academic Enhancement and Development (OCAED) in a participatory and co-creative way. Through our student partners we aim to create and evaluate interventions that support these ambitions. Many student partners are recruited due to their diverse lived experiences, with the aim of ensuring fair representation within our interventions and evaluations.

This presentation will share our insights into working with students to create and implement an evaluation plan for our flagship event, the Thrive Festival, delivered through Brookes Enterprise Support (BES). Thrive is part of Global Enterprise week and offers the opportunity for students, as well as local businesses and the general public to hear the experiences of a range of industry experts through online and face to face presentations and panel discussions. The main objective of the evaluation was to understand whether the festival supported our aims to remove inequality relating to Access and Participation measures around progression to

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highly skilled employment and further study. Unexpectedly, we also gained rich insight in relation to how we engage with students with lived experiences, and how our induction and onboarding processes, and resourcing decisions, contribute to effective outcomes.

Creative ways to disseminate co-designed action plans arising from periodic course monitoring  
Emily Chapman-Waterhouse, Harper Adams University      HyPres2 / 2025-006 ✕

This proposal for a presentation reflects what is currently an early stage piece of work, which seeks to address three things:

- The need to promote greater student voice in course-level decision making
- The need for greater transparency to the university community on how and where student voice is impacting course monitoring action plans
- The need for means of dissemination of these action plans to be engaging

Currently, colleagues in the Harper Adams University undergraduate Veterinary Nursing team are collaborating with the university's Students Union and course representatives to co-design a means of disseminating their course monitoring action plans - and updates on those actions. To date, this has involved some critical reflection to challenge assumptions and norms.

The conference presentation will provide insight into what has been achieved through this piece of work.

F4 Online Presentations

Student Voices Amplified: Innovative Technological Tools for Advocacy

Christie Nebedum and Semline Singleton, Open University (1) and Kennesaw State University, Georgia (2) OPres10 / 2025-090 ✕

This Presentation of Practice explores how technology can be leveraged and implemented to enhance student voice through innovative platforms and digital tools. We highlight the power of social media engagement—utilizing Instagram polls, TikTok stitch videos, and real-time Q&A features to increase participation. AI-driven sentiment analysis provides institutions with deeper insights into student concerns by categorizing feedback efficiently. Interactive platforms like Padlet, Miro, and Discord create dynamic, peer-driven spaces for discussion, while gamification tools such as Kahoot! and Mentimeter incentivize student engagement. Additionally, AI-powered student voice chatbots offer a low-pressure, anonymous avenue for feedback collection. With varying platforms to express their opinions, students can access a method that suits their comfort level. These innovative methods can encourage and empower more students to use their voices for advocacy; data can be collected and analyzed quicker; and they can prompt an increase in response and implementation times by the administration. By integrating these digital strategies, institutions can create a more responsive and inclusive environment where student input drives meaningful change. Our session will provide practical insights on implementation, demonstrating how technology can serve as a catalyst for reimagining student engagement in higher education.

Can Microsoft Teams be used as a digital space to build a community, foster a sense of belonging and promote a positive student experience?

Reimala Sivalingam, Nooch Kuasirikun Sarah Hatherill, Aurelie Le normand, Scott Midson, Barbara Waters, Hamza Badenjiki and Siti Abdul Ghani, University of Manchester OPres11 / 2025-133 ✕,,

The Belonging partnership pilot initiative started in September 2022 for the Accounting programme to respond to challenges of managing students from a variety of cultural-educational backgrounds (Caroll & Ryan, 2005). These challenges can be summed up as the 3Cs; firstly, how do we cultivate meaningful connections with students to reduce a sense of isolation and anxiety, secondly, how do we effectively communicate and encourage open communication amongst students and thirdly, how do we build collaboration with students as partners (Cook-Sather & Felten, 2017), to promote the student voice?

# (Sessions A4-F4 continued)

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We leveraged technology by using Microsoft Teams to create a secure digital space to foster a sense of belonging and empower students to become connected, independent learners. Building on a successful pilot initiative, first delivered in 2022, programme level teams' community spaces now run across faculties within multidisciplinary fields by using shared resources.

This qualitative study uses the Theory of Change methodology underpinned by anchoring pedagogic theories of belonging with dignity (Kobb & Krownapple, 2019) and the four foundations of belonging, namely connection, inclusion, support and autonomy at university (Jackson et. al, 2022). We will share our focus group findings on how Microsoft Teams as a digital platform can be used to create a personalised, inclusive and accessible community (Wenger, 1998) to foster a sense of belonging and promote a positive student experience.

Creating Meaningful Educational Experiences Through Authentic Staff-Student Partnership

Gitit Kadar-Satat and Olivia Gunn, University of Warwick OPres12 / 2025-113 

Authentic staff-student co-creation involving external organisations can transform learning experiences, challenge traditional power dynamics, and foster engagement in higher education (e.g., Lubicz-Nawrocka, 2019). Our presentation will demonstrate how the Warwick Psychology Ideathon exemplifies these principles. Co-created by Psychology staff and students in collaboration with professional services and a community organisation, this partnership was guided by the Four 'Co's' framework (Loeffler, 2021) to democratise relationships between staff, students, and external partners. A collaborative approach shaped the planning, design, delivery, and assessment of this two-day immersive experiential learning event, where undergraduate and postgraduate students teamed up to tackle a real-world challenge. The learning activities fostered innovation and creative thinking, enabling students to apply their theory and research into a practical context and refining transferable skills such as teamwork, communication, and problem-solving.

Following the Ideathon's success, our student-staff-external organisation partnership continues to evolve, implementing the ideas generated to create lasting community impact. This led us to identify a fifth 'Co'- Co-Impact - where staff, students, and external partners not only co-produce meaningful learning experiences but also drive real-world change together.

The presentation will take you through the co-creation process, highlighting contributions and decision-making from the unique perspectives of a staff member and a student co-creation leader. We will also reflect on our partnership with the external organisation. It will showcase the transformative impact of positioning students as equal partners in shaping educational experiences.

# Abstracts

## Day 2

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# Abstracts - Sessions A5-F5



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## Day 2 - Fri - Parallel Session 1 - 10:55 - 11:40

### A5 Presentations

The Budding Economists' Symposium: A Student-Staff Collaborative Experiential Learning Initiative  
Ravshonbek Ootojanov, Queen Mary University London Pres25 / 2025-047 ✕

The Budding Economists' Symposium is a student-led initiative that embodies the principles of experiential learning and collaboration between students and staff. Organised by students for their peers, the symposium provides an engaging platform for enhancing the academic experience while fostering the development of essential academic and professional skills, such as critical thinking, communication, project management and teamwork. Through a series of interactive sessions, including interactive games, panel discussions, and networking opportunities, participants gain practical insights into contemporary business and economic issues. The symposium serves as a bridge between academia and industry, bringing together students, staff, and industry professionals to explore real-world business challenges. This interdisciplinary approach not only enriches the learning experience but also equips students with the skills to tackle complex, real-world problem.

This presentation highlights the challenges faced by the project team during the planning and execution of the symposium. It also highlights the key outcomes of the initiative, including enhanced student engagement, the development of transferable skills, and the creation of a vibrant intellectual community. The presentation offers valuable insights into the impact of student-staff collaborative initiatives and their role in shaping well-rounded, future-ready graduates.

### Creating a Student & Staff Collaborative Team

Eleanor Roe, Health Sciences University Pres27 / 2025-002 ✕

At Health Sciences University, our Access & Participation Team is steered by staff and student engagement, with an Access & Participation Manager, Access & Participation Officer and three Senior Specialist Student Ambassadors. The student roles are a vital element of the team who strengthen the collaboration between the professional staff positions and the input of our Specialist Student Ambassadors. They facilitate training for students, provide information presentations and updates for all HSU staff about why A&P is important and how it is incorporated into practice at HSU, help create and deliver our outreach delivery for secondary and primary schools and are on a large number of university wide committees. They are an integral part of the Access & Participation Team and they are leading aspect of our delivery and future planning for what A&P will look like at our institution.

### Near-Peer Mentoring as an Effective Intervention in Supporting First-Year Medical Students' Transition to University

Amber Pollock, Brandon MacIntyre and Natalia Barclay, University of Edinburgh Pres29 / 2025-056 ✕

The transition from high school to medical education can be challenging for first year medical students. Near-peer mentoring is a system in which senior medical students support junior medical students. Near-peer mentoring may be an effective strategy in supporting first year medical students during this transition period, but the research on this is limited. Therefore, this study aimed to evaluate the effectiveness of near-peer mentoring in supporting first year medical students in their transition to university. A near-peer mentoring programme was implemented at the University of Edinburgh, and this consisted of 54 first year medical students attending at least one of three teaching sessions led by fifth year medical students. The sessions were lecture-based and the content was aligned with the first-year curriculum at Edinburgh Medical School. Following the teaching sessions, participants completed a questionnaire based on a Likert scale which evaluated the effects of near-peer mentoring on first year medical students across multiple areas, such as confidence levels, stress levels, and perceived medical knowledge. The results of the study showed that following the near-peer mentoring sessions, 87% of students reported increased confidence, 65% experienced reduced stress levels, and 96% felt improved medical knowledge. The study suggests that near-peer mentoring may be an effective strategy at supporting transition into medical education among

# (Sessions A5-F5 continued)

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first year medical students.

## B5 Presentations

Leveraging student voices from their homes: student representation for distanced learners

Jazz Simpson, Open University Pres26 / 2025-104 

This session will explore the Open University Student Association's (OUSA) unique approach to student representation, due to the distinctive setting of the Open University.

We will examine the implementation of key initiatives designed to enhance student engagement, including the introduction of the Student Voice Monthly Forum, providing a dynamic space for dialogue with a range of university stakeholders. Rebranding the Student Leadership Team from the Central Executive Committee has improved clarity and accessibility. Additionally, pre-meeting briefings equip representatives with the insights needed to voice concerns effectively and feel empowered.

The session will highlight the impact of these strategies, using data from the Annual Membership Survey and our Volunteer Pulse survey to demonstrate student engagement trends.

A case study will feature Gareth, whose journey from Student Representative to Student Leadership Team member, resulting in advocacy at Parliament, demonstrates the empowerment potential of this model. We will also discuss the importance of closing the feedback loop through reporting and student blogging, ensuring transparency and continued engagement.

Attendees will gain insights into building an impactful virtual student representation system that fosters meaningful participation and advocacy.

## Student success framework in widening access

Besty Jose, John Deane, Mark Gallagher-Read, and Stephanie Ng, University of Wales Trinity St. David Pres28 / 2025-138 

Widening access students struggle with a lot of challenges including personal and family commitments, work, physical and mental health issues. However, in recent years there has also been an increasing focus on student outcomes, with Universities being held accountable not just for admitting widening access students but for ensuring their success throughout their academic journey (Russel, Smith and Larsen, 2020). Therefore, we decided to ask our students how they perceive success. A qualitative approach was employed to explore how student's perceive their success. Eight semi-structured interviews were conducted with students who met the inclusion criteria. Thematic analysis of the data provided us with insights into their challenges and experiences in higher education. Thematic analysis was chosen as the analytical method for this study, as it provides a robust framework for identifying, analysing and reporting patterns or themes within qualitative data (Squires, 2023). A deeper analysis of the findings has led to the development of student-centred framework for thriving in widening access higher education. This framework is rooted in the lived experiences of participants of this study that address the unique challenges faced by the students in widening access. This framework guides the institutions to work on different areas to improve student success and satisfaction. This framework is more a holistic framework considering the students at the centre.

'[T]here were actually some individuals speaking within those groups [...] who have never, ever put their hand up in class before': Unpacking NTU's Team-Based Learning pilot project

Anita Love, Nottingham Trent University Pres30 / 2025-107 

# (Sessions A5-F5 continued)

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This presentation spotlights key findings from NTU's Team-Based Learning Pilot Project, showing how this active collaborative pedagogy builds students' confidence, empowering those from all backgrounds to use their voices in dialogue with their lecturers and peers.

It will showcase best practice in teaching, learning, and evaluation at NTU to highlight how TBL developed student belonging and community, encouraging students who usually remain silent to speak up in their lessons. The project's main objective was to impact students' academic behavioural confidence— which acted as the hypothesised change mechanism for improving student attainment— and was specifically interested in how TBL might positively impact the outcomes of our Success for All students. NTU's mixed-methods evaluation approach included: pre- and post-surveys to measure students' academic behavioural confidence; comparative module outcome analysis; student focus groups; and staff feedback chats. In particular, we will zoom in on statistically significant results from the student survey, which showed how TBL was consistently associated with increases in student confidence with verbal communication in the classroom. More promising still was the impact that this had on students' module outcomes, particularly for those at the lower end of the grade spectrum. In presenting these findings, we hope to show how TBL can reach those students who usually remain unheard, empowering inclusivity for all in the classroom.

## C5 Campfire Conversations

Around the campfire: Exploring the poetry of partnership with Edinburgh Napier University  
Pamela Calabrese and Catriona Cunningham, Edinburgh Napier University [CF7 / 2025-120](#) ,

Our conversation invites participants to join us to explore the developing culture of change at Edinburgh Napier University, which brings diverse voices into different institutional contexts, shaping policy and practices in learning and teaching. Starting with top-down approaches, we will share intentional and explicit student partnership work that has arisen from students' and colleagues' desires to bring about change in classroom experiences. We seek to embody the collaborative and plural nature of our approach by holding a conversation that is exploratory and dialogic.

We construct our conversation by bringing 'found poems' (Richardson, 1994; Cunningham & Mills, 2020) into dialogue with one another. Each poem draws on research data captured to explore the diverse experience of staff and students who have lived through aspects of our student partnership approach outlined above. Found poems transform ordinary prose into poetry by altering punctuation, lines, and words to extract poetic essence from everyday language. This creative methodology enables us to make explicit the different perspectives inherent within different students' and colleagues' experiences (Simecek, 2015) of the partnership voice without privileging any single voice. Our conversation continues by inviting those around the fire to ask questions, share their experiences and also begin to find new ways of articulating their voices. We will conclude with a summary of our research methodology and approach.

## Strengthening Student Leadership: NStEP's Governance Training and Toolkit for Effective Representation

Niamh Kennedy and Rachael Sarsfield Ryan, National Student Engagement Programme, Union of Students in Ireland [CF8 / 2025-134](#) ,

Student representatives are integral to developing a shared understanding of student engagement in decision-making and ultimately creating a culture of partnership in higher education institutions (HEIs). Therefore, student representatives need to be equipped with the knowledge of governance structures within their institution, key organisations within the tertiary sector, and tools and resources to support students within representative roles.

As a result, the National Student Engagement Programme (NStEP) developed the 'Governance and Student Representation' online self-study module and accompanying toolkit as a resource primarily aimed at student representatives and Students' Union officers. It is also beneficial for academic staff as a tool to support and empower the student representatives they engage with, and aids in fostering meaningful student-staff partnerships.

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This short module explores the concept of governance in Irish higher education, the importance of meaningful student representation and active membership (as opposed to tokenism) and includes valuable tools and resources to support student representatives that can be implemented throughout their time in their role. Upon completion of the module, participants receive a digital certificate which can be used in an application for an NStEP Student Engagement Recognition Award.

From Representation to Leadership: Strengthening Student Engagement through Training and Partnership

Niamh Kennedy and Rachael Sarsfield Ryan, National Student Engagement Programme, Union of Students in Ireland CF9 / 2025-069 

Student representatives play a crucial role in shaping higher education policy and practice, yet they often lack the necessary training and support to engage effectively in leadership initiatives and advocacy. The National Student Engagement Programme (NStEP) seeks to bridge this gap through its national student training programme, which equips student representatives in Irish higher education institutions with the knowledge, skills, and confidence to be impactful agents of change.

This campfire conversation will explore how NStEP's tailored training modules develop key leadership capabilities, including effective communication, diplomatic feedback (the ABCD method), the Student Learning Experience (SLE) and policy engagement. Participants will discuss the evolving challenges that student representatives face and how structured training can empower them to engage in decision-making processes. Additionally, we will highlight the importance of fostering a culture of partnership between students and staff in institutions to ensure meaningful engagement and sustainable change.

Through an interactive discussion, attendees will share insights on best practices for supporting student leaders, reflect on the barriers to effective representation, and consider future directions for student engagement initiatives. This session welcomes students, staff, and policymakers to contribute to the conversation on strengthening student leadership and advocacy in higher education.

### D5 Workshop

Finding balance: Exploring 'power' in student-staff co-production

Samantha Wilson-Thain, Tom Baines, Tom Ritchie and Inca Hide-Wright, University of Warwick (1, 3 & 4) and Social Origin (2) W5 / 2025-082  , ,

Despite its transformative potential, co-production is a tricky business. The dynamics of power within such partnerships can be difficult to understand, frequently change and present challenges. As part of a Co-Production Collective (UCL) funded project, we explored how co-production principles were operationalised in practice, focusing on the experiences of both staff and students and the power dynamics that emerged. The funding offered our team a unique opportunity to focus on evaluating how we worked together, rather than on the impact of the outputs we created. Our findings suggest that achieving authentic co-production requires not only a commitment to its principles but also active strategies to address power imbalances. A foundation of strong relationships and trust, combined with deep, honest and ongoing reflection were identified as crucial. Many projects set out with good intentions, however practical challenges and the complexity of power dynamics mean that students feel they have not been treated as equal partners. This workshop is designed for staff who are working, or want to work, in equal partnership with students. We will facilitate people through a series of activities to explore how power manifests itself within co-production, provide them with simple tools to discuss power imbalances and challenge them to create strategies which move towards more power balanced partnerships between staff and students.

### E5 Workshop (Hybrid room)

Empowering Black student leaders

Amira Asantewa, Grit.org.uk OW2 / 2025-102 

# (Sessions A5-F5 continued)

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Grit has delivered its Black Leaders and Students of Colour programmes in 15 universities. The programmes empower Black students and Students of Colour with the confidence and sense of belonging, to become resilient leaders and the power of their advocacy to drive change.

This workshop, co-facilitated by two programme alumni (tbc) will draw on the findings of the recently published independent evaluation of the programme, the network of BLP alumni, and emerging findings from work for staff coaching Black students.

Using conversations from the programme methodology we will lead the delegates through an exploration of what the students have told us are the key themes in the work and what lessons there might be for others doing related work in other universities.

Key themes include:

- Black only spaces, where participants feel comfortable to be authentically themselves and not “self-censoring to make myself palatable to white people”
- Belonging to a community of people “I can draw strength from, who I know will understand what I am going through,” how this “validates my feelings and experiences”
- Identity: “exploring and appreciating the value of my heritage, my culture... who I am and what I am... where I am from”
- The importance of recognition and representation, both in the messaging about opportunities and in the ability of those delivering or facilitating them to relate to their racial identity and cultural backgrounds; “seeing that my voice, my opinion matters”

F5 Online Campfire Conversations

Co-creation in a safe space: Listening to the international student voice

Ben Chong, Richard de Blacquièrre-Clarkson and Manoi Ravi, University of Leeds OCF1 / 2025-092 

International students are a significant and growing cohort in UK Higher Education, with a 24% in 2021/22, bringing the total to over 500,000 non-EU students. Despite a recent decline, 64% of respondents in a public survey believe that the UK should host the same number or more international students while 62% of respondents think that international students contribute positively to the economy. However, 75% of international students reported experiencing loneliness. They are often treated as ‘cash cows’ and subject to deficit narratives whilst their diverse experiences are not well understood. This presentation will describe our successful approach in establishing a pedagogic partnership with a group of international students studying at the University of Leeds. We will outline the evolution of our partnership to understand their lived experiences and sense of belonging through a structured process – starting from establishing a safe space for community building, progressing to engagement and collaboration through low barrier activities and culminating in co-production embedding a high degree of student ownership. Thereby, this presentation will highlight easily translatable actionable recommendations that conference delegates can integrate within their own practice to strengthen student voice and facilitate a more inclusive student experience.

Beyond the Cinderella Story: Recognising working-class strengths in HE

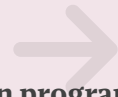
Hannah Reilly, Medr (Y Comisiwn Addysg Drydyddol ac Ymchwil / Commission for Tertiary Education and Research) OCF2 / 2025-058 

Higher education narratives often frame working-class students as ‘overcoming’ barriers, painting their success as a Cinderella story—an exceptional rise from hardship rather than a testament to their strengths. But what if we flipped this narrative? What if we recognised working-class students as succeeding because of their backgrounds, not in spite of them?

This campfire discussion will explore findings from a recent study undertaken as part of an MA in Student Engagement in HE, on the experiences of working-class students in UK higher education. Conducted during the cost-of-living crisis, this research highlights the motivations and enabling factors that facilitate their transition into and progression through HE.

# (Sessions A5-F5 continued)

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Seven participants across different levels of study challenge the deficit-based perspective, demonstrating that family support and self-motivation are powerful assets—but not qualities unique to working-class students. Instead, this discussion will explore how narratives can shift away from a focus on barriers to a recognition of the diverse strengths and contributions of students from all backgrounds.

How can HE providers ensure their practices empower rather than pity working-class students? How might these findings inform approaches to supporting other 'non-traditional' HE students? Join the conversation to reimagine the working-class student experience—not as a fairy tale, but as a story of resilience, agency, and well-earned success.

Meeting students where they are - modelling new forms of student communities

Rosie Hunnam, Organised Fun OCF3 / 2025-052 ☒

In the HE sector we universally accept the significance of meaningful student voice to shape students' educational experience. More recently HEIs are investing in building student belonging and we've acknowledged how student-led groups facilitate this. Student voice and student group activities are commonplace in every university, typically organised through the students' union, guild or association, but are usually distinct activities. At Organised Fun we've been working with students' unions to conceptualise this work differently, working on creating student communities with representation, social, employability and wellbeing 'baked-in' as core activity.

# Abstracts - Sessions A6-F6



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## Day 2 - Fri - Parallel Session 2 - 11:45 - 12:30

### A6 Presentations

Building Student Success: The Role of Student Mentors and Employability Coordinators in Curriculum Co-Design, Co-Delivery, and Student Engagement  
Marloes Spreeuw, University of Westminster Pres31 / 2025-045 ✕

This session explores the transformative role of Student Mentors and Employability Coordinators in shaping undergraduate courses through collaborative curriculum co-design, co-delivery, and fostering student engagement. The initiative aimed to enhance the design, delivery, and overall development of courses while supporting Course, School, and University objectives. Key goals included promoting a collaborative approach to curriculum design, improving student engagement, and promoting an inclusive, supportive learning environment.

### Co-creating Interactive OERs for Enhanced Engagement

Veronique Van Lierde and Yasser Lemghari, Al Akhawayn University in Ifrane – Morocco Pres33 / 2025-168 ✕

Most traditional textbooks are written and reviewed primarily by instructors. Faculty select a textbook for their class that in their opinion best fits their students' needs. Once the book has been selected for the course, the students typically have very little say over the book. In this presentation, we will look at the textbook from the point of view of the intended reader: the student. We will discuss how we modified an existing OER to engage students better. We enlisted the help of a former student to co-create interactive visuals and self-checks that were added to an existing OER. The result is a more interactive textbook. We will share the student co-creator's insights on their experience. We will also discuss the benefits of this co-creation process for both the student contributor and the students utilizing the adapted OER.

### A Collective Approach to Reverse Mentoring

Camilla Ventre, Ffion Evans and Zinnia Mitchell-Smith, Manchester Metropolitan University Pres35 / 2025-149 ✕

Reverse Mentoring has gained recognition as a vital mechanism to bridge the gap between diverse student experiences and higher education (HE) leadership, particularly in enhancing understanding of student inclusion and belonging, and supporting decision-making and educational improvement (O'Connor et al., 2024; Cain et al., 2022).

### B6 Presentations

Student Engagement in Veterinary Medicine through the Reach Widening Participation Programme  
Karen MacEachern and Alison Browitt, University of Glasgow Pres32 / 2025-158 ✕ ,

Reach (Access to the High Demand Professions) at the University of Glasgow has been delivered by widening participation practitioners in partnership with the academic areas to promote widening access and student success in Medicine, Law, Dentistry or Veterinary Medicine degrees since 2011.

Senior school pupils from backgrounds that are under-represented in the professions are engaged in a 3-year programme which includes a summer school, academic work and interview workshops. Applications to study are contextualised to compensate for recognised educational inequalities and consequently, the number of Reach students has steadily increased, enhancing diversity and inclusion.

# (Sessions A6-F6 continued)

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Throughout the veterinary degree, Reach students are provided with extra mentoring and financial support. Engagement with their mentor starts during the Reach summer school and is sustained across the degree and results in the Reach students on the veterinary degree having the highest retention rate across the programme.

This presentation details the approach of the widening participation programme in providing early engagement that is sustained across the student journey and will highlight the central relationship between the students and their mentor through hearing from both staff and students. We will demonstrate the importance of student voice in evaluation and informing programmes and student support that deliver positive outcomes for students through an understanding of diverse learners' experiences.

From Awareness to Action: Understanding the student perception of the Student Voice

Larissa Nelson and Alyssa Davies, Cardiff Pres34 / 2025-096

Student Voice refers to the initiatives to allow students to express their opinions, which has the potential to aid in decision-making processes. Student Voice is seen as a key factor in enhancing the student experience.

To gain information on the perceptions of Student Voice, a survey was conducted, followed by interviews following ethical guidelines.

Results indicated that Student Academic Representatives (SAR) had a higher interest for Student Voice, compared to that of average students. Results also indicated that there is a general misunderstanding of what Student Voice is, and confusion about the role of SAR's. Most respondents indicated that they feel staff communicate well and improve on their teaching effectively when given feedback. Results also indicated that students generally only engage with Student Voice when they have issues and want to report problems. Reasons for lack of engagement were concluded to be related to general disinterest and implications of the COVID-19 pandemic. Participants indicated that when they have positive relationships with staff, they are more inclined to feedback information to them. Participants also commented that Student Voice is often used negatively; often used as a point for a CV and as a method of complaint.

When asked about improvements, participants suggested that SAR's could make themselves more well known. Participants also suggested holding more informal events to increase feedback opportunity.

Mentorship, Collaboration, and Identity: Reflections on the RAISE Network Buddy Scheme

Kiu Sum, Tamara Reid and Ana Souto, Westminster (1), Kingston University (2) and Nottingham Trent (3) Pres36 / 2025-075

The RAISE Network Buddy Scheme fosters communication, collaboration, and professional development within higher education (HE). As three colleagues, we formed a group focused on staff and student partnership projects. Through regular meetings, we explored our academic identities, career paths, and the impact of the buddy scheme on our professional development. This paper presents a collaborative reflection on our experiences.

The analysis identifies three themes. First, navigating academia and identity highlights how personal identity (e.g., cultural background, gender, career stage) influences academic experiences. Mentorship and support were key, with us benefiting from guidance and feedback, allowing for reflection on personal and professional challenges. Collaboration emerged as essential, with the authors valuing the opportunity to collaborate on academic outputs despite differing backgrounds. The scheme provided a space for reflection and personal growth, enabling discussions on career paths and challenges in a supportive environment. We also reflected on the challenges of academia, including pressure to meet expectations and career uncertainty. Lastly, empowerment through collective wisdom was prominent, as we fostered empowerment through diverse perspectives.

# (Sessions A6-F6 continued)

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This paper highlights the transformative potential of the RAISE Network Buddy Scheme, showing how mentorship, collaboration, and reflection can empower individuals in navigating their academic careers.

## C6 Storytelling Sessions

Building Bridges: Enhancing Education Through Bespoke Student-Staff Partnerships

Lucy Mason and Libby Johnstone, University of Leeds Story7 / 2025-108

At the University of Leeds, we believe that authentic student-staff partnerships are key to transformative educational experiences. Our innovative approach offers bespoke support to academic staff, enabling them to co-create with students in ways that are embedded and sustainable.

The Student Partnerships Team, with three dedicated Partnership Advisors, collaborates closely with academic staff at both school and programme levels. We support the development of tailored plans that integrate Student Voice, Representation, and Co-Creation, fostering a culture of partnership that is impactful and transformative.

Often, the challenge to effective partnership practices is not a lack of knowledge, but the need for support to bridge the knowing-doing gap in meaningful ways within specific contexts and roles. We meet staff where they are, helping them reflect on their assumptions, understand their agency, and plan for sustainability.

Join our storytelling session, where journey maps will illustrate the partnership process, highlighting key milestones and achievements. Through postcards featuring photos and insights from stakeholders, you'll gain perspectives on the transformative power of these collaborations. Experience how our tailored approach fosters authentic Student-Staff Partnerships, creating an inclusive and responsive educational environment where student voices shape the experience. Discover the lasting improvements and sustainable practices that bespoke support can bring

Poetry and partnership: piloting subject-based engagement in learning in a multi-campus institution

Charlotte Usher and Simon Varwell, University of the Highlands and Islands Story8 / 2025-087

Student engagement at faculty level is key to critical reflection on learning and to partnership in academic strategy, but is harder to achieve in complex institutional structures.

In 2024-25 a Subject Intern scheme was piloted in the University of the Highlands and Islands (UHI), a federal institution where 10 colleges intersect with two Faculties and six subject areas. While representation is effective in colleges it has been less well rooted in faculty and subject areas due to restructures and multi-campus dynamics. This has left gaps in decision-making structures and in students' identity with or recognition of their cross-college subject community.

As such, a pilot Subject Intern for Business, Leisure and the Creative Economy (BLCE) was jointly funded by UHI's Scholarship Fund and HISA, the students' association, as a part-time role over 2024-25. The post allowed UHI and HISA to adopt a new approach to student roles in quality processes and lead a project that would engage students in the subject area. This storytelling session will focus primarily on that project.

The Intern, drawing on creativity in the BLCE curriculum, worked with the Associate Dean to create a project to use community poetry to investigate how imposter syndrome impacts students, and to explore how the effects of it can be mitigated. By sharing images from the project, this session will share perspectives on meaningful community building for students in a multi-campus, sparsely populated region.

# (Sessions A6-F6 continued)

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'The PhD Superhero': Telling the story of PhD students' development at the University of Cambridge  
Amy Smail, Jess Scott and Annette Mahon, University of Cambridge Story9 / 2025-041

Once upon a time, a PhD student embarked on their journey at the University. Seeing their future ahead full of both possibility and apprehension, the PhD student sought guidance from the Researcher Development Team. Indeed, it was these wise helpers who knew how to help realise this student's potential in becoming the super-hero they hoped to be while helping to equip them in tackling their adversities along the way...

This paper presents emerging findings from a new, innovative evaluation method which we are calling 'The PhD superhero,' to better identify the evolving needs of PhD students and their aspirations for skills development. The approach entails 36 PhD students of diverse backgrounds, disciplines and at different stages of their study, attending participatory workshops to co-create a visual representation of their PhD superhero. We will ask them to identify what skills and attributes matter most at the end of their PhD study. This also builds a picture of the longer-term impact of our provision and how we can modify future programme iterations to suit need. We shall then ask students to narrate their own origin PhD superhero stories so far, co-constructing with us the short and medium-term outcomes of their skills development and identifying types of barriers and enablers that they have faced in their PhD journey. Reflecting on their stories, we hope to inspire our colleagues to use more creative methods to empower our PhD students in their own development.

D6 Workshop  
Co-Creating a Manifesto for Co-Creation  
Callum Paterson, Celine Caquineau and Rea Michalopoulou, University of Edinburgh W4 / 2025-038 ,

It is accepted that students should be at the heart of everything we do across the sector, and student voices are embraced through the feedback loop and in decision-making spaces. Yet the immense value students can bring, and benefit from, by being true partners in the co-creation of learning and teaching is often overlooked.

The Student Engagement Strategy Group, a subgroup of the University of Edinburgh's Curriculum Transformation Project, has been developing a Manifesto for Co-Creation, which aims to set out what we mean by co-creation within the University and how students and staff can work together to make this a reality. Co-creation can empower students to bring their perspectives and new innovations to learning and teaching, while contributing to more rewarding teaching for staff. This can bridge the gap in student engagement, create more inclusive and relevant learning and teaching, and enhance the offer of Higher Education to students both during their degree and beyond graduation, by improving the value of their learning.

This workshop will be primarily led by student interns from the Curriculum Transformation Project. Through exploring the core elements of our manifesto, we will pose the questions: what does co-creation really mean to both students and staff across the sector, and what do we need to do to reach our shared aspirations?

Join us to discover what we can achieve when students and staff work together as true partners in co-creation.

F6 Online Storytelling Sessions (Online room)  
Empowering students' communication: Creating an inclusive dialogic space  
Vienne Lin, Bath University OStory1 / 2025-013 ,

This presentation narrates an ongoing doctoral research project that explores students' willingness to communicate (WTC) in the classroom. It begins with anecdotes

# (Sessions A6-F6 continued)

Day 2 - Fri - Parallel Session 2 - 11:45 - 12:30



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that highlight the presenter's research interests, her positionality, and the significance of WTC as an investigative area. It moves on to introduce the construct of WTC and its research within the field of applied linguistics while discussing its high relevance in educational settings. Specifically, WTC accentuates the importance of individual differences in the predisposition to communicate (McCroskey and Baer, 1985; MacIntyre et al., 1998). To embrace and empower all voices, it is essential not to label students as non-contributors simply because they appear quiet (Lin, 2025; Lin & Forey, 2025). Instead, teachers should explore the meaning and understanding of WTC and class participation with their students. The presentation will introduce a self-created fictional character, Sprinkle, to illustrate how the concept of participation can be extended from primary oral communication to include other non-verbal forms. It will conclude by proposing a Playful Silence Game designed to make students aware of their contributions and to prompt reflections on how and why a healthy learning environment can be better when it is co-constructed, while taking into consideration the different participatory preferences of students.

Reimagining student voice

Irfan Rashid, Katie St Quinton, Georgina Blakeley, Heather Wade and Freya Asquith Martin, University of Huddersfield OStory2 / 2025-156 ✕ ,

This is a story of reimagining student representation. It starts with outdated procedures and challenging student circumstances. OfS data (2025) shows that 61% of University of Huddersfield students are from IMD1 and IMD2 backgrounds. The financial challenges faced by many of our students reduces mental bandwidth. Yet we believed that given time-out and an empowering environment, students could reimagine representation. We knew we wanted student voice at the heart. Conventional focus groups and surveys result in limited engagement so we sought another way. We provided time, space and resources to enable a free-thinking workshop for Academic Reps to explore their experiences, expectations, and core values in student representation. We were inspired by Sam Conniff Allende's 'Be More Pirate' approach to challenge embedded institutional processes and the status quo. The workshop gave time for participants to build the rapport needed for constructive collaboration. The schedule was structured to progressively build participants' confidence in self-reflection, ability to give their opinion, sensitively challenge, and develop consensus so that by the final activity they were working together to test their ideas. We stripped back the student experience to its foundations of student voice, academic experience and student representation, exploring meaning, purpose and challenges; before building up to the ideal of academic representation. Discover with us how the story ends.

# Abstracts - Sessions A7-F7



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## Day 2 - Fri - Parallel Session 3 - 13:30 - 14:15

### A7 Presentations

Engaging with the Student Voice: Refreshing Practice and Theory – a reboot for 2025 and beyond. A summary of the special issue of the RAISE network journal Megan Bruce, John Parkin and Conor Naughton, University of Durham (1), Anglia Ruskin University (2), and University of Nottingham (3) Pres37 / 2025-019 ✕

Addressing all of the conference sub-themes, this paper provides a synthesis of the special issue of the journal of the RAISE network (Student Engagement in Higher Education journal) which will be published in September 2025.

The title of this special issue is “Engaging with the Student Voice: Refreshing Practice and Theory – a reboot for 2025 and beyond” and a wide range of submissions are currently in production exploring a range of areas such as Voices in the Wider University, Voices in the Curriculum, Voices in Student Leadership, and Marginalised Voices.

This paper will present the editorial of this special issue, drawing together the themes that have been covered and exploring the shift in how student voice is being seen and used at present compared with its perceived value in the past. We aim with this special issue to move the student voice narrative beyond the previous limited focus of simply seeking student input on established projects via surveys and focus groups.

Consequently, the special issue explores innovative approaches to understanding student voice which in turn supports us in enhancing our practice, recognising the key features of student voices within the curriculum and the wider university, and acknowledging the importance of student leadership and integration of marginalised communities.

100 Days 100 Voices – A longitudinal student voice campaign  
Paul Gratrick, University of Liverpool Pres39 / 2025-010 ✕

The transition into university life is a critical period for students, shaping their academic, social, and personal trajectories. The 100 Days 100 Voices campaign at the University of Liverpool, run annually for three years now, provides a comprehensive exploration of student experiences during this pivotal phase. Through a mixed-methods approach involving longitudinal surveys and qualitative narratives, this study captures the voices of over 1,000 students, offering nuanced insights into their sense of belonging, engagement, and challenges.

Key findings reveal that while 83% of new undergraduates are excited for the future, nearly half express concerns about social integration and finances. Engagement with societies and city exploration is robust (75%), yet traditional modes of delivery often fall short for commuter and mature students. By day 100, a majority of students feel part of the university community and confident in their academic abilities, although international students report a 20% decrease in their sense of belonging over time. The initiative also highlights demographic differences, with students from underrepresented groups reporting unique barriers and needs.

This presentation will outline the methodology, key findings, and the campaign’s innovative features, including real-time feedback loops and social media student takeovers. Attendees will gain actionable insights into fostering inclusive and supportive environments that enhance the student experience.

What works to increase student attendance and engagement in timetabled sessions – An exploratory study of student engagement in Finance and Accounting education

# (Sessions A7-F7 continued)

## Day 2 - Fri - Parallel Session 3 - 13:30 - 14:15

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Tom Lowe, Emma Elkington and Irene Brew-Riverson, Univeristy of Westminster Pres41 / 2025-018 

This session will share the findings of a study conducted by the University of Westminster Business School, where through focus groups during February 2025, students were asked particularly about the teaching techniques, session type and assessment relevance – and how these impacted attendance. Sector narratives relating to student engagement beyond COVID-19 report decreasing footfall on campus and attendance at timetabled classes. Researched factors to these changes include the advent of en-masse distant learning; a cost of living crisis acutely impacting students in the UK; and students taking on higher amounts of part-time employment. (Williams, 2022; Russell Group Students' Unions, 2023, Office for Students, 2023). A research study's findings in 2023-24 across three UK universities supported the above factors relating to student finances (Lowe et al. UNDER REVIEW) but also suggested that timetabled session format, teaching styles and perceived learning benefit of each session, also influenced students to attend and inspired this presentation's study. As students are perhaps becoming more strategic with their time, and assessing daily the perceived relevance of travelling to campus, this research team came together to focus particularly on the timetabled sessions themselves. This session will share the findings of this study where student stories add further context in a widening participation environment of increasing numbers of commuting students who have to work.

### B7 Presentations

#### Student Cost of Learning

Ryan Davidson and Sara Akram, University of Derby Pres38 / 2025-163 

The Cost of Learning project is an ongoing co-creative research project involving cross-national universities (University of Southampton, the University of Derby, Kings College London, University College London, and the University of Sussex). This project aims to explore what the 'cost' of learning is to our students, particularly looking at engaging students who are supported by the access and participation plans at each respective institution.

There is a collective intention to discuss the ambiguous impression of what 'cost' could mean, so students are able to freely interpret and share their personal experiences in relation to their interpretations. For instance, it could be perceived as a financial cost, a physical or an emotional burden that students feel. This projects looks to enable students to explore their interpretation of the cost of learning, through creative outputs. They could express their thoughts in the form of a sculpture, a picture, a story, photograph, creative writing or any other form of creative output.

Student-staff partnership is at the core of this project. All ideas and project planning within this study have been co-created with current students at each institution, enabling a truly authentic and ongoing student-staff partnership. The aim of this project is to spread awareness around the student cost of learning and provide support to current students on this topic. The study will run from March to August 2025.

### Co-Creators Assemble! Rethinking Education, One Partnership at a Time within the PgCAP

Caroline Fleeting, University of Cumbria Pres40 / 2025-066 

Authentic student-staff partnerships are at the heart of meaningful educational transformation. As Ferguson (2024) highlights, student as partners pedagogy has emerged to allow students to shape their learning. In the context of the Postgraduate Certificate in Academic Practice (PGCAP), engaging participants as co-creators fosters an inclusive and reflective learning environment. By embracing co-creation in the PGCAP we move beyond traditional teaching models, cultivating dynamic partnerships and empowering participants to co-create not only within the PGCAP itself but also in collaboration with their own students.

This session explores how the PGCAP programme can serve as a model for student-staff collaboration, where both emerging and experienced academics actively shape assessment design through formative assessment and share best practice through a research panel at the Learning and Teaching Conference.

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Student-Led Exploration of AI Ethics and Applications

Tadhg Blommerde, Stephany Veuger, Henry Richards and Kerry Gibbins, University of Northumbria Pres42 / 2025-054 ✕

This campfire conversation, led by two undergraduate student researchers, explores the ethical implications and applications of Generative AI (GenAI) in higher education. Drawing on their experience conducting interviews and analysing data across two faculties, the students will share insights into how AI is perceived and used by staff and peers, as well as the ethical challenges it poses. Attendees will engage in an interactive discussion, asking questions and reflecting on how AI can be used responsibly to enhance learning and teaching.

The session highlights the importance of student voice and authentic student-staff partnerships in addressing complex issues like AI ethics. By centring student perspectives, this conversation aims to empower educators and students alike to navigate the opportunities and challenges of AI in education. The findings will be disseminated through academic journals and university channels, ensuring broader impact.

D7 Workshop

RAISE Buddy Scheme – Info Session (Hybrid room)

E7 Online Workshop

Ready to hear, supported to speak: a model for conversation to empower the student voice

Jennie Blake, University of Manchester HW7 / 2025-043 ✕

A sense of belonging is a crucial element of higher education, tied to students' feeling of being heard and valued, particularly by university staff. (Blake, 2022). Throughout HE, complex power dynamics come into play, as students bring their lived experiences into conversation with staff expertise.

A key output of a research project at the University of Manchester is a co-created model for conversation between students and staff. (Blake, 2021). This model is purposefully designed to address some key elements to support students' feelings of belonging:

1. Addressing Power Imbalances: acknowledging and mitigating inherent power imbalances when students engage with university staff.
2. Promoting Agency: encouraging students to take ownership of their academic journey, emphasizing achievable actions.

This conversation model works to ensure students receive the support they need and instill visible equitable practices within pivotal relationships between an institution and its students, drawing inspiration from the work of Cobb and Krownapple and adrienne maree brown (Cobb & Krownapple, 2019; maree brown, 2017).

Utilizing adrienne maree brown's concept of "seeding the small" and activities drawn from liberating structures, the workshop guides participants in adapting and embedding more equitable conversations and process within their own institutional contexts (maree brown, 2017) and provides practical tools to implement in their institutions (Bali & Mia, 2022).

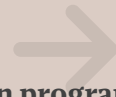
F7 Online Workshop

Empowering all voices through the peer learning model SI-PASS (Supplemental Instruction-Peer Assisted Study Sessions)

Linda Wennborg and Joakim Malm, European Centre for SI-PASS OW1 / 2025-157 ✕

# (Sessions A7-F7 continued)

Day 2 - Fri - **Parallel Session 3** - 13:30 - 14:15



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The workshop focuses on sharing ideas on how peer learning schemes, and specifically SI-PASS, can support the empowerment of students by building confidence and creating diverse and safe learning communities. SI-PASS (Supplemental Instruction-Peer Assisted Study Sessions) is a well-established and well-researched peer learning model that originated in the 1970's. The aim of SI-PASS is to create a safe, inclusive and positive environment where students can collaborate and discuss course content, guided by an experienced student -the SI-PASS Leader. Through active learning strategies, like think-pair-share, all students provide input to discussions. Research indicates that participating students feel that they gain a deeper understanding of the course content and more confidence in their studies, as well as develop skills such as collaboration and critical thinking by attending SI-PASS sessions.

By engaging in a collaborative learning activity examining the core principles of the SI-PASS model, this workshop allows the participants to discuss the SI-PASS model and how it can support the empowerment of students and serve as a platform for inclusivity by building on the diversity of the student population. Through discussions, we will also examine what differs SI-PASS from other peer learning models, focusing on the aspects of quality assurance realised through for example the training and support of both the SI-PASS Student Leaders and the SI-PASS Supervisors (staff).

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